

Collinsville State School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 86 Collinsville 4804
Phone	(07) 4785 5338
Fax	(07) 4785 5359
Email	principal@collinsvss.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	Christien Payne

Principal's foreword

Introduction

We are pleased to present the Collinsville State School Annual Report 2015 to parents of our school and to the wider community. This report outlines important information about our school's organisation, curriculum offerings and the teaching and learning environment that characterises Collinsville State School. It also provides details about the following:

- * staff qualifications and the key focus areas of professional development undertaken in 2015;
- * learning outcomes of Collinsville State School students in literacy and numeracy with reference to the National Assessment Program for Literacy and Numeracy (NAPLAN); and
- * summary of the levels of parent and student satisfaction with Collinsville State School

Collinsville State School is a small rural school community and values the quality education programs offered in this small school setting for students from Preparatory to Year 6. The school follows the Australian Curriculum and ACARA led by a teaching principal. The behaviour of our students is fantastic and the climate is one of hard work, dedication, aspiration and achievement. We offer a co-educational State School setting accommodating years Prep – Year 6. The school has been established for 94 years and has provided a constant educational location for the farming and mining residents of the rural township.

Our School Mission

Our school motto, "Nolite Dedere" means "never surrender, never give up" and we pride ourselves on aspiring to do this daily.

Collinsville State School community is committed to nurturing determination, confidence and competence within our students to enable them to achieve beyond their expectations.

We strive to invest in them strong self-belief and a lifelong desire for the pursuit of learning.

Our Vision

To continually strive to improve the school quality of education it offers and environment.

Collinsville State School continues to uphold its reputation as a welcoming and safe, supportive environment for all members of our community. Collinsville State School is located on Devlin Street, Collinsville. It is considered a remote rural mining community within the Bowen Basin and is a part of the Whitsunday Regional Council. The school has been established for 94 years and has provided a constant educational location for the farming and mining residents of the rural township.

Our school belongs to the North Queensland Region and our Professional Learning Cluster consists of Hayman Island, Hamilton Island, Merinda, Gumlu and Scottville State Schools. Locally, we are key stakeholders in the Collinsville Cluster of Schools, which incorporates Collinsville State High, Scottville State and St John Bosco (Catholic) schools.

Our community is changing and is dependent on seasonal influences including; mining and farming. Hence, our school population is transient in nature. The closest town located near Collinsville to the south is Glenden (approximately 102km), to the north Bowen (approximately 85km) travelling distance.

School progress towards its goals in 2015

- Continue to implement the Australian Curriculum English, Maths, Science, History, Geography, HPE and Technology **Implemented**
- Explicit teaching of Reading **Expected to be completed**
- Attendance improvement **Implemented**
- Review Responsible Behaviour Plan for students **Implemented**

Future outlook 2016

<ul style="list-style-type: none"> • Continue to implement the Australian Curriculum in English, Maths, Science, History, Geography, HPE and Technology 	<p>Staff are provided planning days to allow clarity of units.</p> <p>Teaching staff work with Literacy support officer and other teachers to co plan units of work.</p> <p>Provide professional development opportunities around digital technologies</p>
<ul style="list-style-type: none"> • Explicit teaching of Reading 	<p>Further embed whole school intervention model:</p> <p>Explicit teaching of phonics strategies through Speech Sounds Pictures in Prep/1</p> <p>Explicit teaching of reading strategies-</p> <p>Leveled Reading- Four lesson Sequence and use of the three Cueing system</p> <p>Analysing student reading using the three cueing system to determine reading focus and direction</p> <p>Levelled Literacy Program intervention</p> <p>Expressive Writing and Corrective Reading intervention</p>
<ul style="list-style-type: none"> • Attendance improvement 	<p>Our school has adopted a whole school approach to attendance</p> <p>Classrooms use electronic roll marking twice per day</p> <p>Each classroom teacher tracks class attendance data</p> <p>Weekly competition between classes is held and announced at school assembly</p> <p>Admin officer rings parents and makes regular contact with families of students who are absent for more than one day</p>
<ul style="list-style-type: none"> • Use data to inform teaching practice 	<p>Continue to embed the 5 Questions for Students and Teachers</p> <p>Continue to embed the culture of goal setting through further developing student skills in setting and enacting their own learning goals.</p> <p>Ensure data walls are being used to track the growth and achievement of students below bench mark</p>
<ul style="list-style-type: none"> • Develop productive 	<p>Play group established relocated closer to the school into Preschool building</p>

<p>partnerships with students, staff, parents and the community</p>	<p>Weekly visit to school for reading and HPE with Mr Miskell Continue to engage with local community, kindergartens and other pre prep facilities to foster working partnerships and boost enrolments. Under 8's day Play group already on campus Prep-Prep open days Advertising through signage and fliers/ Website/ Community and School Facebook page Visits from Kindy once per term Embed the cluster/local school plan to transition Year 6 to high school including liaising with local State High Schools Continue to develop and improve school and community partnership through combined school sporting program supported by Glencore Collinsville coal mining</p> <p>Continue to develop the relationship between Collinsville State School and Scottsville State school "A great school down the road" Promote lead learners fostering a supportive and professional focus on student improvement and regional agenda through productive relationships</p>
<ul style="list-style-type: none"> • Improve school performance 	<p>Building staff capacity through professional development around reading and SWPBS 5 week data conversations with teachers around individual student progress Implement developing performance plan for teaching and non-teaching staff DPF Developing performance framework Develop annual Professional Development & term staff meeting plan reflecting needs of staff, school & regional agendas</p>

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	72	35	37	10	89%
2014	42	15	27	7	72%
2015	45	19	26	7	77%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

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 6 students.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	25	20	22
Year 4 – Year 7 Primary	24	22	5
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	5	0	2
Long Suspensions - 6 to 20 days	0	0	0

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our school is committed to the academic, social and emotional development of every child. To ensure ongoing consistency, the school, tracks student progress and improvement through the implementation of a focused curriculum through a pedagogical approach, explicit teaching, assessment schedule and data collection and analysis. In addition to this, staff have successfully implemented short term data cycles to inform planning and teaching.

Collinsville State School utilise the multi level Curriculum into Classroom (C2C) resources that are differentiated to suit the complexity of our classrooms. For the remaining key learning areas, we rely on Queensland Curriculum & Assessment Authority (QCAA) and the Essential Learnings to complement our curriculum delivery. Other resources and programs are used to give students a broad range of activities - such as Speech Sound Pictures, SCORE reading approach, Spelling Mastery and Levelled Literacy Intervention. A major explicit focus for Collinsville State School has been spelling and reading. The whole- school approach is instrumental in the process of embedding to improve the spelling, reading and comprehension data through the explicit teaching of phonetics, spelling rules and reading rules.

Extra curricula activities

- ANZAC Day ceremonies hosted at the school by school leaders, staff and special guests
- Student Council led activities such as movie night, free dress days and discos;
- Participating in community fundraising events such as - Australia's Biggest Morning Tea and Million Paws Walk to raise funds for charitable organisation;
- 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;
- Glencore open cut working together to provide a Health and Physical Education Program; Melbourne Cup Day Show and other celebrations throughout the community;
- Senior School Leadership Program;
- Transition Program with Collinsville State High School.
- Transition to Prep program

How Information and Communication Technologies are used to improve learning

Collinsville State School has two computer laboratories which can be accessed. Computers are regarded as an essential tool for learning and are essential to the delivery of the curriculum. Some activities included are - participating in web quests, internet usage for research, the online delivery of LOTE through the learning place, using programs such as movie maker, power point, clay animation and publisher and using digital technologies including cameras and recording devices. Staff access

computers to store and create digital portfolios of students and access Interactive software to engage students. Computers are used extensively to support students with disabilities to maximise their access to learning. Digital animation and online learning is embedded in learning units. Interactive whiteboards enhanced the potential for engaging students with ICT programs and rejuvenated pedagogical practice throughout the school. With the introduction of C2C resources, this technology has become mandatory from Prep to Year 6. In addition to this, teachers all used their government-issued laptops for planning, assessment and reporting. The transition to OneSchool, the state-wide database, also simplifies record-keeping, including behaviour management data. The introduction of C2C online learning has resulted not only in engaging students in interactive online learning, but also in up-skilling teaching staff in the integration of ICT into their daily routines.

Social Climate

We take care to ensure that our school provides a safe and supportive learning environment. This is something for which we have a very good reputation and which is highly regarded by our school community. All staff make it their business to ensure that children are happy to be a part of our school, and encourage all students to promote a positive atmosphere. In 2015 we launched the School Wide Positive Behaviour System. We introduced the four expectations of behaviour at our school. Be Safe, Be Friendly, Be Respectful and Be a Learner.

As indicated by both our parent and staff opinion surveys, Collinsville State School have a supportive parent group. Teachers and ancillary personnel form a supportive and cheerful staff with solidarity ensured through open communication and regular professional and social events. There are many occasions when staff gives selflessly of their time outside school hours to celebrate student achievements or to take part in extra- curricular or school promotional activities.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
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)	100%	100%	83%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	95%	100%	100%
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)	95%	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)	95%	100%	100%
student behaviour is well managed at this school (S2012)	95%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	85%	100%	100%
they like being at their school (S2036)	75%	100%	94%
they feel safe at their school (S2037)	80%	100%	88%
their teachers motivate them to learn (S2038)	95%	100%	100%
their teachers expect them to do their best (S2039)	95%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	85%	100%	100%
teachers treat students fairly at their school (S2041)	70%	100%	87%
they can talk to their teachers about their concerns (S2042)	65%	100%	88%
their school takes students' opinions seriously (S2043)	75%	100%	94%
student behaviour is well managed at their school (S2044)	65%	100%	88%
their school looks for ways to improve (S2045)	75%	100%	100%
their school is well maintained (S2046)	89%	100%	100%
their school gives them opportunities to do interesting things (S2047)	75%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	89%	100%
they feel that their school is a safe place in which to work (S2070)	100%	89%	100%
they receive useful feedback about their work at their school (S2071)	100%	89%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	67%	DW
students are encouraged to do their best at their school (S2072)	100%	88%	100%
students are treated fairly at their school (S2073)	100%	88%	100%
student behaviour is well managed at their school (S2074)	100%	88%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	89%	89%
their school looks for ways to improve (S2077)	100%	89%	100%
their school is well maintained (S2078)	86%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	88%	100%

[#] '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

Parents are actively encouraged to participate in the education of their child. We had regular volunteers in our school in 2015. The parents worked in classrooms with reading activities, group rotations and other activities. They also support students in sporting endeavours, sports carnivals and tuck-shop. Parents regularly attend the weekly assembly to view student presentations and awards. Collinsville State School has a small but active and supportive Parent and Citizen's Association. They hold successful fund raising activities such as donut days, Easter raffles and Mother's Day raffles. These regular fundraising events raise money to supplement school needs as negotiated.

At the end of 2015 an agreement was put in place to relocate the Collinsville Scottville playgroup from the rear of the school to the old preschool building. The parents and children now have closer access to the school facilities and engage in regular activities with our school and staff.

A highly successful transition to school program has been embedded. This includes principal visits to the kindy, advertising enrollments for 2016 through signage around Collinsville, Prep open day and pre prep fortnightly visits. Parents and community members are also involved in our tuck-shop, special interest displays and in many other ways. Parents are also invited to talk to their teachers at least twice a year and are encouraged to see their teacher if there are any concerns.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Our school community is very conscious of the need to reduce environmental and financial impacts associated with our environmental footprint. In 2015, we managed to make inroads into reducing our electricity usage and costs. We will continue to monitor our usage of all such utilities and reduce wherever possible.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	56,145	348
2013-2014	48,091	669
2014-2015	46,395	893

*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.

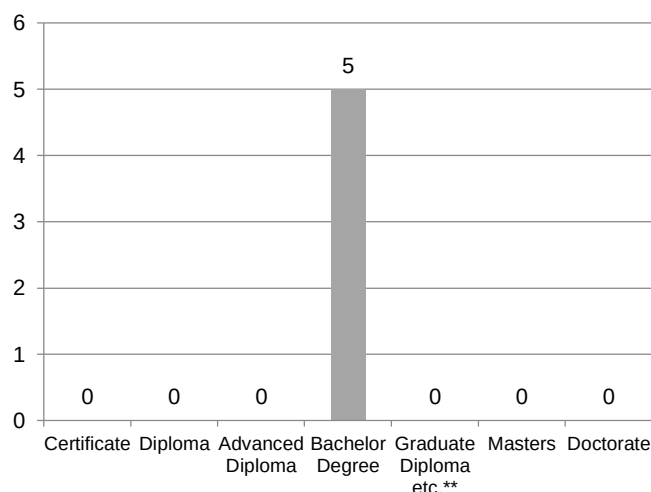
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	8	0
Full-time equivalents	4	5	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	5



*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 2015 were \$ 7965.13

The major professional development initiatives are as follows:

- Band 5&6 Principal conference
- Explicit instruction Anita Archer
- Beginning teacher conference
- Speech Sound Pictures SSP professional development
- Levelled Literacy Training
- SCORE reading comprehension

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 70% of staff was retained by the school for the entire 2015 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

Sector:

☒ Government

☒ Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	89%	77%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

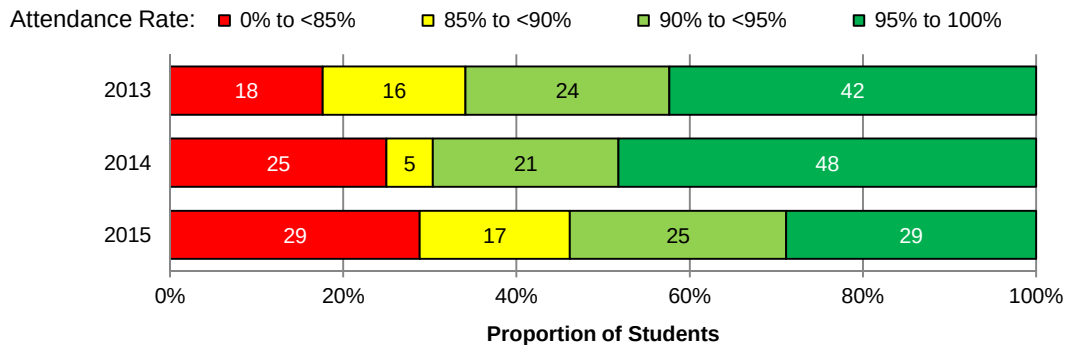
Student attendance rate for each year level (shown as a percentage)							
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2013	91%	93%	89%	91%	92%	93%	78%
2014	79%	88%	85%	85%	97%	97%	97%
2015	88%	92%	86%	87%	94%	91%	88%

*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

As a small school and due to the close relationship with parents, phone calls are made to discern reasons for student non-attendance. In the case of unexplained absences contact is made with the caregivers, either by the class teacher or the office personnel. Should long-term absences occur and contact attempted by the class teacher or office personnel unsuccessful, the Principal will attempt contact with the family. Once reasons are established for the absence, appropriate action is taken to ensure that the children concerned are able to attend school regularly. If there are issues which appear to be related to the care/safety of the children in the home environment, appropriate agencies (eg. Department of Child Safety) are approached.

OneSchool is used by teachers to mark rolls. Rolls are marked early in the morning session and following afternoon tea. All absences are marked with a code and any unexplained absence is followed up the next school day. Families are made aware of the importance of attendance through 'Every Day Counts' and newsletter items.

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

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

Sector:

☒ Government

☒ Non-government

Where it says '**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.