Collinsville State High School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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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 district. 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

In 2107, Collinsville State High School achieved the following goals:

1. Developed and embedded a Pedagogical Framework across the school
2. Developed teachers' knowledge, understanding and skills in implementing Tactical Teaching of Writing practices across the whole school.
3. Continued to develop teachers' knowledge, understanding and skills in providing differentiated teaching, learning and assessment experiences to meet student's needs.
4. Continued to develop teachers' knowledge, understanding and skills in implementing Assessment Literate Teaching and Learning practices across the whole school.
5. Built teacher capacity through professional development and coaching.
6. Initial implementation of the Positive Behaviour for Learning Framework. Values and Behaviour Matrix developed.
7. Continued to develop, implement and embed attendance management practices with 43% of students attending 95% or above.

Future Outlook for 2018

Improvement Priority: Improve student outcomes through the explicit delivery of the Australian Curriculum and the new Queensland senior curriculum and assessment.

To be achieved through:
- The systematic delivery of the Australian Curriculum leading into the new senior curriculum to develop a Whole School Curriculum Plan.
- Embedding the school pedagogical framework with a focus on wellbeing, quality teaching and learning, feedback and reflection.
- Achievement Targets of: 85% A-C results English, Maths, Science and Humanities

        40% A-B results English, Maths, Science and Humanities

        100% QCE attainment

        100% OP 1 to 15 attainment

Improvement Priority: Improve student outcomes through the explicit teaching of writing across the curriculum.

To be achieved through:
- Developing the data literacy of school leaders and teachers:
- Identifying strategies to teach the curriculum to improve student writing outcomes.
- Develop a plan to explicitly teach writing in each learning area each term using the NAPLAN Writing Marking Guide, Guide to Making Judgements and Aspects of Writing Literacy Continuum.
- Investigate the strategies to build independent self-regulated writers. Review the schools writing practice against self-regulated strategies.
- Develop students' knowledge and understanding of the NAPLAN Writing Marking Guide and Guide to Making Judgements:
- Achievement Targets of: 100% above NMS in years 7 and 9 for writing

        20% U2B in year 7 and 25% U2B in year 9 for writing

        500 MSS in year 7 for writing

        540 MSS in year 9 for writing

        100% of staff have access to quality professional development.

        100% of staff receive useful feedback about their work.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	93	42	51	9	97%
2016	85	37	48	10	88%
2017	85	40	45	8	84%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

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 communities of Collinsville and Scottville, which includes approximately 2000 people.

During 2017, student enrolment numbers and attendance continued to be affected by the local economic situation and downturn in the resources industry.

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

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	13	15	15
Year 11 – Year 12	15	10	11

Curriculum Delivery

Our Approach to Curriculum Delivery
Years 7 to 10
Core subjects studied are English, Humanities, Mathematics, Science, and Health and Physical Education.

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Electives include Technology – Home Economics, Digital Technology and Industrial Design and The Arts – Visual Art and Drama.

Years 11 to 12
Core Subjects: An English subject - English or English Communication and a Mathematics subject – Mathematics A, Mathematics B or Prevocational Mathematics.

Electives:
- Arts – Visual Art or Visual Art in Practice (SAS)
- Drama
- Geography
- Biology
- Health and Physical Education or Recreation (SAS)
- Industrial Technology Skills (SAS)
- Subjects offered through Brisbane School of Distance Education including: Chemistry and Physics
- VET Qualifications including:
  Certificate I and II in Business
  Certificate I and II in Hospitality
  Certificate II in Retail Services
  Certificate II in Information, Digital Media and Technology

Co-curricular Activities
Wide varieties 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
- Pit Pony Festival Parade
- Student Council

Cultural
- Instrumental Music
- Pathways to Performance – funded by the Mackay Entertainment and Convention Centre to view "Dracula"
- Queensland Youth Touring – "Hoods"
- Art Council - Grin and Tonic

Learning
- Robotics and Coding Club

Sport
- House Captains
- Carnivals
- District Trials
- Regional and 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 communication 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 the majority of classrooms
- Wireless connectivity to the majority of classrooms

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- ICT Centre in the school library
- Two computer labs
- A class set of portable laptops

Social Climate

Overview

At Collinsville State High School, a range of support services and programs have been implemented to support students through their adolescent years. The school is committed to providing a positive and supportive teaching and learning environment for both students and teachers. 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 wellbeing 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 wellbeing and equipping them with strategies they can use to achieve this.

A Guidance Officer, Community Engagement Officer, Chaplain and School-based Youth Health Nurse regularly service Collinsville State High School. Staff are able to refer students to this team through the Teaching and Learning Head of Department. Students and parent/carers can also self-refer to this team. This team applied a case management approach and meets on a weekly basis to determine priorities, develop and implement support action plans.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	63%	92%
this is a good school (S2035)	100%	50%	92%
their child likes being at this school* (S2001)	86%	50%	100%
their child feels safe at this school* (S2002)	100%	88%	92%
their child's learning needs are being met at this school* (S2003)	100%	63%	100%
their child is making good progress at this school* (S2004)	100%	75%	100%
teachers at this school expect their child to do his or her best* (S2005)	93%	75%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	63%	92%
teachers at this school motivate their child to learn* (S2007)	93%	63%	100%
teachers at this school treat students fairly* (S2008)	79%	50%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	75%	92%
this school works with them to support their child's learning* (S2010)	100%	63%	92%
this school takes parents' opinions seriously* (S2011)	86%	50%	92%
student behaviour is well managed at this school* (S2012)	86%	50%	83%
this school looks for ways to improve* (S2013)	100%	63%	100%
this school is well maintained* (S2014)	100%	88%	100%

Student opinion survey

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Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	92%	95%	92%
they like being at their school* (S2036)	85%	85%	80%
they feel safe at their school* (S2037)	85%	95%	94%
their teachers motivate them to learn* (S2038)	93%	98%	97%
their teachers expect them to do their best* (S2039)	96%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	95%	100%
teachers treat students fairly at their school* (S2041)	78%	93%	83%
they can talk to their teachers about their concerns* (S2042)	81%	83%	86%
their school takes students' opinions seriously* (S2043)	88%	95%	86%
student behaviour is well managed at their school* (S2044)	72%	93%	80%
their school looks for ways to improve* (S2045)	89%	98%	94%
their school is well maintained* (S2046)	93%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	89%	93%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	88%	94%	91%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	53%	84%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	78%	73%
students are encouraged to do their best at their school (S2072)	100%	100%	95%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	94%	95%
staff are well supported at their school (S2075)	80%	88%	95%
their school takes staff opinions seriously (S2076)	80%	88%	95%
their school looks for ways to improve (S2077)	93%	100%	100%
their school is well maintained (S2078)	93%	89%	95%
their school gives them opportunities to do interesting things (S2079)	93%	84%	90%

* 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 parent/carers to be active members of the school community and involved in 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.

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Informal and regular contact between teachers and parent/carers is strongly encouraged. The student, parent/carer or teacher can initiate this.

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 and effort as well as how they can improve.

A newsletter is published in weeks three, six and nine 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 Citizen's Association compliments the running of the school. They meet monthly on a Monday. In 2017, the Parents and Citizen's Association ran a major community event "Collinsville Bacon Busters" to raise money to support ICT and sporting facilities.

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

Students engage in social and emotional and wellbeing programs in "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 recognize and manage their own emotions and make responsible decisions. As part of this subject, students participate in a range of programs that include:
- Alcohol and Other Drugs Education Program
- Respectful Relationships Education Program
- Love Bites
- Strength and Shine Education Programs
- Be Real Game
- Beyond Blue
- Rock and Water
- Drum Beat
- B4U Decide
- Attitude is Everything
- Career Tools

External Providers assist staff in the facilitation of these programs that focus on personal safety and awareness, including identifying, responding to abuse, violence, 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.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy 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	2015	2016	2017
Short Suspensions – 1 to 10 days	7	29	33
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	2
Cancellations of Enrolment	0	1	3

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Environmental Footprint

Reducing the school's environmental footprint
The school has two solar panel arrays to provide some electrical power from a renewable source. Water saving devices are installed in the student amenities blocks.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	146,935	10,812
2015-2016	88,821	14,589
2016-2017		

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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	12	13	<5
Full-time Equivalents	12	9	<5

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 2017 were $15500

The major professional development initiatives are as follows:

- Curriculum Development
- Tactical Teaching of Writing
- Growth Coaching Accreditation
- Staff Wellbeing
- Drama Conference
- Aspiring Leaders QELI Program

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

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Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 65% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	88%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	74%	84%	79%

*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 2017 for all Queensland Secondary schools was 90%.

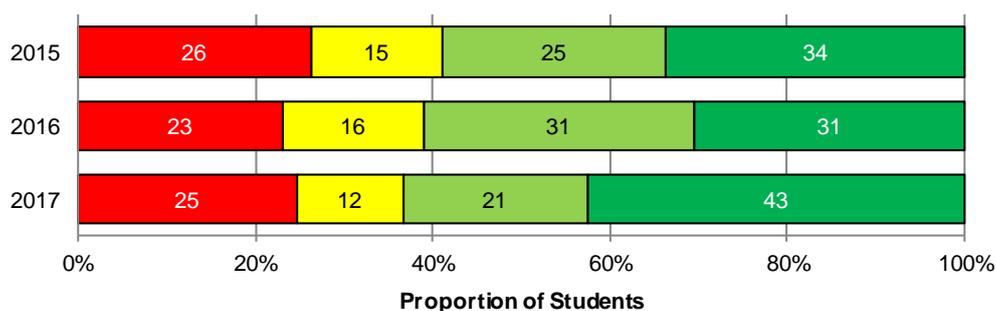| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	93%	90%	90%	86%	83%
2016								90%	93%	90%	85%	94%	89%
2017								90%	90%	88%	87%	86%	93%

*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%

2015	26	15	25	34
2016	23	16	31	31
2017	25	12	21	43

0%   20%   40%   60%   80%   100%

Proportion of Students

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Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

Teachers in Form class mark school rolls at the beginning of each day. After Form class, administration officers contact home via text messaging using ID Attend 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 at the end of each term. 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 Reward Days, with set attendance of 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.**

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.

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Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	22	13	13
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP)	6	2	2
Percentage of Indigenous students receiving an Overall Position (OP)	33%	50%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	6	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	20	12	13
Number of students awarded an Australian Qualification Framework Certificate II or above.	18	11	11
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	18	12	13
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	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.	67%	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.	91%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	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
2015	0	0	4	2	0
2016	0	0	2	0	0
2017	1	0	1	0	0

As at 14th February 2018. 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
2015	8	18	3
2016	6	11	1
2017	6	11	1

As at 14th February 2018. The above values exclude VISA students.

VET qualifications achieved included:
Certificate I and II in Business
Certificate I and II in Hospitality
Certificate II in Retail Services
Certificate II in Information, Digital Media and Technology
Certificate II in Engineering Pathways
Certificate III in Retail Operations

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Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	**2015**	**2016**	**2017**
Year 12 student enrolment as a percentage of the Year 10 student cohort.	96%	81%	92%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	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
The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
http://www.collinsvshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx
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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, Community Engagement Officer and Transition Pathways Officer) and local support agencies to support students who leave school early. This support may include linking students with employers, TAFE and RTO's. In 2017, there was some movement of students to schools outside of the local area due to family related employment needs associated with the downturn in the resources industry.

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