

# Winton State School

## Queensland State School Reporting

### 2014 School Annual Report



|                |   |
|----------------|---|
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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 Windermere Stations and Lark Quarry ensuring that the local tourism industry is strong.
- This report documents the achievements of the school during the 2014 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 2014

Improve staff, student and parent confidence within the school

Being a School wide Positive Behaviour School we often get comments from visitors (including the Governor of Queensland and Minister for Education Kate Jones) that the school has a very positive feel. Our recent Teaching and Learning Audit placed us in the 'Outstanding' category for community engagement.

Our Annual Improvement Plan priorities for 2014 are:

Literacy, Numeracy, Reading, Writing, Spelling, Science, Attainment, Transition, Attendance, Closing the Gap, Wellbeing, Higher Order Thinking and Early Years Prep to Year 2.

All of these Priorities have been fully completed within the expected time frames. We will be reviewing the success of these strategies and will implement changes for 2015. Some of our Priorities will be revisited for 2015.

### Future outlook

In 2015 Winton State School plans to:

- Improve parent and community engagement with the school, to build on the success of 2014
- Improve reading comprehension and reading fluency across the school. This will be an ongoing focus of Winton State School and will always be at the forefront of our agenda.
- We are acting strategically to close the gap and thus far the gap has been significantly reduced, we will continue to reduce the GAP in 2015

- Continue to develop and review senior pathways. Changes to the senior curriculum have already been discussed and will be implemented for 2016
- We will be strongly focusing of a few key areas for 2015: Higher Order Thinking, Attendance and Teaching

We will be introducing two new programs or initiatives in 2015:

- Write2Read2Spell
- Numeracy Improvement Project

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 12

**Total student enrolments for this school:**

|      | Total | Girls | Boys | Enrolment Continuity<br>(Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 89    | 43    | 46   | 78%                                 |
| 2013 | 85    | 39    | 46   | 76%                                 |
| 2014 | 90    | 49    | 41   | 85%                                 |

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 can have a transient element (given the nature of our remote location). We have around 45% identified Aboriginal and Torres Strait Islander students. We also have around 10% of students registered on AIMS.

### Average class sizes

| Phase                      | Average Class Size |      |      |
|----------------------------|--------------------|------|------|
|                            | 2012               | 2013 | 2014 |
| Prep – Year 3              | 14                 | 11   | 15   |
| Year 4 – Year 7 Primary    | 12                 | 14   | 11   |
| Year 7 Secondary – Year 10 | 11                 | 13   | 12   |
| Year 11 – Year 12          | 3                  | 3    | 5    |

### School Disciplinary Absences

| Disciplinary Absences | Count of Incidents |
|-----------------------|--------------------|
|-----------------------|--------------------|



|                                 | 2012 | 2013 | 2014* |
|---------------------------------|------|------|-------|
| Short Suspensions - 1 to 5 days | 24   | 19   | 9     |
| Long Suspensions - 6 to 20 days | 0    | <5   | 0     |
| Exclusions <sup>#</sup>         | 0    | 0    | 0     |
| Cancellations of Enrolment      | 0    | 0    | 0     |

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

We follow the Australian Curriculum.

- 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)

- 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 regular weekly student teacher competitions. Older students participate in regional and district selection carnivals.

### Extra curricula activities

- leadership camps
- Visiting Arts Council Performances
- 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
- We also offer a full range of after school activities to suit all ages. Some of these include: Sewing, Geek Club, Arts and Crafts, Self Defence and Girls with Attitude

### How Information and Communication Technologies are used to assist learning

Winton State School has high student to computer ratio. 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, Photostory and Movie Maker, to name but a few programs which are frequently used.

In 2014 students in the primary years also used online programs to support their learning. These programs included: Mathletics (This has been increased across our Math Teaching). 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 (we plan to purchase another 30 in 2015) 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.

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.

We also utilise the latest technology apps such as Aurasma, Elements 4D and Audience Participation Hand Sets (quizdom) which allow the teacher to gain instant feedback on learning.

## Social Climate

Winton State School is a calm school that has thoroughly embedded PBL (positive Behaviour for Learning) into our daily practices, routines and language, as such the School is calm and a positive place. Visitors often feedback to us just how nice the school feels (including the Governor of Queensland and Minister for Education Kate Jones). We are in a position of reengaging our community with the school and the school is much better placed than in previous years. The number of suspensions is declining year on year and this is a reflection of our PBL programs, staff and student support.

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. This program targets the development of resilience. We directly teach desired behaviour and have a strong SEL (social and Emotional Learning program. We are lucky to have an ex teacher/Chaplain to further guide and support our young people.

## Parent, student and staff satisfaction with the school

| Performance measure  | 2012 | 2013 | 2014 |
|--|------|------|------|
| Percentage of parent/caregivers who agree# that:   |      |      |      |
| their child is getting a good education at school (S2016)  | 57%  | 74%  | 86%  |
| this is a good school (S2035)  | 50%  | 74%  | 86%  |
| their child likes being at this school* (S2001)  | 57%  | 74%  | 100% |
| their child feels safe at this school* (S2002)   | 71%  | 87%  | 100% |
| their child's learning needs are being met at this school* (S2003)                                     | 57%  | 83%  | 100% |
| their child is making good progress at this school* (S2004)  | 57%  | 83%  | 100% |
| teachers at this school expect their child to do his or her best* (S2005)                              | 69%  | 87%  | 86%  |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 64%  | 83%  | 86%  |
| teachers at this school motivate their child to learn* (S2007)   | 54%  | 83%  | 86%  |
| teachers at this school treat students fairly* (S2008)   | 36%  | 78%  | 86%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 57%  | 83%  | 86%  |
| this school works with them to support their child's learning* (S2010)                                 | 50%  | 82%  | 86%  |
| this school takes parents' opinions seriously* (S2011)   | 43%  | 70%  | 86%  |
| student behaviour is well managed at this school* (S2012)  | 29%  | 65%  | 86%  |
| this school looks for ways to improve* (S2013)   | 57%  | 83%  | 86%  |
| this school is well maintained* (S2014)  | 85%  | 87%  | 86%  |

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree# that:   | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048)                               | 84%  | 79%  | 90%  |
| they like being at their school* (S2036)  | 74%  | 61%  | 82%  |
| they feel safe at their school* (S2037)   | 78%  | 82%  | 90%  |
| their teachers motivate them to learn* (S2038)                                    | 91%  | 96%  | 90%  |
| their teachers expect them to do their best* (S2039)                              | 93%  | 89%  | 95%  |
| their teachers provide them with useful feedback about their school work* (S2040) | 88%  | 96%  | 93%  |
| teachers treat students fairly at their school* (S2041)                           | 70%  | 71%  | 82%  |
| they can talk to their teachers about their concerns* (S2042)                     | 64%  | 71%  | 79%  |
| their school takes students' opinions seriously* (S2043)                          | 74%  | 75%  | 80%  |
| student behaviour is well managed at their school* (S2044)                        | 62%  | 68%  | 85%  |
| their school looks for ways to improve* (S2045)                                   | 79%  | 93%  | 100% |
| their school is well maintained* (S2046)  | 81%  | 85%  | 90%  |
| their school gives them opportunities to do interesting things* (S2047)           | 74%  | 79%  | 78%  |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree# that:                            | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069)                             |      | 95%  | 100% |
| they feel that their school is a safe place in which to work (S2070)   |      | 89%  | 95%  |
| they receive useful feedback about their work at their school (S2071)  |      | 68%  | 95%  |
| students are encouraged to do their best at their school (S2072)       |      | 95%  | 100% |
| students are treated fairly at their school (S2073)                    |      | 84%  | 100% |
| student behaviour is well managed at their school (S2074)              |      | 74%  | 89%  |
| staff are well supported at their school (S2075)                       |      | 68%  | 95%  |
| their school takes staff opinions seriously (S2076)                    |      | 79%  | 100% |
| their school looks for ways to improve (S2077)                         |      | 89%  | 100% |
| their school is well maintained (S2078)                                |      | 95%  | 95%  |
| their school gives them opportunities to do interesting things (S2079) |      | 74%  | 94%  |

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## 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, (which has been rejuvenated in 2014)
- 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
- We have a 'no surprise' policy Parents and carers are regularly communicated to about how the student is progressing.
- Each student has an ISAP (Individual Support Action Plan), which the parent/carer attends the writing of that action plan
- Parent reward program (Coffee card for parents)

### Reducing the school's environmental footprint

We are student outcomes orientated and outcomes are our main priority as a school and staff body, we try to minimise our footprint where we can. We do the usual things of turning power off where it is not needed. Given our geographical location and the difficulty of maintaining a green surround, our water use is higher, however our young people deserve a green oval to play on. It is a necessary cost.

| Years     | Environmental footprint indicators |          |
|-----------|------------------------------------|----------|
|           | Electricity kWh                    | Water kL |
| 2011-2012 | 107,313                            | 180      |
| 2012-2013 | 129,847                            | 360      |
| 2013-2014 | 132,187                            | 29,820   |

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## Our staff profile

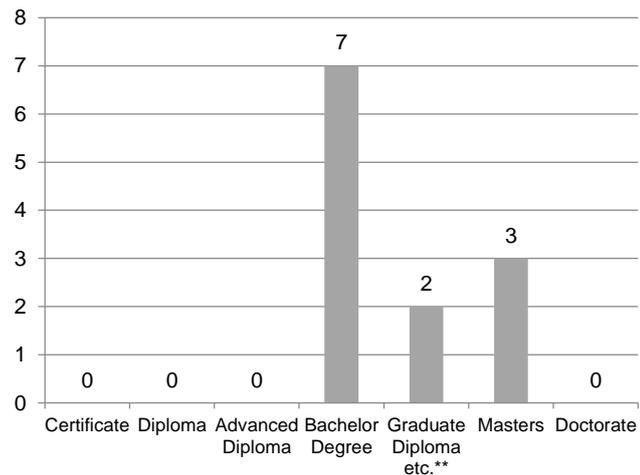
### Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2014 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts                 | 11              | 14                 | <5               |
| Full-time equivalents      | 10              | 9                  | <5               |

### Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate                 | 0                          |
| Diploma                     | 0                          |
| Advanced Diploma            | 0                          |
| Bachelor Degree             | 7                          |
| Graduate Diploma etc.**     | 2                          |
| Masters                     | 3                          |
| Doctorate                   | 0                          |
| <b>Total</b>                | <b>12</b>                  |



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 20,000

The major professional development initiatives are as follows:

- Coaching and Mentoring Programs
- SWPBS Coach
- Numeracy Pedagogy Development (NIP)
- Literacy Pedagogy Development moderation
- Teacher Aide Training in Support a Reader and Support a Writer
- Pedagogy session
- Arts facilitation

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 2014 was 100%.

| Average staff attendance   | 2012 | 2013 | 2014 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96%  | 98%  | 97%  |

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

From the end of the previous school year, 90% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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   | 2012 | 2013 | 2014 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 86%  | 89%  | 87%  |

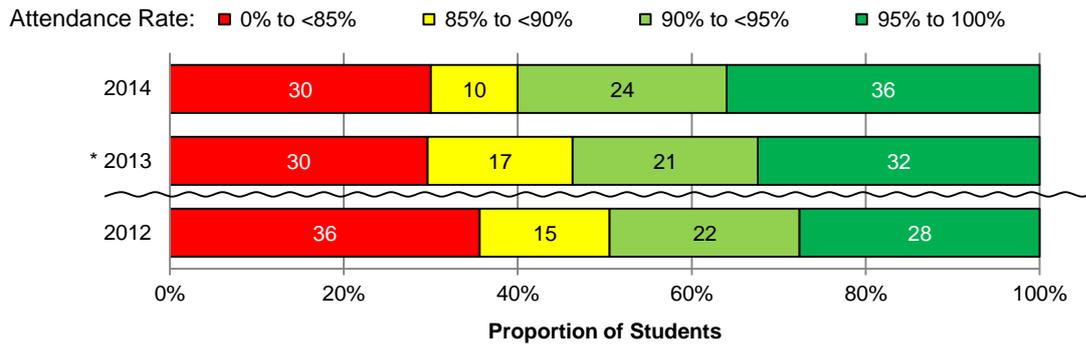
The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

| 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 |
| 2012  | 89%    | 86%    | 96%    | 86%    | DW     | 92%    | 92%    | 88%    | 82%    | 83%     | 83%     | DW      |
| 2013  | 88%    | 90%    | 89%    | 91%    | 89%    | DW     | 94%    | 87%    | DW     | 89%     | 88%     | 88%     |
| 2014  | 85%    | 91%    | 93%    | 81%    | 87%    | 89%    | DW     | 90%    | 87%    | DW      | 77%     | 95%     |

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 2015 we will be changing the manner in which we manage and monitor attendance of students at school. We take 2 rolls in the day one at 9 am and another at 13:35. We will be using a 2 tier case management process for students that fall in the below 85% and below 90% attendance. Daily phone calls and data is published weekly. Each parent, carer receives a termly letter of attendance. Each student has an attendance target of 90%. We reward those classes that have the best attendance.

### 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/>.

Our cohort of year 7 students will not be reported upon and withheld from the MySchool website due to its size. The year 7 cohort made gains in: reading, Grammar & Punctuation and Numeracy. Generally we can see a positive trend over a 4 year spread that the year 7 are making gains in; Reading, Numeracy and Grammar and Punctuation. With the change in our programs (Write2Read2Spell) we expect to see greater gains in Literacy.

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

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.

### Achievement – Closing the Gap

The school's 2014 'Closing the Gap Report' indicated that attendance has increased from 81.0% to 91.7% attendance in 2014. Fulltime enrolments for 2014 sit at 32 mostly in primary. Retention of indigenous students from Years 10-12 into 2014 was 55%. Due to the relatively small cohorts we are not able to present a full report on NAPLAN. Year 3 & 5 Data is withheld as the cohort size is <5. Due to the size of the cohort we are unable to report upon retention from years 10 into year 12. Our enrolments over the previous four year average out to 36-37 full time enrolments. The last three years we maintain around 30-32 indigenous students.

| Apparent retention rates Year 10 to Year 12                              | 2012 | 2013 | 2014 |
|--|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 20%  | 50%  | 56%  |

| Outcomes for our Year 12 cohorts  | 2012 | 2013 | 2014 |
|---|------|------|------|
| Number of students receiving a Senior Statement   | 1    | 3    | 5    |
| Number of students awarded a Queensland Certificate of Individual Achievement.  | 0    | 0    | 0    |
| Number of students receiving an Overall Position (OP)   | 0    | 0    | 2    |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).  | 1    | 2    | 2    |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).  | 1    | 2    | 2    |
| Number of students awarded an Australian Qualification Framework Certificate II or above.   | 0    | 0    | 1    |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.   | 1    | 3    | 4    |
| 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.  |      |      | 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% | 100% | 80%  |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.   |      |      | 100% |

As at 19 February 2015. The above values exclude VISA students.

| Overall Position Bands (OP)                    |        |         |          |          |          |
|--|--------|---------|----------|----------|----------|
| Number of students in each Band for OP 1 to 25 |        |         |          |          |          |
| Years  | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2012   | 0      | 0       | 0        | 0        | 0        |
| 2013   | 0      | 0       | 0        | 0        | 0        |
| 2014   | 0      | 0       | 2        | 0        | 0        |

As at 19 February 2015. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

| Years | Certificate I | Certificate II | Certificate III or above |
|-------|---------------|----------------|--------------------------|
| 2012  | 0             | 0              | 0                        |
| 2013  | 0             | 0              | 0                        |
| 2014  | 2             | 0              | 1                        |

As at 19 February 2015. The above values exclude VISA students.

Cert I – Kitchen Operations

Cert III- in Meat Processing

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school 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