Collinsville State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Introduction

Introduction

We are pleased to present the Collinsville State School Annual Report 2016 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 2016;
- learning outcomes of Collinsville State School students in literacy and numeracy with reference to the National Assessment Program for Literacy and Numeracy (NAPLAN); and
- a summary of the level of parent and student satisfaction with Collinsville State School

About our 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 Year to Year 6. The school follows the Australian curriculum and ACARA led by a teaching principal. The school uses the Positive Behaviour for Learning framework and the climate is one of hard work, dedication, aspiration and achievement. We offer a co-educational state school setting accommodating students from Prep Year to Year 6. The school has been established for 95 years and has provided a constant educational location for the farming and mining residents of the rural township. 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 in 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 95 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) and to the north Bowen (approximately 85km) traveling distance.

Our School Mission

Our school motto, "Nolite Dedere" means "never surrender, never give up" and we pride ourselves on aspiring to do this daily. The 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
Our vision is to continually strive to improve our school's quality of education and ensure that every student succeeds.

School progress towards its goals in 2016

- Implement the Australian Curriculum -In progress
- Embed whole school pedagogical practices- In progress
- Use data to inform teaching practice- complete
- Develop instructional leadership with a focus on workforce performance –In progress
- Maintain productive partnerships with students, staff, parents, & the community- Complete
- Attendance- In progress
- Improve school performance- In progress
- Plan to transition Year 6 to high school- Complete
- Core Priority – Reading, Spelling & Writing –In progress
- Continuous monitoring of student achievement- Embedded
- Whole-of-school assessment & data collection- Embedded

Future outlook
- 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

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	42	15	27	7	72%
2015*	45	19	26	7	77%
2016	44	21	23	9	79%

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 2016, 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

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 6 students.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	22	16
Year 4 – Year 7	22		20
Year 8 – 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.

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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.

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;
- Breakfast Club
- Ready, Steady Read program
- NAIDOC Day
- 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

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
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%	83%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	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)	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%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
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:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	94%	100%
they feel safe at their school* (S2037)	100%	88%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	87%	100%
they can talk to their teachers about their concerns* (S2042)	100%	88%	100%
their school takes students' opinions seriously* (S2043)	100%	94%	100%
student behaviour is well managed at their school* (S2044)	100%	88%	93%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	89%	100%	100%
they feel that their school is a safe place in which to work (S2070)	89%	100%	100%
they receive useful feedback about their work at their school (S2071)	89%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	67%	DW	80%
students are encouraged to do their best at their school (S2072)	88%	100%	100%
students are treated fairly at their school (S2073)	88%	100%	80%
student behaviour is well managed at their school (S2074)	88%	100%	90%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	89%	89%	100%
their school looks for ways to improve (S2077)	89%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	88%	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

Parents are actively encouraged to participate in the education of their child. We had regular volunteers in our school in 2016. 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.

The Collinsville Scottville playgroup meet twice a week in the old preschool building. The parents and children have close 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 enrolments for 2017 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.

Respectful relationships programs

The school has developed and implemented a Positive Behaviour for Learning (PBL) Framework. Positive Behaviour for Learning (PBL) is a comprehensive, integrated whole school approach to student wellbeing and behaviour. PBL is a process that supports school leadership teams to create positive learning environments that enable student learning and wellbeing and focuses on appropriate, respectful and healthy relationships.

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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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	2	1
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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	48,091	669
2014-2015	46,395	893
2015-2016	60,649	977

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.

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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.**

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	8	<5
Full-time Equivalents	5	5	<5

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.**	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	4
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 2016 were $4214.00

The major professional development initiatives are as follows:

- SCORE
- Athletics coaching
- Age appropriate pedagogy
- Kids Matter
- PBL
- SSP Wiring Brains
- Administration Officer Conference
- Annual Cleaners training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	98%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

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Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	89%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	77%	85%

*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 2016 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
2014	79%	88%	85%	85%	97%	97%	97%	95%					
2015	88%	92%	86%	87%	94%	91%	88%						
2016	94%	86%	93%	91%	92%	94%	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:
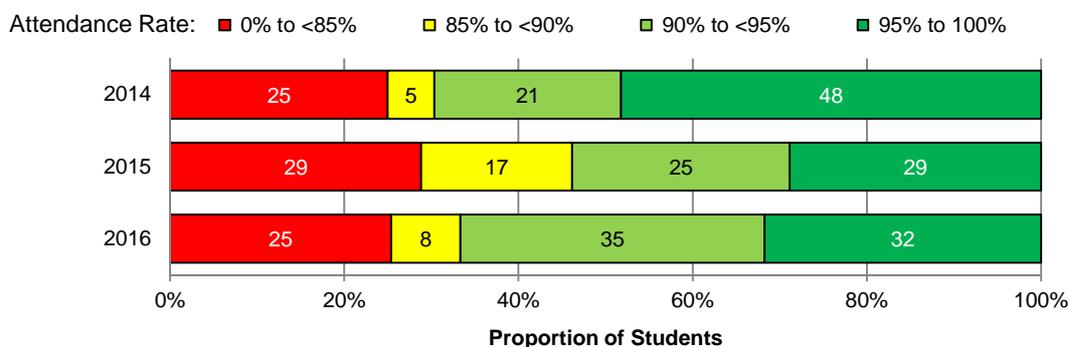
Description of how non-attendance is managed by the school

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

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. IDAttend 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.

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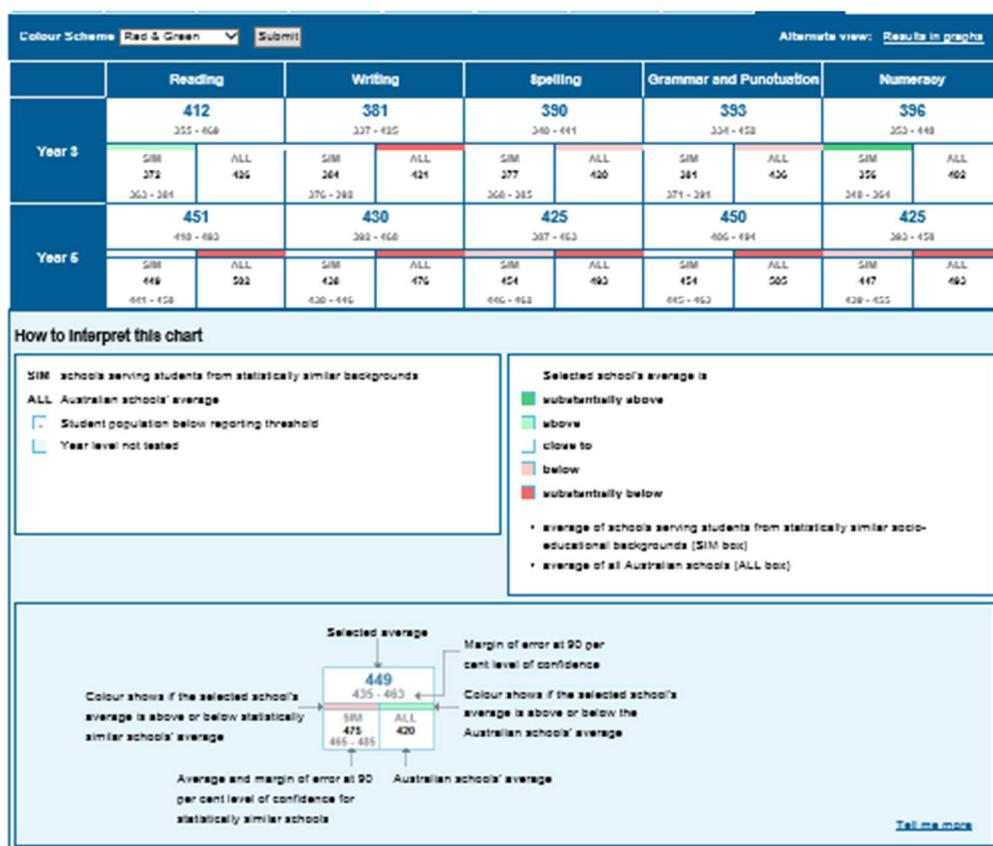
To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Find a school

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.

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