

Winton State School

Queensland State School Reporting

2015 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 7, 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 2015

Improve staff, student and parent confidence within the school

To continue being a School wide Positive Behaviour School and to further embed the Winton way

Our Annual Improvement Plan priorities for 2015 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 2016.

Future Focus: our AIP will be significantly reduced in scope for 2016. Our focus will be narrow and targeted.

Future outlook

Winton State School's focus area for 2016 is the Teaching and Learning of mathematics.

- Build an Expert teaching team in the area of mathematics
- Engage community in building more positive beliefs and attitudes around mathematics

- Build staff knowledge and understanding of Australian Curriculum Mathematics
- Collect, Analyse and Use data effectively
- Implement WSS Maths Must Haves
- Build pedagogical knowledge and understanding of targeted practices
- Create Know and Do charts and embed pedagogies in planning

A copy of the School's AIP is available from our website

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	85	39	46	38	76%
2014	90	49	41	32	85%
2015	91	51	40	22	85%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 18% identified Aboriginal and Torres Strait Islander students. We also have around 8% of students registered on AIMS.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	11	15	21
Year 4 – Year 7 Primary	14	11	12
Year 7 Secondary – Year 10	13	12	15
Year 11 – Year 12	3	5	3

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	19	9	3
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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

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

- Coding

How Information and Communication Technologies are used to improve 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 2015 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 40 IPADS to allow for flexibility and mobility in the learning environment.

The use of IPADS allowed students (we purchased 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			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	74%	86%	81%
this is a good school (S2035)	74%	86%	94%
their child likes being at this school (S2001)	74%	100%	100%
their child feels safe at this school (S2002)	87%	100%	82%
their child's learning needs are being met at this school (S2003)	83%	100%	82%
their child is making good progress at this school (S2004)	83%	100%	88%
teachers at this school expect their child to do his or her best (S2005)	87%	86%	93%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	83%	86%	82%
teachers at this school motivate their child to learn (S2007)	83%	86%	82%
teachers at this school treat students fairly (S2008)	78%	86%	76%
they can talk to their child's teachers about their concerns (S2009)	83%	86%	100%
this school works with them to support their child's learning (S2010)	82%	86%	82%
this school takes parents' opinions seriously (S2011)	70%	86%	76%
student behaviour is well managed at this school (S2012)	65%	86%	76%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school looks for ways to improve (S2013)	83%	86%	100%
this school is well maintained (S2014)	87%	86%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	79%	90%	98%
they like being at their school (S2036)	61%	82%	92%
they feel safe at their school (S2037)	82%	90%	100%
their teachers motivate them to learn (S2038)	96%	90%	98%
their teachers expect them to do their best (S2039)	89%	95%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	93%	94%
teachers treat students fairly at their school (S2041)	71%	82%	94%
they can talk to their teachers about their concerns (S2042)	71%	79%	90%
their school takes students' opinions seriously (S2043)	75%	80%	92%
student behaviour is well managed at their school (S2044)	68%	85%	91%
their school looks for ways to improve (S2045)	93%	100%	100%
their school is well maintained (S2046)	85%	90%	100%
their school gives them opportunities to do interesting things (S2047)	79%	78%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	100%	94%
they feel that their school is a safe place in which to work (S2070)	89%	95%	88%
they receive useful feedback about their work at their school (S2071)	68%	95%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	90%	83%
students are encouraged to do their best at their school (S2072)	95%	100%	100%
students are treated fairly at their school (S2073)	84%	100%	88%
student behaviour is well managed at their school (S2074)	74%	89%	88%
staff are well supported at their school (S2075)	68%	95%	88%
their school takes staff opinions seriously (S2076)	79%	100%	82%
their school looks for ways to improve (S2077)	89%	100%	94%
their school is well maintained (S2078)	95%	95%	94%
their school gives them opportunities to do interesting things (S2079)	74%	94%	94%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
 DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

As a school we try to engage our parents as much as we can. We have a healthy P&C and the Principal is constantly seeking feedback from our community.

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
2012-2013	129,847	360
2013-2014	132,187	29,820
2014-2015	131,242	34,185

*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

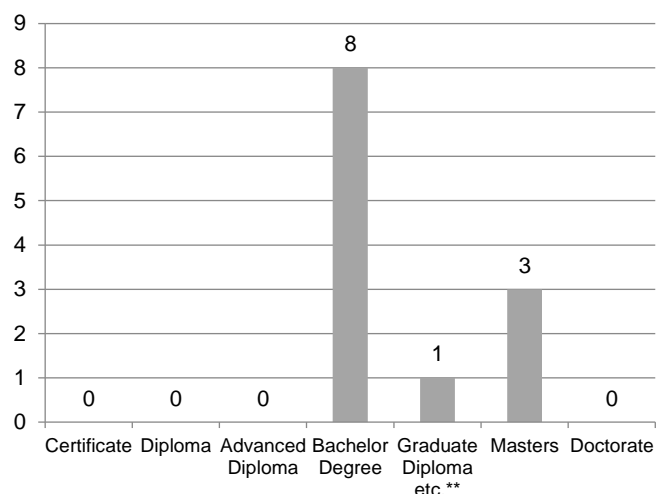
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 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.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	12	15	<5
Full-time equivalents	12	9	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.**	1
Masters	3
Doctorate	0
Total	12



*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 2015 were \$23,000

The major professional development initiatives are as follows:

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
- PBL Coach
- Numeracy Pedagogy Development (NIP)
- Pedagogy coaching
- Release for coach and mentor sessions
- 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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	87%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	81%	89%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	88%	90%	89%	91%	89%	DW	94%	87%	DW	89%	88%	88%

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

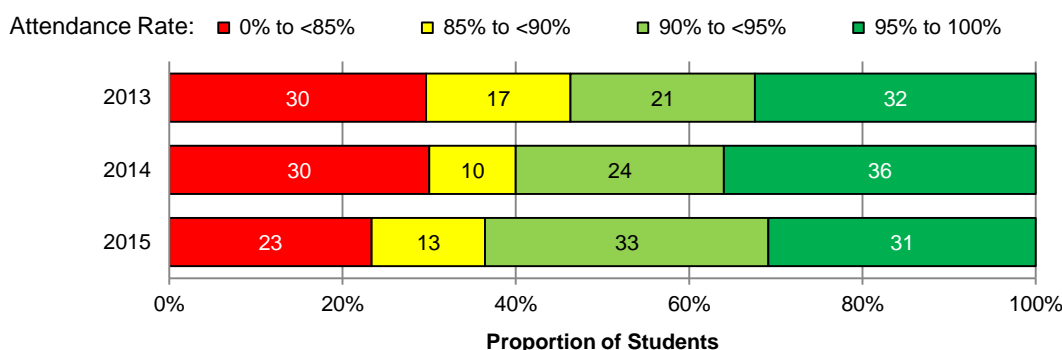
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	78%	85%	91%	93%	81%	87%	89%	DW	90%	87%	DW	77%	95%
2015	88%	90%	90%	87%	91%	91%	92%	92%	DW	91%	91%	DW	DW

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 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 changed 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 attendance data is published weekly. Each student has an attendance target of 90%. We reward those classes that have the best attendance for that week and they receive a class reward trophy.

Those students that have less than 85% attendance will be case managed on an individual 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.

Find a school

Sector:

☒ Government

☒ Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	50%	56%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	25%	
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	3	5	5
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	0	2	1
Percentage of Indigenous students receiving an Overall Position (OP)	0%	100%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	2	2	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	2	2	3
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	1	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	3	4	5
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

Outcomes for our Year 12 cohorts	2013	2014	2015
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.		100%	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%	80%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.		100%	

As at 16 February 2016. 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
2013	0	0	0	0	0
2014	0	0	2	0	0
2015	0	0	1	0	0

As at 16 February 2016. 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
2013	0	0	0
2014	2	0	1
2015	0	3	1

As at 16 February 2016. The above values exclude VISA students.

Cert II in Kitchen Operations

Cert II in Tourism

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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