

Collarenebri Central School

Annual Report



2016



1589

Introduction

The Annual Report for **2016** is provided to the community of **Collarenebri Central School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Bob Lange

Principal

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School background

School vision statement

Collarenebri Central School focuses on excellence in a safe, respectful and welcoming environment. The school and the community are committed to working in partnership to build a positive and supportive school culture. Effective communication is seen as critical. Our school and community are committed to building an educational setting where students are happy, attending, engaged in learning and striving to do their best at all times. We are dedicated to embedding cultural awareness within the curriculum. A partnership in guiding the school is highly valued as a vehicle for enhancing quality teaching and learning.

School context

Collarenebri Central School is set in a small rural and isolated community servicing students K–12. It is located 75km north east of Walgett and 142km west of Moree. Students are drawn from the township and surrounding farms. Collarenebri Central School, with Mungindi Central School, Boggabilla Central School and Goodooga Central School comprise the Northern Borders Senior Access program for students in Years 11 and 12, providing access to a wider curriculum for our senior students. Our student body comprises 86 students, 78.7% of whom identify as Aboriginal. Family and Educational Index (FOEI) is 188 and is in the 100% range.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions. We have also developed strong partnerships with of our Aboriginal community to successfully increase participation and contribution in learning at the school.

In the domain of Teaching, our efforts have been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Stages. The use of technology for learning, the importance of data analysis to inform decision–making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing evidence–based practice through their reflections and evaluations of our collective work.

In the domain of Leading, our efforts have been in developing leadership capacity within the teaching and non–teaching staff. A number of our school community have been in relieving leadership roles.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework>

Strategic Direction 1

Quality Teaching and Succession Planning

Purpose

Quality teaching practices engage students in learning. They increase student skills, knowledge and understanding of the content within each course studied from Kindergarten to Year 12. A curriculum embedded with quality teaching practices and Aboriginal perspectives is necessary to help ensure a purposeful and successful schooling experience for Collarenebri Central School students.

Overall summary of progress

- Professional learning on assessments for learning, embedding literacy and numeracy across the curriculum.
- Early Action for Success played a vital role in the development of Literacy and Numeracy skills for our Kindergarten, Year One and Year Two students. Year 3 NAPLAN reading, writing and numeracy, are the first cohort who have been EAfS (and L3 and TEN) from K–2 and they had the lowest percentage of students below NMS in the last 5 years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student assessment will indicate growth on literacy and numeracy continuums for 100% of students.	<p>In 2016 we achieved:</p> <p><i>Reading</i></p> <ul style="list-style-type: none">• Kindergarten reading level 8 or above = 60% (up from 14% in 2015)• Year 1 reading level 18 or above = 11%• Year 2 reading level 22 or above = 64% <p><i>Writing</i></p> <ul style="list-style-type: none">• Kindergarten writing cluster 4 or above = 80% (up from 33% in 2015)• Year 1 writing cluster 6 or above = 0%• Year 2 writing cluster 8 or above = 11% <p><i>Numeracy</i></p> <ul style="list-style-type: none">• Kindergarten at or above perceptual counting = 100% (up from 71% in 2015)• Year 1 at or above figurative counting = 100%• Year 2 at or above counting on and back = 100%	\$30,000 Early Action for Success

Next Steps

- Staff to be engaged in data collection and collaborative practice.
- Training of secondary staff on PLAN and the collection and analysis of data.
- Early Action for Success to be part of Year 3 literacy and numeracy.
- Aboriginal perspectives embedded in whole school curriculum.

Strategic Direction 2

Wellbeing of Students and Staff

Purpose

To support all students to become self-regulated learners. Achieved through the development of systematic whole school programs, increasing teacher capacity and engaging students by making learning irresistible with meaningful learning opportunities.

Overall summary of progress

Mindmatters/Kidmatters framework introduced up to Stage 2 of the program across K-12

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Kids' Matter philosophy will be apparent throughout relevant school policies and negotiated school and class rules.	Staff have a demonstrated understanding of Stages 1 and 2 of the Kidmatters and Mindmatters framework. Staff reviewed Scope and Sequence and initial lessons and were trained in lesson delivery	\$5000

Next Steps

- Formation of a consortium involving FACS, Police, Health, EACG, AMS, Walgett Paediatrician and MPS to coordinate services to families and students requiring support.
- Wellbeing Team members to be trained in Kidmatters and Mindmatters.

Strategic Direction 3

Community Engagement

Purpose

Collarenebri Central School has a large government presence in Collarenebri. It is one of the largest employers of local residents and has the highest rate of interaction with community members of any other town-based organisation. Positive community engagement is essential to build positive attitudes within students towards their education and to provide special learning experiences unique to Collarenebri Central School that inculcates a deep sense of pride in who they are and where they are from.

Overall summary of progress

The school has now a strong working relationship with the local AECG and LALC.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Community input is valued through a process of consultative decision making and is reflected in the school plan and in school life.	Localised Agreement between Collarenebri AECG and Collarenebri Central School. Informal discussions – commenced at beginning of year. Changes in leadership during the year led to no further progress. The school has a strong working relationships with the local AECG.	Nil

Next Steps

- Local agreement between the school and AECG.
- Continue to expand the opportunities for parents/carers to participate in school activities.
- Ongoing review and reflection of school community communication, information sharing and community engagement practices.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have a Personalised Learning Plan (PLP)</p> <p>School Learning Support Officers (2.5) continue to be part of the intervention programs in literacy and numeracy</p> <p>Canteen subsidised throughout the year.</p> <p>Breakfast Club</p>	<p>Total Ram Allocation:</p> <p>\$215 225</p> <p>Allowances</p> <p>AEO: \$64 388</p> <p>SLSO: \$143 966</p> <p>Canteen: \$5 500</p> <p>Breakfast Club: \$1370</p>
Low level adjustment for disability	<p>Disability funding used to fully fund a Learning and Support Teacher (LAST).</p> <p>Appropriate learning adjustments to learning programs were compliant to the requirements if the National Consistent Collection of Date.</p>	<p>Total Ram Allocation:</p> <p>\$124 301</p> <p>Allowances:</p> <p>LAST: \$71 415</p> <p>Employment of additional staff: \$52 886</p>
Socio-economic background	<p>During 2016, 72% of the socio-economic funding was used to employ extra staff.</p> <p>The remainder of the allocation was used to subsidise the canteen, excursion fees, uniforms and buses.</p> <p>Each of these initiatives has helped to mitigate socio-economic disadvantage.</p>	<p>Total RAM allocation:</p> <p>\$210 725</p> <p>Allowances</p> <p>Buses: \$10 000</p> <p>Canteen: \$5 000</p> <p>Excursions: \$35 000</p> <p>Employment of additional staff:</p> <p>\$152 336</p> <p>Uniforms:</p> <p>\$12 389</p>
Support for beginning teachers	<p>Extra release time to allow teachers to concentrate on achieving proficient teaching standards</p> <p>Professional learning in curriculum areas and networking</p>	<p>Total RAM Allocation:</p> <p>\$17 147</p> <p>Funds Consumed:</p> <p>\$9 790</p> <p>Balance Carried Forward:</p> <p>\$7 357</p>
Early Action for Success	<p>Rebecca Raffie became Instructional Leader in Term 2.</p> <p><i>Training</i> – professional learning opportunities were provided to all K–2 staff with a focus on</p>	<p>Total RAM Allocation:</p> <p>\$ 63 759</p> <p>Funds Consumed:</p>

<p>Early Action for Success</p>	<p>training in the literacy and numeracy continua, L3 Kindergarten and L3 Stage 1. All staff K–6 were trained in Mathematics Building Blocks for Numeracy. Rebecca Raffie trained as a Targeted Early Numeracy (TEN)facilitator/trainer, new staff were formally trained and all K–2 staff participated in ongoing professional learning in the program. School–based professional learning sessions were conducted fortnightly by the Instructional Leader, for all staff K–6</p> <p><i>Intervention</i> – Every 5 weeks, students’ PLAN data was entered by class teachers and analysed by the Instructional Leader to plan interventions and support provided. This included but was not limited to extra in class support (for students and teacher) by the Instructional Leader or Learning and Support Teacher, SLSO support for targeted students, placement on MULTILIT for Year 2 students, Lessons in Phonics Instruction (LIPI) and TEN intervention provided by Mrs Zell and Mrs Scot.t.</p> <p>Mrs Zell supported teachers by team teaching in Numeracy sessions and working with small groups of targeted students. Her time was also utilised to release the K–2 teachers for an additional hour each week to work with the Instructional Leader to target individual professional learning needs. She also conducted the ‘Blast Into Kindy’ Kindergarten transition program in Term 4.</p>	<p>\$28 093</p> <p>Balance Carried Forward:</p> <p>\$35 656</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	44	45	39	35
Girls	52	49	50	53

Trend data indicates that since 2014 the number of boys enrolled at Collarenebri Central School has declined while the number of girls has been rising.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	88	84.8	75.2	84.6
1	80.4	90.7	89.9	73.4
2	77.1	88.1	90.8	89.3
3	82.5	80.6	87.7	86.1
4	87.8	92.5	81.2	91.2
5	82.9	78.4	84.1	78.4
6	73.5	83.8	92.3	85
7	86.9	72.5	70.3	79.5
8	81.7	77.8	73.1	64.5
9	47.5	50.9	73.8	74.1
10	75.8	48.4	55.5	55.5
11	68.4	76.6	42.7	45.4
12	75.9	61	66.3	54.4
All Years	75.4	73.9	74.4	73.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Management of non-attendance

Attendance in Semester 2 improved. Year 11 and 12 attendance was affected by a number of students who did not attend school during the year.

AEO, HSLO's and executive home visits.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	16
Employment	0	0	16
TAFE entry	0	0	0
University Entry	0	0	66
Other	0	0	0
Unknown	0	0	0

Six students completed their Higher School Certificate in 2016. Four students were successful in gaining early entry into University of New England.

Year 12 vocational or trade training

Through the NBSA and TAFE students were able to access vocational education course suited to their interests.

Chanell Stuart – Hospitality, Retail Services and Skills for Work and Vocational Pathways.

Tanayah Peters – Retail Services, Exploring Early Childhood

Carl Mason and Jason Wright – Primary Industries and Primary Industries Specialisation Study.

Year 12 attaining HSC or equivalent

Jayden Flick, Carl Mason, Tanayah Peters, Tyra Ramien, Chanel Stuart and Jason Wright completed Year 12 and were successful in attaining their HSC. This equates to 100% of students achieving the HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	2.75
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.47
School Administration & Support Staff	4.48
Other Positions	4

*Full Time Equivalent

The school has Aboriginal employees in the following positions: Assistant Principal, classroom teacher, Aboriginal Education Officer and three School Learning Support Officers.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

Professional learning targeted:

Early Action for Success (EaFS) strategies (eg. L3)

VET staff through network meetings and workplacements to update currency.

Teacher accreditation covers beginning teachers and staff maintaining their proficient level.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	321 051.38
Revenue	2 299 459.58
(2a) Appropriation	2 246 614.40
(2b) Sale of Goods and Services	31 628.03
(2c) Grants and Contributions	16 228.43
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	4 988.72
Expenses	-2 103 864.31
Recurrent Expenses	-2 103 864.31
(3a) Employee Related	-1 771 809.79
(3b) Operating Expenses	-332 054.52
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	195 595.27
Balance Carried Forward	516 646.65

Relieving School Administration Manager and Relieving Principal were supported by a SAM from another school, Ian Reeves and SAP. Support was through transfer of duty, technology and contacting SAP support staff. This allowed the school to monitor financial management processes and governance structures to meet financial policy requirements.

The school received a number of employee related reimbursements.

Balance carried forward will be used to fund operating expenses such as K-12 teaching and learning programs.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 340 004.81
Base Per Capita	5 250.07
Base Location	51 005.47
Other Base	1 283 749.28
Equity Total	527 508.05
Equity Aboriginal	215 225.22
Equity Socio economic	210 725.96
Equity Language	0.00
Equity Disability	101 556.87
Targeted Total	35 621.16
Other Total	301 564.37
Grand Total	2 204 698.39

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

Literacy and numeracy achievement against the literacy and numeracy continuums

Milestones 2016

Kinder reading level 8 or above = 60% (up from 14% in 2015)

Year 1 reading level 18 or above = 11%

Year 2 reading level 22 or above = 64%

Kindergarten writing cluster 4 or above=80% (up from 33% in 2015)

Year 1 writing cluster 6 or above= 0%

Year 2 writing cluster 8 or above= 11%

Kinder at or above *perceptual counting* =100% (up from 71% in 2015)

Year 1 at or above *figurative counting* =100%

Year 2 at or above *counting on and back* =100%

In Year 3 NAPLAN reading , writing and numeracy the 2016 cohort are the first group of students who have been part of EAfS (and L3 and TEN) from K–2 and they had the lowest percentage of students below NMS in the last 5years.

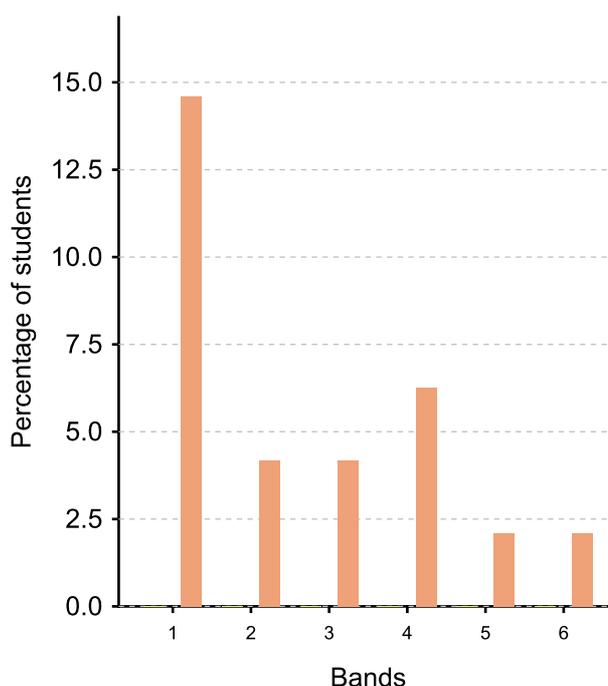
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

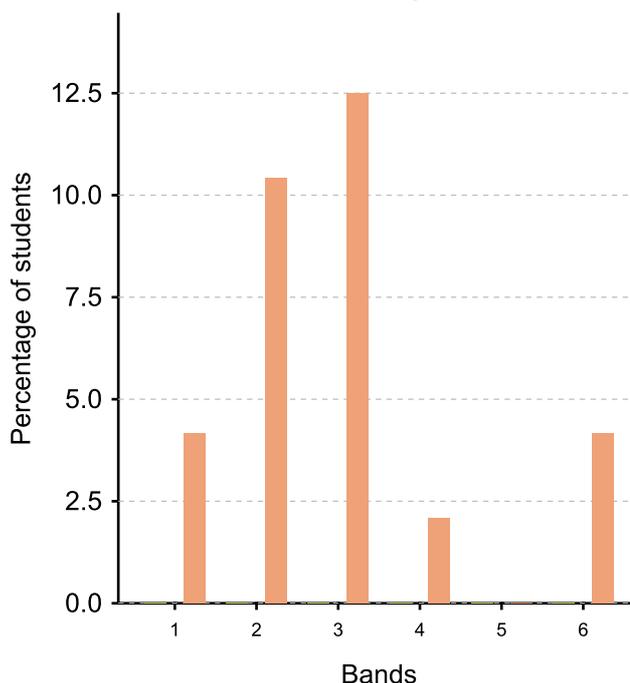
Literacy – Percentage of students:

- **Below the National Minimum Standard (bottom band):** Year 3 – Reading – 0%, Writing – 0%; Year 5 – Reading – 33%, Writing – 50%; Year 7 – Reading – 33%, Writing – 50%, Year 9 – Reading 33%, Writing – 60%.
- **At the National Minimum Standard (2nd bottom band):** Year 3 – Reading – 50%, Writing – 0%; Year 5 – Reading – 34%, Writing – 38%; Year 7 – Reading – 34%, Writing – 0%; Year 9 – Reading – 50%, Writing – 40%
- **At proficiency (top 2 Bands):** Year 3 – Reading – 0%, Writing – 50%; Year 5 – Reading – 0%, Writing – 0%; Year 7 – Reading – 0%, Writing – 0%, Year 9 – Reading – 0%, Writing – 0%

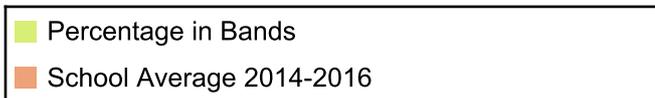
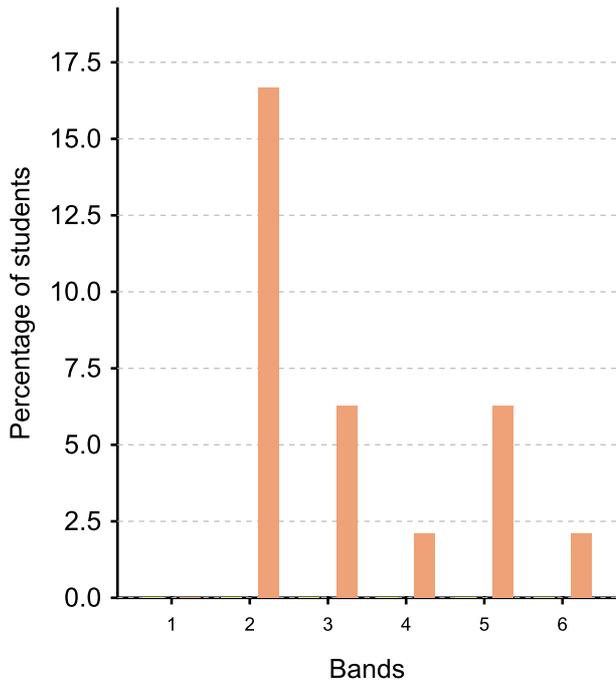
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 3 Reading

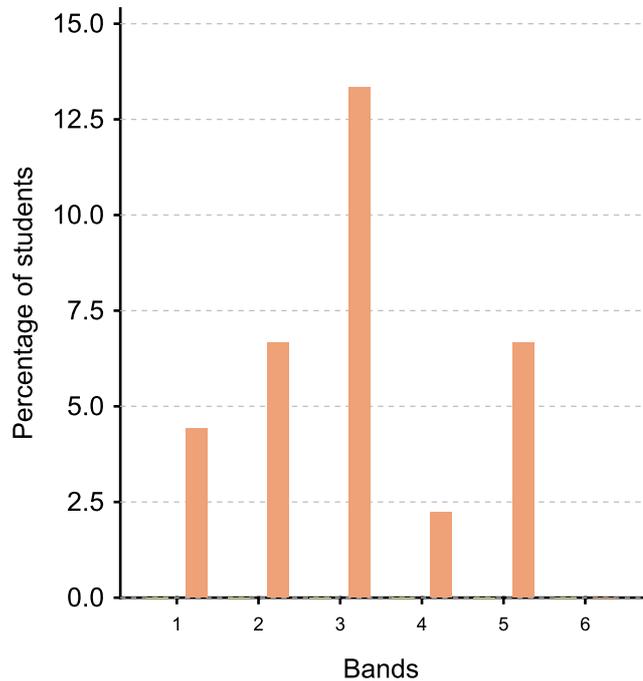


Percentage in bands:
Year 3 Spelling

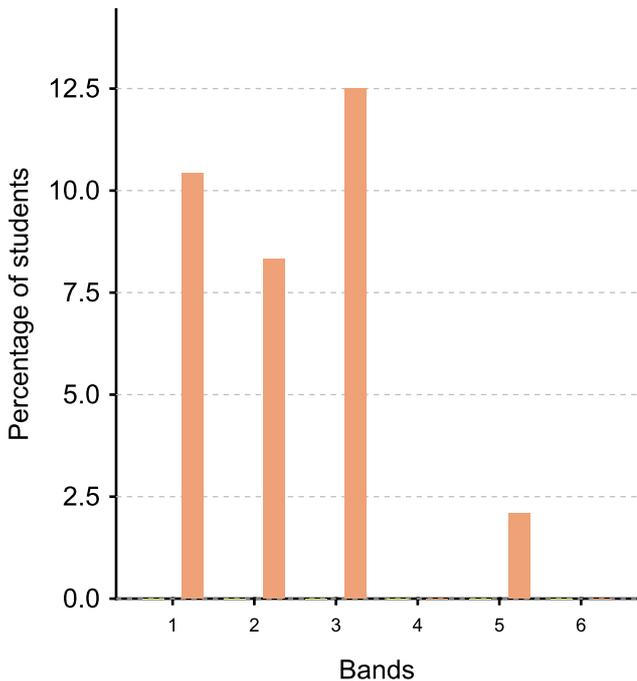


- 50%; Year 9 – Numeracy – 83%
- **At proficiency (top 2 Bands):** Year 3 – Numeracy – 0%; Year 5 – Numeracy – 0%; Year 7 – Numeracy – 0%; Year 9 – Numeracy – 0%

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 3 Writing



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Collarenebri Central School in the Find a school and select GO to access the school data.

Premier's Priorities: Improving education results and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands:

In 2016, 50% of Year 3 students achieved Band 3 in Writing.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

In 2016, six students completed their HSC.

Students achieved seven Band 2, six Band 3 and one Band 4.

VET course achievements – Certificate II Hospitality (1), Certificate II Retail Services (1), Certificate II

Numeracy – Percentage of students:

- **Below the National Minimum Standard (bottom band):** Year 3 – Numeracy – 0%; Year 5 – Numeracy – 0%; Year 7 – Numeracy – 17%; Year 9 – Numeracy – 17%.
- **At the National Minimum Standard (2nd bottom band):** Year 3 – Numeracy – 50%; Year 5 – Numeracy – 44%; Year 7 – Numeracy –

Parent/caregiver, student, teacher satisfaction

In 2016, the school has seen an increase in school community support of activities throughout the year. Student numbers have also increased in K–6 and Year 7–12 in Semester Two.

The majority of students attend school on a regular basis and are happy. Attendance in Term 3 reflected students willingness to attend school.

Overall, the school community interactions with the school are positive and supportive. School community members have expressed concern that bullying is becoming an issue.

Anticipated enrolments in 2017 are one hundred and twelve students (K–6: 80 students, 7–12: 32 students).

Policy requirements

Aboriginal education

Collarenebri Central School has 78% of student population that identify as Aboriginal.

- To cater for the learning needs of our students an inclusive curriculum is available K–12.
- As 66% of our students are in K–6, there is a strong commitment to improving growth in literacy and numeracy with resources used to fund Early Stage 1 (K–1), Stage 1 (Year 1–2), Stage 2 (Year 3–4) and Stage 3 (Year 5–6) classes.
- K–6 staff supported by Aboriginal School Learning Support Officers (SLSO).
- Students experience cultural activities through Harmony Day, NAIDOC Day, Moorimbilla, Sista Speak, School Spectacular.
- Teaching and non teaching staff participate in Connecting to Country days.
- Staff are encouraged to and invited to attend Collarenebri AECG meetings.

Multicultural and anti-racism education

The school community celebrates Harmony Day with an assembly, student performances, guest speaker(s), cutting of the cake, BBQ, student displays and activities throughout the day. The assembly was well supported by the school community.

The school has an ARCO and there is a strong focus on ensuring that all students are respectful to the cultural diversity of the school.

Staff participate in cultural awareness and connecting to country programs.