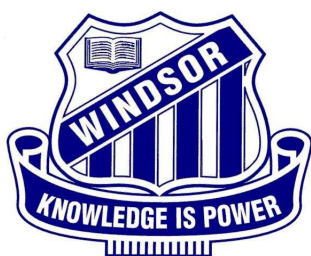


Windsor State School (0011)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

This report provides parents and prospective parents an overview of Windsor State School and the academic standards of its students.

The report illustrates the outstanding achievements of our school, the quality of our staff and a comparison of our students' achievement against the state norms and national benchmarks.

School progress towards its goals in 2012

2012 was a very exciting year for Windsor State School with success in many different aspects of the incredibly busy and complex programs in which our students are engaged.

It was extremely rewarding to see our students achieve in academic, sporting, musical and language pursuits and to have our parent community indicate an overwhelming level of satisfaction. This was accompanied by exceptionally high levels of staff morale.

A selection of these highlights include:

- Further implementation of our school improvement agenda and our focus on reading comprehension and higher order thinking.
- Continued implementation of the Australian Curriculum and C2C curriculum units
- A fantastic Windsor Fair celebrating a terrific community working together
- Sporting and Musical success
- School Musical Performances
- School Camps and excursions

Future outlook

In 2013, our school improvement agenda will continue to focus on reading comprehension, embedding comprehension and higher order thinking.

Our professional development and a coaching and mentoring model will focus on the explicit teaching of spelling. At Windsor, we will continue to introduce and implement the Australian Curriculum, making use of Education Queensland's C2C units adjusted and adapted to our unique school context. History will be our primary focus throughout 2013.

Our leadership team will lead the focus on pedagogy and professional learning.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	489	213	276	96%
2011	510	228	282	94%
2012	539	258	281	97%

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

Characteristics of the student body:

The school has experienced continual enrolment growth over recent years, the current enrolment of approximately 600 students is made up of 400 students in Years Prep to Three and 200 students in Years Four to Seven..

Our students come from a range of different backgrounds but all share a very positive attitude to education and families have high expectations for their children in both the areas of academic competence and social competence.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	24	24
Year 4 – Year 10	26	25	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	2		2
Long Suspensions - 6 to 20 days	0		0
Exclusions	0		0
Cancellations of Enrolment	0		0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

The school offers a quality education in all key learning areas. The school's curriculum plan allows for a strong focus on Literacy and Numeracy across all key learning areas. Music, Health and Physical Education, and Japanese (Language Other Than English) are taught separately by specialist teachers.

Extra curricula activities

The School Extra-Curricular Program the school aims to provide students with a wide array of sporting, cultural and enrichment activities to support the individual needs of students.

All students in year five to seven participate in a variety of interschool sports in the summer and winter competitions.

Extra-Curricular activities offered in 2010 included:

- Enrichment Activities: Chess Club, Debating, STEM, ICAS Testing, Brisbane City Cluster High Achievers Program
- Choir: Junior, Senior and Chamber Choir (Audition Choir)
- School Band
- Stringed Ensembles
- Swimming Club

How Information and Communication Technologies are used to assist learning

The school has a focus on the integration of ICT's into all learning areas. This is supported by the schools variety of access to ICT's including

- A fully equipped computer laboratory.
- Pods of computers in all classrooms
- Inter-active Whiteboards in all classrooms
- Use of i-Pods and iPads
- Variety of software and learning programs. Virtual classrooms are in most year levels.

Social climate

Our culture continues to be a central focus on the development of a positive school community. The School's Code of Behaviour is seen as our School Culture. Built on the schools vision and values statement of:

- Respect for self,
- Respect for others and
- Respect for the school.

Our Pastoral Care program that groups students into multi-age Pastoral Care groups, based on the schools sport houses, provides the opportunity to teach values, friendship skilling, teamwork and strategies to overcome and prevent negative behaviours.

The Buddy system continues to ensure younger child gain an immediate sense of belonging to the school community and a high level of safety.

The success of these programs and the extra-curricular activities enable the very high levels of support for school as demonstrated in results from the 2012 School Opinion Surveys.

Our school at a glance

Parent, student and staff satisfaction with the school

Our school strong sense of community and adherence to our school values is reflected in the data from parent, student and staff surveys.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	94.4%
their child is making good progress at this school*	94.4%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	97.2%
teachers at this school treat students fairly*	94.4%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	97.1%
they like being at their school*	99.0%
they feel safe at their school*	97.1%
their teachers motivate them to learn*	96.2%
their teachers expect them to do their best*	98.1%
their teachers provide them with useful feedback about their school work*	95.1%

Our school at a glance

teachers treat students fairly at their school*	91.3%
they can talk to their teachers about their concerns*	88.5%
their school takes students' opinions seriously*	89.4%
student behaviour is well managed at their school*	94.2%
their school looks for ways to improve*	97.1%
their school is well maintained*	89.4%
their school gives them opportunities to do interesting things*	96.2%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	95.6%
with the individual staff morale items	100.0%

* 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.

Our school at a glance

Involving parents in their child's education

Many Windsor parents generously volunteer their time to participate in the life of the school whether it be assisting in the classroom, being on the P&C, helping on excursions, and classroom activities or just supporting the school.

Windsor State School has a Twitter account and the P&C has a Facebook page where school activities are regularly celebrated. The school web page features information that allows parents the opportunity to know what is happening in the school. A school newsletter is produced each fortnight.

Twice a year the teachers offer "official" parent teacher interview opportunities to discuss student progress but parents take advantage of our teacher's invitations to regularly have less formal conversations about their student's learning.

The Parents and Citizens Association is an active group of parents who meet monthly to participate in the management of the school. Their contribution is highly valued. The P&C contributes to enhance the school facilities and in the past 12 months held a number of working bees to beautify the school grounds. Our biennial Fete is a huge success and brings past and present students and families to the school.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	199,568	1,889
2010-2011	221,033	2,341
2011-2012	236,927	2,270

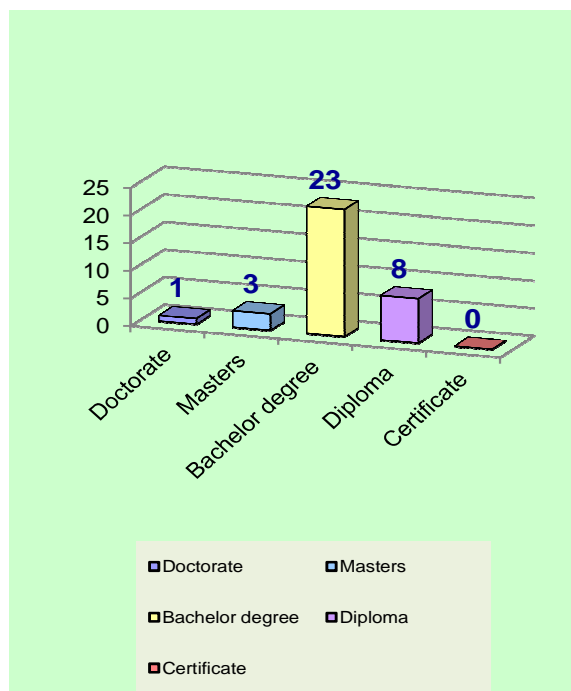
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	45	24	0
Full-time equivalents	36	15.1	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Bachelor degree	23
Diploma	8
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- The use of ICT's to support curriculum development
- Workplace Health & Safety Issues and curriculum
- Preparation for National Curriculum
- The Teaching of Reading
- The teaching of Spelling and a whole school approach

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

Average staff attendance	2010	2011	2012

Our staff profile

Staff attendance for permanent and temporary staff and school leaders.

96.2%

95.9%

96.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was 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.

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 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

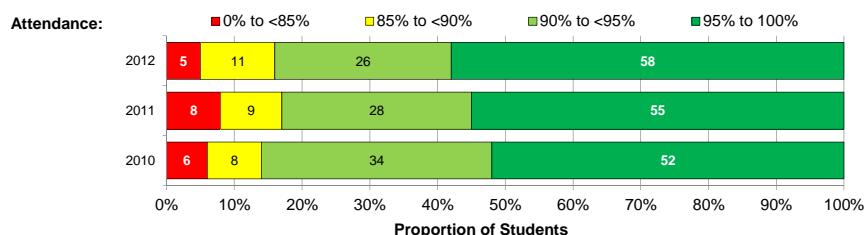
Student attendance rate for each year level (shown as a percentage)

	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	94%	95%	95%	95%	94%	95%	94%					
2011	94%	94%	96%	94%	93%	94%	94%					
2012	94%	95%	96%	94%	96%	94%	94%					

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.

The school contacts all unexplained absences on a daily basis.

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.

Performance of our students

Find a school

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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

Windsor State School is monitoring the performance of indigenous students and works towards maximising the achievement of all students. Results for indigenous students are not reported as the cohort is very small and data could therefore be attributed to individual students.