

# QUEENSLAND STATE SCHOOL REPORTING - 2009

## Winton State School (0478)

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### Principal's foreword

#### Introduction

The purpose of this report is to provide an overview of Winton State School for 2009 and provide a context of our school.

Winton State School is located in North West Queensland. It is part of the Central Queensland Region. Winton is 177 kilometres north west of Longreach and approximately 500 kilometres south of Mt Isa. Regretfully our school is by-passed and loses students to boarding schools predominantly in the Charters Towers area. Our school is a rural and remote school, significantly geographically isolated with our nearest major business centre is Townsville (approximately located 6 hours away by vehicle). Our school is serviced by Longreach for educational services.

The township of Winton boasts strong pride in our rich traditions and hosts many tourists annually with many tourist attractions available including: The Waltzing Matilda Centre, The Qantas Club, Age of Dinosaurs, Musical Fence, and Property Stays at Carisbrooke, Windermere Station and Lark Quarry. These features of our town mean that the tourism industry is strong while our community is actually aging and identified as a low socio-economic area.

In 2009 Winton State School was identified as a National Partnership School commencing in 2010.

A hard copy of this report is available on request through the school office.

#### School progress towards its goals in 2009

In 2008, the curriculum of Years 1 to 9 in all key learning areas was reviewed and the mandated essential learnings became embedded in all unit planning. Staff was given quality professional development in 2009 to see that these new innovations were fully integrated into the curriculum.

The percentage of staff members satisfied with morale in the school decreased from 60% in 2007 to 47% in 2008 and increased to 75% in 2009. There will be a whole school concentrated effort to further improve staff morale in 2010.

Winton State School will continue to offer all students the opportunity of obtaining an OP or a VET qualification. In 2009, Year 10 continued to be integrated into the senior phase of learning and students in this cohort received relevant curriculum choices including online vet certificate courses.

Gifted and talented programs offered to targeted students in numeracy and literacy was a focus in 2008 and continued in 2009 with an emphasis on improved NAPLAN data particularly in the top 20% of bands for all cohorts.

### Future outlook

In 2010 our school became a National Partnership School. This means that our school receives significant funding from the Australian Federal Government to target and address areas requiring improvement. To support our students, the key issues identified under our National Partnership community consultation include (2010-2013):

1. Improving educational outcomes for all students, especially in the areas of literacy and numeracy across all KLAs, whilst continuing to 'Close the Gap' for indigenous students,
2. Improving the teaching and learning opportunities in Science and making links with science in our community
3. Supporting the social and emotional wellbeing of students by providing role models and programs to increase the aspirations of our students,
4. Improving attendance and engagement of students through promoting a positive culture that promotes learning and success
5. Further developing Quality Teaching and Learning through robust and vigorous professional development
6. Developing confidence in our school by building strong partnerships with Parents and Community

During the environmental scan evidence collected revealed a number of 'other' areas requiring attention. These include:

Roles, responsibilities and school governance needs to be clearly articulated and defined and monitored

Organisational and operational procedures and processes across the majority of school business need to be tightened to improve from sound to effective in the audit of our school

ICT has been reduced from a AA rating to an A rating with support and resources being flagged as an area of confusion

Refining and aligning School Disciplinary Action, attendance and monitoring of attendance

Staff professional development audits identified gaps in systemic priorities and to address these all staff will develop with the Principal their Performance and Professional Development Plan

Refining procedures to monitor secondary students SET plans, Work Experience Programs

School pride and image has been highlighted as a concern with a majority of community and parents of our school

## Our school at a glance

### School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep-Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
107	48	59	81%

Characteristics of the student body:

The proportion of male to female students is quite even. Our school has a low socio-economic status however there is a range of students who come from working class and higher socio-economic status'. Our school has a 33% ATSI student body in 2010 (compared to 23% in 2009) and also caters for English as Second Language Learners. The student body consists of students with verified disabilities that range in complexity. Approximately 5% of learners have a verified disability.

Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	20	100%	100%	0%	0%
Year 4 – Year 10	7	100%	100%	0%	0%
Year 11 – Year 12	6	100%	100%	0%	0%
All Classes	7	100%	100%	0%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	6
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

### Curriculum offerings

Our distinctive curriculum offerings include:

- Homework Club
- Sporting Opportunities for students
- Extension Maths Group

Extra curricula activities

- Spectacular – Evening of showcasing art at our school
- ICAS Testing Procedures
- Show Work
- Various Sporting Workshops – NQ Sports Tour

## Our school at a glance

### How computers are used to assist learning:

In 2009 Winton State School received an ICT rating of A decreasing from a AA rating. The school has two computer laboratories – main lab houses 17 computers and mini-lab houses 9 computers. The library has been equipped with 6 computers mainly to accommodate all senior students involved in online certificate courses. All main classrooms and support rooms have at least 2 computers in each.

All staff receives professional development to integrate technology into the classroom. Interactive whiteboards and data projector displays are common in most teachers' classrooms. In 2009 the concentration is on assisting staff in receiving their ICT Certificate with a view to achieve the Pedagogical License. This in-service is to be conducted by the school's Pedagogical Facilitator. All Early and Middle Phase classes have integrated ICT's across the curriculum and access lab facilities on a daily basis.

### Social climate

Parents' School Opinion Survey results show an improvement in the school mean for the question, 'your child is happy to go to school'. This improvement is also reflected in the increase of both primary and secondary students' mean for this question resulting in the primary students' mean being flagged above the state mean.

The primary students' results were also above the state for the level of satisfaction with:

- the behaviour of students at this school
- you are safe at school
- you are treated fairly at school

The Responsible Behaviour Plan has been reviewed to include bullying, cyber bullying and the use of digital technologies.

In 2009 the Chaplain was established in collaboration with the Winton Shire Council and worked 5 days per week to assist students and staff in numerous areas of service and support. In 2010, the school is actively seeking the service of a chaplain.

## Our school at a glance

### Parent, student and teacher satisfaction with the school

The Staff Opinion Survey results for the following overview areas show the 2009 mean to be the highest it has been for the past three years:

- Physical Work Environment
- School Operations
- Staff Morale
- Work Roles
- Work Value and Recognition
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An area of concern is the Staff below flag for Relationships.

The Combined Primary and Secondary Student Opinion Survey results for the all of the overview areas show the 2009 mean to be the highest it has been for the past three years. These areas are:

- Student Outcomes
- Curriculum
- Pedagogy (now above the state)
- Learning Climate
- School Climate (now above the state)
- Resources (now above the state)

Although the Parent Opinion Survey results for the overview areas have remained comparable to the state in most areas, there has been a slight improvement in some areas and decline in the following areas:

- Student Outcomes
- Pedagogy
- School Climate (including behaviour and discipline)

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	61%
Percentage of students satisfied that they are getting a good education at school	73%
Percentage of parents/caregivers satisfied with their child's school	78%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	65%
Percentage of staff members satisfied with morale in the school	75%

### Involving parents in their child's education.

Parents are encouraged to participate through volunteering in class and also involvement at the P and C Meetings and fundraising events.

Parents support large scale functions such as Speech Night, Spectacular and Sporting Carnivals.

## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	15	15	<4
Full-time equivalents	13	8	<4

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	11
Diploma	0
Certificate	1

  

The pie chart illustrates the distribution of qualifications among all teachers. The largest segment is Bachelor degree at 92%, followed by Certificate at 8%, and Doctorate at 0%.

Qualification	Percentage
Doctorate	0%
Bachelor degree	92%
Certificate	8%
Diploma	0%

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$8384.

The major professional development initiatives are as follows:

HPE Conference \*Smart Moves \*Principals Business Meetings \*HOC Network Days  
\*Support Teacher Training \*

The involvement of the teaching staff in professional development activities during 2009 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2009.

### Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 91% of staff were retained by the school for the entire 2009 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 89%.

##### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
89%	97%	93%	93%	91%	89%	88%	90%	86%	82%

##### 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.

In 2009 rolls were marked twice daily. Teachers were responsible for following up absenteeism or truancy. In 2010 there is a focus on aligning the school policy and procedures to identify early truancy and absenteeism issues.

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

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.

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9	
Reading	Average score for the school in 2009	364	433	491	528	
	Average score for Australia in 2009	410.8	493.9	541.1	580.5	
	For the school the percentage of students at or above the national minimum standard.	2008	67%	83%	100%	73%
		2009	89%	100%	86%	57%
	For the school the percentage of students in the upper two bands	2008	0%	33%	13%	0%
		2009	22%	0%	0%	14%
Writing	Average score for the school in 2009	318	400	498	516	
	Average score for Australia in 2009	414.5	484.7	532.4	568.9	
	For the school the percentage of students at or above the national minimum standard.	2008	100%	100%	100%	55%
		2009	67%	83%	100%	71%
	For the school the percentage of students in the upper two bands	2008	0%	17%	13%	0%
		2009	11%	0%	14%	14%
Spelling	Average score for the school in 2009	338	419	496	510	
	Average score for Australia in 2009	404.8	487.2	540.0	576.3	
	For the school the percentage of students at or above the national minimum standard.	2008	83%	67%	100%	91%
		2009	78%	83%	71%	57%
	For the school the percentage of students in the upper two bands	2008	0%	0%	38%	9%
		2009	11%	0%	29%	0%
Grammar and Punctuation	Average score for the school in 2009	359	464	534	519	
	Average score for Australia in 2009	419.7	499.7	539.5	573.5	
	For the school the percentage of students at or above the national minimum standard.	2008	67%	83%	100%	91%
		2009	78%	100%	100%	57%
	For the school the percentage of students in the upper two bands	2008	17%	17%	0%	18%
		2009	11%	0%	43%	14%
Numeracy	Average score for the school in 2009	360	482	491	542	
	Average score for Australia in 2009	393.9	486.8	543.6	589.1	
	For the school the percentage of students at or above the national minimum standard.	2008	100%	50%	100%	91%
		2009	89%	100%	100%	71%
	For the school the percentage of students in the upper two bands	2008	0%	0%	0%	0%
		2009	22%	17%	0%	14%

## Performance of our students

### Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	75%

Outcomes for our Year 12 cohort of 2009	
Number of students receiving a Senior Statement	3
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	1
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	1
Number of students awarded one or more Vocational Educational Training qualifications.	2
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	1
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	3
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	100%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	0%

Overall Position Bands (OP)				
Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
0	0	1	0	0

Vocational Educational Training qualification (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
0	1	0

Post-school destination information
Fewer than five responses were received from students at this school. For reasons of data confidentiality, a school report has not been produced for Winton State School.