

Queensland State School Reporting – 2011

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.

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 and is as such operating under a National Partnership Agreement.

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. A hard copy of this report can be obtained from the school office.

School progress towards its goals in 2011

In 2011 Winton State School made significant improvements towards its goal to improve results in the Teaching and Learning Audit. Commitment from school staff saw Winton State School flagged as one of the most improved schools within Queensland. The development of staff capacity to work with the Friends Program is also another achievement through 2011. This program is set to be delivered through 2012 in an effort to improve the resilience of students at our school. Further professional development and capacity building activities featured through 2012.

Future outlook

The future outlook for staff and students at Winton State School is both exciting and filled with potential. The school's strategic plan is a driving force towards our school improvement plan. The key priorities of this plan are:

- Improving educational outcomes for all students, especially in the areas of literacy and numeracy across all KLA's, whilst continuing to 'Close the Gap' for indigenous students.
- Improving the teaching and learning opportunities in Science and making links with science in our community.
- Supporting, within the structure of the School Wide Positive Behaviour Support Program, the social and emotional wellbeing of students by providing role models and programs to increase the aspirations of our students.

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- Improving attendance and engagement of students through the promotions of a positive culture that promotes learning and success.
- Further developing quality teaching and learning through robust and vigorous professional development.
- Developing confidence in our school by building strong partnerships with parents and community.



Above: Looking East from the front of our school.

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 2011 – Nov 2011)
104	50	54	83%

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 4%) that varied in complexity. The school's indigenous enrolment in 2011 was approximately 29%.

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

Phase	Average Class Size
Prep – Year 3	20.5
Year 4 – Year 10	13.1
Year 11 – Year 12	4.4
All Classes	9.2

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	25
Long Suspensions - 6 to 20 days	2
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

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

Some of our extra curricula activities include:

- ICAS competitions
- School work exhibited at the Winton Show
- Student Council
- Regional Sport
- Arts Council Visits
- Sporting Clinics including work with the North Qld Cowboys.

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.

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 and strategies to respond to bullying. In 2011 staff undertook training in the Friends Program. This program is to be implemented in 2012. This program targets the development of resilience.

In 2011 the school had no Chaplain Service but secured further funding commitments to re-establish the program in 2012. From August 2012 a Chaplain will be in place at the school. This person will work 2 days each week.

Our school at a glance

Parent, student and teacher satisfaction with the school

The school's performance with regard to parent, student and staff satisfaction in 2011 was poor due to a lot of neutral responses.

The results indicated below are of concern to the school and management team. In 2012 the school is working hard to regain the confidence of staff, student and the parent body.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	57%
Percentage of students satisfied that they are getting a good education at school	50%
Percentage of parents/caregivers satisfied with their child's school	43%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	47%
Percentage of staff members satisfied with morale in the school	47%

DW – Data withheld

Involving parents in their child's education

Parents at Winton State School support their children's education by:

- actively being members of our school's P&C
- assisting with fundraising events.
- supporting Speech Night, sporting carnivals and Parent Teacher interviews.
- attending parent information sessions, celebrations and school assemblies.
- Engagement with the school newsletter and website.



Above: A volunteer Reading Bug dropped into Under 8's Day.

Reducing the school's environmental footprint

During 2011 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 leaks and wastage was addressed as required.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	1,170	0
2010	0	180
% change 10 - 11		-180

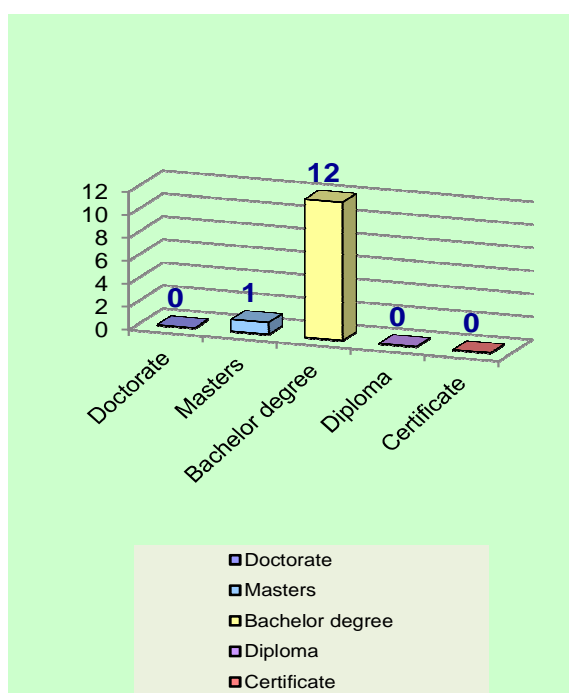
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	13	14	<5
Full-time equivalents	13	8	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	12
Diploma	0
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$32 477.00.

The major professional development initiatives were as follows:

- social and emotional learning training,
- senior subject specific professional development,
- moderation,
- differentiated classrooms training,
- National Curriculum
- Teacher Aide Training in Support a Reader and Support a Writer.

School staff co-contributed to their professional learning in the following ways:

- Attending professional development outside of paid working hours.
- Transporting themselves to Professional Development events.
- Accommodating themselves at Professional Development venues.

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

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

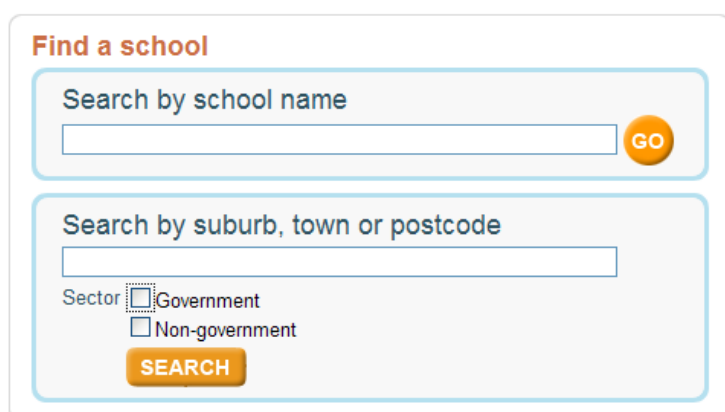
Proportion of staff retained from the previous school year

From the end of the previous school year, 77% 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/>.

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

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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 87%.

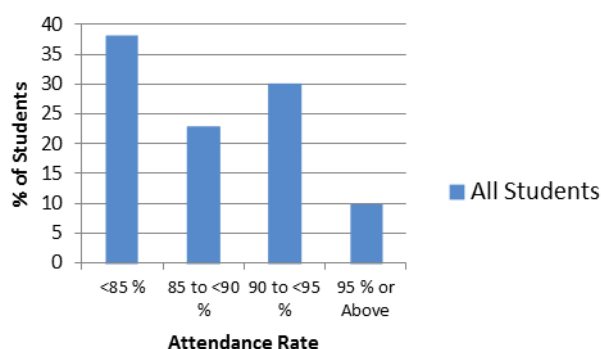
The overall attendance rate for all Queensland state Primary-Secundary Combined schools over the same period was 89%.

Student attendance rate 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
89%	91%	87%	92%	92%	91%	86%	85%	85%	80%	78%	82%

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.

In 2011 rolls were marked twice daily. Teachers were responsible for following up on absenteeism or truancy. In 2011 there was a focus on aligning the school policy and procedures to identify early truancy and absenteeism issues.

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.

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Find a school

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Search by suburb, town or postcode

Sector ☐ Government

☐ Non-government

SEARCH

Performance of our students

Achievement – Closing the Gap

The school's 2011 'Closing the Gap Report indicated that the school's Year 3 NAPLAN data indicated a declining gap, when comparing 2008 to 2011, between indigenous and non-indigenous students in the area of Reading and Writing. In the area of Numeracy indigenous students outperformed non-indigenous students. The attendance gap of indigenous and non-indigenous students was 1.2%. We are unable to comment on the apparent retention of indigenous students from Years 10-12.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 86%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	5
Number of students awarded a Queensland Certificate Individual Achievement.	1
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.	1
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.	60%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%

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

Performance of our students

Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
1	0	1
Certificate I in Tourism		

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 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 2011. 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.

