


QUEENSLAND STATE SCHOOL REPORTING - 2010

Winton State School (0478)

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Principal's foreword

Introduction

Winton State School is a Band 8, P-12 school located in Central Western Queensland. Winton is located some 177 kilometres north west of Longreach and approximately 500 kilometres south of Mt Isa. The school is in a rural and remote area, significantly geographically isolated, with the nearest major business centre of Townsville located some six hours drive away by vehicle. Many of our students of secondary school age complete their education at boarding schools in centres such as Charters Towers and Townsville, where enhanced curricula and co-curricula programs are on offer.

The township of Winton has a strong pride in its rich pastoral and tourist traditions. The town receives many visitors annually during the cooler months of the year, with attractions such as The Waltzing Matilda Centre, The Winton Club, Age of Dinosaurs, Musical Fence, station stays at Carisbrooke and Windemere Stations and Lark Quarry ensuring that the local tourism industry is strong. By contrast, the school has been identified as one of Low Socioeconomic Status.

This report documents the achievements of the school during the 2010 academic year. It includes information concerning student achievement, staff, parent involvement, enrolments, attendance and behaviour.

School progress towards its goals in 2010

During 2010 the curriculum of Years 1 to 9 in all key learning areas saw the mandated essential learnings embedded in all unit planning. Targetted professional development for staff enhanced the comprehensive integration of the essential learnings into the curriculum.

Winton State School continues to offer its students the opportunity to obtain an OP or a VET qualification. In Year 2010, the Year 10 cohort was fully integrated into the senior phase of learning, and students in this year level were provided with a range of appropriate curriculum offerings including online VET certificate courses.

Gifted and talented programs continued to be offered to identified students in literacy and numeracy. There was an emphasis on improved NAPLAN data, in particular with regard to achievement in the top two bands for all cohorts.

Future outlook

In 2010 Winton State School became a National Partnership School. As a result, the school receives significant funding from the Federal Government to target and address areas identified as being in need of improvement. In order to support our students, the key issues identified under our National Partnership community consultation (2010 – 2013) include:

1. Improving educational outcomes for all students, especially in the areas of literacy and numeracy across all KLAs, whilst striving to 'Close the Gap' for indigenous students.
2. Improving teaching and learning opportunities in Science and making links with Science in the community.
3. Supporting the social and emotional wellbeing of students by providing role models and programs to increase student aspirations.
4. Improving attendance and engagement of students through continuing to develop a culture increasingly more conducive to learning and success.
5. Continuing to develop quality teaching and learning through robust and vigorous professional development.
6. Striving to build strong partnerships with the parent body and the community in order to develop increased confidence in the school.

During an environmental scan, evidence collected revealed a number of other areas requiring attention. These included:

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

Organisational and operational procedures and processes across the majority of school business to be tightened to improve school audit outcomes.

ICT support and resourcing to be improved.

School Disciplinary Action, attendance and monitoring of attendance to be refined and aligned.

Gaps in capacity to deliver systemic priorities to be addressed by all staff developing with the Principal a Performance and Professional Development Plan.

Procedures to monitor secondary student SET plans and Work Experience Programs to be refined.

Strategies investigated to increase school pride and image.

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 2010 – Nov 2010)
116	50	66	77%

Characteristics of the student body:

There were fewer female students than male students at the school. The school has been identified as being one of Low Socioeconomic Status, although our students come from a range of socio-economic backgrounds. The student body consisted of students with verified disabilities (approximately 5%) that varied in complexity.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	19	100%	100%	0%	0%
Year 4 – Year 10	14	100%	100%	0%	0%
Year 11 – Year 12	6	100%	100%	0%	0%
All Classes	10	100%	100%	0%	0%

School Disciplinary Absences

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

Curriculum offerings

Our distinctive curriculum offerings

Our school at a glance

Choice of OP versus Non OP subjects
Rural Vocational Pathways Program
School-based traineeships
Wide range of sporting opportunities for students

Extra curricula activities

ICAS competitions
School work exhibited at the Winton show
Student Council
Regional Sport

How Information and Communication Technologies are used to assist learning

The school has two computer laboratories – the main lab houses 17 computers and the mini-lab houses 9 computers. The library has also been equipped with 6 computers. All main classrooms and support rooms have at least 2 computers in each.

All staff have received professional development to integrate technology into the classroom. Interactive whiteboards and data projector displays feature in most classrooms. In 2010 staff were supported to gain an ICT certificate, with a view to progression towards the attainment of a Pedagogical Licence under the guidance of the school's ICT Coordinator. All Early and Middle Phase classes have integrated ICTs across the curriculum and access lab facilities on a daily basis.

Students in the secondary school have opportunities in all subject areas to use a variety of computer programs to support their learning.

Social climate

School support includes a Guidance Officer (one day per week) and a School Nurse (one day per week).

Winton State School's 'Responsible Behaviour Plan for Students' outlines the expectations for students and staff at the school.

Parent, student and teacher satisfaction with the school

In the 2010 School Opinion Surveys, the satisfaction of parents, students and teachers were similar to State Means, based on the performance measures outlined below.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	76%
Percentage of students satisfied that they are getting a good education at school	73%

Our school at a glance

Percentage of parents/caregivers satisfied with their child's school	71%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	88%
Percentage of staff members satisfied with morale in the school	76%

Involving parents in their child's education.

Parents are encouraged to participate through involvement in the P&C and in fundraising events.

Parents support Speech Night, sporting carnivals and Parent Teacher interviews.

Parent information sessions

Class celebrations

Whole School Assemblies

School Newsletter

School website

Reducing the school's environmental footprint

During 2010 the school committed to reducing its environmental footprint by ensuring that lights and air conditioners were turned off when not in use. A small number of solar panels have now been installed. Water usage for the grounds and gardens was restricted. The rising cost of electricity in a remote area will necessitate innovative measures to reduce costs into the future.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$46,380	\$26,635	\$6,386	\$0	\$11,070	\$378	\$1,911	\$122,535	\$180	0
2009	\$34,263	\$23,026	\$0	\$0	\$9,240	\$412	\$1,585	\$105,812	172	0
% change 2009 - 2010	35.4	15.7	N/A	N/A	19.8	-8.3	20.6	15.8	4.7	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	12	13	<5
Full-time equivalents	12	8	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	12
Diploma	0
Certificate	0

Legend:

- Doctorate
- Masters
- Bachelor degree
- Diploma
- Certificate

0%
100%

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was in the order of \$10,000.

The major professional development initiatives are as follows:

Our staff profile

Differentiated curriculum

School- Wide Positive Behaviour Support

Science Sparks

Literacy Program for secondary teachers

The involvement of the teaching staff in professional development activities during 2010 was 82.4%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 65% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 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	Year 11	Year 12
92%	87%	92%	92%	92%	91%	90%	89%	88%	82%	80%	79%

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

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.

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

The school's 2010 'Closing the Gap Report' indicated similarities in the attendance patterns of Indigenous and Non-Indigenous students. Attainment data indicated that Reading was an area in need of further attention. Retention rate data was characterised by a relatively small number of students completing their studies at the school beyond Year 10.

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.	67%
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Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	8
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	2
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	5
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	8
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	6
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	0%
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	0	2	0

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Performance of our students

Certificate I	Certificate II	Certificate III or above
2	2	1
Two students undertook a Certificate 1 in Work Practices		

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

In accordance with school records, there were no early leavers in 2010. Every effort is made by school staff to ensure that early leavers have worthwhile, post-school pathways to pursue. Historically, early leavers have moved into work, traineeships or apprenticeships; largely within the local area.