



Collinsville State 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 School is located in a rural setting approximately 85 kilometres west of Bowen. The school caters for approximately 85 students from both rural and urban backgrounds. The school community values the quality education programs offered in this small school setting for students from the Preparatory Year to Year 6. The school is led by a teaching principal who is assisted by a small teaching staff, teacher aides and administrative support. The school curriculum offers children a wide range of teaching and learning experiences in all eight key learning areas. Specialists visit the school weekly to assist with delivery in Science and Art. The rural setting of the school is enhanced by well-landscaped school grounds, spacious playing areas, a multi-purpose court and quality playing equipment. Each class has a double or triple teaching space. The school also boasts a parade room, an art room and gallery, two computer laboratories as well as several storage areas for resources and sporting equipment. Collinsville State School has a newly refurbished Library/ICT Learning Area and all teaching classrooms are equipped with Digital Screens. The school has had a successful sporting history with many students qualifying for District, Whitsunday, North Queensland sporting teams. The school runs the Active After School Sport program twice a week and many of our students participate in this. Collinsville also has an award winning choir who have place in the Burdekin Eisteddfod for the past two years. Collinsville State School offers scholarships in the Arts, Sport, Academia and General Excellence each year. The behaviour of our students is fantastic and the climate is one of hard work, dedication, aspiration and achievement. We believe it is important to celebrate success and do so weekly at parade and in our class and school newsletters. Our school motto, "Nolite Dedere" means "never surrender, never give up" and we pride ourselves on aspiring to do this daily. Collinsville State School caters for students with disabilities and learning difficulties with specialist teachers based at our school. The parents remain heavily involved in a wide range of extra-curricular activities.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

- A combined focus on the development of student capability and improvement in reading outcomes.
- Explicit teaching of reading strategies
- Develop a whole school literacy plan
- Continue to implement the Australian Curriculum English, Maths, Science, History and Geography
- Continue to develop and embed Positive Behaviour Learning (PBL), including a focus on student-wellbeing
- Improve attendance across all year levels

Future Outlook

- Implement a whole school curriculum aligned to the Australian Curriculum
- Embed a whole school approach to the teaching of reading and writing using evidence-backed strategies
- Update and embed School Pedagogical framework to reflect the teaching processes taking place in the classroom
- Implement a coaching and feedback process to build the capacity of all staff members
- Incorporate Kids Matter into our Positive Behaviour Learning (PBL) to provide students and teachers with a meaningful wellbeing program
- Improve attendance across all classes

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	45	19	26	7	77%
2016	44	21	23	9	79%
2017	45	19	26	8	78%

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

Our student body consists of a varied range of learners. The students are predominantly from mining families or have country (farming and agricultural) backgrounds. The school has a very small number of special needs students and has access to Students with Disabilities teacher one day a week. The school has an Indigenous population of approximately 10 students.

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	22	16	24
Year 4 – Year 6		20	23
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Collinsville State School provides differentiated teaching to respond to the particular learning needs of all students as a regular part of curriculum provision.

Day to day teaching is informed by student performance data and validated research; teachers vary what students are taught, how they are taught and how students demonstrate what they know. Teachers differentiate instruction in response to data and day-to-day monitoring that indicates the particular learning needs of students. Teachers purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

Co-curricular Activities

- ANZAC Day ceremonies hosted at the school by school leaders
- Student Council led activities such as movie night, free dress days and discos;
- NAIDOC
- Star Student Rewards Days
- Bike Safety Program
- Lion's Youth of the Year
- Under 8s Day
- Sporting Schools program providing after school sport
- Whole School functions such as sports day, swimming carnivals, awards night & graduation evening
- Partaking in CDPSSA and Whitsunday sporting teams
- Participating in Instrumental music programs;
- Senior School Leadership Program;
- Transition Program with Collinsville State High School.
- Transition to Prep program

How Information and Communication Technologies are used to Assist Learning

Computer tasks are embedded in the teaching and learning programs across English, Maths and Science. Teachers and students continue to conduct teacher and student mentoring sessions to improve individual skills, knowledge and practices. Each classroom is resourced with an individual data projector. With the use of the C4T laptops, teachers are able to utilize these resources to embed digital resources in the curriculum and in turn reduce our school's carbon footprint. Collinsville State School has between three and four PCs in every classroom and a fully equipped computer lab.

Social Climate

Overview

The organisational structure of the school has seen a strong student Well-being team and School Wide Positive Behaviour for Learning strategy team develop universal strategies to assist students to successfully progress through their school career. These teams embed proactive support and intervention strategies. Our open door policy has provided parents with the opportunity to participate actively in their child's learning and become integral to the fabric of the school community. Clear expectations of connecting with parents are upheld significantly for positive student reporting.

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)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	83%	100%	86%
their child feels safe at this school* (S2002)	100%	100%	86%
their child's learning needs are being met at this school* (S2003)	100%	100%	86%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	86%
student behaviour is well managed at this school* (S2012)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	95%
they like being at their school* (S2036)	94%	100%	86%
they feel safe at their school* (S2037)	88%	100%	90%
their teachers motivate them to learn* (S2038)	100%	100%	95%
their teachers expect them to do their best* (S2039)	100%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	95%
teachers treat students fairly at their school* (S2041)	87%	100%	90%
they can talk to their teachers about their concerns* (S2042)	88%	100%	82%
their school takes students' opinions seriously* (S2043)	94%	100%	91%
student behaviour is well managed at their school* (S2044)	88%	93%	57%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	90%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	80%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	91%
students are treated fairly at their school (S2073)	100%	80%	100%
student behaviour is well managed at their school (S2074)	100%	90%	100%
staff are well supported at their school (S2075)	100%	100%	92%
their school takes staff opinions seriously (S2076)	89%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

The Cooktown SS provides various opportunities for parents to be involved in their children's education. As the main institution within a very small community the school is an integral part of community life. It is paramount that our community, especially our parents are encouraged, welcomed and valued as significant members of our school structure. Many parents are involved through volunteering as members of our Parents and Citizens Association which gives them an active role in school decision making.

Respectful relationships programs

Collinsville State School focuses on appropriate, respectful and healthy relationships. These include, High Five, Positive Behaviour for Learning and the school rules of Be Safe, Be Respectful, Be a Learner and Be Friendly. Fortnightly safe behaviour focus are implemented school wide. Our Guidance Officer works with individuals on restorative justice and provides another positive role model when needed.

Students are taught through these identified programs which focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	2	1	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school has endeavoured to limit the electricity consumption through less usage of air-conditioning units in cooler months and ensuring classrooms have good air flow. Our classrooms catch a beautiful cross-breeze and are usually lit well enough to use minimal classroom lighting.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	46,395	893
2015-2016	60,649	977
2016-2017	66,603	2,735

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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	8	0
Full-time Equivalents	4	5	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	5
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 \$5 109

The major professional development initiatives are as follows:

- PBL Training
- Mentoring Teacher Training
- Teacher Aide Training Workshop
- Athletics and Sport Training

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 49% 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).	89%	92%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	85%	81%

*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 Primary schools was 93%.

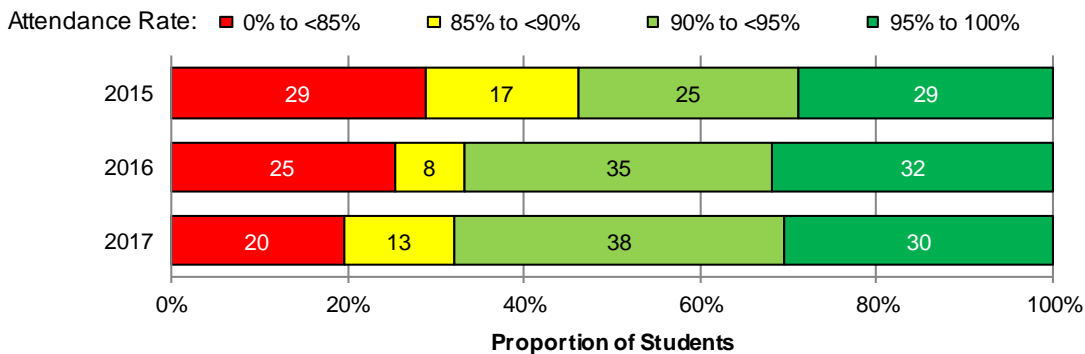
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	88%	92%	86%	87%	94%	91%	88%						
2016	94%	86%	93%	91%	92%	94%	91%						
2017	83%	90%	90%	92%	94%	85%	91%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

Collinsville State School takes attendance twice per school day. All families receive notification at 9:00am if their student's absence for that day is currently unexplained. Most families respond via SMS and supply the absence reasons. Families of students with multiple day unexplained absences will receive a phone call or home visit.

Collinsville State School also use the following procedures to assist with improving attendance:

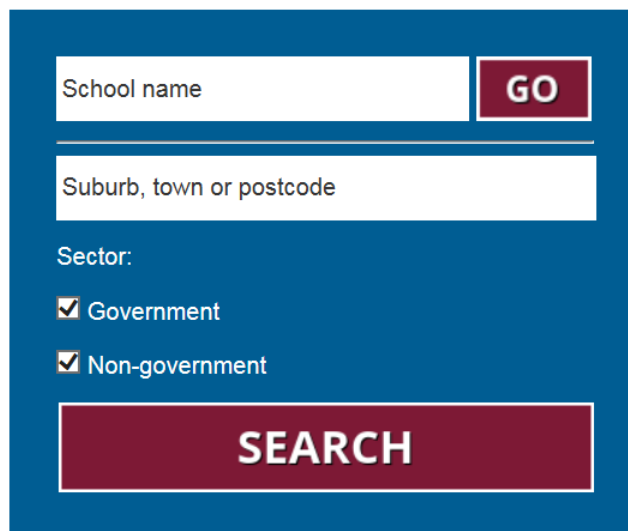
- Same day notification system
- Departmental letters regarding poor attendance
- Attendance awards given to high attending students on parade

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school



The image shows a search form titled 'Find a school' with a blue background. It contains the following elements:

- A text input field labeled 'School name' with a red 'GO' button to its right.
- A text input field labeled 'Suburb, town or postcode'.
- A 'Sector:' label followed by two checked checkboxes: 'Government' and 'Non-government'.
- A large red button labeled 'SEARCH' at the bottom.

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.

Conclusion

Living in a rural community has proven advantageous for our students. They are able to live in a clean and wholesome environment while experiencing quality and rigorous education. Our school attracts expert and passionate staff who prepare our students to be socially, emotionally and academically adept global citizens. We are proud of our school and invite you to visit to share our remarkable journey.