Our staff profile

<table>
<thead>
<tr>
<th>Postal address</th>
<th>PO Box 86 Collinsville QLD 4804</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>(07) 4785 5338</td>
</tr>
<tr>
<td>Fax</td>
<td>(07) 4785 5359</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:the.principal@collinsvss.eq.edu.au">the.principal@collinsvss.eq.edu.au</a></td>
</tr>
<tr>
<td>Webpages</td>
<td>Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department’s Right to Information site.</td>
</tr>
<tr>
<td>Contact Person</td>
<td>Mrs Cassandra Turnbull Principal</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.collinsvss@eq.edu.au">www.collinsvss@eq.edu.au</a></td>
</tr>
</tbody>
</table>

Principal’s foreword

Introduction

The following report summaries the outcomes of Collinsville State School for the 2010 calendar year. Our school caters for a diverse range of students from a broad cross section of the local community. Students travel to Collinsville State School each day from outer suburbs which is testament to the quality reputation the school enjoys. We take pride in our strong links with the local community and we have strong results in our community and student opinion surveys. We have a growing Special Education Program and Early Childhood Development Program. The total school population remains steady at around 80 students. We strive to offer a range of learning experiences for students, numerous opportunities for parental involvement in education and professional training to improve the skills of staff.

The school has included nationally developed curriculum materials in its current curriculum to ensure that the students at Collinsville State School receive the same standard of learning as they would in any quality education facility. In the schools 2010 teaching and learning Audit the school received “high’s” in areas of ……………….. Other audit outcomes included a medium rating for an explicit improvement agenda, high for analysis and discussion of data, medium for a culture that produces learning, high for targeted use of school resources, medium for an expert teaching team, medium for differentiated classroom learning and medium for effective teaching practices. A new spelling program was introduced across the school in 2011. The school has a growing expertise in The Arts with it’s own Arts room, Music room, choir and instrumental music. The school presents grade level performances each term.

The school’s sporting opportunities are strong for any student at Collinsville. The school offers extensive after & before school sporting programs and also hosts Interschool Sports Carnivals for our local school cluster and enjoys the support of Anne-Marie Williamson from Rural Health.

The school’s Information Communication Technology infrastructure is excellent. There are two computer labs fully fitted out and data projectors to assist with teaching in every classroom. Students enjoy learning with the aid of Smart boards and virtual classrooms as well as at least 1 ½ hours a week of intensive online tuition.

The school relished numerous opportunities for community involvement throughout the year including participation in the May Day Festival Parade, RSPCA Walk and Collinsville Anzac Day Parade. Parents also had opportunities to be involved in their children’s learning throughout the year at Under 8s Day, Pamper mum days, and at classroom culminating activities at the end of each term. The school has a rich excursion program and 2010 was another highly successful year with year levels hosting excursions to Brisbane, the Gold Coast, to Australia Zoo, Sea World, the Science Centre, Museum and Dream World.
In 2011 some of the anticipated excursions are Townsville, Paluma Environmental Education Centre, Bowen Fishermans Market, Bowen Strawberry Farm and Big Red Fruit Market, Burdeking Theatre, Friendly Farm visit, Local Community Excursions; Police, Fire and Ambulance stations, bakery, hairdresser, IGA and post office & the local town library visit.

The school received significant facilities enhancements in 2010 as part of the Building the Education Revolution and National School Pride programs. A huge undercover sports court was built and a refurbishment of the schools Library undertaken.

School progress towards its goals in 2010

· Numeracy: The school continued its focus on Numeracy in 2011 and has introduced Mathletics to all students from Prep to Year 7. Student access is funded by the school and students are provided with at least an hour a weeks in class contact with the program. This program is a National Level Program. The school continues its commitment to developing professional understanding of numeracy through the provision of high quality training and transparent reporting.

· Literacy: The school placed a strong emphasis on literacy development in 2010 with a particular focus on the teaching of grammar and spelling. A new spelling program was introduced in 2011 and significant professional development is planned to occur to support this program across the school. In 2010, gains were made in school data for Grammar and Punctuation for Grades Three and Five and in writing for Grade Seven.

· Students With Diversity: School based targeted information programs based on numeracy and spelling support were introduced in 2011.

· The National Curriculum links were explored in 2010, with a goal to create further links to the National Standard in 2011 and implement a National Curriculum at Collinsville State school for Maths, English and Science in 2012.

· Gifted & Talented Education: The school continued to support its Gifted & Talented Students through increased access to curriculum materials that are available to all students regardless of their year level or grade.

· The school continues to provide a rich culture for its community providing parent and community involvement in educational programs, school assemblies, cultural events, special days and parent meetings.

Future outlook

The school continues to strive forward in offering a relevant and intellectually challenging curriculum for its students. In 2011 the school will renew its focus on the Teaching of Reading and maintain its development of spelling, writing and numeracy. The school will continue to enhance its strong Arts and Sports Programs and provide numerous opportunities for student to excel in all areas of the curriculum. Interest in the school is strong and enrolments continue to grow.
Record:

Coeducational or single sex: Coeducational
Year levels offered: Prep – Y7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>86</td>
<td>43</td>
<td>43</td>
<td>70%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Students are mostly from mining families or have country backgrounds with a range of socio economic status. The school has a small number of special needs students and has specialist, special needs staff. The school has an ATSI population of approximately 5 students.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>18</td>
<td>100%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>18</td>
<td>100%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>3</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings
Our staff profile

Our distinctive curriculum offerings

- English
- Mathematics
- Science
- The Arts
- Health & Physical
- Languages Other
- Studies Of Society
- Technology

Extra curricula activities

- Instrumental Music
- Choirs
- After and Before School Sport – All year programs
- Athletics and Swimming Carnivals
- Annual Cross Country Competition
- Gifted & Talented Program
- Religious Education
- Excursions (All Year Levels)
- School Camping Program
- Arts
- Lunchtime Social Skilling / games
- Student Council (representative students from across the school)
- Student Academic Competitions
- Class Productions

How Information and Communication Technologies are used to assist learning

- Publication of student work (Microsoft Word, Publisher)
- Student Presentations (Microsoft Powerpoint)
- Academic Drill Activities (English, Mathematics, Spelling, Grammar etc.)
- Internet Research & Web Quests
- Digital Photo capture and manipulation (Microsoft Photo Editor, Publisher, Word)
- Email communication (Education Qld’s Webmail)
- Student Blogs, Forums and virtual classroom experiences.
- Interactive Whiteboards & video projector experiences
- Clay Animation (Microsoft PowerPoint, Moviemaker)
- Graph making and simple mathematical formulas (Microsoft Excel)
Our staff profile

- Mathletics and Spellodrome subscriptions across the school
- The Learning Place (Virtual Classrooms, Blackboard)

Social climate

Collinsville State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. This school’s Virtue Behaviour Program for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Good discipline is internalised, rather than imposed from outside and so this plan aims to encourage responsibility, self-control and social competency. Self-discipline is a learned process and is achieved through implementing appropriate strategies. The school cannot work alone in creating a disciplined environment and the involvement of parents is therefore of paramount importance. Parents have a joint responsibility to encourage students to be accountable for their behaviour and that, in turn, will contribute to the wider school community in a positive manner.

School beliefs about behaviour and learning: At Collinsville State School we believe:

- Students are responsible for their own behaviour.
- All students have the right to learn.
- All children can learn about positive behaviour.
- All children deserve recognition for positive behaviour.

The school’s beliefs are based on Ed Ford’s Responsible Thinking Process and Perceptual Control Theory. Children at Collinsville State School are encouraged to take responsibility for their own behaviour and to make appropriate choices. It is the school’s role to support students to learn to make appropriate choices. All staff at the school do this through positive interactions with students, class responsible behaviour plans, individual responsible behaviour plans and application of the Responsible Thinking Process.

A series of questions assists students to think about their choices:

- What are you doing?
- What are the rules?
- What happens when you break the rules?
- Is that what you want to happen? Or What do you want to do now?

Students who continue to disrupt the learning of the classroom or playground choose to go to the Responsible Thinking Classroom, where they reflect on their behaviour and make a plan to change their behaviour in order to return to the learning environment. Students that seriously harm the rights of others or are unwilling to comply with the Responsible Thinking Process choose to be separated from school activities at the school office or at home.

Whole of school positive, proactive social skilling programs.

The school draws on the following programs to develop positive behaviour:

- Virtues - whole school program
- High 5 anti-bullying strategy

The school reinforces the positive behaviours of students through:
Our staff profile

- Class Awards at school assemblies
- Classroom Incentive Programs
- Provision of Extra Curricula Activities for students
- Acknowledgement of students who achieve success

Universal behaviour support: Collinsville State School has adopted the following Supportive School Mechanisms to facilitate good behaviour:

Code of Behaviour (School Rules) based on the 5 Bs:
Be Safe,
Be Respectful,
Be Responsible,
Be Considerate,
Be a Learner

The school has a strong Responsible Behaviour Plan for Students and this was reviewed in 2010.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education.

Parental involvement in classroom support: reading, numeracy, homework help
- Parental attendance at classroom presentations, particularly for culminating Units of Work
- Parental participation in school decision making through involvement in the P&C Association
- Parent volunteers to run fundraising activities for the P&C Association
- Parental assistance to organise school events including sports carnivals and special events
Our staff profile

- Parental support in the school tuckshop
- Parental support in the school Resource Centre
- Parental help in covering school reading books.
- Parental help in school grounds working bees.
- Parental attendance at school information sessions around curriculum development and enrolment.
- Parental supervision of student homework.
- Parental support for extra curricular activities including special events, sport etc.
- Parental assistance in school excursions.
- Parental attendance at school functions, ANZAC Day Commemorative Service, Prep Showcase days, Orientation Evenings, Parent interviews

Reducing the school’s environmental footprint

The school has made an effort to raise awareness of energy and resource saving programs through the 2010 school year. Significant gains were made in water consumption.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity KwH</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$25,574</td>
<td>$14,504</td>
<td>$7,920</td>
<td>$238</td>
<td>$2,153</td>
<td>$0</td>
<td>$759</td>
<td>68,094</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$25,482</td>
<td>$13,271</td>
<td>$0</td>
<td>$0</td>
<td>$3,034</td>
<td>$0</td>
<td>$9,177</td>
<td>79,462</td>
<td>7,260</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>0%</td>
<td>9%</td>
<td>N/A</td>
<td>N/A</td>
<td>-29%</td>
<td>N/A</td>
<td>-92%</td>
<td>-14%</td>
<td>-100%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>5</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>5</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $ .

The major professional development initiatives are as follows:

- Literacy
- Leadership
- Mentoring.

The involvement of the teaching staff in professional development activities during 2010 was 90%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 75% of staff were retained by the school for the entire 2010 school year.
Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 91%.

Student attendance for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>88%</td>
<td>93%</td>
<td>92%</td>
<td>88%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

School Rolls are marked twice daily.

Students who are more than 30 minutes late receive a late notification.

Parents are provided written records of their child’s absences each term with a request to provide information if required.

Teachers monitor classroom absences and follow through on short term absences and refer absences to the school’s administration.

The school administration contacts parents and meets with them to discuss absences concerns.

Parents of students with high levels of absences are sent Education Qld sanctioned letters their obligations.

Students who do not show an improvement in attendance after meetings and letters have been parents are referred to the Department Of Community Services.

Students with 100% attendance throughout a term receive acknowledgement certificates.
Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our NAPLAN results, click on the MySchool 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 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.
Our Indigenous students in Grade Three are above the National, Regional and State means for Reading, Writing, Spelling, Grammar and Punctuation when compared using NAPLAN data. There is no gap evident in our Grade Five data. There was only a small group of Indigenous students in Grade Seven however, our Grade Seven Indigenous students were still above the Region and State averages for numeracy and above National, regional and State means for Writing, when compared using NAPLAN data.