

Waterford State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

## Contact Information

Postal address:	40 Nerang Street Waterford 4133
Phone:	(07) 3451 8222
Fax:	(07) 3451 8200
Email:	principal@waterforss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Linda Knight.

# School Overview

Waterford State School is located in the Gold Coast shire bordering Logan City. The school was first opened in 1869 and one of the early school buildings is still in use today. The primary school population, once 750 students, is now around 650. Students come to the school from a number of surrounding suburbs with the majority from Waterford and Bethania as the school is now enrolment managed with new students to the school mostly residing in catchment. Students are friendly, happy, keen to learn and able to voice their opinions through the Student Leadership Team. Approximately 100 staff support the learning needs of students. A good mix of experienced and young staff ensures there is a very balanced view to children's learning. Parents are supportive of the school and their children's education. The P and C Association works very hard, through fundraising and participating in school decision making, to enhance learning opportunities for all students. Staff, students and parents are immensely proud of the school and its history. We all strive to achieve 'Our Best Always' with our school mission driving our decision making: "Working together to ensure every day, in every classroom, every student is succeeding."

## Principal's Forward

### Introduction

Welcome to our School Annual Report for the 2016 academic school year. The School Annual Report provides parents, students and members of the school community with information about our achievements over the past year and describes our performance in a range of priority areas and the outcomes we have achieved.

The School Annual Report also describes features of our school and provides information on progress towards our planned goals and our aspirations for the future.

**Our Purpose:** Waterford State School is committed to providing quality education in a safe, supportive, inclusive and disciplined environment to enable students to gain knowledge, skills and independence to reach their potential and be prepared to confidently meet the challenges of the future. This purpose serves as a key reference point for strategic initiatives.

I am very pleased to present this report to the Waterford State School community and I look forward to the exciting challenges the 2017 school year holds for us as we continue to strive to be the very best that we can be.

### School Progress towards its goals in 2016

Waterford State School experienced a productive and successful school year with sound progress achieved in implementing the key strategic objectives detailed in the 2016 Annual Implementation Plan.

A snapshot of key strategic goals include:-

The continued implementation of the Australian Curriculum in English, Math, Science, History and Geography from Prep - Year 6 with comprehensive school based planning processes developed ensuring consistent, high quality curriculum underpins all teaching and learning experiences across the school.

The completion of the Priority School Review and the development of the school's Strategic Plan 2016-2019 has provided a clear, concise and compelling vision for the future with a statement of strategic intent foregrounding the performance expectations for the next four years.

The review of the teaching of reading at Waterford State School, established baseline expectations for every classroom identifying guided reading as a signature practice across years Prep-6 to provide explicit instruction to every child through identified reading goals informed by regular data cycles.

The continued implementation of Positive Behavior for Learning (PBL) with a focus on developing, in consultation with students, appropriate reward systems for students who continually meet the school's expectations.

Improving attendance continued to be a priority area with the implementation of a school policy on monitoring attendance. The School Attendance Officer was continued and an expanded subject range was offered to our students in Years 5 and 6 on a Friday afternoon with the introduction of an enrichment program to encourage attendance on a Friday.

### Future Outlook

Our learning agenda for the future identifies the collaborative work of teachers learning and growing together to provide an engaging, stimulating curriculum, embedding ICT's, robotics, coding and employing research based teaching strategies to ensure learning for ALL students.

We will continue to build a high level of expertise in our school in the teaching of reading, particularly in the early years with the introduction of an explicit phonemic awareness program equipping our students with a sound foundation and the necessary tools they require to be effective readers and writers. A consistent approach to tracking and monitoring reading growth will be identified and established with clear reading targets set for each year level. Three levels of intervention has been established: Tier 1 – Effective classroom instruction and support; Tier 2 – Small group targeted intervention and Tier 3 – Individual intervention through specialised programs and staff.

We will continue to ensure that Waterford State School remains a great place to be a learner by continuing to implement Positive Behaviour for Learning support framework which includes an engagement team who will use data to inform the explicit instruction of appropriate behaviours in context.



We will respond to feedback from our community to develop authentic partnerships with parents and the community with a clear Indigenous and Pacifica strategy acknowledging the cultural heritage of our students and families.

The future outlook of Waterford State School is a very positive and exciting one with so many wonderful initiatives planned and implemented /across the school.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Early Childhood - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	712	320	392	64	94%
<b>2015*</b>	688	304	384	72	93%
<b>2016</b>	652	305	347	67	90%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://data.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the Student Body

#### Overview

Waterford State School is located in the Logan-Beaudesert area on the western side on the M1. Our school, as well as offering classes from Preparatory to Year 6, also offers programs for younger children in the Early Childhood Development Program. Waterford State School services the communities of Waterford and Bethania. Approximately 15.5% of students attending the school are students with identified disabilities; 11% who identified as Indigenous and 2.5% who identified that they speak English as an additional Language/Dialect.

#### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	25	24
Year 4 – Year 7	27	28	25
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Our school offers quality curriculum programs in English, Mathematics, Science, History & Social Science, Digital Technologies, The Arts, Health and Physical Education and LOTE (Languages Other Than English). Students study Chinese (Mandarin) in our LOTE (Languages Other Than English) Program with students in Years 4, 5 and 6 participating.
- Students participate in specialist classroom music programs.
- A range of physical education activities is offered. Students participate in weekly formal physical education lessons as well as a variety of physical activities on a daily basis. A school athletics, cross country and swimming program focuses on participation and skill development for students.
- Computers and Information and Communication Technologies (ICTs) are an integral part of our school curriculum with all classes having access to our network and regular use of our computer labs.
- An environmental focus is incorporated in learning activities and a range of gardening activities provide many worthwhile learning opportunities for students.
- A range of intervention and support programs are implemented to address students' individual learning needs with targeted intervention in the area of reading.
- Community involvement in the celebration of student learning including culminating activities for units of work and special school events such as Harmony Day, Under Eights Day, Book Week, Arts Festival and Sporting events is an important aspect of our educational programs.

### Co-curricular Activities

- An Instrumental Music Program offers tuition in Strings to students in Years 3 – 6.
- Student leadership programs, including a Student Leadership Team, offer students the opportunity to learn and practise their leadership skills by organising and being involved in a variety of school activities such as Harmony Day, NAIDOC Week and Day of Challenge. Buddy and playground programs assist younger students in our school and fund raising activities support a range of community organisations. Our student leaders also provide input into the ongoing development of our school and represent our school at local community events.
- A number of lunchtime clubs provide activities such as dance, drama, art, robotics, guitar, kapahaka and chess for students.
- An increasing focus on the Performing Arts provides opportunities for participation in musical and drama activities including school choir and school concerts.
- Participation in a variety of educational and community competitions including ICAS.
- Representative sporting opportunities are available as well as sporting sessions provided by community sporting groups.
- Lunchtime Kids' Club offered to students of all year levels through the school's Chaplaincy program.
- A school camping program is offered to students in Year 6.
- Weekly Breakfast Club held each Tuesday and Wednesday.
- A variety of school excursions and visiting programs are offered to enhance student learning.
- Special school events such as Easter and Crazy Hat Parade, ANZAC Day Service, Book Week Parade, Arts Festival, End of Term Celebration Assemblies and discos actively involve students and families in school life.

### How Information and Communication Technologies are used to Assist Learning

Computers are used throughout the school as tools to enhance teaching and learning in all Learning Areas. The Internet is a major resource and students are taught to utilise it and a variety of software to research and present information and participate in learning activities. Our school subscribes to Mathletics, Sunshine Online and The Learning Place and incorporates access as part of online learning activities. Classrooms have an Interactive Whiteboard, data projectors or 65 inch Televisions for use in curriculum delivery. The number of iPads is increasing to assist in individualising student learning.

Computers are located in all classrooms and one large and two smaller computer labs are accessed regularly by classes. In 2016, 80 new laptops were purchased to replace older PC's improving computer useage across the school.

## Social Climate

### Overview

Waterford State School has a very supportive school environment which caters for a full range of students. The policy of inclusion with wisdom for all students in classrooms, sporting and cultural activities is a strong feature of the school. The Responsible Behaviour Plan is supported by well-structured and consistent processes for classroom and playground participation.

To support students in achieving success, explicit lessons are taught across Years Prep-6 where students learn the expected behaviours in context, each of which is clearly aligned to the school's expectations.

In 2016, Waterford State School continued the implementation of a Positive Behaviour for Learning (PBL) approach to the teaching and management of student behaviour and this will see the ongoing development of behaviour processes and procedures at the school. A PBL approach means that we use data to track progress and identify areas for intervention, use school wide expectations and rules in specific settings to explicitly teach appropriate behaviour, use a positive incentive program to encourage appropriate behaviour and use effective consequences to discourage inappropriate behaviour.



Students proudly wear their orange and black uniform and are encouraged to take responsibility for their learning and behaviour and to actively participate in a wide range of school activities. A Student Leadership Team operates at the school with students organising a number of school events throughout the school year as well as participating in buddy and playground support programs. They also undertake a variety of fundraising activities to raise student awareness of the needs of others as well as providing valuable input into the ongoing development of our school.

Our school provides a chaplaincy program three days a week endorsed by the school's Parents and Citizens' Association and available on a voluntary basis to all students, parents and staff. The chaplain is also involved in a range of activities which are free of religious or spiritual content.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	95%	93%
this is a good school (S2035)	100%	95%	93%
their child likes being at this school* (S2001)	91%	91%	91%
their child feels safe at this school* (S2002)	100%	86%	93%
their child's learning needs are being met at this school* (S2003)	82%	82%	87%
their child is making good progress at this school* (S2004)	82%	91%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	86%	94%
teachers at this school motivate their child to learn* (S2007)	91%	82%	95%
teachers at this school treat students fairly* (S2008)	82%	68%	91%
they can talk to their child's teachers about their concerns* (S2009)	82%	86%	95%
this school works with them to support their child's learning* (S2010)	91%	86%	91%
this school takes parents' opinions seriously* (S2011)	82%	73%	95%
student behaviour is well managed at this school* (S2012)	82%	76%	82%
this school looks for ways to improve* (S2013)	100%	86%	96%
this school is well maintained* (S2014)	100%	95%	93%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	95%	94%
they like being at their school* (S2036)	97%	93%	94%
they feel safe at their school* (S2037)	90%	90%	88%
their teachers motivate them to learn* (S2038)	97%	98%	96%
their teachers expect them to do their best* (S2039)	97%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	94%	92%
teachers treat students fairly at their school* (S2041)	89%	89%	85%
they can talk to their teachers about their concerns* (S2042)	88%	86%	87%
their school takes students' opinions seriously* (S2043)	79%	88%	87%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	69%	75%	72%
their school looks for ways to improve* (S2045)	90%	98%	95%
their school is well maintained* (S2046)	85%	90%	84%
their school gives them opportunities to do interesting things* (S2047)	91%	98%	94%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	97%	98%
they feel that their school is a safe place in which to work (S2070)	95%	91%	98%
they receive useful feedback about their work at their school (S2071)	95%	82%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	92%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	95%	94%	91%
student behaviour is well managed at their school (S2074)	77%	82%	89%
staff are well supported at their school (S2075)	77%	91%	91%
their school takes staff opinions seriously (S2076)	73%	91%	91%
their school looks for ways to improve (S2077)	95%	97%	96%
their school is well maintained (S2078)	100%	94%	95%
their school gives them opportunities to do interesting things (S2079)	91%	85%	93%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

Parents are welcomed and encouraged to become involved in their child's education wherever possible. The P&C meets monthly and assists with the School's strategic planning, policy formulation and fundraising activities.

Parent teacher interviews are conducted each semester and all parents are invited to meet with their child's teacher/s to ensure they are well informed about how their child is progressing with their studies and other aspects of school life.

The school newsletter is sent home with the youngest student in each family on a fortnightly basis and helps to keep families connected to the school's happenings and events and also helps us celebrate special achievements publicly.

### Respectful relationships programs

At Waterford State School we have a range of Tier 1, 2 and 3 programs which focus on personal safety and awareness. Our Tier 1 programs, which include PBL and You Can Do it, promote conflict resolution and respectful relationships among all students, staff and parents. We develop help seeking behaviour and appropriate responses to bullying and/or violence. All staff are inducted and participate in Student Protection and Code of Conduct training annually with all reports/concerns followed up in accordance with Education Queensland Policy and Procedures. In addition our Tier II and Tier III programs provide more intensive and wrap around support. This includes programs such as Ditto – Keep Safe program provided annually to Prep – Year 3 students, targeted social skills programs and referrals to external agencies to promote pathways for family support.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	120	189	156
Long Suspensions – 6 to 20 days	3	1	2
Exclusions	1	0	1
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

The school actively promotes the reduction of water and energy consumption and is always looking for ways to reduce its environmental footprint. Efforts made by the school during 2016 included the use of energy efficient lighting to reduce energy consumption and greenhouse gas emissions. The increasing digital curriculum and completion and use of our new building incorporating a staff car park and 8 classrooms with air-conditioning has contributed to the increased electricity usage since 2013.

A number of water tanks are used to collect and reuse rainwater on the school site. Prioritising repair and maintenance issues linked to water contributed to a reduction in water usage.

The School Environmental Management Plan (SEMP) outlines strategies to educate students and the community to reduce our environmental footprint. A recycling program involving the recycling of cans, cardboard and paper products is operational at the school.

		Environmental footprint indicators	
Years		Electricity kWh	Water kL
<b>ENVIRONMENTAL FOOTPRINT INDICATORS</b>			
Years		Electricity kWh	Water kL
2013-2014		183,890	40,715
2014-2015		182,694	1,015
2015-2016		186,377	479

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Find a school

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Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	68	43	<5
Full-time Equivalent	57	28	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	10
Bachelor degree	49
Diploma	2
Certificate	1

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$34,725.

The major professional development initiatives are as follows:

The focus of Professional Learning was on Workplace Health, Safety and Well Being; Collaborative Enquiry and School Improvement; The Teaching and Intervention of Reading.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	88%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

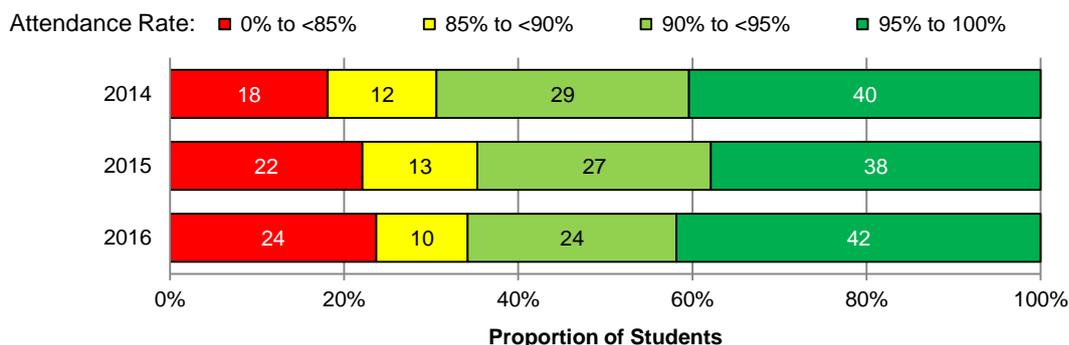
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	92%	89%	94%	91%	90%	90%	92%					
2015	90%	91%	90%	90%	92%	91%	90%						
2016	90%	90%	91%	90%	88%	92%	90%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Waterford State School:

- Class rolls are marked electronically in OneSchool by staff twice daily (morning and after second break);
- Codes are used to identify the reason for any absences;
- Parents advise their child's teacher or the school office of absence details in person, by telephone or written note;
- Teachers monitor student absences. Unsatisfactory attendance is initially addressed by the class teacher in person, a telephone call to parents/carers or written request for satisfactory written explanation of absences.
- SMS are sent daily to a parent to notify of absence and seek reasons for absence.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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Suburb, town or postcode

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Conclusion

Waterford State School works as a collaborative school community with all stakeholders having the opportunity to have input into school based decision making to ensure that we are all working together to be the very best that we can be.