Collinsville State High School
Queensland State School Reporting
2014 School Annual Report

Postal address	PO Box 161 Collinsville 4804
Phone	(07) 4785 8111
Fax	(07) 4785 8100
Email	the.principal@collinsvshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	The Principal, Mr. Frank Kingma

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 2014, and the directions being taken to further enhance these achievements as part of the 2012-2016 National Partnership (Low SES) Strategic Plan, and our stated purpose to achieve the best possible educational outcomes for every student, in every classroom, every day.
This report contains a range of 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 2014

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 2014 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 expanded its RTO accreditation for the beginning of the 2014 school year with an expanded range of certificate courses offered to students.

In the area of school facilities the construction of Ci-Ci's Coffee-shop aligned to Hospitality provided additional vocational education and training opportunities for student pathways. The upgrade of two classrooms for the introduction of Year 7 students into Secondary School was also completed.

Renewal of ICT resources in the replacement of computers in the G Block computer room, the refinement of the 20-unit ICT Learning Centre as part of the school library. Access to additional multi-media resources for teaching has been accessed through the subscription to the Clickview database.

Focus on providing individualised support for students to maximise personal levels of achievement in NAPLAN testing continued. In 2014 this was further enhanced through Year 8 & 9 students participating in the CARS & STARS Reading Comprehension program on a weekly basis.

In 2014 we further embedded 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". 2014 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 in 2015.

Future outlook

In 2015 we will place increased specific focus on the literacy and comprehension results for our Year 8 and 9 students through further embedding of the CARS & STARS reading comprehension program. Other key priorities are:
- Continue the expanding implementation of the Australian Curriculum.
- Continue to 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.
- 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 2014: **Year 7 - Year 12**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	124	67	57	89%
2013	106	53	53	86%
2014	77	35	42	83%

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 2 000 people. It is the only state secondary school in the local area. During 2014 student enrolment numbers, and attendance data has been significantly affected by the local economic situation and employment related family movement associated with the downturn in the mining boom. This has resulted in some atypical dynamics in the student body

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

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	16	15	14
Year 11 – Year 12	12	10	8

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School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	27	32	13
Long Suspensions - 6 to 20 days	1	2	1
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	1

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive 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, 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. In 2014 this offering was expanded with Hospitality. This is expected to further 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 vast majority of the 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.

Social Climate

Compared to larger metropolitan areas, small geographically-isolated communities such as Collinsville can 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			
Percentage of parent/caregivers who agree[#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	88%	87%	100%
this is a good school (S2035)	87%	87%	100%
their child likes being at this school* (S2001)	87%	87%	100%
their child feels safe at this school* (S2002)	88%	87%	100%
their child's learning needs are being met at this school* (S2003)	81%	73%	100%
their child is making good progress at this school* (S2004)	88%	80%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	87%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	87%	100%
teachers at this school motivate their child to learn* (S2007)	88%	80%	100%
teachers at this school treat students fairly* (S2008)	75%	73%	89%
they can talk to their child's teachers about their concerns* (S2009)	93%	87%	100%
this school works with them to support their child's learning* (S2010)	100%	87%	100%
this school takes parents' opinions seriously* (S2011)	100%	87%	89%
student behaviour is well managed at this school* (S2012)	69%	73%	89%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
this school looks for ways to improve* (S2013)	100%	87%	100%
this school is well maintained* (S2014)	100%	87%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)		69%	87%
they like being at their school* (S2036)		73%	69%
they feel safe at their school* (S2037)		88%	98%
their teachers motivate them to learn* (S2038)		77%	82%
their teachers expect them to do their best* (S2039)		92%	98%
their teachers provide them with useful feedback about their school work* (S2040)		81%	93%
teachers treat students fairly at their school* (S2041)		62%	71%
they can talk to their teachers about their concerns* (S2042)		62%	78%
their school takes students' opinions seriously* (S2043)		44%	73%
student behaviour is well managed at their school* (S2044)		50%	69%
their school looks for ways to improve* (S2045)		77%	89%
their school is well maintained* (S2046)		88%	89%
their school gives them opportunities to do interesting things* (S2047)		67%	84%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		90%	100%
they feel that their school is a safe place in which to work (S2070)		90%	88%
they receive useful feedback about their work at their school (S2071)		71%	88%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		86%	100%
student behaviour is well managed at their school (S2074)		57%	81%
staff are well supported at their school (S2075)		76%	88%
their school takes staff opinions seriously (S2076)		71%	94%
their school looks for ways to improve (S2077)		90%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		90%	88%

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

'Agree' represents the 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.

Involving parents in their child's education

A small but well established Parents and Citizens' Association complements the running of the school. In 2014 they ran a major community event 'Collinsville Bacon Busters' to raise money to retain the staffing of the school tuckshop and support school priorities.

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, School Ball, 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. During 2014 the school replaced toilet and washbasin fixtures with water-saving devices during the planned refurbishment of the student toilets.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	164,425	11,542
2012-2013	0	0
2013-2014	152,083	15,790

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

Due to the downturn in the mining boom, and reduced employment in the local mines, staff numbers have declined in line with reduced enrolment numbers.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	12	12	0
Full-time equivalents	11	8	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
Total	**12**
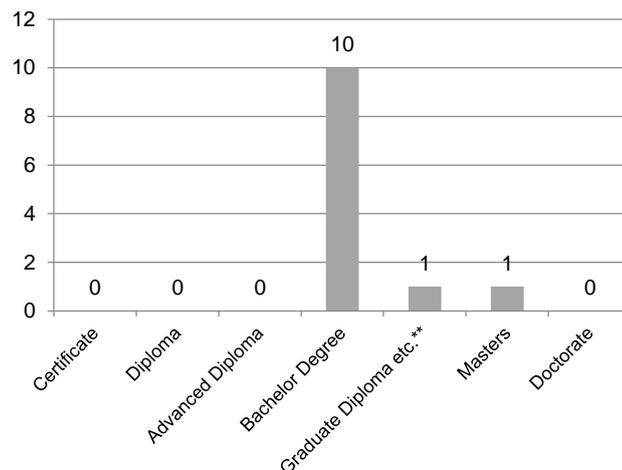
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $16674.87.

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, potential Leadership Development, Behaviour Management (SWBPS), and ICT's and learning.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 72% of staff was retained by the school for the entire 2014 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.**

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 webpage.

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School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

During 2013 and 2014 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.

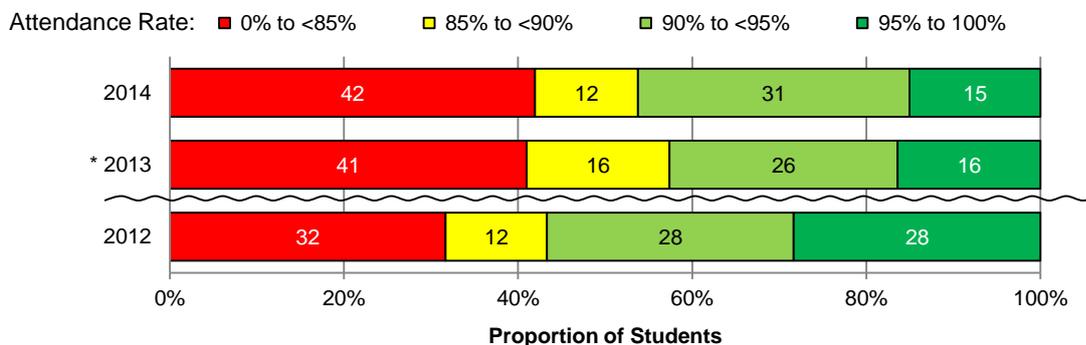| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	86%	83%	84%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012								89%	87%	78%	88%	86%
2013								89%	85%	82%	81%	79%
2014								92%	88%	79%	80%	80%

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%

2014	42	12	31	15
* 2013	41	16	26	16
2012	32	12	28	28

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

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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.

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

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government
SEARCH

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 9% 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	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%	83%	50%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	20	22	10

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Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP)	6	6	2
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	11	5
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	13	19	9
Number of students awarded an Australian Qualification Framework Certificate II or above.	8	16	9
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	16	19	10
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%	67%	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.	85%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	80%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	0	1	3	2	0
2013	0	1	3	2	0
2014	0	1	1	0	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	1	5	4
2013	1	15	1
2014	0	8	3

As at 19 February 2015. The above values exclude VISA students.

Students undertook a range of Certificate courses provided through external providers. With the school's accreditation of the school as an RTO a small number of students achieved certification (Cert II) in IDMT and Business.

Post-school destination information

DESTINATIONS OF 2014 YEAR 12s

This page presents a summary of results of the annual *Next Step* survey for Collinsville State High School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2014, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2015, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the *Next Step* survey are available on the *Next Step* website from September 2015 at www.education.qld.gov.au/nextstep.

Definitions of main destinations
The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings
In 2015, seven young people who completed Year 12 at Collinsville State High School in 2014 continued in some recognised form of education and training in the year after they left school.

The most common study destination was traineeships (four respondents). The combined VET study destinations accounted for six respondents, including one in campus-based VET programs. A further one respondent was studying a Bachelor Degree.

Five Year 12 completers commenced employment-based training, either as an apprentice (one) or trainee (four).

In addition to the above study destinations, a further two respondents from this school deferred a tertiary offer in 2015 (deferrers are shown in Figure 1 in their current destination).

Three respondents did not enter post-school education or training, and were either employed (two) or seeking work (one).

Figure 1: Main destination of Year 12 completers, Collinsville State High School 2015
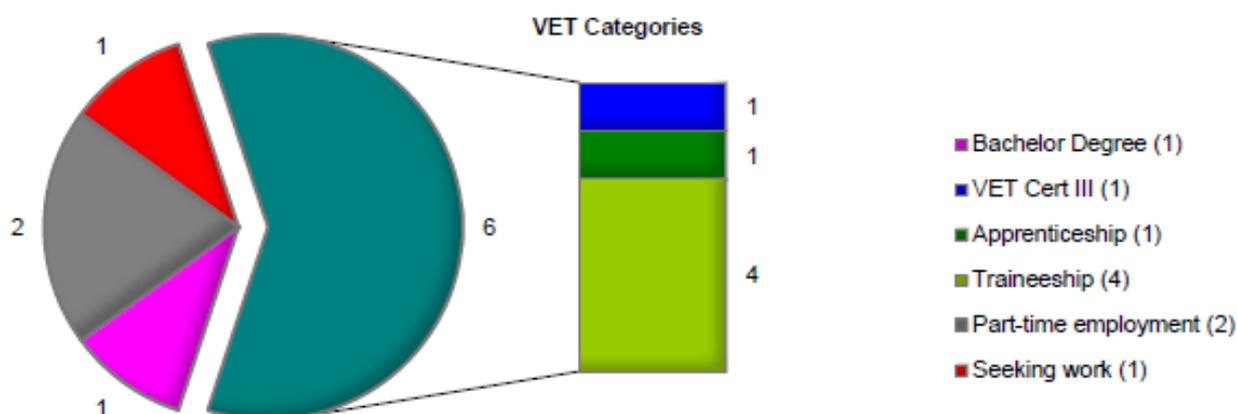
Early school leavers information

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 area 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.