



Winton State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 298 Winton 4735
Phone	(07) 4657 2333
Email	principal@wintonss.eq.edu.au
Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Carole Hall- Principal

From the Principal

School overview

Winton State School is a Prep to Year 12 school and is part of Education Queensland in the wider Fitzroy central west region. Winton is situated in Western Queensland, 177 km north-west of Longreach. Winton Shire has a population of 1800 and approximately 900 residents live within the town itself. There are historical connections with the origin of Waltzing Matilda, QANTAS, and Lark Quarry (dinosaur tracks). The school has early, middle and senior classes. Winton State School provides transition programs to support students successfully transition from Kindy to Prep. Primary to Year 10 education is based on the Australian Curriculum. Senior students are able to choose pathways that lead to either university, traineeships or school-based apprenticeships. Most senior students complete certificates or traineeships. Distance Education is offered in some senior subjects. The school regards itself as continuous P to 12 with areas of special expertise, rather than being sector-based. Most classes are composite or multi-aged, depending upon enrolments. Winton State School is characterised as having smaller class sizes, allowing for increased individual attention for students. The enrolment is currently about 94 in Prep to Year 12. Winton State is staffed by a Principal, a Head of Curriculum, 3 primary teachers, 6 secondary teachers, 2 support teachers, 4 permanent teacher aides, 2 administration assistants, 1 schools officer (facilities and grounds), and 3 cleaners.

School progress towards its goals in 2018

Develop teacher knowledge of the Australian Curriculum Mathematics Achievement Standards	Achieved- Induction for new staff 2019
Build whole school data literacy to inform teaching	Ongoing into 2019
100% of students above national Minimum Standard in mathematics (NAPLAN)	Achieved
100% of students above national Minimum Standard in Reading (NAPLAN)	Achieved
95% of students achieving a C or better in Mathematics for Semester 1 & 2	Achieved

Future outlook

A major focus for 2019 is supporting teachers and students with the implementation of the new senior curriculum - Goal of 100% of senior students to achieve QCE

Continue to build partnerships with local businesses to provide work experience, school based traineeships and apprenticeships - Goal of 100% of students finishing senior, 'earning or learning'

Develop teacher knowledge in the teaching of reading Prep to Year 10 – Goal of 90% students reading above school benchmarks

Review of Technology infrastructure and pedagogy to support students with NAPLAN online in 2020 - Goal of readiness for students to undertake 2020 NAPLAN online seamlessly, increase student percentage of engaging with NAPLAN in 2019 from 75% to 100%

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	92	94	87
Girls	44	47	45
Boys	48	47	42
Indigenous	19	23	21
Enrolment continuity (Feb. – Nov.)	93%	89%	76%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Students at Winton State School are classified as rural and remote. English is the first language of most students. Approximately 25 % of students identify as Aboriginal and/or Torres Strait Islander. Some families come from outlying properties, staying in the township during the week to attend school. A small percentage of families hold a dual enrolment with Winton State School and Distance Education. The Winton community is evidenced by a lower than average Indicator for Community Socio Educational Advantage. Unemployment is low and most families are employed by local businesses or government services. The student body can have a transient element (given the nature of the remote location). We also have around 2% of students registered as having a disability.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	12	12	15
Year 4 – Year 6	19	21	14
Year 7 – Year 10	13	12	11
Year 11 – Year 12	3	5	4

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The school is implementing the Curriculum Framework in line with the Queensland Curriculum, Assessment and Reporting Framework and the Australian Curriculum.

Curriculum offerings include English, Mathematics, Science, Humanities and Social Studies, Design and Technologies, The Arts, and Health and Physical Education. ICTs are embedded across the Curriculum and taught through the Digital Technologies Curriculum. LOTE (Auslan) is taught to all students in Years 4-8. Sport is available for students in Years 4-12 with many students travelling to compete in Central West competitions.

Senior students have a choice of OP or non-OP subjects. Both pathways can be accessed by participating in subjects offered at Winton State School with some students accessing subjects through distance education. Therefore students have access to a range of subject offerings.

Vocational Pathway Programs and School-based traineeships and apprenticeships - Students on the non-OP pathway have the chance to participate in approved vocational programs. All students on non-OP pathways are encouraged to participate in at least one Certificate Level course and attempts are made to work with local business to secure 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 in Kitchen Operations. Students also are given training opportunities during catering events in local festivals.

Co-curricular activities

- Year 4-5-6 Camp
- Visiting Arts Council Performances
- Visiting Sporting Clinics
- Artists in residence-photography, music, visual arts
- HPE Week Activities
- Lunchtime discos and art club
- Under Eights Day
- NAIDOC Week Celebrations
- Student Work displayed at the Winton Show
- After school activities

How information and communication technologies are used to assist learning

Winton State School continued to build on its successes with Information and Communication Technologies (ICT's). Students have access to two specialised labs. All school classrooms are equipped with Digital Projectors, Internet access and wireless capabilities. All senior students have school-based laptops.

In summary the major achievements in 2018 included:

Continued implementation of the Oneschool Platform, Lap Top Computers for Teachers Program, the ongoing integration of ICT's across the curriculum, enhancement of the school's iPad program, One School reporting and professional development opportunities to grow the adoption of Digital Technologies.

Social climate

Overview

Winton State School's behaviour management program focuses on a safe and supportive environment. It encourages students to strive to improve their behaviour through acknowledgement of positive behaviour. Behaviour management procedures are consistent through all classrooms and play areas with a system based on responsible thinking and reflective practices. Individual Behaviour Management Plans are implemented for children requiring additional 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).

Winton State School has invested in increased Guidance Officer allocation, and has a visiting Guidance Officer three days a fortnight. Students have access to a Speech Language Pathologist. Outback Futures provides remote and face to face services to students and families to Speech Therapy, Occupational Therapy, Psychologist and Counselling on site. A visiting school health nurse is available for sight and hearing screening, health advice, and the immunisation program. Partnerships have been formed with Child Youth Mental Health services for students at risk.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	85%	100%	83%
• this is a good school (S2035)	85%	100%	83%
• their child likes being at this school* (S2001)	92%	100%	67%
• their child feels safe at this school* (S2002)	85%	100%	100%
• their child's learning needs are being met at this school* (S2003)	85%	100%	83%
• their child is making good progress at this school* (S2004)	92%	100%	83%
• teachers at this school expect their child to do his or her best* (S2005)	85%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	85%	100%	83%
• teachers at this school treat students fairly* (S2008)	85%	100%	67%
• they can talk to their child's teachers about their concerns* (S2009)	85%	100%	100%
• this school works with them to support their child's learning* (S2010)	85%	100%	100%
• this school takes parents' opinions seriously* (S2011)	85%	100%	83%
• student behaviour is well managed at this school* (S2012)	85%	100%	67%
• this school looks for ways to improve* (S2013)	85%	100%	100%
• this school is well maintained* (S2014)	77%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree* that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	97%	100%
• they like being at their school* (S2036)	100%	94%	100%
• they feel safe at their school* (S2037)	100%	93%	95%
• their teachers motivate them to learn* (S2038)	100%	94%	100%
• their teachers expect them to do their best* (S2039)	100%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	100%
• teachers treat students fairly at their school* (S2041)	98%	85%	77%
• they can talk to their teachers about their concerns* (S2042)	98%	90%	86%
• their school takes students' opinions seriously* (S2043)	100%	97%	86%
• student behaviour is well managed at their school* (S2044)	95%	87%	82%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	99%	91%
• their school gives them opportunities to do interesting things* (S2047)	100%	97%	91%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree* that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	95%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	95%	100%
• they receive useful feedback about their work at their school (S2071)	95%	95%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	100%
• students are encouraged to do their best at their school (S2072)	95%	95%	100%
• students are treated fairly at their school (S2073)	80%	90%	100%
• student behaviour is well managed at their school (S2074)	70%	85%	100%
• staff are well supported at their school (S2075)	95%	95%	92%
• their school takes staff opinions seriously (S2076)	85%	90%	92%
• their school looks for ways to improve (S2077)	95%	100%	100%
• their school is well maintained (S2078)	95%	100%	92%
• their school gives them opportunities to do interesting things (S2079)	95%	95%	100%

* Nationally agreed student and parent/caregiver items.

'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

Parents are welcome participants in their child's learning. Winton State School is typified as an active participant in community activities. Parent and community members support and expect this participation in the life of Winton Township. In 2018 students were involved in the Winton Show, community ANZAC

ceremony and March, opening of the Matilda Centre, local Bush Poetry Competition, community Under 8's Day, Winton Outback Festival and other community activities as they arose.

Winton State School holds sausage sizzles for parent meet and greet afternoons, parent teacher nights for reporting, and end of year community celebration of The Arts and Speech Night to recognised students' achievements in academic, sporting, cultural and social spheres of school life. These nights are well attended by parents and families.

Students further engage with the community from gallery visits, local sporting opportunities, library visits and council visits to support curriculum studies. The school holds a number of community and business partnerships to support the pathways for students transitioning from school to work or further studies.

The school has an active P&C which partners with the school to inform strategic decision making and further engage with the community through fundraising. The school has an active Facebook and weekly newsletter that is distributed to families and community businesses to keep the members of the town informed of school initiatives and events.

Respectful relationships education programs

Winton State School is involved in a range of curriculum and community based programs to support the development of healthy and respectful relationships. Social and emotional learning is prioritised into all P-12 classes weekly to support the well-being of students. This includes behaviour interacting with peers and adults in the school, community and online.

The Student Council supports initiatives that promote healthy relationships by raising awareness and funding for community charities such as 'Do it for Dolly' foundation promoting safe online behaviour.

The school has an active Support Services Team to assist students identified with mental health issues. There is a visiting Guidance Officer, School Health Nurse, Adopt a Cop, Community Support Officer and Speech Language Pathologist. 'Outback Futures' and 'Child Youth Mental Health' therapist also visit identified students.

Regional and Community Officers visit the school to present on topics such as effects of domestic violence, cyber safety workshops and drug awareness.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	2	4	10
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Winton community experiences hot summers and cold winters, necessitating the use of fans and air conditioning for cooling and heating for optimal learning environments. The school has a policy of switching off devices and lights when rooms are not in use. Cleaners switch off any air conditioners and lighting when leaving the school except for security lighting. Winton also experiences low rainfall. Only selected parts of the play area around buildings and the oval are watered to conserve water usage. The school also has a partnership with the Winton Council to offset a portion of the school's water usage. One building has solar panels installed to offset electricity costs.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	135,175	154,599	158,599
Water (kL)	13,396	8,138	432

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	13	14	<5
Full-time equivalents	12	9	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	
Bachelor degree	10
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 38 000

The major professional development initiatives are as follows:

- The New QCE implementation (Senior Curriculum)
- Mathematics Pedagogical Framework
- Leadership initiatives
- Positive Behaviour for Learning
- Collegial Coaching

The proportion of teaching staff engaged in professional development activities during 2018 is 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	92%
Attendance rate for Indigenous** students at this school	90%	93%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	93%	94%
Year 1	92%	94%	93%
Year 2	94%	94%	92%
Year 3	96%	94%	92%
Year 4	91%	94%	95%
Year 5	91%	95%	93%
Year 6	98%	93%	93%

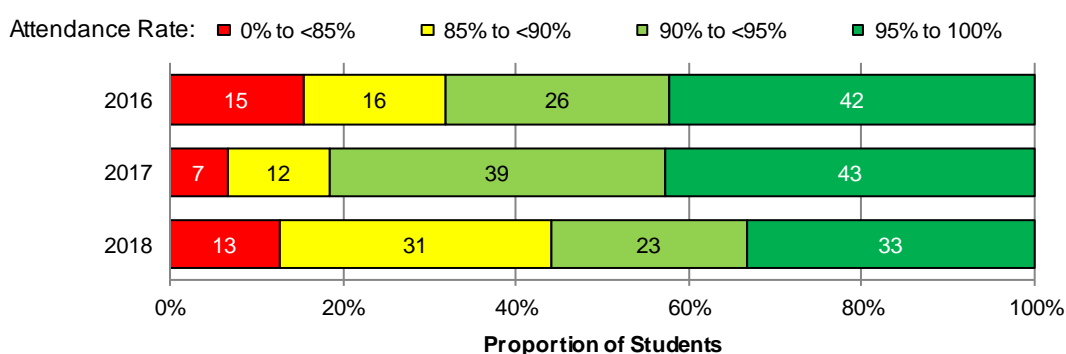
Year level	2016	2017	2018
Year 7	89%	96%	89%
Year 8	93%	92%	91%
Year 9	84%	90%	87%
Year 10	91%	87%	88%
Year 11	96%	95%	91%
Year 12	88%	94%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Winton State School marks 2 rolls in the day: one at 9 am and another at 1:35pm. High school teachers monitor attendance at every lesson. The Support Services Team adopts a case management process for students that fall in the below 85%. Daily phone calls are made to parents and guardians for unexplained absences. Each student has an attendance target of 90%. Classes that have the best attendance for that week, receive a class reward trophy and a voucher towards a class celebration. Students receive a ticket for a draw on parade for every day they attend as part of Winton State School's Positive Behaviour for Learning Program. Attendance data is published weekly in the school newsletter.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	2	5	3
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	2	5	3
Percentage of Indigenous students awarded a QCE at the end of Year 12			
Number of students who received an OP	0	4	3
Percentage of Indigenous students who received an OP			
Number of students awarded one or more VET qualifications (including SAT)	2	3	3
Number of students awarded a VET Certificate II or above	2	3	3
Number of students who were completing/continuing a SAT	1	0	0
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD		75%	0%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	0	1	0
11-15	0	2	0
16-20	0	1	3
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	0	0	0
Certificate II	2	3	3
Certificate III or above	1	0	1

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

At Winton State School two students obtained Certificate II in Tourism and Certificate II in Kitchen Operations. One student had a Certificate III in Fitness.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	25%	63%	38%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	0%	0%	0%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Winton State School works closely with a range of external agencies to support students who left school early. Our Principal, Senior Coordinator and Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment. The inclusion of work certificate courses, school based traineeships and the high rate of employment in the Winton community means there are seldom students who leave early without a full time work alternative to school.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.