

Winton State School

Queensland State School Reporting

2013 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 Windemere Stations and Lark Quarry ensuring that the local tourism industry is strong.
- This report documents the achievements of the school during the 2013 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 2013

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) that the school has a very positive feel. Our recent Teaching and Learning Audit placed us in the 'Outstanding' category for community engagement.

Improved student learning in the areas of literacy

Student learning in the area of literacy has showed improvement within the group of students who have been consistently enrolled at the school. Our strategies for the provision of reading interventions has proven successful, with many students making greater than expected gains. Our group of transient students demonstrated lesser improvement but improvement was still shown across the group. We will continue to focus upon literacy and specifically reading.

DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

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Establishment of identity within and beyond the school.

The school has taken on a vigorous media release campaign, through video embedded into our newsletters, Facebook and twitter, we are promoting all areas of our school to the wider community. We are involved in many areas of community engagement: meals on wheels, volunteer work, the Winton Show, a major role in the towns ANZAC Service and invited community and St Patricks Catholic School to join the school for various events like athletics carnivals and NAIDOC Week.

Future outlook

- In 2014 Winton State School plans to:
- Improve parent and community engagement with the school.
- 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 we hope to generate an EATSIPS position to embed cultural perspectives to our curriculum
- Continue to develop and review senior pathways.
- Develop a greater understanding and methodology around junior secondary. We are aiming to enhance our pedagogical approach to suit these learners and to generate greater engagement with their learning.

Further into the future we aim to develop a QCS program for Gifted and Talented students', to develop the provision of HOTS Higher Order Thinking Skills and science will also focus quite heavily as a school priority.

Our school at a glance

School Profile

- **Coeducational or single sex:** Coeducational
 - **Year levels offered in 2013:** Prep Year - Year 12
- ☐ **Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	104	50	54	83%
2012	89	43	46	78%
2013	85	39	46	76%

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 28% 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 45% to approximately 52%.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	21	14	11
Year 4 – Year 7 Primary	8	12	14
Year 7 Secondary – Year 10	13	11	13
Year 11 – Year 12	4	3	3

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	25	24	19
Long Suspensions - 6 to 20 days	2	0	1

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

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) □ **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

- 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
- 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

Our school at a glance

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 computers loaded with Microsoft Software, CAD, Photostory and Movie Maker, to name but a few programs which are frequently used.

In 2013 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), 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.

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 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 SWPBS 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. We are in a position of reengaging our community with the school and the school is much better placed than in previous years.

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

The School data is on a trend, we predict that we will continue to move in the 'right' direction.

Performance measure (Nationally agreed items shown*)

Our school at a glance

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

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	84%	79%
they like being at their school* (S2036)	74%	61%
they feel safe at their school* (S2037)	78%	82%
their teachers motivate them to learn* (S2038)	91%	96%
their teachers expect them to do their best* (S2039)	93%	89%
their teachers provide them with useful feedback about their school work* (S2040)	88%	96%
teachers treat students fairly at their school* (S2041)	70%	71%
they can talk to their teachers about their concerns* (S2042)	64%	71%
their school takes students' opinions seriously* (S2043)	74%	75%

Our school at a glance

student behaviour is well managed at their school* (S2044)	62%	68%
their school looks for ways to improve* (S2045)	79%	93%
their school is well maintained* (S2046)	81%	85%
their school gives them opportunities to do interesting things* (S2047)	74%	79%

Performance measure

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

* 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 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.

Our school at a glance

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/carers attends the writing of that action plan

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.

Environmental footprint indicators		
	Electricity kWh	Water KL
2010-2011	1,170	0
2011-2012	107,313	180
2012-2013	129,847	360

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

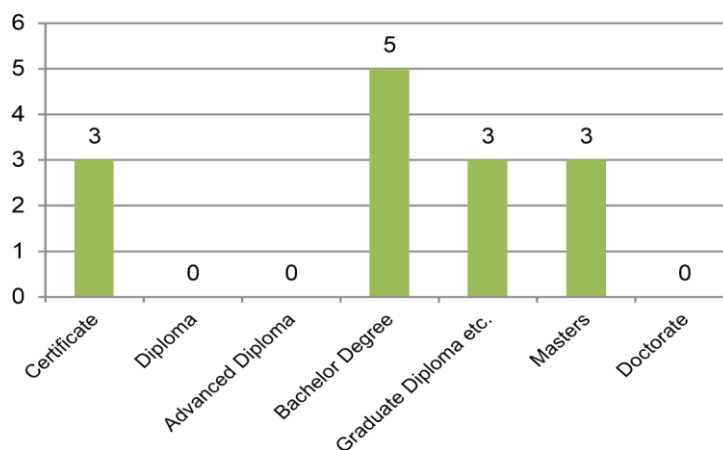
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 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.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	12	15	<5
Full-time equivalents	11	10	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	0
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.	3
Masters	3
Doctorate	0
Total	14



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$12,000

The major professional development initiatives are as follows:

- Coaching and Mentoring Programs □ SWPBS Coach
- Numeracy Pedagogy Development
- Literacy Pedagogy Development moderation
- 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 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 54% of staff was retained by the school for the entire 2013 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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	87%	86%	89%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

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

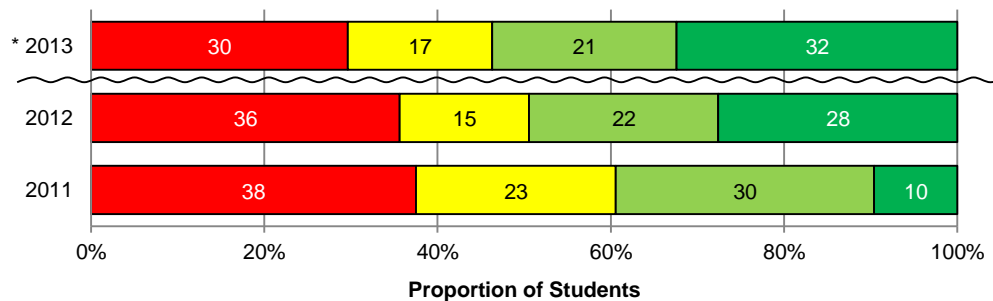
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	89%	91%	87%	92%	92%	91%	86%	85%	85%	80%	78%	82%
2012	89%	86%	96%	86%	DW	92%	92%	88%	82%	83%	83%	DW
2013	88%	90%	89%	91%	89%	84%	94%	87%	86%	89%	88%	88%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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

Performance of our students

Description of how non-attendance is managed by the school

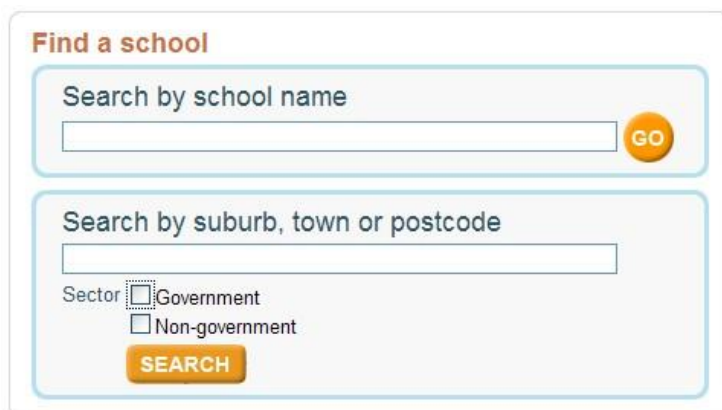
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

In 2013 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 2013 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.

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.



The screenshot shows a 'Find a school' search box. It has two main sections. The first section is titled 'Search by school name' and contains a text input field and an orange 'GO' button. The second section is titled 'Search by suburb, town or postcode' and contains a text input field. Below this input field, there is a 'Sector' label followed by two radio button options: 'Government' and 'Non-government'. At the bottom of this section is an orange 'SEARCH' button.

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 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 nonindigenous 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 6.6%. 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.

Performance of our students

Apparent retention rates Year 10 to Year 12

	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	63%	20%	50%

Outcomes for our Year 12 cohorts

	2011	2012	2013
Number of students receiving a Senior Statement.	5	1	3
Number of students awarded a Queensland Certificate Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP).	1	0	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1	1	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	2	1	2
Number of students awarded an Australian Qualification Framework Certificate II or above.	1	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	1	1	3
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.	60%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%		

As at 5 May 2014. 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
2011	0	0	1	0	0
2012	0	0	0	0	0

Performance of our students

2013	0	0	0	0	0
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As at 5 May 2014. The above values exclude VISA 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
2011	1	0	1
2012	0	0	0
2013	0	0	0

As at 5 May 2014. The above values exclude VISA students.

Post-school destination information

Fewer than five responses to the 2014 *Next Step* survey were received from students at {Insert school name}. Consequently, information on the post-school destinations of Year 12 completers from 2013 are not available for reasons of data confidentiality

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