

Collinsville State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Welcome to Collinsville State High School's Annual Report for 2015. This report contains a snapshot of the school's activities, culture, priorities and progress resulting from continuous improvement in teaching and learning at Collinsville SHS.

School progress towards its goals in 2015

In 2015, Collinsville State High School aimed to:

1. Continue to implement the Australian Curriculum.
2. Continue to embed the Dimensions of Teaching and Learning and the Fleming Model of Direct Instruction as the school pedagogical framework.
3. Implement GRG associated school literacy, and numeracy based programs and strategies with specific focus on Reading and Comprehension.
4. Continue to develop teacher capabilities in alignment with the school and systemic key priorities, and to understand and use data to personalize student learning.
5. Develop and implement locally appropriate strategies to improve student attendance and retention.
6. Embed Year 7's into high school.

Future outlook

In 2016, Collinsville State High School aims to:

1. Embed Explicit Instruction across the whole school.
2. Develop, implement and embed a Literacy Plan across the whole school.
3. Build teacher capacity through professional development and coaching.
4. Develop teachers' knowledge, understanding and skills in providing differentiated teaching, learning and assessment experiences to meet student's needs.
5. Develop, implement and embed attendance management practices

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	106	53	53	8	86%
2014	77	35	42	9	83%
2015	93	42	51	9	97%

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.

*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:

Collinsville State High School is a coeducational school for students in Years 7 to 12. It services the small rural and mining communities of Collinsville and Scottville which includes approximately 2 000 people.

During 2015, student enrolment numbers and attendance data has been significantly affected by the local economic situation and employment related family movement associated with the downturn in the mining boom. This has resulted in some atypical dynamics in the student body.

The school has a relatively high proportion of students with special needs and a low proportion of students who identify as being from an indigenous background.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	15	14	13
Year 11 – Year 12	10	8	14

*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	32	13	7
Long Suspensions - 6 to 20 days	2	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	1	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

Years 7 to 9

Core subjects: English, Humanities, Mathematics, Science and Health and Physical Education

Electives: Technology (Design and Technologies) and The Arts (Drama and Visual Arts)

Years 10 to 12

Core subjects: English (English Communication, English), Mathematics (Prevocational Mathematics, Mathematics A, Mathematics B)

Electives:

- Arts (Creative Arts, Visual Art)
- Humanities (Geography)
- Science (Science in Practice, Chemistry, Science 21)
- Health and Physical Education (Home Economics, Recreation, Physical Education)
- Technology (Design and Technologies) and The Arts (Drama and Visual Arts)
- Vocational Education and Training (Certificate II in Hospitality, Certificate II in Retail)

Students also study a range of subjects through the Brisbane School of Distance Education.

Extra curricula activities

A wide variety of extra-curricular activities are available to students in the four domains of citizenship, cultural, learning and sport.

Citizenship:

- ANZAC Day
- Bacon Busters
- Clean-up Australia Day
- Lions Youth of the Year
- Miners Memorial Day
- Student Council

Cultural

- Arts Extravaganza
- Instrumental Music

Learning

- WHAM Expo

Sport

- House Captains
- Carnivals
- District Trails
- Regional Trials
- State Trials

How Information and Communication Technologies are used to improve learning

Collinsville State High School is committed to developing digitally literate learners. Information and communications technologies are used to assist the teaching and learning programs across all year levels and subjects. The schools resources include:

- two interactive whiteboards;
- data projectors in every classroom;
- wireless connectivity in every classroom;
- ICT centre in the school library;
- two computer labs;
- a class set of portable laptops; and
- laptop hire program for senior students.

Social Climate

Compared to larger metropolitan areas, small geographically-isolated communities such as Collinsville lack regular access to support services for adolescents. Subsequently, schools are often the sole contributors to the development of student well-being. At Collinsville State High School, we have implemented a range of programs and support services to assist students during their adolescent years.

Collinsville State High School is committed to providing a positive and supportive teaching and learning environment for all teachers and students. 'Positive Behaviour for Learning' forms the foundation of our school's Responsible Behaviour Plan.

The Student Council is elected by the student body and is representative of all year levels. The council plays an active role in the school community and is involved, where appropriate, in planning and decision making.

Collinsville State High School implements a whole school well-being program as part of the curriculum. 'Living Our Lives' aims to create happy, healthy and confident students by developing their knowledge and understanding of emotional and social well-being and equipping them with strategies they can utilise to achieve this.

Collinsville State High School is regularly serviced by a Guidance Officer, Youth Support Coordinator, Chaplain and Youth Health Nurse. Staff can refer students to this team through the relevant year level Head of Department. Students and parent/carers can also self-refer to this team. This team applies a case management approach and meets on a weekly basis to determine priorities and develop and implement support action plans.

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)	87%	100%	93%
this is a good school (S2035)	87%	100%	100%
their child likes being at this school (S2001)	87%	100%	86%
their child feels safe at this school (S2002)	87%	100%	100%
their child's learning needs are being met at this school (S2003)	73%	100%	100%
their child is making good progress at this school (S2004)	80%	89%	100%
teachers at this school expect their child to do his or her best (S2005)	87%	100%	93%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	87%	100%	93%
teachers at this school motivate their child to learn (S2007)	80%	100%	93%
teachers at this school treat students fairly (S2008)	73%	89%	79%
they can talk to their child's teachers about their concerns (S2009)	87%	100%	100%
this school works with them to support their child's learning (S2010)	87%	100%	100%
this school takes parents' opinions seriously (S2011)	87%	89%	86%
student behaviour is well managed at this school (S2012)	73%	89%	86%
this school looks for ways to improve (S2013)	87%	100%	100%
this school is well maintained (S2014)	87%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	69%	87%	92%
they like being at their school (S2036)	73%	69%	85%
they feel safe at their school (S2037)	88%	98%	85%
their teachers motivate them to learn (S2038)	77%	82%	93%
their teachers expect them to do their best (S2039)	92%	98%	96%
their teachers provide them with useful feedback about their school work (S2040)	81%	93%	93%
teachers treat students fairly at their school (S2041)	62%	71%	78%
they can talk to their teachers about their concerns (S2042)	62%	78%	81%
their school takes students' opinions seriously (S2043)	44%	73%	88%
student behaviour is well managed at their school (S2044)	50%	69%	72%
their school looks for ways to improve (S2045)	77%	89%	89%
their school is well maintained (S2046)	88%	89%	93%
their school gives them opportunities to do interesting things (S2047)	67%	84%	89%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	90%	100%	88%
they feel that their school is a safe place in which to work (S2070)	90%	88%	100%
they receive useful feedback about their work at their school (S2071)	71%	88%	53%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	86%	100%	100%
student behaviour is well managed at their school (S2074)	57%	81%	100%
staff are well supported at their school (S2075)	76%	88%	80%
their school takes staff opinions seriously (S2076)	71%	94%	80%
their school looks for ways to improve (S2077)	90%	100%	93%
their school is well maintained (S2078)	100%	100%	93%
their school gives them opportunities to do interesting things (S2079)	90%	88%	93%

'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

Collinsville State High School encourages all parents/carers to be active members of the school community and their child's education. Throughout the year, parents/carers can attend or volunteer at a number of school events including:

- culminating activities for units of work.
- career planning and subject selection interviews.
- cultural events such as the 'Arts Extravaganza' and 'Theatre Restaurant'.
- sporting carnivals and events such as athletics, cross country and swimming.
- well-being events such as the 'WHAM' expo.

Informal and regular contact between teachers and parents/carers is strongly encouraged. This can be initiated by the student, parent/carer or teacher.

Reporting processes include a written report at the end of each term and parent teacher interviews are conducted twice yearly. These reports provide parents/carers with information regarding their child's academic achievement, behaviour, effort and how they can improve in class.

A newsletter is published on a fortnightly basis and provided to parents/carers and the wider community. The school also regularly submits articles to the local newspaper. The school also has a website and Facebook page.

A Parents and Citizens' Association complements the running of the school. They meet monthly on a Monday. In 2015 the Parents and Citizens' Association ran a major community event 'Collinsville Bacon Busters' to raise money for a senior camp.

Reducing the school's environmental footprint

The school has two solar panel arrays to provide some electrical power from a renewable source. During 2014, the school replaced toilet and washbasin fixtures with water-saving devices during the planned refurbishment of the student toilets.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	0	0
2013-2014	152,083	15,790
2014-2015	145,212	

*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.

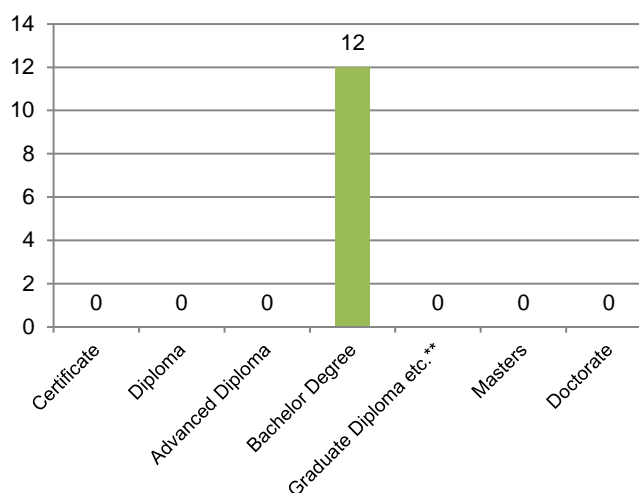
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	12	13	0
Full-time equivalents	11	9	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	12
Graduate Diploma etc.**	0
Masters	0
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 \$11 939.

The major professional development initiatives are as follows:

- Junior Secondary
- Senior Secondary
- Curriculum
- Beginning Teachers

The proportion of the teaching staff involved in professional development activities during 2015 was 90%.

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 81% 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

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 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).	83%	84%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	76%	83%	74%

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 Secondary schools was 90%.

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

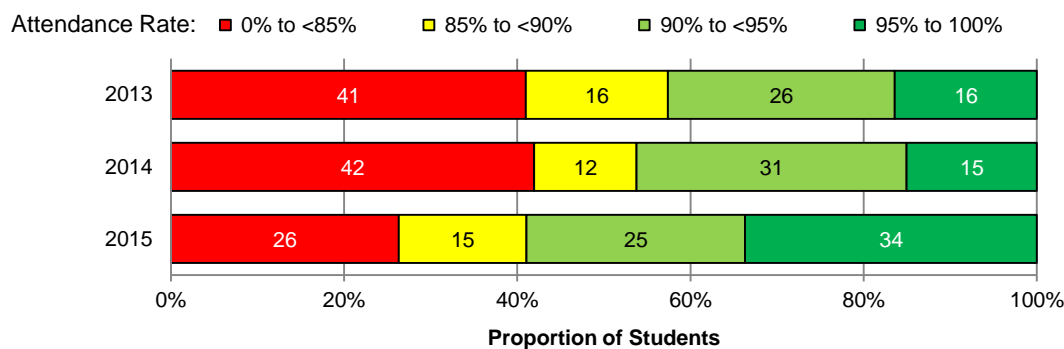
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									89%	85%	82%	81%	79%
2014									92%	88%	79%	80%	80%
2015								92%	93%	90%	90%	86%	83%

*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 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.

School rolls are marked by teachers in form class at the beginning of each day. After form class, administration officers contact home to inform parents/carers of their child's absence from school and to obtain an explanation for this.

Teachers mark class rolls at the beginning of every lesson and anomalies from the start of the day are reported to the office for review by an administration officer and, if necessary, action by a Head of Department.

Attendance is recorded on the school report cards issued in Terms 1, 2 and 4. If students have a high percentage of unexplained absences then letters are sent to the parent and the DET process for managing unsatisfactory attendance is followed.

School attendance is also a criteria for attendance on Rewards Days, with set attendance 90% required for eligibility to participate.

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

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.	83%	50%	96%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	0%	100%	133%
Outcomes for our Year 12 cohorts			
	2013	2014	2015
Number of students receiving a Senior Statement	22	10	22
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	6	2	6
Percentage of Indigenous students receiving an Overall Position (OP)		0%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	5	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	19	9	20
Number of students awarded an Australian Qualification Framework Certificate II or above.	16	9	18
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	19	10	18
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		100%	67%
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.	67%	100%	67%
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%	100%	91%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	80%	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	1	3	2	0
2014	0	1	1	0	0
2015	0	0	4	2	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	1	15	1
2014	0	8	3
2015	8	18	2

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

Certificate I in Business
 Certificate II in Business
 Certificate II in Hospitality

Certificate II in Information,
 Digital Media and
 Technology

Certificate II in Retail

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

Collinsville State High School works closely with school support personnel (Guidance Officer and Youth Support Coordinator) and local support agencies to support students who leave school early. This support may include linking students with employers, TAFE and RTO's. In 2015, there was some movement of students to schools outside of the local area due to family related employment outcomes associated with the downturn in mining.