

Collinsville State High School (2171)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

In 2012 Collinsville State High School commenced on its National Partnership (Low SES) strategy in 2012. As an integral part of this the school is committed to an associated improvement agenda. The Collinsville State High School Annual Report presents a snapshot of our student, staff and wider school community achievements during 2012, and the directions being taken to further enhance these achievements as part of our stated purpose to achieve the best possible educational outcomes for every student, in every classroom, every day.

This report contains information on our goals and our progress towards them and the future outlook for our school. It includes important school data on curriculum, social climate, satisfaction ratings and student achievement.

School progress towards its goals in 2012

Collinsville State High School undertook a Collaborative School Review, and developed a new Strategic Plan (2012 – 2016) during 2011. With the commencement of the National Partnership (Low SES) a 4 year School Strategic Plan 2012 - 2016 was developed and approved for the duration of the National Partnership phase.

During 2012 Collinsville SHS achieved;

Accreditation of the school as a Registered Training Organisation (RTO), for introduction of selected Certificate Courses in 2013. Expansion of Alternative Pathways program providing Year 10 – 12 students with access to School-Based Traineeships and/or Vocational Education qualifications continued.

Expansion of ICT access and use in classroom and extra-curricular activities with introduction of 3 Interactive White Boards, digital recording equipment, and the continued refinement of the 20-unit ICT Learning Centre as part of the school library. All general classrooms have been fitted with digital data projectors. Cluster training for ICT by Principal Advisor eLearning to ensure teachers have a minimal ICT skill-set.

Development of Social and Emotional Curriculum, learning plan and coordinator structure to support student welfare and learning outcomes for classroom implementation in 2013

Implementation of a process to analyse all students' reading, spelling, grammar & punctuation and numeracy through the use of PAT materials and introduction of pre-testing of student skills/knowledge.

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Development and implementation of Focus on providing individualised support for students to maximise personal levels of achievement in NAPLAN testing. Trialling of intensive literacy and numeracy skill development with LoTE exempted students in 2012.

Construction and fit-out of a Trade Training Centre annexe attached to the Industrial Arts building.

Further expansion of workforce access to Professional Development and support mechanisms occurred.

Future outlook

National Partnership (Low SES) status commenced from the beginning of the 2012 school year, and continues until the end of the 2015 school year. The core focus areas associated with this are improved student outcomes resulting from initiatives in curriculum implementation, strengthening community partnerships, staff development and enhanced student welfare programs.

In 2013 we will continue this focus on Curriculum, Community Partnerships, Staffing, Student Welfare, Information Technology and Facilities. We aim to improve NAPLAN results for our Year 9 students and ensure that all senior students are eligible for QCE/QCIA completion. We will emphasise programs aimed at improving attendance with the focus on "Every Day Counts". 2013 will see continuation on embedding the Junior Secondary concept into Years 8 and 9 and preparation for Year 7 introduction into high school in 2015.

We will continue to offer quality professional development for all staff, and will continue to build our capacity for integrating ICTs into the curriculum and encouraging teachers to introduce contemporary teaching /learning strategies across classes.

School facilities will see the commencement of refurbishing program for Year 7 classroom(s), and the building of a coffee-shop to provide additional vocational education and training opportunities for students.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	125	70	55	88%
2011	113	56	57	91%
2012	124	67	57	89%

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

Characteristics of the student body:

Collinsville State High School is a coeducational school for students in Years 8 to 12 and is an integral part of a rural mining community of approximately 3 000 people. It is the only state secondary school in the local area.

The school has an essentially urban based student population. However, Collinsville State High School also draws in students from a significant area surrounding Collinsville itself, resulting in a proportion of students from a rural background. The school has a low proportion of students identified as being from an indigenous background.

The significant role of mining on the local community impacts on the size of the student population, aligned with fluctuations in mining activity. It also results in considerable transfer movement of students to and from Collinsville State High School on a regular basis

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	N/A	N/A	N/A
Year 4 – Year 10	13	18	16
Year 11 – Year 12	7	7	12

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	59	83	27
Long Suspensions - 6 to 20 days	5	6	1

Our school at a glance

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Year 8 students at Collinsville State High School study a common course which includes:- English, Mathematics, Science, Studies of Society and Environment, Health and Physical Education, Art, Industrial Technology & Design, Home Economics, Performing Arts and Applied Technology Studies. The use of computer technology is embedded in all key learning areas.

Year 9/10 students study English, Mathematics, Science, Studies of Society and Environment and HPE. The remaining three subjects are chosen from Art, Business Education, Home Economics, Speech & Drama, Industrial Technology & Design (Wood), Industrial Technology & Design (Metal), and Graphics with the restriction that all students must select at least one subject from The Arts and one from Technology.

Year 11/12 students are required to study English/Communication English and a Mathematics subject such as Mathematics A, Mathematics B, Pre-Vocational Maths and select four other subjects.

Authority Subjects - Biological Science, Chemistry, English, Geography, Home Economics, Mathematics A, Mathematics B, Multi- Strand Science, Visual Art.

Authority Subjects studied through SDE or Virtually Schooling - Accounting, Ancient History, Graphics, IPT, Legal Studies, Mathematics C, Modern History, Physics.

Authority-Registered Subjects - Visual Art Students, English Communication, Hospitality, Manufacturing, ICT Studies, Pre-Vocational Maths, Recreation.

Other subjects are available through TAFE. During 2012 Collinsville State High School became an accredited RTO, some of the associated Certificate courses will be offered in 2013.

During 2013 a review of the Curriculum structure and offerings will be undertaken.

Extra curricula activities

Community participation - Australia Day, Anzac Day, Labour Day activities; Lions Pavilion, Education Week display of student work and on-going displays in Bushell's Newsagency windows

Collinsville SHS Biennial Theatre Restaurant/Arts Extravaganza, annual School Ball, Valedictory Dinner

Year 8 Induction Workshop/Camp, Year 10 Leadership Camp, Year 11/12 Leadership Seminar, Student Council elections and induction ceremony, Queensland Youth Parliament

Lions Youth of the Year Quest, Rotary Young Chefs Competition, Tournament of the Minds, Readers' Cup, Australian Maths/Science competitions

Inter-house and Inter-school sporting competitions including N.Q. Challenge Games and the Glenden-Calen Tri-Series Rugby League/Netball competition

Motivational Media presentation, Student Council "Say NO to Violence/Bullying" campaign, Girls-only Enlighten Education conference, Child safety Expo, Let's Get the Party Started Program

Lab on Legs, NQ Science Education Centre visits, Whitsunday Voices, Burdekin Eisteddfod

Year 10-12 Work Experience, Townsville Careers Expo (SF4NQ), JCU visit, Health Careers in the Bush presentation

First Aid/CPR courses (Year 12)

Our school at a glance

Student Council Charity support eg 40-hr Famine, Shave for a Cure

Indigenous Perspectives support - NAIDOC Week celebrations

Activities organised by the School Chaplain, School Youth Coordinator and School-Based Youth Health Nurse

How Information and Communication Technologies are used to assist learning

The school is in the process of increasingly moving Information and Communication Technologies into the classroom to enable ICT embedding into teaching and learning. Some of the school ICT characteristics include;

With 2 fully equipped computer labs in conjunction with the ICT centre in the school library, students have significant opportunities both in class and out of class to access and use computers to assist both structured classroom and extra-curricular educational opportunities.

The whole school is now “wireless enabled” with network facilities in all classrooms.

All PCs are under 3 years old.

All standard Classrooms have a Data Projector installed, 3 Interactive White Boards were installed during 2012.

All Middle School and Senior School programs have embedded ICT programs for coursework and/or assessment.

2 sets of classroom laptops are available for class use.

Social climate

Compared to larger metropolitan areas, small geographically-isolated communities such as Collinsville can sometimes lack regular access to the full range of support for adolescents by community organisations. Subsequently, schools are often the main means of pastoral care accessible by young people. At Collinsville State High School, we have endeavoured to implement programs of support and advice to assist students in successfully managing the pressures inherent in this phase of their lives.

Year level groups meet with their Year Level Coordinator three (3) times each week. Student groups meet once each week. Activities such as inter-group competitions and sporting activities are designed to foster group identity and peer support. Each student group elects a member as a position on the Student Council. During 2012 a pastoral care program was designed (for implementation in 2013) for each year level to have access to a 70 minute a week program of LOL (Living our Lives).

Collinsville State High School has a chaplain attending the school two (2) days per week. At Collinsville SHS, the chaplain helps students who wish to explore the spiritual dimensions of life, and assists students to deal with personal issues in conjunction with the School-Based Youth Health Nurse.

Other aspects of our student support program include the use of the weekly newsletter to celebrate student achievement in all aspects of school life, the provision of access to programs coordinated by the School-based Youth Health Nurse and School Youth Coordinator and the Positive School Environment program as part of our response to the whole issue of student safety.

Our school at a glance

Parent, student and staff satisfaction with the school

2012 saw a clear improvement in satisfaction levels for Collinsville State High School across the aspects surveyed, and the range of surveyed groups (with exception of student responses where the gathered data could not be retrieved).

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	87.5%
this is a good school	86.7%
their child likes being at this school*	86.7%
their child feels safe at this school*	87.5%
their child's learning needs are being met at this school*	81.3%
their child is making good progress at this school*	87.5%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	93.8%
teachers at this school motivate their child to learn*	87.5%
teachers at this school treat students fairly*	75.0%
they can talk to their child's teachers about their concerns*	92.9%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	68.8%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	N/A
they like being at their school*	N/A
they feel safe at their school*	N/A
their teachers motivate them to learn*	N/A
their teachers expect them to do their best*	N/A
their teachers provide them with useful feedback about their school work*	N/A

Our school at a glance

teachers treat students fairly at their school*	N/A
they can talk to their teachers about their concerns*	N/A
their school takes students' opinions seriously*	N/A
student behaviour is well managed at their school*	N/A
their school looks for ways to improve*	N/A
their school is well maintained*	N/A
their school gives them opportunities to do interesting things*	N/A

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	92.3%
with the individual staff morale items	92.1%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

A small but well established Parents and Citizens' Association complements the running of the school.

Parent-Teacher meetings are conducted regularly throughout each term. These may be initiated by the parent or teacher. Regular informal parent-teacher discussions are encouraged where-ever appropriate to inform parents of their child's progress, or difficulties.

The school issues three reports to parents throughout the year with follow up interviews where required.

A school newsletter is published fortnightly and provided to all families, and within the community.

Regular "Newspapers in Education" features appear in the Bowen district newspaper.

Additional parental involvement is available through;

- individual communication and reporting of student learning progress
- assistance at extra-curricular activities such as sporting events, Theatre Restaurant etc.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has a solar panel array, and a second was installed during 2012, to provide additional electrical power from a renewable source.

Investigation into ways to better manage and monitor water usage is being undertaken.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	172,269	0
2010-2011	0	0
2011-2012	164,425	11,542

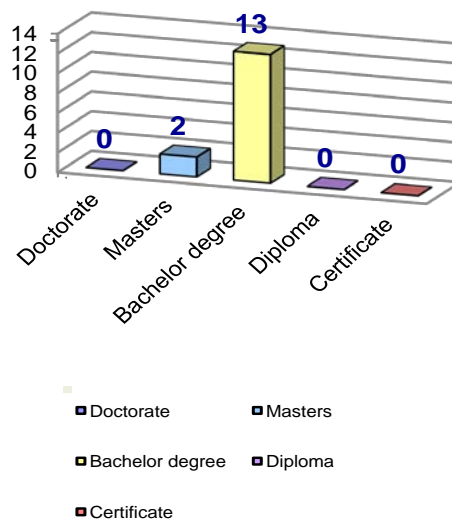
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	15	13	<5
Full-time equivalents	14.1	8.8	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	13
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$21,497.36.

The major professional development initiatives are as follows: Literacy and Numeracy Training, QSA syllabus and curriculum updates, beginning teachers support, Behaviour Management (SWBPS), Junior Secondary preparation, and ICT's and learning.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.4%	96.6%	97.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85.8% of staff was retained by the school for the entire 2012 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. 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

In this section delete those tables and paragraphs that are not applicable to your school, or simply enter 'N/A'. Information published in the tables below must maintain the privacy of individual students. For cohort sizes less than five it may be difficult to report certain information and maintain student privacy. More information on privacy requirements is contained in Section 2 of the guidelines for the Annual Reporting Policy for all Queensland Schools. Where privacy concerns are evident, principals need to inform their P & C Association and replace the tabular information below with narrative or descriptive comment in each of the categories.

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	84%	87%	86%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

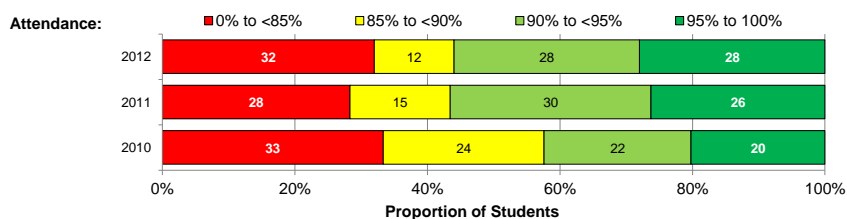
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	84%	86%	83%	80%	86%
2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	90%	81%	86%	93%	86%
2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A	89%	87%	78%	88%	86%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

In this section describe the procedures your school takes when the attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, for part of a day or for longer periods. Include a description of how your school implements roll marking processes, including when rolls are marked and how your school follows-up absences with parents.

In addition, schools may choose to report proactive strategies that are being used to increase attendance.

Performance of our students

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. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

Use your school's 'Closing the Gap Report' to make a summary statement about the school's progress on closing the gap between the performance of Indigenous and Non-Indigenous students in your school. Your response should include reference to attendance, attainment, and retention.

The following sections relate only to schools with senior secondary students. Please delete if not applicable.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	62%	54%	85%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	22	14	20
Number of students awarded a Queensland Certificate Individual Achievement.	1	0	1
Number of students receiving an Overall Position (OP).	6	5	6
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	9	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	18	10	13
Number of students awarded an Australian Qualification Framework Certificate II or above.	11	4	8
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	17	11	16
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.	50%	80%	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.	86%	93%	85%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	0	2	1	3	0
2011	0	1	3	1	0
2012	0	1	3	2	0

As at 2 May 2013. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	17	9	3
2011	0	2	3
2012	1	5	4

As at 2 May 2013. The above values exclude VISA students.

Please write a brief description just of the types of Certificate I courses your students undertook. Leave this blank if there were no Certificate I students in your school in 2012.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Please write a brief description / statement about early leavers. Include mention of the school's approach to managing early leavers, and a general indication of where the early leavers move to (i.e., work study, overseas, interstate, etc).