School Improvement Unit
Report

Collinsville State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Collinsville State School from 3 to 4 May 2016. It provides an evaluation of the school’s performance against the nine domains of the National School Improvement Tool. It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

| Location: | 8-10 Devlin Street, Collinsville |
| Education region: | North Queensland region |
| The school opened in: | 1921 |
| Year levels: | Prep to Year 6 |
| Current school enrolment: | 51 |
| Indigenous enrolments: | 16 per cent |
| Students with disability enrolments: | 5.9 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 950 |
| Year principal appointed: | 2015 |
| Number of teachers: | 5 (full-time equivalent) |
| Nearby schools: | Scottville State School, Collinsville State High School, St John Bosco Catholic School |
| Significant community partnerships: | Glencore – Health and Physical Education (HPE) Community Project, Girudala Community Cooperative Society, Collinsville and Scottville Playgroup, Transition Programs with Collinsville State High School and Scottville and Collinsville Kindergarten, Adopt-a-Cop Program |
| Unique school programs: | Community Health and Physical Education (HPE) Program - Glencore |
1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Guidance officer, support teachers and three class teachers
  - Four teacher aides and an administration officer
  - Student leaders and 16 students
  - Parents and Citizens’ Association (P&C) executive
  - 12 parents
  - Three community representatives
  - Principal, Collinsville State High School; principal, Scottville State School
  - Director, local childcare centre
  - Local Member of the Legislative Assembly (MLA), Mr Peter Ramage

1.4 Review team

Lee Gerchow  Internal reviewer, SIU (review chair)
Alan Whitfield  Internal reviewer, SIU
2. Executive summary

2.1 Key findings

- The school has a welcoming environment and student achievement and wellbeing are the focus of the school.

  Staff members are friendly and collegial and positive relationships are apparent in the school. Staff, parents and students speak of the pride they have in their school and the esteem with which the school is held within the community.

- The principal is supporting teaching staff using data and professional conversations to build and refine teacher capability to ensure student success in learning.

  Teaching staff are supported to personalise the learning programs for their students.

- The principal and staff are committed to improving the learning outcomes for all students and articulate high expectations for student learning.

  The principal has set an improvement agenda which is expressed in the 2016 Annual Implementation Plan (AIP) and is aligned with regional priorities and targets. The clear focus for student improvement is in reading, improving attendance and building positive behaviours for learning.

- Teaching staff members have researched these high-yield strategies and undertaken professional development aligned with the signature pedagogies.

  A pedagogical framework documenting these signature pedagogies is being developed.

- The school is collecting a range of student achievement data, including diagnostic and curriculum assessments. These include PM Benchmarks, PROBE, and Early Start.

  Data is collected and tracked in a five-week data collection cycle accompanied by teacher data conversations with the principal. The data collection schedule is yet to be formally documented.

- The principal is a visible instructional leader and spends time in classrooms working with teaching staff.

  The principal is providing a range of support for teaching staff including: scheduled planning days and conversations to support student learning, student goal setting and data collection. Teachers speak highly of the support provided and the availability of the principal to assist their Professional Development (PD).

- There is an informal collegial process for the quality assurance of curriculum planning.

  A whole-school process to quality assure unit planning and assessment tasks is yet to be developed.
The school is viewed positively by parents and members of the wider community. Parents openly communicate their great pride in the school and comment on the positive work the principal and staff members have been doing at the school. The school is developing a reputation as a school of choice in the local community.
2.2 Key improvement strategies

- Continue to maintain and embed current AIP priorities through regular consultation with all stakeholders and appropriate resourcing.
- Document the pedagogical framework articulating the signature pedagogies for the school.
- Develop and implement a whole-school curriculum, assessment and reporting framework.
- Provide structured opportunities for teaching staff to engage with each other and cluster peers, including peer observations to build teacher capability.
- Develop and document a schedule for the analysis and discussion of data.
- Continue to develop community engagement strategies to enhance the reputation as a ‘school of choice’ in the community.