Winfield State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	1091 Winfield Road MS 1247 Winfield 4670
Phone	(07) 4156 6363
Fax	(07) 4156 6161
Email	principal@winfieldss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	See below

From the Principal

School overview

Winfield SS has had no enrolments for the last 2 years and is therefore currently open but not 'Not Operational'. Please contact the North Coast Regional Office for further information.

School progress towards its goals in 2018

Future outlook

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Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	4		
Girls			
Boys	4		
Indigenous			
Enrolment continuity (Feb. – Nov.)	38%	0%	

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

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	9	5	
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

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

Co-curricular activities

How information and communication technologies are used to assist learning

Social climate

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)	DW		
• this is a good school (S2035)	DW		
• their child likes being at this school* (S2001)	DW		
• their child feels safe at this school* (S2002)	DW		
• their child's learning needs are being met at this school* (S2003)	DW		
• their child is making good progress at this school* (S2004)	DW		
• teachers at this school expect their child to do his or her best* (S2005)	DW		
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW		
• teachers at this school motivate their child to learn* (S2007)	DW		
• teachers at this school treat students fairly* (S2008)	DW		
• they can talk to their child's teachers about their concerns* (S2009)	DW		
• this school works with them to support their child's learning* (S2010)	DW		
• this school takes parents' opinions seriously* (S2011)	DW		
• student behaviour is well managed at this school* (S2012)	DW		
• this school looks for ways to improve* (S2013)	DW		
• this school is well maintained* (S2014)	DW		

* 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)	100%		
• they like being at their school* (S2036)	100%		
• they feel safe at their school* (S2037)	100%		
• their teachers motivate them to learn* (S2038)	100%		
• their teachers expect them to do their best* (S2039)	100%		
• their teachers provide them with useful feedback about their school work* (S2040)	100%		
• teachers treat students fairly at their school* (S2041)	100%		
• they can talk to their teachers about their concerns* (S2042)	100%		
• their school takes students' opinions seriously* (S2043)	67%		
• student behaviour is well managed at their school* (S2044)	100%		
• their school looks for ways to improve* (S2045)	100%		

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	100%		
• their school gives them opportunities to do interesting things* (S2047)	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	
• they feel that their school is a safe place in which to work (S2070)	100%	100%	
• they receive useful feedback about their work at their school (S2071)	100%	100%	
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	
• students are encouraged to do their best at their school (S2072)	100%	100%	
• students are treated fairly at their school (S2073)	67%	100%	
• student behaviour is well managed at their school (S2074)	100%	100%	
• staff are well supported at their school (S2075)	100%	100%	
• their school takes staff opinions seriously (S2076)	100%	100%	
• their school looks for ways to improve (S2077)	100%	100%	
• their school is well maintained (S2078)	100%	100%	
• their school gives them opportunities to do interesting things (S2079)	67%	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

Respectful relationships education programs

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	0	0	
Long suspensions – 11 to 20 days	0	0	
Exclusions	0	0	
Cancellations of enrolment	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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	9,202	8,217	6,856
Water (kL)			

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* 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

Search by school name or suburb	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	0	0	0
Full-time equivalents	0	0	0

*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	
Graduate Diploma etc.*	
Bachelor degree	
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 $0.

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.	100%		

Proportion of staff retained from the previous school year

From the end of the previous school year, 0% of staff were retained by the school for the entire 2018.

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Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

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	75%	95%	
Attendance rate for Indigenous** students at this school			

* 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	DW		
Year 1	DW		
Year 2	70%		
Year 3	DW	94%	
Year 4	66%	DW	
Year 5	77%		
Year 6	66%	94%	

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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

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%
2016	79	7		14
2017	40			60
2018				
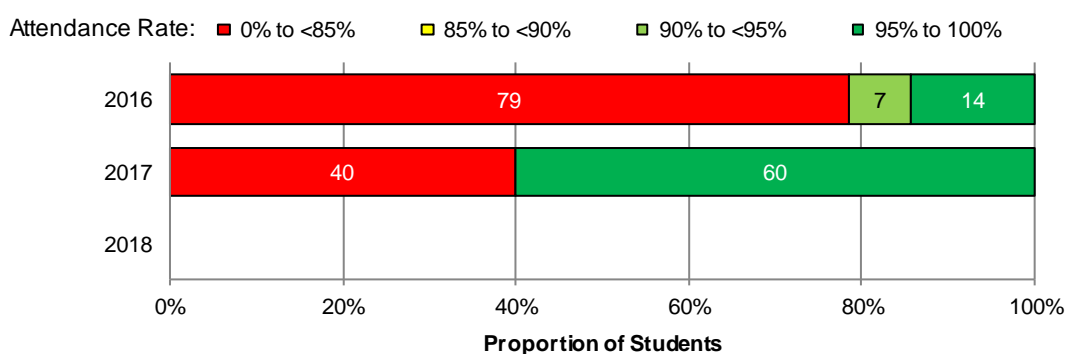
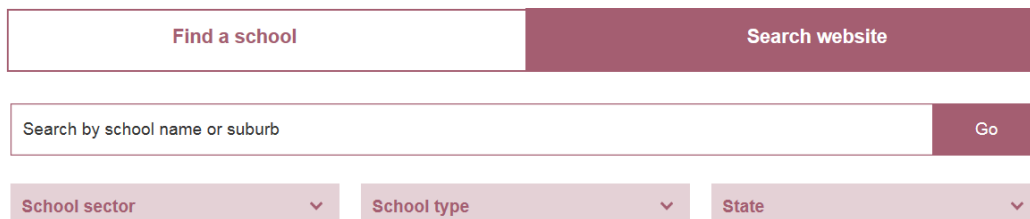## Description of how this school manages non-attendance

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.

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
Search by school name or suburb	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 '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.