Winton State School (0478)

Queensland State School Reporting

2012 School Annual Report
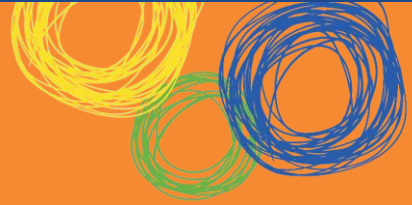
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Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
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Principal's foreword

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 2012 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 2012

In 2012 the school identified 5 key areas which it was working towards. The progress toward each of the five areas is described below:

Improve staff, student and parent confidence within the school
A change in methodology in the collection of School Opinion Survey Data in 2012 makes it impossible to comment with accuracy on any improvements which were made from previous years.

Improved student learning in the areas of literacy, numeracy and science.
Student learning in the area of literacy, numeracy and science showed improvement within the group of students who have been consistently enrolled at the school. Our group of transient students demonstrated lesser improvement but improvement was still shown across the group.

Establishment of identity within and beyond the school.
In 2012 the school further developed its identity by redeveloping and professionalising its newsletter, delivering it to parents, guardians and local stores. The school promoted through positive promotional postcards unique aspects of the school to the wider community. In 2012 the school displayed student work in the Winton Show, participated in the Mt Isa Rock Pop Mime Performance (and won), played a major role in the towns ANZAC Service and invited community to join the school for various events like athletics carnivals and NAIDOC Week.

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Continued development of the learning support program.
The school's learning support program was developed throughout the year and provided 5 weekly snapshots of student learning throughout the year. This data informed resource placement and ensured that human, physical and financial resources were directed to the areas of the school which most needed them. The ability to be flexible and fluid with the resources based on 5 weekly data allowed the school to better cater for the highly mobile/transient student population.

Senior Schooling – making it work for students.
In 2012 tracking and monitoring measures were improved across the school to ensure that senior students were individually case managed towards the goals identified in their Senior Education and Training Plans. The school further revised its subject offerings and "beefed-up" its non-OP pathway by including a range of Certificate based courses for the 2013 school year. These certificates included: Certificate I Engineering, Certificate II Hospitality (Kitchen Operations), Certificate II Retail, Certificate II Community Services.

Above: Year 10 Work Experience. This experience led to a School Based Apprenticeship.

Left: Students preparing for our 2012 NAIDOC Week Feast.

Future outlook

In 2013 Winton State School plans to:

1.   Improve parent and community perceptions of the school.
2.   Improve reading comprehension and reading fluency across the school.
3.   Improve numeracy results across the school.
4.   Improve science results across the school.
5.   Embed indigenous perspectives across our curriculum and develop school based strategies for connecting ATSI students with the school.
6.   Continue to develop and review senior pathways.
7.   Develop a greater understanding and methodology around junior secondary.

Above: A meeting of the student council.

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School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Prep - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	116	50	66	89%
2011	104	50	54	83%
2012	89	43	46	78%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Students at Winton State School are derived from a Low Socio Economic Community evidenced by a substantially lower than average Indicator for Community Socio Educational Advantage. The student body is very transient with approximately 25% of the student enrolment being at the school for fewer than 14 months. In the past 12 months indigenous enrolments have risen at the school from 31% to approximately 45%.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	19	21	14
Year 4 – Year 10	14	13	11
Year 11 – Year 12	6	4	3

School Disciplinary Absences

Disciplinary Absences	Count of Incidents	
	2011	2012
Short Suspensions - 1 to 5 days	25	24
Long Suspensions - 6 to 20 days	<5	0
Exclusions	0	0
Cancellations of Enrolment	0	0

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Curriculum offerings

Our distinctive curriculum offerings

- **Choice of OP versus Non OP subjects**
  Students have a choice of participating in an OP or non-OP pathway. Both pathways can be accessed by participating in subjects offered at Winton State School.

- **Vocational Pathway Programs and School-based traineeships and apprenticeships (SATs)**
  Students on the non-OP pathway have the chance to participate in approved vocational programs and SATs. All students on non-OP pathways participate in at least one Certificate Level course and attempts are made to work with local business to secure SATs opportunities for students.

- **Outback College of Hospitality (The Big Red Truck)**
  Winton State School is a partner school in the operation of the Outback College of Hospitality. The college is a mobile trade training centre which visits Winton for two weeks each term. While on site the accompanying teacher works with students to develop competencies associated with Certificate II Hospitality (Kitchen Operations)

- **Dance and Performance Excellence Programs**
  Winton State School has both a drama and dance specialist on staff. We offer a wide array of dance and performance classes. In 2012 we participated in the Mt Isa Rock Pop Mime Competition and won first place for all entered categories.

- **Wide range of sporting opportunities for students**
  Students at Winton State School participate in HPE Week, a school level athletics and swimming carnival and cross country. Students also have the chance to play against staff in student teacher competitions. Older students participate in regional and district selection carnivals.

Extra curricula activities

- ICAS Competitions
- Gifted and Talented camps
- Upper Primary leadership camp
- Visiting Arts Council Performances
- Visiting CSIRO Science Workshops
- Visiting Sporting Clinics from NW Sport and North Qld Cowboys
- Jump Rope for Heart
- HPE Week Activities
- NAIDOC Week Celebrations.
- Student Work displayed at the Winton Show
- Rock Pop Mime Performances
- Lunchtime activity program

How Information and Communication Technologies are used to assist learning

Winton State School has a student to computer ratio of 1.3 to 1. Students in both secondary and primary school access the school's fully equipped dual computer labs. The labs are equipped with 20 computes loaded with Microsoft Software, CAD, Photstory and Movie Maker, to name but a few programs which are frequently used.

In 2012 students in the primary years also used online programs to support their learning. These programs included: Mathletics, Spellodrome and Reading Eggs. Students, particularly in the secondary years, utilised a bank of 16 laptop computers and IPADS to allow for flexibility and mobility in the learning environment. The use of IPADs allowed students to instantly capture evidence of learning through video and photos, and manipulate these images instantly without the need to waste time downloading images onto a computer. Video also proved a great asset for improving coaching and skill development in Senior Recreation Studies.

In 2012 all classrooms received upgrades to ensure Interactive Projectors were installed. At Winton State School the latest technology helps build a platform greater student engagement and interest in learning.

Social climate

In 2012 the school was supported by a Guidance Officer (2 days per week) and a School Nurse (one day per week). In semester two 2012 the school also gained the support of a School Based Chaplain who worked 2 days each 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 2012 the Friends Program was implemented across the entire school. This program targets the development of resilience.

Parent, student and staff satisfaction with the school

A change in methodology in the collection of School Opinion Survey Data in 2012 makes it impossible to comment with accuracy on any improvements which were made from previous years. The results indicated below are of concern to the school and management team. Significant improvements are anticipated in 2013.

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	57.1%
this is a good school	50.0%
their child likes being at this school*	57.1%
their child feels safe at this school*	71.4%
their child's learning needs are being met at this school*	57.1%
their child is making good progress at this school*	57.1%
teachers at this school expect their child to do his or her best*	69.2%
teachers at this school provide their child with useful feedback about his or her school work*	64.3%
teachers at this school motivate their child to learn*	53.8%
teachers at this school treat students fairly*	35.7%
they can talk to their child's teachers about their concerns*	57.1%
this school works with them to support their child's learning*	50.0%
this school takes parents' opinions seriously*	42.9%
student behaviour is well managed at this school*	28.6%
this school looks for ways to improve*	57.1%
this school is well maintained*	84.6%

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Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	84.2%
they like being at their school*	74.1%
they feel safe at their school*	77.6%
their teachers motivate them to learn*	91.1%
their teachers expect them to do their best*	93.0%
their teachers provide them with useful feedback about their school work*	87.7%
teachers treat students fairly at their school*	70.2%
they can talk to their teachers about their concerns*	64.3%
their school takes students' opinions seriously*	74.1%
student behaviour is well managed at their school*	62.1%
their school looks for ways to improve*	78.9%
their school is well maintained*	80.7%
their school gives them opportunities to do interesting things*	73.7%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012#
that they have good access to quality professional development	77.8%
with the individual staff morale items	78.4%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Students attending Under 8's Day

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.
- engaging with the school newsletter and website.

Reducing the school's environmental footprint

During 2012 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 been installed. Water leaks and wastage was addressed as required. In 2011 the accuracy of the utilities returns is questionable. It is believed that the data represented in 2011/2012 takes into account some usage from the 2010/2011 period.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	1,170	0
2011-2012	107,313	180

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	13	13	<5
Full-time equivalents	11.8	7.8	<5

Qualifications of all teachers

Doctorate	0
Masters	2
Bachelor degree	11
Diploma	0
Certificate	0
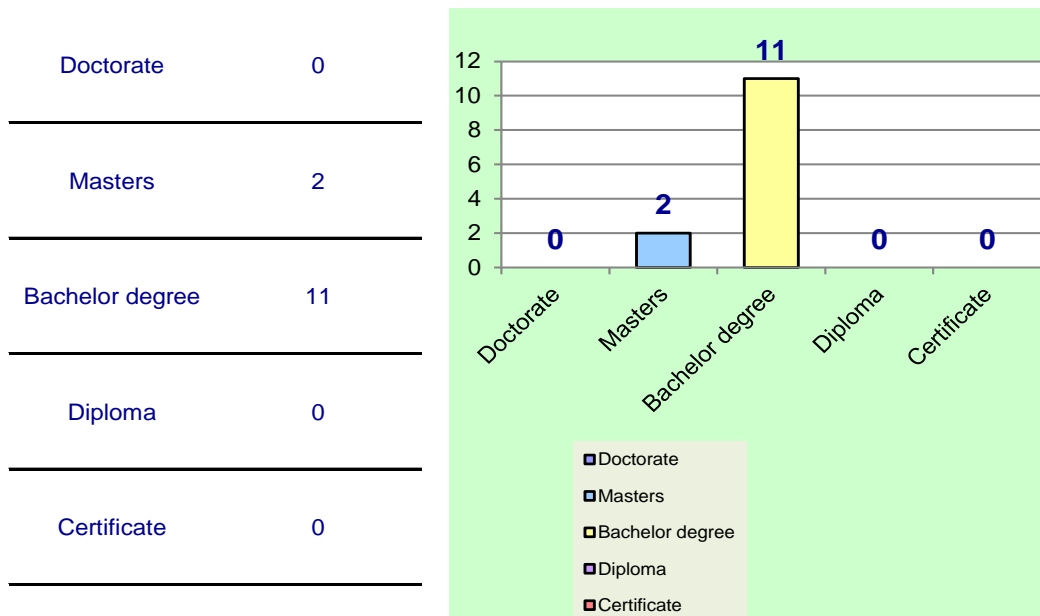
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $14 200.00

The major professional development initiatives are as follows:

- Coaching and Mentoring Programs (including the training of 6 Collegial Coaches)
- Numeracy Pedagogy Development
- Literacy Pedagogy 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

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

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Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	98.3%	96.1%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 66% of staff were retained by the school for the entire 2012 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.**

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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	89%	87%	86%

The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	92%	87%	92%	92%	92%	91%	90%	89%	88%	82%	80%	79%
2011	89%	91%	87%	92%	92%	91%	86%	85%	85%	80%	78%	82%
2012	89%	86%	DW	86%	DW	92%	92%	88%	82%	83%	83%	DW

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
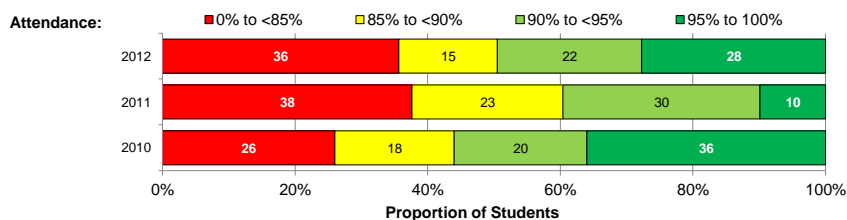
Description of how non-attendance is managed by the school

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 2012 rolls were marked twice daily. Three Phase Leader Roles were introduced across the school and these people assisted teachers to follow-up on unexplained daily absences and truancy. In 2012 a school based indigenous teacher aide/liaison officer position was created to assist with the school with improving indigenous attendance rates. The role saw the officer attending family homes to work with parents to get their children to school. This saw an improvement in indigenous attendance, over the 12 month period, of approximately 7%.

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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.**

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 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.

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Achievement – Closing the Gap

The school's 2012 'Closing the Gap Report' indicated that the school's Year 3 NAPLAN data indicated a declining gap, when comparing previous years. Indigenous students in Year 3, in 2012, outperformed non-indigenous students (on NAPLAN) in the areas of reading and numeracy. In the area of writing, the gap between indigenous and non-indigenous mean scale scores was more than halved from 2011.

The attendance gap between indigenous and non-indigenous students was 3.1%. An increase in indigenous enrolments from families who are disconnected from many traditional and non-traditional support networks has resulted in a declining indigenous attendance rate.

Due to small cohorts we are unable to report on the apparent retention of indigenous students from Years 10-12.

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Performance of our students

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	63%	20%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	8	5	1
Number of students awarded a Queensland Certificate Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP).	2	1	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	5	1	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	8	2	1
Number of students awarded an Australian Qualification Framework Certificate II or above.	3	1	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	6	1	1
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	0%	100%	N/A
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%	60%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	N/A	100%	N/A

As at 2 May 2013. The above values exclude VISA students.

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
2010	0	0	0	2	0
2011	0	0	1	0	0
2012	0	0	0	0	0

As at 2 May 2013. The above values exclude VISA students.

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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
2010	2	2	1
2011	1	0	1
2012	0	0	0

As at 2 May 2013. The above values exclude VISA students.

No Certificates 1 in 2012.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

All students who left year 10, 11 or 12 early positioned themselves into either fulltime employment or further study through TAFE.

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