Collinsville
State High School

ANNUAL REPORT
2016

Queensland State School Reporting

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School Overview

Collinsville State High School, located in Collinsville, 88 kilometres from Bowen, North Queensland, is the only secondary school facility servicing the town and surrounding rural distrinformation and communication technology. Established in 1986, it provides education to a diverse range of students, from both town and rural-based backgrounds. Located in the northern region of the Bowen Basin, local industry is largely based on coal mining. Local mining companies, as well as local business owners, contribute greatly to the success of the school with support at both community and student level. We are committed to striving for excellence in all spheres of education and improving student achievement through high expectations, focussed teaching and maximising time on engaged learning. Our mission is 'to motivate students to think and learn in preparation for the future'. This is reflected in the range of the school's curriculum, the availability of information technology resources to support access to that curriculum as well as an overt and sustained focus on student attainment of meaningful Vocational Education qualifications whilst still at school.

Principal's Foreword

Introduction

Welcome to Collinsville State High School's Annual Report for 2016. 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 2016
In 2016, Collinsville State High School aimed to:
1. Embed Explicit Instruction across the whole school.
2. Develop, implement and embed a Literacy Plan across the whole school.
3. Develop teachers' knowledge, understanding and skills in providing differentiated teaching, learning and assessment experiences to meet student's needs.
4. Develop teachers' knowledge, understanding and skills in implementing Assessment Literate Teaching and Learning practices across the whole school.
5. Build teacher capacity through professional development and coaching.
6. Develop, implement and embed attendance management practices.

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Future Outlook

In 2017, Collinsville State High School aims to:

1. Develop and embed a Pedagogical Framework across the whole school.
2. Develop teachers' knowledge, understanding and skills in implementing Tactical Teaching of Writing practices across the whole school.
3. Continue to develop teachers' knowledge, understanding and skills in providing differentiated teaching, learning and assessment experiences to meet student's needs.
4. Continue to develop teachers' knowledge, understanding and skills in implementing Assessment Literate Teaching and Learning practices across the whole school.
5. Build teacher capacity through professional development and coaching.
6. Develop, implement and embed Positive Behavior for Learning.
7. Continue to 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 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	77	35	42	9	83%
2015*	93	42	51	9	97%
2016	85	37	48	10	88%

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

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 2016, 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 resources industry. 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.

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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			
Year 4 – Year 7			
Year 8 – Year 10	14	13	15
Year 11 – Year 12	8	15	10

*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

Years 7 to 9
Core subjects: English, Humanities, Mathematics, Science and Health and Physical Education
Electives: Technology (Home Economics and Industrial 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 (Industrial 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.

Co-curricular 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
- Instrumental Music

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

How Information and Communication Technologies are used to Assist 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

Overview

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 staff 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

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)	100%	93%	63%
this is a good school (S2035)	100%	100%	50%
their child likes being at this school* (S2001)	100%	86%	50%
their child feels safe at this school* (S2002)	100%	100%	88%
their child's learning needs are being met at this school* (S2003)	100%	100%	63%
their child is making good progress at this school* (S2004)	89%	100%	75%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%	75%

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%	63%
teachers at this school motivate their child to learn* (S2007)	100%	93%	63%
teachers at this school treat students fairly* (S2008)	89%	79%	50%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	75%
this school works with them to support their child's learning* (S2010)	100%	100%	63%
this school takes parents' opinions seriously* (S2011)	89%	86%	50%
student behaviour is well managed at this school* (S2012)	89%	86%	50%
this school looks for ways to improve* (S2013)	100%	100%	63%
this school is well maintained* (S2014)	100%	100%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	87%	92%	95%
they like being at their school* (S2036)	69%	85%	85%
they feel safe at their school* (S2037)	98%	85%	95%
their teachers motivate them to learn* (S2038)	82%	93%	98%
their teachers expect them to do their best* (S2039)	98%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	93%	95%
teachers treat students fairly at their school* (S2041)	71%	78%	93%
they can talk to their teachers about their concerns* (S2042)	78%	81%	83%
their school takes students' opinions seriously* (S2043)	73%	88%	95%
student behaviour is well managed at their school* (S2044)	69%	72%	93%
their school looks for ways to improve* (S2045)	89%	89%	98%
their school is well maintained* (S2046)	89%	93%	100%
their school gives them opportunities to do interesting things* (S2047)	84%	89%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	100%	88%	94%
they feel that their school is a safe place in which to work (S2070)	88%	100%	100%
they receive useful feedback about their work at their school (S2071)	88%	53%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	78%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	81%	100%	94%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
staff are well supported at their school (S2075)	88%	80%	88%
their school takes staff opinions seriously (S2076)	94%	80%	88%
their school looks for ways to improve (S2077)	100%	93%	100%
their school is well maintained (S2078)	100%	93%	89%
their school gives them opportunities to do interesting things (S2079)	88%	93%	84%

* 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
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.
- sporting carnivals and events such as athletics, cross country and swimming.

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 in weeks three, six and none of every term 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 2016 the Parents and Citizens' Association ran a major community event 'Collinsville Bacon Busters' to raise money for a junior secondary camp and seating for the playground.

Respectful relationships programs
The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Students engage in the social and emotional and wellbeing program Living Our Lives. This program enables students to develop understanding, strategies and skills that support a positive sense of self, promote respectful relationships and build student capacity to recognise and manage their own emotions and make responsible decisions. As part of this subject students participate in a range of programs which include:

- Alcohol and other drugs education program
- Respectful relationships education program
- Love Bites
- Strength and Shine Education Program
- Let's Get the Party Started
- Rock and Water
- Drum Beat
- B4U Decide
- Attitude is Everything

External providers assist staff in the facilitation of these programs which focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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	13	7	29
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	1	0	1

* 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

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	152,083	15,790
2014-2015	146,935	10,812
2015-2016	88,821	14,589

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.

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	12	15	0
Full-time Equivalents	11	9	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	12
Diploma	
Certificate	

*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 $28069.

The major professional development initiatives are as follows:
- Curriculum
- Tactical Teaching of Writing
- Students with Disabilities
- Beginning Teachers
- GROWTH Coaching
- Sport Coaching

The proportion of the teaching staff involved in professional development activities during 2016 was 92%.

Staff Attendance and Retention

Staff attendance

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

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 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).	84%	88%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	74%	84%

*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 Secondary 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									92%	88%	79%	80%	80%
2015								92%	93%	90%	90%	86%	83%
2016								90%	93%	90%	85%	94%	89%

*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:
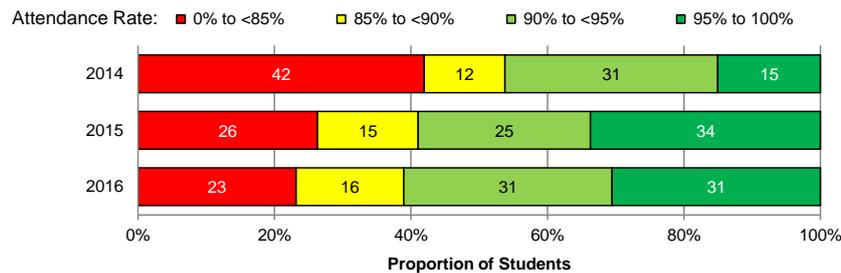
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording 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, 3 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 criterion for attendance on Rewards Days, with set attendance 90% required for eligibility to participate.

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.**

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 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	10	22	13
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	2	6	2
Percentage of Indigenous students receiving an Overall Position (OP)	0%	33%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	5	8	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	9	20	12
Number of students awarded an Australian Qualification Framework Certificate II or above.	9	18	11
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	10	18	12
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	67%	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%	67%	100%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
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%	91%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	80%	100%	100%

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

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
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2014	0	1	1	0	0
2015	0	0	4	2	0
2016	0	0	2	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	0	8	3
2015	8	18	3
2016	6	11	1

As at 3rd February 2017. 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

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.	50%	96%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	133%	100%

* 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

At the time of publishing this School Annual Report, the results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2016 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. The report will be available at:

http://www.collinsvshs.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.

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 2016, there was some movement of students to schools outside of the local area due to family related employment outcomes associated with the downturn in the resources industry.