

Collins Creek Public School

Annual Report



2016



1593

Introduction

The Annual Report for **2016** is provided to the community of **Collins Creek 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.

Toni Carter

Principal

School contact details

Collins Creek Public School

480 Collins Valley Road

Collins Creek, 2474

www.collinsck-p.schools.nsw.edu.au

collinsck-p.School@det.nsw.edu.au

6633 1278

Message from the school community

Collins Creek Public School experienced 2016 as a year of growth and involvement, with outstanding contributions from families and community, with supported enjoyable activities, fresh ideas and implementations.

After a progressive 2015, the P & C re-assembled with a bunch of fresh faces, and with the support of the whole school community to achieve the following outcomes:–

- Catering for the COLOURSS Social in April.
- Catering for the COLOURSS Cultural Day in August – with arguably the best cake stall Kyogle has ever seen!
- Extremely successful street stall in Kyogle in May.
- Weekly school lunch provided by volunteers of the P & C.
- School excursion to Currumbin Wildlife Sanctuary/Tree Tops Challenge.
- Catering for Teacher Training Day.

The P & C allocated funds this year from the successful Volunteers grant application provided by Department of Social Services to purchase a new pump, fuel vouchers, laptops, a heater, hose fittings and cutlery. Successful fundraising over the course of the year allowed the P & C to purchase books and gifts at Christmas–time for all students, teachers and volunteers in the school. We also continued our yearly tradition of purchasing fruit trees for new students to the school to be able to plant and nurture in the school orchard, and participate in its growth and fruition. We were also able to fund a subscription of computer maths software for the children to continue their expanse into the wonderful world of technology and its fun and functionality in their learning goals.

We look forward to our final fundraiser of the year, where we will be catering for a Teacher Training event to be held at the school at the end of Term 4.

For a small school, Collins Creek has a dedicated group of people, who have offered their time, services, and wonderful energy at every available opportunity – I am very grateful to everyone, parents, teachers, students and the community, who shared time, energy, support and happy memories in 2016!

Tamara Tiffin CCPS P&C.

School background

School vision statement

CCPS vision is to develop an inclusive challenging, creative, caring and differentiated learning environment that promotes a passion for lifelong learning and emphasises capabilities of critical and creative thinking, ethical understanding, information and communication capability, intercultural understanding, Literacy, Numeracy and personal and social capability.

We aim to enable feelings of success and the confidence in students to navigate their way as global citizens, utilising 21st century capabilities.

Our vision is to embrace the principles of ecological sustainable development and the Nine values for Australian Schooling (Care and Compassion, Doing your Best, Fair Go, Respect, Responsibility, Understanding, Tolerance & Inclusion, Integrity, Honesty and Trustworthiness).

School context

Collins Creek Public School is a small rural school, with a holistic view of education.

From 2014 to 2016 the school hosted a weekly playgroup for the wider community to strengthen community relationships. In 2017 the school has paused playgroup, but is open to hosting in the future. Kindergarten orientation is held in Term 4 each year.

Collins Creek Public school is a proud member of the Community of Learners of Upper Richmond Small Schools (COLOURSS). It comprises of –Wiangaree, Afterlee, The Risk, Barkers Vale, Rukenvale and Collins Creek Public Schools. COLOURSS' program is an enrichment and engagement program offering a range of activities across key learning areas in each calendar year.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the domain of Learning the school's self-assessment is consistent with the evidence presented in two elements and is validated using the School Excellence Framework. In the element of Learning Culture and Curriculum and Learning the evidence presented indicates the school is operating at the Excelling stage. In Wellbeing the evidence presented indicates the school is operating at the Sustaining and Growing stage.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented in one element and is validated using the School Excellence Framework. In the element of Effective Classroom Practice and Learning and Development the evidence presented indicates the school is operating at the Sustaining and Growing stage. In Data Skills and Use and Collaborative Practice the evidence presented indicates the school is operating at the Excelling stage.

In the domain of Leading the school's self-assessment was not consistent with the evidence presented using the School Excellence Framework. In the elements of Leadership, School Planning, School Resources, Management Practices and Processes the evidence presented indicates the school is operating at the Excelling stage.

Our self-assessment and the external validation 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

LEARNING FOR ALL– Innovative, resourceful, reflective learners and curriculum.

Purpose

To empower each student with essential skills and attributes to adapt to a rapidly changing world through the provision of an optimal learning & teaching environment. Which explicitly teaches creative thinking, fosters deep, logical thought, independence and which enables students to achieve their personal goals. We will focus on building student and staff capacity in understanding and integrating Literacy and Numeracy continuums into class programs.

Overall summary of progress

100% of students all participated and achieved success in personal learning projects reflecting cross curricular outcomes. In Literacy and Numeracy all students showed growth and progression as evidenced in school assessments, student portfolios and work samples.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">100% of students have a data driven learning plan in literacy and numeracy and are being regularly reviewed against plan data	Regular reviews of PLAN data demonstrate 100% of students have a dataplan. The review of PLAN data and I Can booklets informs the Dataopoly and learning goals. Student assessments undertaken , collated into assessment records, Surveys undertaken & analysed.	English language proficiency \$2908.40
100% of parents have an understanding of their child's learning goals.	Students set goals with teachers and relayed to parents in semester report cards & communication books. Feedback sort from parents in 3 way conferences. Agenda items for P&C. Surveys demonstrate parents are informed of student goals, which are reported on in Semester Report Cards	Community consultation \$1876.41
100% of Year3–6 students engage in project based learning.	All students from Year 4 – 6 participate in Personal learning time (PLT) timetabled once a week where they explore personal topics of interest. Ongoing assessed projects across KLA's for Kindergarten to Year 6.	Low level adjustment for disability \$650.00 Global Funds \$20000

Next Steps

Through analysis of NAPLAN & school based assessments, a trend of under achieving in spelling has been identified. The school is addressing this through adjustment of timetable and targeting spelling strategies across KLA's. Small group sizes for instructional spelling activities with an emphasis on a multi-sensory approach.

In the Stage 3 cohort many are working beyond stage 3, as a consequence staff are familiarising and integrating Stage 4 outcomes across the curriculum.

In 2017, Learning Goals will be extended to include the numeracy continuum and further strategies explored to communicate these to parents.

Emphasis on synthesise of SEMP into project based learning with a focus on coding and robotics and strengthening the schools' link to Southern Cross University – Junior Robo-Cup and up skilling staff.

Strategic Direction 2

SUSTAINABILITY OF SYSTEMS–Wellbeing and sustainability of people and place.

Purpose

To strengthen sustainability of school culture by parents and staff having an active role in improving student learning and the school environment, with an emphasis on preparing student to be critical, ethical thinkers who are literate, numerate, socially, environmentally and culturally aware.

To support all staff in their development and capacity to deliver best practices in education and the work environment.

Overall summary of progress

Teaching staff have a PDP relating to CCPS School Plan and updated IT skills.

Year 3–6 students engaged in project learning. 100% students had access to music tuition in a range of instruments.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% SASS and teaching staff engage in IT.	Preparation for LMBR with office hardware upgraded. Staff professional learning in Robotics and coding.	Computer Co–ordinator funds –\$4656 TPL– \$1000
100% students are engaged.	Student driven learning through integration of PLT (personal learning time) into timetable, project based learning, student generated open ended discussions, Pass the Beat music program and Student Council has lead to student wellbeing and engaged learners.	Global Funds \$18578.98
Teaching staff present an annual performance and development plan with clear links to the Professional standards for Teachers, Principal standards, and the school plan.	The Performance Development Framework (PDP) provided opportunities for staff to engage in a deeper reflective process and the setting of goals that align with the School's strategic directions.	TPL– \$2070.98

Next Steps

Formalise lesson peer observations & type of feedback and align with staff's PDP. Professional Learning for Principal on non teaching staff PDP development.

As part of COLOURSS community of learners' PBL project the 2017 focus is on developing signage and lessons to be delivered across the wider Kyogle Community of schools. Professional learning on the Wellbeing Framework.

Report cards will be updated to incorporate COLOURSS Positive Behaviour for learning (PBL) language.

Ongoing reorganisation of designated learning spaces to create effective learning environments to promote Future Learning skills. More efficient access of teaching resources for staff.

In Sustainability of Innovation the school will ensure ongoing successful implementation of student centred project based learning and ICT integration. This will be expanded to incorporate Robotics and coding.

Staff will ensure all students are given access to a broad range of extracurricular activities, with an expectation of high levels of student engagement across key learning areas.

Strategic Direction 3

COMMUNITY ENGAGEMENT–Dynamic educational community culture

Purpose

To provide learning opportunities as an educational community by fostering learning partnerships to overcome rural and remote challenges, whilst celebrating small schools strengths to maximise each student's academic, emotional and social potential.

To strengthen relationships between the school and the broader Collins Creek community by promoting the school as a central community hub.

Overall summary of progress

COLOURSS activities supported by Community of Schools, parents and all staff.

P&C were actively involved over the year catering for Cultural Day and other activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% students and parents value and are confident participating in COLOURSS activities.	High participation in events. Evaluations undertaken at COLOURSS meeting and community surveys sent out. Feedback sought through P&C, Facebook and students on engagement.	Global funds– \$1000
100% staff involved in COLOURSS initiatives.	All staff participated in COLOURSS activities and were active participants in all events.	Global Funds– \$1200

Next Steps

The school will work across COLOURSS & Kyogle COS to implement a shared approach to support wellbeing, inclusion, engagement and transition of all students, including setting behavioural expectations.

Through involvement in COLOURSS' PBL project the school will develop teachers' understandings of positive classroom behaviour and engagement practices, ensuring students have the tools & skills to develop positive & self-regulating behaviour.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	Enhanced opportunity for students to achieve outcomes across the Curriculum through small group tuition.	\$2908.4 • English language proficiency (\$0.00)
Low level adjustment for disability	Inclusivity in teaching programs.	\$650 • Low level adjustment for disability (\$650.00)
Quality Teaching, Successful Students (QTSS)	No allocation	
Socio-economic background	Small group sizes for specific instruction in Literacy & Numeracy.	\$788.68 • Socio-economic background (\$788.68)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	4	3	0	4
Girls	9	10	8	10

Student attendance profile

School				
Year	2013	2014	2015	2016
K	87.1	100	96.1	94.1
1	87.4	100		95.2
2	87.8	95.1	92.5	
3		94	98.5	93.5
4			96.3	90.6
5	89.9	100		94.1
6	74.2	94.6		
All Years	86.9	96.1	96	93.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7		93.9
2	94.7	94.9	94	
3		95	94.1	94.2
4			94	93.9
5	94.5	94.8		93.9
6	94.1	94.2		
All Years	94.7	94.8	94	94

Management of non-attendance

Most parents notify for absences through notes, text or by telephone. For absences that have no notification parents are sent home days of absences. for their approval and feedback.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.2
Other Positions	0

*Full Time Equivalent

Currently the workforce at CCPS does not consist of formally recognised staff of Aboriginal descent.

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	

Professional learning and teacher accreditation

Professional learning was undertaken by CCPS staff in the areas of PBL and the Wellbeing Framework, Management Plan and attendance at COLOURSS/CLASS network days.

Staff had training in coding and Robotics to prepare for Science week theme Drones, Droids & Robotics.

All staff remain updated on mandatory courses and participated in the COLOURSS staff development day in Term 4 organised and held by CCPS.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to Collins Creek School and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	46 733.53
Global funds	41 073.04
Tied funds	14 295.95
School & community sources	10 251.88
Interest	985.22
Trust receipts	726.00
Canteen	0.00
Total income	114 065.62
Expenditure	
Teaching & learning	
Key learning areas	18 578.98
Excursions	796.08
Extracurricular dissections	3 099.09
Library	380.22
Training & development	752.92
Tied funds	16 816.28
Short term relief	712.82
Administration & office	17 615.11
School-operated canteen	0.00
Utilities	5 145.30
Maintenance	1 214.15
Trust accounts	680.88
Capital programs	0.00
Total expenditure	65 791.83
Balance carried forward	48 273.79

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

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.

It must be noted here that the number of students who sat for the NAPLAN is so small that trend and group analysis do not provide reliable or informative data and

alongside privacy reasons the data will not be published. Individual differences are noted and form the basis of classroom programs.

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 the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Surveys were provided to parents for feedback on cross curricular capabilities, learning goals and yearly events. Some confusion among parents in regards to NSW Curriculum priorities & capabilities. The school needs to further unpack this with parents in P&C, newsletters and 3 way conferences. The majority of parents are strongly supportive of COLOURSS initiatives and regard these activities as enhancing their child's school experience. Parents feel strongly that they can participate in decisions that affect their child in school. In regards to the yearly timetable of events parents are supportive of the end of year concert staying at the end of the year. Parents respond that they would like the school to continue to teach the virtues, research skills and critical thinking. The majority of survey results show the music program is valued, but parents would like to see it extended with music homework being sent home to support what they are learning in their music sessions.

Policy requirements

Aboriginal education

Collins Creek Public practices and promotes an inclusive racism-free learning and work environment. The school places significant emphasis on the delivery of programs which promote racial tolerance and harmony. Collins Creek School integrates Aboriginal content through cross curricular themes in all Key Learning Areas and in accordance with the NSW Department of Education and Training mandatory Aboriginal Education Policy.

The library has an array of culturally appropriate Indigenous resources and reference books which are utilized in teaching programs. The school attended and supports Reconciliation Day and observes Sorry Day. COLOURSS held a celebration for Naidoc Day at Rukenvale Public School with a range of activities promoting cultural understandings.

Multicultural and anti-racism education

Culturally inclusive teaching practices and explicit teaching of the multicultural aspect of Australian society

is incorporated into the curriculum through class themes, discussion and activities based around the weekly BTN program. A special project undertaken in 2016 involved students researching their family trees and heritage and this lead to a dress up Multicultural Day. Students also celebrate festivals from around the World, which included Dragon dance for Chinese New Year and chalk drawings for Diwali, an Indian celebration of light.