Winton State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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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 1100 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, with most senior students in 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.Year 12 students are usually successful in achieving university or TAFE offers if they wish, though most accept local employment. Unemployment is uncommon. The enrolment is currently about 110 in Prep to Year 12. Winton State is staffed by a Principal, a Head of Curriculum, 4 primary teachers, 7 secondary teachers, 2 support teachers, 6 permanent teacher aides, 2 administration assistants, 1 schools oficer (facilities and grounds), and 3 cleaners.

Principal's Forward

Introduction

School Progress towards its goals in 2016

Winton State School's improvement agenda was around the teaching and learning of mathematics and the culture surrounding this subject.

We have significantly sharpened the focus of our EIA and AIP. This focus will not change until our success criteria is met (greater one year's growth for one year's input for every single learner).

Our school culture is being forged around our narrow focus. Our I4S grant was targeted solely in our priority area: mathematics.

2016 AIP Review

Targets at a glance:

Target	Indication of success
>85% C and above in all KLA	100% Successful
100% above C in math Sem 2	100% Successful
Attendance whole school >90%	100% Successful
<20% of students <85%	100% Successful
CTG <5%	100% Successful

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Develop the mathematical attitudes, behaviours and beliefs of staff, students and community.											
Target: 3% increase in number of As; 3% increase in number of Bs; 3 % decrease in number of Cs; 3% decrease in number of Ds.											
Sem 1	A	B	C	D			Sem 2	A	B	C	D
	.5%	8.2%	2.8%	3.4%							

Strategies:	Actions	Review
Build and develop professional knowledge of the mathematics curriculum within the Australian Curriculum.	Source quality PD for all staff in the mathematics curriculum.	100% have participated in our PD programs. World class PD has been delivered. Significant amount of money has been spent this year around $50K. This will provide a strong basis (SIHT) for our drive into the second and top tier in 2017.
	Allocate release time for collaborative planning	Achieved and has had a desired effect in increased collaboration
	Align PD with PDPs	All PD was aligned and planned for in rigorous DPF conversations. However staff have not taken the onus of driving their plan. This will be addressed on the PFD in Term 4, with a mapping of their current practice to the AITSL standards with a clear and supervised expectation of teachers working towards 'Highly accomplished teachers'. Monitoring of this will be implemented in 2017.
	Provide individual coaching and feedback on the application of knowledge in practice	Our coaching has increased significantly this year with the addition of another coach, freed up by the purchase (I4S) of an additional teacher. We have made significant progress in our peer observations and micro teaching culture. A great start for 2017. We will drive our pedagogy through increased coaching, Teachscape data collection, micro teaching culture…
Develop knowledge and analysis of student data and apply appropriate strategies.	Identify relevant sources and cycles of data with triangulation, to inform practice.	We have reviewed our processes significantly in line with Jo Boaler's research, which has been backed up by Hattie's updated effect size of 2015. We have a finalised process for the collection of data in line with our priority areas. PFD in Term will begin the new cycle into 2017…
	Provide coaching in data analysis as required.	Have had 2 cycles of data conversations. Will relaunch in 2017 PFD.
	Allocate release for teachers to work with data coach.	Happened. Had DET partner visit and help facilitate training.
Develop systems and processes to support teaching and learning of mathematics at a classroom level.	Scheduled and unscheduled leadership team walkthroughs with feedback.	Walkthroughs are ongoing and the culture has been shifted and staff are requesting 'critical' feedback. We need to develop an agreed model for this in 2017 and PD staff. All staff have participated in walkthrough and debrief conversation. Data has been collected for

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		discussion in Term 4
	Use protocols based on AITSL.	In development.
Lead the re-visioning process of a positive culture for mathematics. 	Increase community engagement through inviting guest speakers to parades to discuss their use of mathematics.	Term 2 parades were visited by members of the community both professional and parent. Very successful. Will continue this into 2017. Has been a great conversation around town.
	Facebook links on school page	Website has had a major overhaul
	Brand the school with "The power of YET".	This has been very successful. The concrete statue is a great conversation piece. The growth mind set is working. Student videos have been played on parades and this will continue into 2017.
	• Newsletter challenges	Unsuccessful.
	• Create team of teachers to lead re-visioning process using "Nudge" ideology.	Team has been created and they meet regularly. The collaboration between layers of staff has been excellent. Feedback from the Nudge team is exceptionally positive. NUDGE 2017 will continue.
Develop system to track and monitor individual student progress at a classroom level.	• Create student friendly data walls to track A-E.	Wrong thinking – now working with ideologies from Jo Boaler's research.
	• Goal setting using PB for NAPLAN resit scaled scores.	Wrong thinking – now working with ideologies from Jo Boaler's research.
	• Students engage in self reported grade process	Has been implemented. Need significant thought and development to have this valued by staff and students. Under review for Term 4.

Future Outlook

Winton State School's AIP is presented below. We are continuing along with our journey of mathematics and are ensuring we have experts in the Australian Curriculum for mathematics and the data literacy skills to ensure the very best learning environment. Thus far we are on target to implement the full AIP given the timelines.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	90	49	41	32	85%
2015*	91	51	40	22	85%
2016	92	44	48	19	93%

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 2016, 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

Overview
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
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	15	21	12
Year 4 – Year 7	11	12	19
Year 8 – Year 10	12	15	13
Year 11 – Year 12	5	3	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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- 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

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- 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 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.

Co-curricular 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 , Girls with Attitude and
- Coding

How Information and Communication Technologies are used to Assist Learning

Winton State School has high student to computer ratio. Students in both secondary and primary school access the school's fully equipped dual computer labs. The labs are equipped with 20 computes loaded with Microsoft Software, CAD, Photstory and Movie Maker, to name but a few programs which are frequently used. In 2016 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.

We are looking into future technologies such as wireless applications, coding and drone piloting for the rural setting.

Social Climate

Overview

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	86%	81%	85%
this is a good school (S2035)	86%	94%	85%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child likes being at this school* (S2001)	100%	100%	92%
their child feels safe at this school* (S2002)	100%	82%	85%
their child's learning needs are being met at this school* (S2003)	100%	82%	85%
their child is making good progress at this school* (S2004)	100%	88%	92%
teachers at this school expect their child to do his or her best* (S2005)	86%	93%	85%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	82%	85%
teachers at this school motivate their child to learn* (S2007)	86%	82%	85%
teachers at this school treat students fairly* (S2008)	86%	76%	85%
they can talk to their child's teachers about their concerns* (S2009)	86%	100%	85%
this school works with them to support their child's learning* (S2010)	86%	82%	85%
this school takes parents' opinions seriously* (S2011)	86%	76%	85%
student behaviour is well managed at this school* (S2012)	86%	76%	85%
this school looks for ways to improve* (S2013)	86%	100%	85%
this school is well maintained* (S2014)	86%	94%	77%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	90%	98%	98%
they like being at their school* (S2036)	82%	92%	100%
they feel safe at their school* (S2037)	90%	100%	100%
their teachers motivate them to learn* (S2038)	90%	98%	100%
their teachers expect them to do their best* (S2039)	95%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	94%	100%
teachers treat students fairly at their school* (S2041)	82%	94%	98%
they can talk to their teachers about their concerns* (S2042)	79%	90%	98%
their school takes students' opinions seriously* (S2043)	80%	92%	100%
student behaviour is well managed at their school* (S2044)	85%	91%	95%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	90%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	78%	96%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	100%	94%	100%
they feel that their school is a safe place in which to work (S2070)	95%	88%	100%
they receive useful feedback about their work at their school (S2071)	95%	94%	95%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	83%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	95%
students are treated fairly at their school (S2073)	100%	88%	80%
student behaviour is well managed at their school (S2074)	89%	88%	70%
staff are well supported at their school (S2075)	95%	88%	95%
their school takes staff opinions seriously (S2076)	100%	82%	85%
their school looks for ways to improve (S2077)	100%	94%	95%
their school is well maintained (S2078)	95%	94%	95%
their school gives them opportunities to do interesting things (S2079)	94%	94%	95%

* 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
Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. As a Positive Behavior for Learning (PBL) school we place a strong emphasis upon relationships.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	9	3	2
Long Suspensions – 6 to 20 days	0	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.

Environmental Footprint

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		
Years	Electricity kWh	Water kL
2013-2014	132,187	29,820
2014-2015	131,242	34,185
2015-2016	135,175	13,396

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.

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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* 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

School name	**GO**
Suburb, town or postcode	

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	13	13	<5
Full-time Equivalents	13	8	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	1

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Bachelor degree	8
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**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 2016 were $40,000.

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

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	87%	90%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	89%	90%

*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 student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.
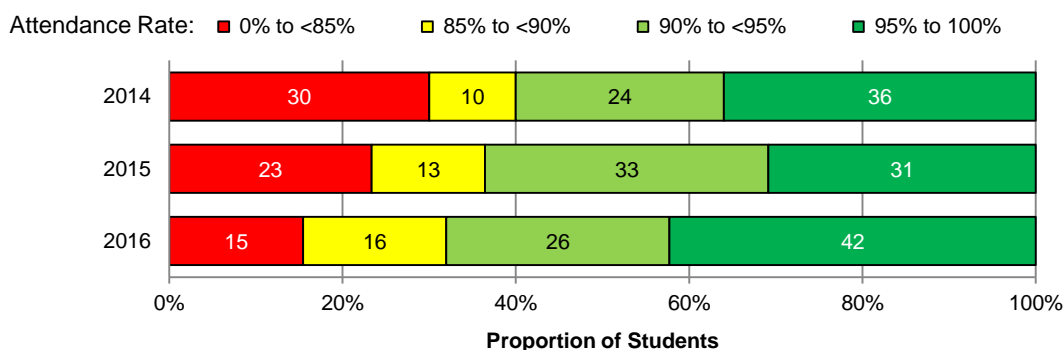
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014	78%	85%	91%	93%	81%	87%	89%	83%	90%	87%	84%	77%	95%
2015	88%	90%	90%	87%	91%	91%	92%	92%	89%	91%	91%	90%	94%
2016	94%	92%	94%	96%	91%	91%	98%	89%	93%	84%	91%	96%	88%

*Attendance rates effectively count 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:

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	30	10	24	36
2015	23	13	33	31
2016	15	16	26	42

Proportion of Students

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET 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.

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

NAPLAN

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.**

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Find a school

Where it states **'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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	5	5	2
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	2	1	0
Percentage of Indigenous students receiving an Overall Position (OP)	100%		
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	2	1	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	2	3	2
Number of students awarded an Australian Qualification Framework Certificate II or above.	1	3	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	4	5	2
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%		
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%	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.	80%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%		100%

As at 3rd February 2017. The above values exclude VISA students.

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OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	**OP 1-5**	**OP 6-10**	**OP 11-15**	**OP 16-20**	**OP 21-25**
2014	0	0	2	0	0
2015	0	0	1	0	0
2016	0	0	0	0	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Years	**Certificate I**	**Certificate II**	**Certificate III or above**
2014	2	0	1
2015	0	3	1
2016	0	2	1

As at 3rd February 2017. The above values exclude VISA students.

Each year 10 student had the opportunity to achieve a Cert II in Tourism and a Cert II in Kitchen Operations.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	**2014**	**2015**	**2016**
Year 12 student enrolment as a percentage of the Year 10 student cohort.	56%	83%	25%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	25%		0%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.wintonss.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

We encourage all students to complete school until year 12. We see few leave school at the end of year 10, those that do leave often have a training pathway or are moving in the employment market.

Conclusion

Winton State School is moving from a good to great school. We are improving where we need to improve and our school culture reflects our energy and commitment to providing the very best outcomes for every single student.

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