Principal’s foreword

Introduction

From 2008 to 2010 the school underwent a number of changes in Principal and the appointment of a Head of Curriculum. The Principal has been permanently appointed in 2011 and will lead the school through the next four years of the National Partnership Agreement Low SES (NPA).

Staff renewal in the 2010/11 was high, with strong and skilled staff replacing the departing members of the outgoing team. This report highlights the consolidation of teaching and learning initiatives undertaken in response to the school improvement process, in particular the recommendations made in the 2011 Teaching and Learning Audit and the positioning of the school in 2011 to undertake the NPA.

Key undertakings of the NPA have been designed to respond to the reform agenda including finding, developing and keeping high quality staff, quality programs based on what really works in classrooms and strategies designed to respond to our school community’s individual needs.

Preparation for the implementation of the National Curriculum using the C2C resources and a focus on alignment of new quality QCAR and ACARA compliant programs and assessment frameworks has been a particular focus. We must be sure our staff know WHAT to teach and HOW to teach it. Developing each teacher to use whole school pedagogies such as Language Leaders Break In Down Build It Up model will be crucial to providing each child with the best conditions to achieve.

Further, if the school is to use student achievement data to analyse and inform teaching, teachers must know how to reflect upon it and change their teaching to respond to it. Our Coaching framework is delivering many benefits for teachers and is set to become a feature of staff development.

Key resource development in ICT and curriculum materials has also been a focus for us.

This report also reflects on student achievement in NAPLAN, and school community satisfaction with current student outcomes and school climate.

School progress towards its goals in 2011

A major curriculum review has been undertaken with teachers heavily supported with Professional Development. We are preparing for the introduction of the National Curriculum with trial units and new ways of explicitly teaching in our classrooms. One School record keeping and planning functions are being introduced and we have resourcing plans to ensure all our students have access to the National Curriculum from Day 1, 2012.

A Coaching model continues to be employed to mentor staff to establish a high quality school wide “way of working” or pedagogy. Key pedagogies have been chosen and key curriculum leaders have been identified and are in place. Further development to these key roles will occur during the NPA.

Focus areas include: English with key programs in Spelling, Reading and general Literacy, Maths and Numeracy, Science, and ICT. An additional high level Language Leader strongly supporting literacy and English is planned for the NPA.

As a focus school for students from an Indigenous background, the school will continue to be focused on progressing the EATSIPS (Embedding Indigenous Perspectives in Schools) process. Acknowledgement and respect of the culture of our First Nation people and consultation with the community will focus on Closing the Gap in student achievement and wellbeing. Our EATSIPS plan is being enacted strongly in all our classrooms. The National Curriculum will further support these goals in 2012.

Implementation of SWPBS (School Wide Positive Behaviour Support) has occurred with renewed energy, focus and integrity. A specific data base (Behaviour Zone) has been employed across the school and is further directing and supporting data based decision making. Development of social skills programs, the Life Education program, a Bullying strategy for launch in 2012 and the first of our whole school Reward Days has occurred. Our regular reward schedule continues to focus on new ways to acknowledge students achieving their goals.
Future outlook

For the 2012 school year, there will be many strategies for improvement. The following TOP TEN actions in 2012 will lead the agenda:

**Community**
1. Ensure ongoing and active WRSS representation in all school related initiatives involving the Acacia Ridge Aboriginal and Torres Strait Islander and Multicultural community including completing the implementation of EATSIPS.

**English**
2. The teaching of reading and associated comprehension skills across all KLA’s (including e-literacy) will remain a key school improvement focus throughout this planning cycle.
3. The Language Leaders pedagogical model will be embedded within the school curriculum with associated whole staff PD and program delivery support. This includes the delivery of a Curriculum Framework document embracing a school pedagogy focused on explicit teaching of language.
4. Continue embedding the Spelling Program with appropriate C2C adjustments across the school.

**Maths and Science**
5. Implementation of C2C units in all classrooms will be supported by the coaching role of the HoC.
6. Differentiated Curriculum
   a) Special Needs Committee to develop tools and processes to specifically direct resources to students according to student improvement data.
   b) GEMS training will be provided to all staff with key curriculum leaders providing this. A whole school program will be embedded in the curriculum framework.

**Improvement Agenda**
7. Development of the WRSS Coaching model based on the GROW model with ESL staff, the STLaN and HoC with the DP as Lead Coach.
8. The Leadership Team will grow coaching or coach-like roles with teachers as part of their instructional leadership roles and targeted staff pedagogical practices will continue to be the observational focus on a term-by-term basis.
9. Processes continue to be designed collaboratively for admin to visit classrooms on a regular basis and provide feedback to improve classroom practice
10. Teachers will inform differentiated teaching for all students using provided data (including NAPLAN, PAT, ACER, Oral Language, AEDI etc)
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>207</td>
<td>98</td>
<td>109</td>
<td>83%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Our school community is diverse and rich in cultural assets. More than 20 languages are spoken in our homes. Many of our students speak English as a Second Language (ESL). These broad language groups represent many more religious and cultural groups within each language cohort. The community is in a Low Socio-economic range with a 10 percentile (lowest) ranking. While our students come from less affluent homes, our families are no less aspirational for their children and our children non less able than at other Queensland schools.

Our student body includes and caters for students with disabilities (eg Intellectual Impairment, ASD) medical support needs (eg Diabetes) and other diverse learning requirements. Our significant indigenous student cohort is approximately 17% in 2011 and rising over a five year period.

Most students live locally in a mix of house and unit developments. Government and low cost housing feature across the suburb which is situated in an area surrounded by mixed industrial development and highways. Local business is prominent and many of our locals use the Mount Gravatt and Inala shopping precincts to access community services.

Our graduates predominantly attend one of 4 local high schools where they regularly excel in academic, sporting and the Arts curriculums.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24.8</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>24.3</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>22</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>3</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings
Our school offers the following alongside the regular 8 Key Learning Areas:

- Instrumental Music
- Interschool Sport
- School Swimming Program
- Chaplaincy
- Religious Education (voluntary)
- Homework Club
- Outdoor Education – School Camping Program
- Cultural Dance Groups

Extra curricula activities

- School Choir
- Interschool Sports – Small school Athletics Champions in 2010
- Participation in UNSW Science/Math/English exams
- Nyanda SHS Annual Challenge
- Leggo Robotics Challenge
- Yeronga SHS Cultural/Leadership days

How Information and Communication Technologies are used to assist learning

Until 2010, many of our machines were not meeting the student’s needs and have been replaced. Each classroom has a bank of 6 – 8 computers either in the room or shared with another class in the adjoining withdrawal area. Staff are encouraged to use these computers to enhance learning experiences through tasks such as research, data and word processing online environments and more.

Digital media are explored through the embedding of these ICTs in every-day learning. As each classroom bank grows, the emphasis will shift in classroom pedagogy. Rooms with no cable access will be provided with wireless access in 2011/12. Interactive whiteboards are planned for each teaching space. Digital Cameras for each class arrive in 2012 with ipads planned for 2012/13.

Interactive whiteboards are planned across the school, there are currently two in our library (Mewarra). A full class set of computers is also available here. While no resource will improve student outcomes alone, our staff are being encouraged to develop ICT skills through obtaining an ICT Certificate and License. More than 60% have done so.

ICT and other technologies are being incorporated into many of our school programs and extra-curricular offerings. From Leggo Robotics, to ICAS tests, our school now has the basic machines to support e-learning. With ongoing tech support, infrastructure improvements and equipment purchases planned for the nest 2 years, our school will be able to continue our development here.

Social climate

Watson Road State School is a highly multicultural school with significant enrolment from African and Eastern refugee families from ESL backgrounds. 17% of students identify as Indigenous. Our school community is diverse and has a strong expectation that we will improve the outcomes for the students, while maintaining a safe and supportive school environment.

A focus on communication and partnership with the parent and cultural communities is renewing community participation and is anecdotally heightening confidence the school is responding. This is supported by an improving Opinion Survey in 2011. With the SWPBS program, a strong, supportive and consistent approach to student behaviour is being delivered.

Chaplaincy, Guidance services and a responsive Administration staff are contributing to student well-being. Employment of multi-cultural liaison officer positions through National Partnership funds, and further volunteer supporters and mentors are planned in 2011/12.

A school of sporting talent, pride in culture with determination to succeed is emerging as a cohesive community engaged in an exciting journey of co-operative learning. High expectations in behaviour, attitude to learning and achievement standards are being established every day.
Parent, student and teacher satisfaction with the school

The percentage of parents/caregivers satisfied that their child is getting a good education (42% in 2010) has risen significantly by 14%. Parent satisfaction is also returning with overall satisfaction rising 9 points to 63%. While we have a way to go in winning back our community’s confidence, we are on the right path.

Our school reputation is in recovery. Student outcomes are what parents want. The improvement in our school being responsive, where each child is valued and supported is assisting. Through high expectations, quality pedagogies, and expert teachers and as an inclusive school, we are growing community confidence in our ability to achieve student outcomes equal to any other school.

Staff morale is returning strongly, but some sectors would like more professional development opportunities. The school is responding by providing key micro-skills training modules to teacher aides and teachers to ensure a more connected professional development experience. Pedagogical Coaching programs are being introduced for all teachers in 2012 under a school framework based on the GROW model.

Our students continue to feel strongly that the types of learning experiences, the sense of security and belonging they feel can be improved. Developments in ICT access, programs in the Arts, Gifted and Talented arenas (such as Leggo Robotics) will further improve our student’s belief in each of them as learners and citizens.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>56%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>63%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>63%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>83%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

We involve parent directly in what happens in our classrooms each day. Formal parent reporting occurs twice yearly through report cards. Parent teacher interviews are also offered twice yearly but are available all year by appointment. Individual Learning Plan development with families fully consulted is assisting to develop conversations with families about what their child needs form us as a learner and citizen.

Other school initiatives to draw the community back into partnership with the school continue. Family Picnics, new Volunteer opportunities, regular Newsletters and Newsflashes, revitalised Assembly and celebrations of student success such as Principal’s Morning Tea and GOTCHA reward programs have been established. Parent information Nights, social events (Discos, Sausage Sizzles) cultural events (eg Indigenous Families Morning Tea, ANZAC Parade, NAIDOC) and a warm welcome to families at the classroom door have been re-established. Our first Whole School Rewards Days have been a great success.

The National Partnership Agreement requirement for consultation during the period of the NPA has been undertaken with surveys, meetings, flyers, information nights and a questions box all employed. This is the beginning of Watson road State School’s community becoming re-invested in how their school supports their children to learn.
Reducing the school's environmental footprint

(Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.)

Our school has begun to write, plan and action a Sustainability and Environmental Management Plan. Staff are undertaking professional development to guide our school and we are systematically looking at what we can do to reduce our impact through electricity use (e.g. air-conditioners), water use (plumbing our rain water tanks) and the revitalisation of our green spaces.

We have developed programs and relationships with Catchment Kids, our industrial Recycling Centre neighbours, Scientists in Schools, our Elders and local community. Our creek space and green spaces are being assessed for use and repair/revegetation. A kitchen garden has been established and a bush food garden has also been initiated. Waste reduction through composting has been established.

Our solar panels installed in 2010 provide a buffer for our electricity costs. The school continues to plant water-wise gardens and invest in native plantings to encourage our local environment to continue to recover and develop. Our green spaces are likely to become assets for the future.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>185,496</td>
<td>525</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% change</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Our staff profile

### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>18</td>
<td>12</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>13</td>
<td>8</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>17</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were $23,973.

The major professional development initiatives are as follows:

- School Wide Positive Behaviour Support
- Curriculum Initiatives including: Spelling, Comprehension, higher comprehension skills, First Steps in Maths modules (Number and measurement), the National Curriculum and C2C Units, Science Spark and Regional PD, Differentiation within the curriculum,
- Bounce Back resilience skills training,
- Year 2 NET implementation and co-ordination
- Professional Networks (eg HoC, STLaN, Early Years) and Cluster and Regional Leadership Forums
- Moderation of QCAT and school based assessment
- Crossing Cultures / Hidden Histories – cultural training to support understanding our First Nation peoples and EATSIPS
- ICT Certificates and Licenses towards pedagogical excellence
- Coaching models and implementation of Coaching as a school improvement strategy

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.
Our staff profile

**Average staff attendance**
For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

**Proportion of staff retained from the previous school year**
From the end of the previous school year, 92% of staff was retained by the school for the entire 2011 school year.

**School income broken down by funding source**
School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>92%</td>
<td>97%</td>
<td>94%</td>
<td>96%</td>
<td>91%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 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.

All classes within the school have a dedicated student roll which is marked twice daily. The roll is then presented to the office each Friday for all figures to be entered onto SMS.

At Watson Road, each teacher raises unexplained absences with their class and families. If these remain unexplained, a letter is generated for each student and their family to ask about absences. If absences persist or remain unexplained, an Administrator will contact the family offering support to assist with any blocks to school attendance.

Often services and community supports are connected with the family. Guidance services and other government agencies may also receive referrals as per DET policy and family request. Responses to the problems of non-attendance are usually individually tailored.

In our school community, the complex reasons for non-attendance often require significant and creative solutions in partnership with families.

Our school also recognises the role we have in ensuring our school day is engaging, motivating and achievable for every student, while insisting that the highest possible standard of learning is achieved. When a child feels safe, supported and successful, they are more easily able to learn.

Our role in student attendance remains a supportive one. Our goal is to have every student attend every day possible. It makes a difference.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
**Performance of our students**

**Achievement – Closing the Gap**

In 2011 our Indigenous student achievement results have been a mixed result.

In some ways this reflects a cohort specific result, but there are messages for our school about tracking our student’s results and effectively directing interventions to support closing the gap.

In **Reading** our results show a decline from 2010 (-31 to 49) where a gap now exists. In **Writing** the gap reduced from 26 to 10. In **Numeracy** a decline occurred, but Indigenous students still out-perform the whole school (-25 to -2).

**Attendance** remains close to the whole school with a 1.1 % gap, although this is the largest gap in the 2008-12 range.

Through the EATSIPS planning journey, the school is re-establishing community connections.

Our new BER buildings have received from the Elders the honour of Aboriginal names – “Mewarra” (a pleasant place), our Library and “Moomba” (let's get together and have a good time) the Hall.

Our Family morning teas are positive gatherings where plans are made to support our students and their cultural heritage to become part of our school’s identity. Artists in residence, a vibrant NAIDOC community celebration, murals and artefact displays along with resource renewal has all been part of our year.

We are actively involved in retention and recruitment of indigenous staff and key roles are planned for the National Partnership period.

Individual Learning Plans have been established for all indigenous students. Families consulted, goals set for students and a plan to direct school and family efforts to support learning is now in place.