

Waterford State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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 620. 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. Approximately 85 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."

School progress towards its goals in 2018

Waterford State School experienced a productive and successful school year with sound progress achieved in implementing the key strategic objectives detailed in the 2018 Annual Implementation Plan.

A snapshot of key strategic goals include:-

The continued familiarisation and implementation of the Australian Curriculum in English, Math, Science, History and Social Sciences, Technology, Health and Physical Education 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 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 through the continuation of investment of the School Attendance Officer. It is anticipated that 2019 will continue to see ongoing implementation of the fundamentals.

Future outlook

In 2019 there will be the appointment of a new Principal who will continue the great work already commenced. The 2019 Sharp and Narrow focus will continue to focus around the reading agenda. Additionally the school will participate in a Regional Leading Learning Collaborative and implement the work of Lynn Sharratt into the pedagogical practices of teachers. The school will also undertake extensive professional development developing positive communication strategies using Coach Global's Class Act program. The leadership team will undertake a full review of the last 3 years reading journey using the inquiry model to determine the next steps. The Responsible Behaviour Plan for Students will be reviewed as well as the PBL process. The school will also undertake a full scan and assess of its Inclusive Practices with a view to provide a more inclusive program for all students. Lastly the school will undertake a number of small projects to enhance the physical appearance of the school.

Our school at a glance

School profile

Coeducational or single sex

Coeducational

Independent public school No
Year levels offered in 2018 Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	652	665	620
Girls	305	316	287
Boys	347	349	333
Indigenous	67	68	80
Enrolment continuity (Feb. – Nov.)	90%	92%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 10.1% of students attending the school are students with identified disabilities; 12.2% who identified as Indigenous and 2% who identified that they speak English as an additional Language/Dialect.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	22
Year 4 – Year 6	25	26	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 also 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. Provide an outline of your school's approach to curriculum delivery including a dot point list of the main curriculum offered by your school and a description of your pre-Prep programs, if applicable.

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. 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, Under 8s Day, ANZAC Day Service, Colour Fun Run, 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 and iPads 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 a number of online learning environments. 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.

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 2018, 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 (Awesome@Waterford) 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. Provide a brief description of your school's social climate including your school's approach to:

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	82%	84%
• this is a good school (S2035)	93%	66%	81%
• their child likes being at this school* (S2001)	91%	86%	86%
• their child feels safe at this school* (S2002)	93%	80%	74%
• their child's learning needs are being met at this school* (S2003)	87%	76%	79%
• their child is making good progress at this school* (S2004)	86%	76%	89%
• teachers at this school expect their child to do his or her best* (S2005)	96%	94%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	83%	89%
• teachers at this school motivate their child to learn* (S2007)	95%	86%	84%
• teachers at this school treat students fairly* (S2008)	91%	77%	68%
• they can talk to their child's teachers about their concerns* (S2009)	95%	86%	89%
• this school works with them to support their child's learning* (S2010)	91%	85%	86%
• this school takes parents' opinions seriously* (S2011)	95%	56%	75%
• student behaviour is well managed at this school* (S2012)	82%	65%	61%
• this school looks for ways to improve* (S2013)	96%	70%	82%
• this school is well maintained* (S2014)	93%	74%	79%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	90%	93%
• they like being at their school* (S2036)	94%	89%	94%
• they feel safe at their school* (S2037)	88%	85%	89%
• their teachers motivate them to learn* (S2038)	96%	97%	98%
• their teachers expect them to do their best* (S2039)	97%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	93%	97%
• teachers treat students fairly at their school* (S2041)	85%	83%	82%
• they can talk to their teachers about their concerns* (S2042)	87%	85%	87%
• their school takes students' opinions seriously* (S2043)	87%	84%	92%
• student behaviour is well managed at their school* (S2044)	72%	74%	70%
• their school looks for ways to improve* (S2045)	95%	97%	95%
• their school is well maintained* (S2046)	84%	89%	92%
• their school gives them opportunities to do interesting things* (S2047)	94%	88%	93%

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	93%	95%
• they feel that their school is a safe place in which to work (S2070)	98%	96%	91%
• they receive useful feedback about their work at their school (S2071)	86%	73%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	87%	81%
• students are encouraged to do their best at their school (S2072)	98%	97%	97%
• students are treated fairly at their school (S2073)	91%	90%	92%
• student behaviour is well managed at their school (S2074)	89%	81%	83%
• staff are well supported at their school (S2075)	91%	85%	87%
• their school takes staff opinions seriously (S2076)	91%	83%	95%
• their school looks for ways to improve (S2077)	96%	97%	97%
• their school is well maintained (S2078)	95%	90%	97%
• their school gives them opportunities to do interesting things (S2079)	93%	87%	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 education 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, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	156	199	226
Long suspensions – 11 to 20 days	2	4	5
Exclusions	1	0	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 2017 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. Provide a brief paragraph on the efforts made by your school during 2018 to reduce its environmental footprint (based on electricity and water usage rate provided in the table below).

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	186,377	184,793	188,095
Water (kL)	479	27,330	2,302

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	52	38	<5
Full-time equivalents	47	26	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	6
Graduate Diploma etc.*	9
Bachelor degree	47
Diploma	2
Certificate	0

*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 2018 were \$ 40,018.87

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; Positive Behaviour for Learning, Beginning teacher programs and the implementation of the Australian Curriculum. Outline major professional development initiatives in dot point form. Details regarding in-kind professional development activities undertaken (for example, mentoring or peer learning circles) can also be included.

The proportion of the teaching staff involved in professional development activities during 2018 was **100%**

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	89%
Attendance rate for Indigenous** students at this school	88%	85%	85%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	90%	91%	87%
Year 1	90%	90%	88%
Year 2	91%	90%	92%
Year 3	90%	90%	90%
Year 4	88%	88%	91%
Year 5	92%	89%	89%
Year 6	90%	92%	87%

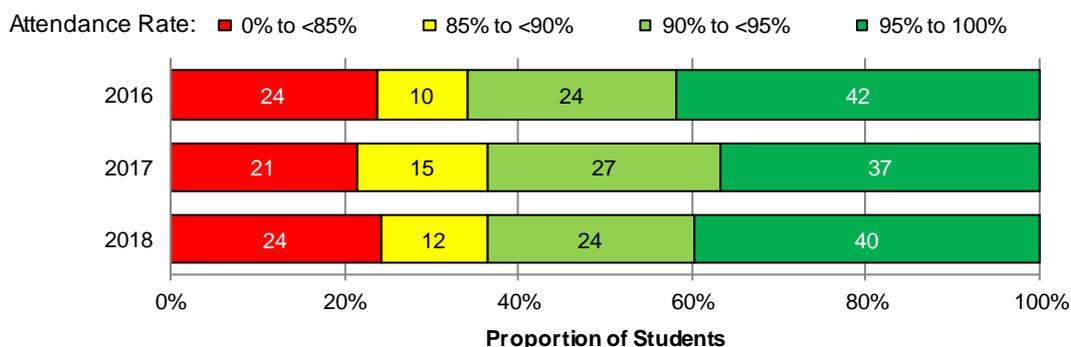
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the Department of Education 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.

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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.