Principal’s foreword

Introduction

This School Annual Report provides an overview of 2011, a year of considerable achievement and development across the many school focus areas. The majority of goals of the school’s 2011 Operational Plan were achieved and in many cases exceeded.

The year’s outcomes reflect the school’s commitment to continual improvement and the pursuit of excellence across the range of educational offerings and in particular, key focus areas. Information gleaned from a successful Teaching and Learning Audit, a Triennial School Review and a newly formulated School Strategic Plan for the period 2011-2014 contributed to an Operational Plan for the year which keenly focussed on a number of key areas. This report details the school’s progress across those focus areas during the 2011 year.

School progress towards its goals in 2011

In 2011, school achievements in key focus areas were significant, positive and noteworthy:

- An explicit improvement agenda as a Literacy and Numeracy National Partnership School with an unrelenting focus on improved literacy and numeracy results. Capacity to reach the school’s improvement targets was enhanced by the excellent work of a school-based Reading Coach.
- A focus on improved science results as a Science Spark School with a school-based science facilitator
- Continuing our ICT Plan with a focus on using our extensive professional development of
staff to maximize the use of technology in all aspects of learning, enhanced through the use of interactive whiteboards in all classrooms, laptops for all teaching staff and a high ratio of computers to children throughout all classes.

- Continuing to implement and improve the school’s Responsible Behaviour Plan for Students
- Continuing to achieve goals of the School Facilities Development Plan
- Providing a broad range of educational opportunities for children including the very successful LOTE (German) program from years 3-7, the highly regarded school music program, sporting involvement, and participation in a range of academic competitions in Mathematics, English and Science.

Future outlook

As a result of significant achievements across the broad range of focus areas in 2011, the platform has been set for a very successful 2012 year for all at Collingwood Park State School, in particular:

Continuing to implement the School Literacy Plan as a National Partnership School including the literacy coaching model, differentiated learning, promoting and consolidating the developing collegial culture within the school to improve student outcomes for every student and achieve literacy targets throughout the school

Continuing to develop numeracy skills to maximise the potential of every student and achieve school targets, building on the strategies that have enabled the school to achieve or exceed most targets in 2011

Implementing the Australian Curriculum in English, Mathematics and Science using the C2C with a focus on maximizing differentiated teaching and learning

Continuing to empower teachers in the teaching of Science as a Science Spark school

Enhancing the school’s very successful ICT program with the establishment of a Media Centre incorporating a computer laboratory

Maintaining the school’s highly regarded programs in LOTE, Music, HPE and Sport

Continuing to develop the school as a place of learning through further development of the strong collegial culture, fostering amongst staff an openness to critique, share, mentor and coach in order for teachers to the best they can be at their craft

Enhancing staff effectiveness through implementation of the school’s Feedback Culture Plan using the Developing Performance Framework, so that all staff members have a personal development plan as a basis for improvement in conducting their various roles within the school

Using staff Developing Performance Plans and the school-developed rubric of effective teaching practices to provide helpful feedback to teachers so that they can be most effective and successful in teaching their classes and individual children

Enhancing learning across all curriculum areas with the establishment of a new resource centre

Enriching the school’s already extensive offerings in the performing arts, made possible with the provision of a new hall as a theatre with state of the art theatre lighting and sound.
Our school at a glance

School Profile

Collingwood Park State School is a co-education Prep to Year 7 primary school with classes arranged mostly by single year level.

Because of increased housing development in Collingwood Park, enrolments increased markedly during 2010, exceeding 830 students, the largest number enrolled at this school in its 25 years of operation. The pressure of enrolments was eased in 2011 by the establishment of the new Woodlinks State School within our suburb only 1.3 kilometres from our school. Despite almost half of our school population deriving from the feeder area of the new school, Collingwood Park has retained a vast majority of its existing students but Prep numbers reduced as they were shared with Woodlinks. This reduced enrolments to a comfortable 674 in 2011.

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>674</td>
<td>328</td>
<td>346</td>
<td>95%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Collingwood Park State school is enrolment managed. This means that students from outside the designated school catchment may enrol only if space permits. Prior to enrolment management, 45% of students did not live within the catchment. This has now reduced to about 30%. In future years it may be necessary to accept more children from outside the catchment in order to retain overall numbers as the current enrolment of just under 700 is a good size for the school in terms of space, facilities and entitlement to personnel to continue the school’s enhanced learning and development programs.

Boys represent 51% of the school population. Our student population derives from diverse backgrounds with a language other than English is spoken at 40% of homes. Indigenous students represent only 6% of the total school enrolment. The school caters for students with a range of disabilities including speech, hearing, intellectual and physical impairments, and autism. The school has two highly capable teachers to support children with disabilities who are integrated into regular classroom settings.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.8</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td>25.9</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.1</td>
</tr>
</tbody>
</table>
Collingwood Park State School has an extensive Responsible Behaviour Plan which encourages and supports children to develop responsibility for their own behaviour and gauge their progress against twenty indicators related to the school code.

Children who do not achieve all indicators consistently have a clear understanding of the areas in which they might need to improve and are able to goal-set with teachers, parents and, if necessary, other support persons.

At the conclusion of each term, parents are provided with a written report showing their children’s progress in achieving the indicators of the school code and the support level required for them to manage their behaviour.

Level 1 support indicates that only one person is needed to support their behaviour, themselves. Level 2 involves their teacher as well, while level 3 also involves parents as a third party. Those at level 4 require significant support from a fourth person or persons such as behaviour support teachers, the school guidance officer or administrators. These students have an individual support plan with clear goals for improvement.

Each term, there are reward sessions for the vast majority of students who achieve Level 1.

As a result of the above process, our school has a reasonably low level of suspensions. Suspensions are considered a last resort in the process of supporting students to manage their behavior.
Curriculum offerings

Collingwood Park State School has a range of distinctive curriculum offerings, in particular:

- An explicit improvement agenda as a Literacy and Numeracy National Partnership School with a distinctive focus on improvement of student results in these areas. To this end our school has a reading coach to build teaching capacity in reading and assist the school to reach its improvement targets.

- A focus on improved science results as a Science Spark School with a school-based science facilitator.

- Maximum involvement in inter-school sport resulting in a large number of premierships over many years and champion school trophies in Athletics and Ball Games.

- A vibrant LOTE (Language Other Than English) program in German from years 3-7, and continued successes such as being Queensland Goethe Verse Speaking Champion School Shield winners on four occasions since the trophy was introduced some six years ago.

- A music program which includes a school-funded voice program for over 120 of our most talented singers who form four choirs and produce a school musical every two years.

Extra curricula activities include:

- Successful participation in curriculum competitions such as the Maths Teams Challenge, Australian Mathematics competition, Maths Olympiad, Australian Poetry Competition, writing competitions, art competitions, Goethe Verse Speaking competition.

- Four successful choirs involving over 120 children. A school musical is presented every second year - the very successful Broadway version of "The King and I" in 2005 and an outstanding Rodgers and Hammerstein's "Cinderella" in 2007, a highly acclaimed "Mulan Junior" in 2009 and the highly acclaimed "The Music Man" in 2011.

- Instrumental music instruction in woodwind, brass and percussion for selected year 5-7 students who comprise two successful concert bands of some 70 students.

- A range of sporting opportunities for students to participate in representative teams.

How Information and Communication Technologies are used to assist learning:

Computers are located throughout classes so that they are an integral part of classroom learning activities. The degree of progress in this area was a highlight of the last few years with the majority of goals and targets achieved and in some instances far exceeding those envisaged.

All classrooms throughout the school as well as the music block and LOTE room have interactive whiteboards and teaching staff have been issued with laptops to facilitate whiteboard use.

The establishment of a Media Centre incorporating a computer lab in the old library building will enhance the school's ICT program and support activities of the school's media club which was established in 2010.
Social climate

Our school has a positive and supportive school climate based on:

- Fostering a learning community where achievements are rewarded and celebrated
- Providing an extensive array of support programs and strategies for the range of student needs
- Implementing the school’s detailed Responsible Behaviour Plan for Students including formally reporting to parents every term on their children’s success in achieving the indicators of the plan,

Teaching at all year levels Facilitating “Buddies” programs where older children assist younger ones.

Parent, student and teacher satisfaction with the school

Annually, Education Queensland conducts a survey process to gauge parent, student and teacher opinion about aspects of school operation. The survey involves randomly selected students in years 5 and 7 and some 45 parents. Our school’s sound reputation in the community has been reflected in consistently high percentages of parent and student satisfaction in the past such that since the commencement of parent and student surveys many years ago, these levels of satisfaction have been at or above the State Mean every year. Enrolment management has been in place since 2004 as a result of the increasing numbers of children enrolling from outside our suburb. The level of parent and student satisfaction with our school in 2011 is below what was expected. Investigations have revealed that in the survey a large percentage of parents indicated neither satisfaction nor dissatisfaction, while very few if any were dissatisfied. A conclusion that could be drawn is that parents are unaware of what the school is doing and offering so therefore chose the “neither” option. Improved parent awareness will be a focus in 2012.

Professional development is considered vital to the development of a skilled teaching team. The concept of our school as a community of learners is actively fostered and was given a rating of High in the teaching and Learning Audit. All staff members are provided with learning and development opportunities related to individual and school development. The percentage of staff satisfaction with the opportunities continues to improve. The improvement of satisfaction with morale is gradually improving and will continue to be a major focus. The school’s focus on providing helpful feedback as a support for staff is expected to positively contribute.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>74%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>66%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education

The school community of Collingwood Park State School is caring and supportive. A family atmosphere is fostered where parents are encouraged to have maximum involvement in the school.

All Prep, Year 1 and new parents are invited to attend initial information sessions about our school prior to the year of their child’s commencement.

Shortly after each year’s commencement, parents are invited to attend information meetings with their child’s class teacher. Student progress reports are issued twice yearly, individual behaviour reports issued each term and individual parent/teacher meetings are offered twice-yearly.

Over sixty parents assist in classrooms and parents are encouraged to attend classroom presentations of units of study.

Our school has a vibrant culture with many exciting and entertaining activities to which parents are invited. It is wonderful to see the numbers of parents who attend junior and senior sports days, concerts, class celebrations, school musical performances and productions, as well as school assemblies.

The school’s weekly newsletter is available on the school website and sent home in hardcopy form.

A strong client focus guides school operations. Parents and caregivers are actively encouraged to build a partnership with the school in supporting their children to achieve the best possible educational outcomes.

All parents are invited to join our active and enthusiastic Parents and Citizens’ Association which contributes significantly in the areas of school decision making, school development, and fundraising to enhance the educational provision for students.

Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

As a result of an environmental audit, our school has undertaken a number of strategies to reduce the school’s environmental footprint:

Water saving devices have been installed throughout the school. The toilets in the new school hall are supplied by 15 000 litre rainwater tanks. Preparations are underway to install rainwater tanks in several areas in the school to enable gardens to be watered.

Solar panels have been installed to supplement electricity usage. Access lighting is used only when absolutely necessary for the movement of staff and visitors after school hours.

The school has dedicated one hectare of its grounds to the school rainforest which has been developed over the past 25 years. Collingwood Park State School is renowned for its extensive gardens and landscaping which also make a positive environmental contribution.

The school has joined Earth Smart Science Program to educate children on environmental protection and investigate ways to further reduce the school’s environmental footprint.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>154,616</td>
<td>2,748</td>
</tr>
<tr>
<td>2010</td>
<td>140,911</td>
<td>2,546</td>
</tr>
</tbody>
</table>

% change 2010 - 2011: 10% for electricity and 8% for water.
Our staff profile

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>47</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>41</td>
<td>14</td>
<td>0</td>
</tr>
</tbody>
</table>

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>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>41</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $28,811.00 plus a notional (not included in the calculation) 78 days of staff release to attend PD activities. Additionally, significant and extensive professional development was undertaken at no cost during student free days.

The major professional development initiatives are as follows:

- Literacy, a major focus in 2011 involved attendance of our school’s reading coach at Regional PD, staff PD with the reading coach, large numbers of individual teaching staff and specialist support teachers attending PD on a range of literacy areas, reading PD for all teachers across a range of areas including administering the DNA to scaffold differentiated teaching in reading.
- Numeracy, a major focus in 2011 involved all staff undertaking First Steps in Mathematics-measurement professional development sessions in their own time
- ICT training in the use of Smartboards for all new teaching staff
- Science professional development for all year 4-7 teachers as a Science Spark School, and Earthsmart PD
- One School professional development for all teaching staff
- Extensive professional development and learning opportunities in areas of general teaching including differentiation, behaviour support, curriculum issues
- Special needs professional development for classroom and SEP teachers
- Awareness and implementation of the National Curriculum was extended to the C2C in readiness for 2012
- Cultural awareness
- Code of Conduct training and Child Protection training
- EQ Roadmap and its application to our areas of focus
- Use of cleaning equipment

All teaching and non-teaching staff in professional development activities during 2011. The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2011 school year. This lower than usual retention level was a result of a reduction in the number of classes in the school as enrolments reduced from a peak of over 830 to 670 with the opening of a new school in our suburb.
Our staff profile

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.

Where it says 'Search by school name', type in the name of the school 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 given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate 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>
</tr>
</thead>
<tbody>
<tr>
<td>91%</td>
<td>91%</td>
<td>91%</td>
<td>89%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
</tr>
</tbody>
</table>

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.

Collingwood Park State School rolls are marked at classrooms twice daily. Data from rolls is then recorded on SMS by office staff twice weekly. Late arrivals and early departures are also recorded on rolls. Students departing early must be signed out at the office. This information is then correlated with roll records. In the case of unexplained absences, parents are contacted by phone. Sustained absences are followed up by the administration by phone or by letter. Formal action is taken where necessary.

In keeping with our school belief that “every day counts”, much care is taken to monitor student absences and patterns of absence as non-attendance can have a detrimental effect on student progress.
Performance of our students

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/](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.

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.

2011 Achievement highlights include:

- For percentage above the National Minimum Standard, the school exceeded its negotiated NAPLAN targets in Year 3 Reading, Writing, Spelling and Numeracy, in Year 5 Numeracy and in Year 7 Writing, Spelling, Grammar and Punctuation, and Numeracy.
- For percentage in the Top Two Bands, the school exceeded its targets in Year 3 Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, in Year 5 Reading and Writing, and in Year 7 Reading and Numeracy.
- It was especially noteworthy that the percentage of year 3s in the top two bands in Reading, Writing, Spelling, and Grammar and Punctuation was 33% or more, while 34% of year 7s achieved the top two bands in year 7 Numeracy and 25% were in the top two bands in Reading.
Achievement – Closing the Gap

Attainment:

In 2011 Collingwood Park State School had 40 children of Aboriginal and Torres Strait Islander heritage. This represents less than 6% of the total school enrolment and provides for very small cohorts of children in each year level. An analysis of data from year level to year level and from one year to the next can be misleading as the numbers in each cohort can be very different.

Our school has a keen focus on halving the gap between indigenous and non-indigenous results in NAPLAN as well as providing in general for the educational needs of Aboriginal and Torres Strait Islander children. Indigenous results in NAPLAN are often above State average and comparable to the National average in some areas.

In 2011, although there were no indigenous children in the top two bands of Reading in years 3 and 5, 100% were above the national Minimum standard at both year levels. There were seven indigenous children in each year level. Although the school’s Mean Scale Score Closing the Gap target was not reached in year 3, the targets for the National minimum Standard was exceeded. In year 5 and year 7, all targets were achieved.

Of the four indigenous children in year 7, one achieved Band 9, the top band of NAPLAN in Reading while two achieved Band 7. In Numeracy, three of the four achieved the top two banding of Bands 8 and 9. 100% achieved the National Minimum standard.

Attendance and Retention:

Retention rates for indigenous students are above non-indigenous rates. In 2008, there was a 2% difference between indigenous and non-indigenous attendance rates. This reduced to 1% in 2009 and 2010 and increased to 3% in 2011, a result affected by the attendance of one student.

Families with Aboriginal and Torres Strait Islander background in our school are interested in their child’s education, want only the best for their children and are supportive of the efforts of the school to provide educationally for their children. Past students have achieved well at secondary and tertiary levels, with one recently graduating from the University of Queensland with a double degree in Arts/Law. Each year for the past four years, an indigenous student has been one of the school captains as a result of their high degree of confidence, leadership, responsibility and suitability for the position.

The focus of our school is on ensuring that each of our indigenous students achieves the best possible outcomes. To achieve this, each student is carefully tracked through assessment and attendance data, individual needs are identified and support provided where necessary to ensure that the best possible outcomes are achieved.