

Collinsville State High School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Collinsville State High School is committed to an improvement agenda. The Collinsville State High School Annual Report presents a snapshot of our student, staff and wider school community achievements during 2013, and the directions being taken to further enhance these achievements as part of the National Partnership (Low SES), and 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 2013

Collinsville State High School undertook a Collaborative School Review, and developed a new Strategic Plan (2012 – 2016) which aligned with the National Partnership (Low SES) status which commenced from the beginning of the 2012 school year.

During 2013 Collinsville SHS achieved;

Expansion of Alternative Pathways program providing Year 10 – 12 students with access to School-Based Traineeships and/or Vocational Education qualifications. Collinsville State High School gained accreditation as an RTO for the beginning of the 2013 school year, and expanded the range of certificate courses offered in line with this.

In the area of school facilities, the Trade Training Centre upgrade provided additional vocational education and training opportunities for students, and planning commenced for a coffee-shop aligned to Hospitality.

Expansion of ICT access and use in classroom and practical activities continued with introduction of 4 computer pods in selected classrooms, the refinement of the 20-unit ICT Learning Centre as part of the school library. General classrooms have been fitted with digital data projectors.

Focus on providing individualised support for students to maximise personal levels of achievement in NAPLAN testing continued.

In 2013 we continued our focus on Curriculum, Community Partnerships, Student Welfare, Information Technology and Facilities. We placed increased emphasis on ensuring that all senior students are eligible for QCE completion. Programs aimed at improving attendance through fortnightly newsletters and rewards challenges with specific focus on "Every Day Counts". 2013 saw increasing focus on embedding the Junior Secondary concept into Years 8 and 9, and the refurbishment of classrooms for Year 7 students moving to high school.

Future outlook

In 2014 we will place increased specific focus on the literacy and comprehension results for our Year 8 and 9 students. Other key priorities are:

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- Continue the expanding implementation of the Australian Curriculum.
- Continue to implement and embed the Dimensions of Teaching and Learning and the Fleming model of Direct Instruction as the school pedagogical framework.
- Implement GRG associated school literacy, and numeracy based programs and strategies with specific focus on Reading.
- Further develop teacher capacities in alignment with the school key priorities, and to understand and use data to personalize student learning.
- Develop and implement locally appropriate strategies to improve student attendance and retention.
- Embed the Junior Secondary concepts and prepare for the inclusion of Year 7's in high school from 2015.

We will continue our focus on professional development for all staff, to continue to build on their, and the school's capacity to achieve the best outcomes for students.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2013: **Year 8 - Year 12**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	113	56	57	91%
2012	124	67	57	89%
2013	106	53	53	86%

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. During the second half of 2013 student attendance data has been significantly affected as a result of 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 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.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	18	16	15
Year 11 – Year 12	7	12	10

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	83	27	32
Long Suspensions - 6 to 20 days	6	1	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Yr 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.

Yr 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.

Yr 11/12 students are required to study English/Communication or 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.

In 2013 Collinsville commenced as a RTO, with a limited number of nationally accredited certificate courses. This offering is expected to expand over time.

Other subjects are available through TAFE.

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 and Arts Extravaganza, annual School Ball, Valedictory Dinner

Year 8 Induction Workshop/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, JCU visit, Health Careers in the Bush presentation.

First Aid/CPR courses (Year 12)

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 moving Information and Communication Technologies into the classroom to enable 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 optimum 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 "wireless" with network facilities in almost all classrooms.

A Data Projector Installation Program installed digital projection devices for classrooms, and 2 interactive 'SmartBoards' have been installed.

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

A set of classroom laptops is available for class use, and there is an option for Year 10, 11 and 12 students to take part in a 1-on-1 laptop program.

Our school at a glance

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. Vertical 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 and year level elects a member as a position on the Student Council.

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 fortnightly 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.

Parent, student and staff satisfaction with the school

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	88%	87%
this is a good school (S2035)	87%	87%
their child likes being at this school* (S2001)	87%	87%
their child feels safe at this school* (S2002)	88%	87%
their child's learning needs are being met at this school* (S2003)	81%	73%
their child is making good progress at this school* (S2004)	88%	80%
teachers at this school expect their child to do his or her best* (S2005)	100%	87%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	87%
teachers at this school motivate their child to learn* (S2007)	88%	80%
teachers at this school treat students fairly* (S2008)	75%	73%
they can talk to their child's teachers about their concerns* (S2009)	93%	87%
this school works with them to support their child's learning* (S2010)	100%	87%
this school takes parents' opinions seriously* (S2011)	100%	87%
student behaviour is well managed at this school* (S2012)	69%	73%
this school looks for ways to improve* (S2013)	100%	87%
this school is well maintained* (S2014)	100%	87%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)		69%
they like being at their school* (S2036)		73%

Our school at a glance

they feel safe at their school* (S2037)	88%
their teachers motivate them to learn* (S2038)	77%
their teachers expect them to do their best* (S2039)	92%
their teachers provide them with useful feedback about their school work* (S2040)	81%
teachers treat students fairly at their school* (S2041)	62%
they can talk to their teachers about their concerns* (S2042)	62%
their school takes students' opinions seriously* (S2043)	44%
student behaviour is well managed at their school* (S2044)	50%
their school looks for ways to improve* (S2045)	77%
their school is well maintained* (S2046)	88%
their school gives them opportunities to do interesting things* (S2047)	67%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	90%
they feel that their school is a safe place in which to work (S2070)	90%
they receive useful feedback about their work at their school (S2071)	71%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	86%
student behaviour is well managed at their school (S2074)	57%
staff are well supported at their school (S2075)	76%
their school takes staff opinions seriously (S2076)	71%
their school looks for ways to improve (S2077)	90%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	90%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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 as required throughout the term. These are initiated by the parent or teacher. Informal parent-teacher discussions are encouraged.

The school issues three reports to parents throughout the year with follow up interviews if required or requested by either parents or teacher.

A school newsletter is published fortnightly and provided to all families.

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, SET planning,
- parent involvement and planning around the Junior Secondary initiatives,
- assistance at extra-curricular activities such as sporting events, Theatre Restaurant, Arts Extravaganza etc.

Reducing the school's environmental footprint

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	0	0
2011-2012	164,425	11,542
2012-2013	0	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

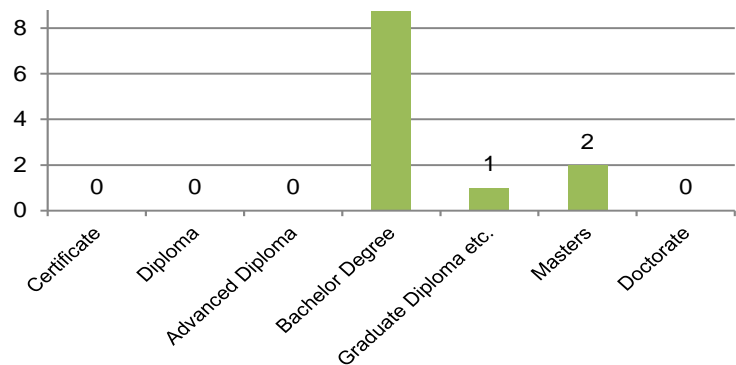
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	14	13	0
Full-time equivalents	13	9	0

Qualifications of all teachers

Diploma	0
Advanced Diploma	0
Bachelor Degree	11
Graduate Diploma etc.	1
Masters	2
Doctorate	0
Total	14



* 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 2013 were \$ 25,902.52.

The major professional development initiatives are as follows:

Literacy and Numeracy Training, QSA syllabus and curriculum updates, Junior Secondary (& Year 7 into high school), beginning teachers support, Behaviour Management (SWBPS), and ICT's and learning.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2013 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/>.

Our staff profile

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

During the second half of 2013 student attendance data has been significantly affected as a result of the local economic situation and employment related family movement associated with the downturn in the mining boom.

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	87%	86%	83%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

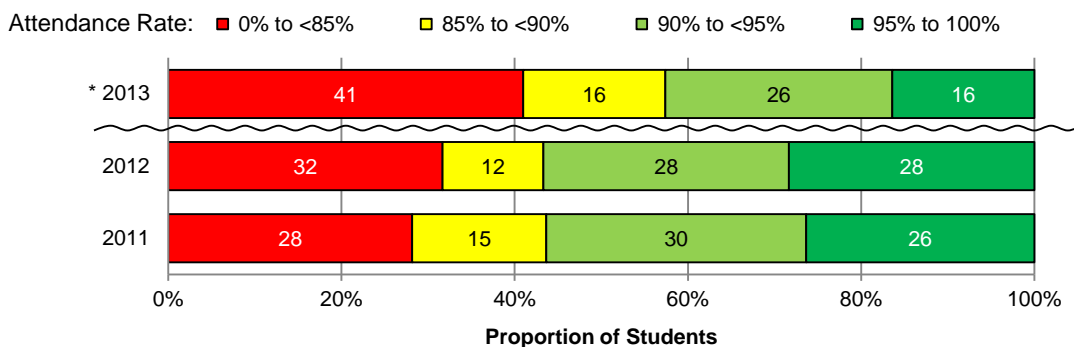
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								90%	81%	86%	93%	86%
2012								89%	87%	78%	88%	86%
2013								89%	85%	82%	81%	79%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

School rolls are marked every lesson each day, and parents are rung if there is any unexplained absence of three consecutive days. The school has an absentee line that parents are encouraged to ring if their child is sick. 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 Awards Days, with set attendance % 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.

Performance of our students

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.

Achievement – Closing the Gap

With a very small number of students identifying as being Indigenous, attendance attainment and retention rates by just one or two students can cause an apparent very significant disparity between Indigenous and Non-Indigenous data, and enormous variance from one year to another.

Student attendance rate data for indigenous students is around 7% lower than for non-indigenous students. Retention rates for indigenous students progressing from Year 10 to Year 12 is significantly lower, with many not continuing on after Year 10, or moving into the employment prior to completing Year 12. NAPLAN data for indigenous students in reading, writing and numeracy generally shows less of a gap with non-indigenous students in comparison to the rates in other Queensland State Schools or with the North Queensland region.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	54%	85%	83%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	14	20	22
Number of students awarded a Queensland Certificate Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP).	5	6	6

Performance of our students

Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	11	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	10	13	19
Number of students awarded an Australian Qualification Framework Certificate II or above.	4	8	16
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	11	16	19
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.	80%	67%	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.	93%	85%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 5 May 2014. 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
2011	0	1	3	1	0
2012	0	1	3	2	0
2013	0	1	3	2	0

As at 5 May 2014. The above values exclude VISA 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
2011	0	2	3
2012	1	5	4
2013	1	15	1

As at 5 May 2014. The above values exclude VISA students.

Students undertook a range of Certificate courses provided through external providers.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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.

Performance of our students

Early leavers information

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

Most early leavers went into local employment or into apprenticeships, there was significant movement of students to schools outside the local area with employment related family movement associated with the downturn in the mining boom.