Collarenebri Central School

Annual Report

2017

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Introduction

The Annual Report for **2017** 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 112 students, 80% of whom identify as Aboriginal. Family and Educational Index (FOEI) is 198 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 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 the following:

- In the domain of Learning the school's self–assessment is consistent with the evidence presented in3 element/s and is validated using the School Excellence Framework. In the element of Wellbeing the evidence presented indicates the school is operating at the Delivering stage. In the element of Student Performance Measures the evidence presented indicates the school is operating at the Delivering stage.
- In the domain of Teaching the school's self–assessment is consistent with the evidence presented and is validated using the School Excellence Framework.
- In the domain of Leading the school's self–assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide

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

- Continued the strategy of having four classes – Kindergarten, Year 1/2, Year 3/4 and Year 5/6.
- Employed an above establishment K–6 teacher giving the opportunity to focus on intervention strategies in literacy and numeracy.
- Instructional Leader is part of the school leadership team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student assessment will indicate growth on literacy and numeracy continuums for 100% of students.	• EAfS – $93,223 • Equity – $31,074	• Instructional Leader has supported K–2 teachers and students in working towards achieving 100% growth. • Growth in literacy and numeracy K–2. • NAPLAN results indicate individual growth albeit that students are below the state in bands achieved.

Next Steps

- Instructional Leader to work with K–12 staff on developing strategies to continue to improve the literacy and numeracy outcomes of students.
- All K–12 staff to be workshopped in Learning Progressions and PLAN2.
- Data analysis to become embedded in teaching practice

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

- Coordinators trained in Phase 2 of Kid's Matters
- K–12 staff workshopped in Kid's Matter philosophy.
- Working towards embedding the Kid's Matter philosophy in school operations

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Kids' Matter philosophy will be apparent throughout relevant school policies and negotiated school and class rules.	Equity – $2000	• Training in Kids Matter for two staff members (LaST and 7–12 CT) • Kid's Matter philosophy discussed and workshopped with K–12 staff

Next Steps

- Need to train new Kid's Matter coordinators due to trained coordinators transferring to other schools.
- Kid's Matter philosophy to be apparent throughout relevant school policies and negotiated school and class rules.
- K–12 staff workshopped in Kid's Matter philosophy
- Embedding the Kid's Matter philosophy in school operations

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

- Strong working relationship with the AECG (local and state)
- School community engaged in Harmony Day, NAIDOC celebrations, Connecting to Country, assemblies

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Community input is valued through a process of consultative decision making and is reflected in the school plan and in school life.	• $7500 (Equity) – Mural • $1000 (Equity) – Connecting to Country	• Continued to build up the strong working relationship with the AECG (local and state) • Community Hall Mural Project – students, staff, community members worked together in completing mural. • School community meetings on Anti–bullying • Connecting to Country

Next Steps

- Continued to build up the strong working relationship with the AECG (local and state)
- School Community based projects – students, staff, community members worked together .
- Localised AECG/School Partnership
- Tell them from me surveys

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	• $199,097	• AEO employed fulltime. • Aboriginal SLSOs (2) employed fulltime. • Strong working relationship with local AECG working in partnership to improve education opportunities for all students.
Low level adjustment for disability	• $101,895 (0.7 FTE (LaST) – staffing, 0.3 FTE – staffing)	• LaST 1.0 FTE • Delivery of intervention programs for students improving literacy, numeracy and social skills of targeted students.
Socio–economic background	• $207,291	• Employed an above establishment Kindergarten teacher (0.8FTE). • Funded additional SLSO's • Supported excursions, uniforms, breakfast and green lunches,
Support for beginning teachers	• $13,450	• Beginning teachers teaching allocation met DEC requirements • Induction program – mentoring • Access to professional learning and curriculum networks
Early Action for Success	• $93,223 (EAfS) • $31,074 (Equity)	• DP Instructional Leader – 0.6 FTE increased to 0.8 FTE through Socio–economic background funding • K–2 classroom teachers and students supported in working towards achieving targets. • K–2 teachers completed Stage 1 of their training in L3 and TEN • OPEL training for Year 3/4 teacher

Student information

Student enrolment profile

	Enrolments			
Students	**2014**	**2015**	**2016**	**2017**
Boys	45	38	35	47
Girls	49	49	52	60

The data indicates that the number of girls enrolled at Collarenebri Central School continues to rise.

Student attendance profile

School				
Year	**2014**	**2015**	**2016**	**2017**
K	84.8	75.2	84.6	79.1
1	90.7	89.9	73.4	87.2
2	88.1	90.8	89.3	79
3	80.6	87.7	86.1	88.7
4	92.5	81.2	91.2	89.4
5	78.4	84.1	78.4	82.7
6	83.8	92.3	85	80.7
7	72.5	70.3	79.5	83.2
8	77.8	73.1	64.5	68.8
9	50.9	73.8	74.1	53.4
10	48.4	55.5	55.5	76.2
11	76.6	42.7	45.4	50.7
12	61	66.3	54.4	72.2
All Years	73.9	74.4	73.7	78.4
State DoE				
Year	**2014**	**2015**	**2016**	**2017**
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

Management of non-attendance

Attendance in Year 10, 11 and 12 has increased. AEO, HSLO's and executive home visits; contacting parents via phone and mail in relation to absences or lateness has seen an overall improvement in the schools attendance rate.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	33
Employment	0	0	66
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 vocational or trade training

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

Jeffery Flick – Hospitality, PrimaryIndustries and Primary Industries Specialisation Study

Liam Peters – Hospitality, PrimaryIndustries and Primary Industries Specialisation Study

Serena Pluess – Hospitality

Year 12 attaining HSC or equivalent

Jeffery Flick, Liam Peters and Serena Pluess 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
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	8.42
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.5
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.49
Other Positions	0.1

*Full Time Equivalent

The school has Aboriginal employees in the following positions: Assistant Principal, Head Teacher Secondary Studies, classroom teachers (2), Aboriginal Education Officer and four 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	0

Professional learning and teacher accreditation

Professional learning targeted:

Early Action for Success (EAfS) strategies (eg. L3, TEN, OPEL)

VET staff throughnetwork meetings, workplacements to update currency and retraining in updated courses.

Teacher accreditationcovers 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 1 January 2017 to 31 December 2017.

	2017 **Actual** ($)
Opening Balance	516,647
Revenue	2,614,328
Appropriation	2,558,250
Sale of Goods and Services	35,582
Grants and Contributions	15,082
Gain and Loss	0
Other Revenue	0
Investment Income	5,414
Expenses	-2,471,477
Recurrent Expenses	-2,471,477
Employee Related	-2,051,212
Operating Expenses	-420,264
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	142,851
Balance Carried Forward	659,498

School Administration Manager and Principal were supported by Ian Reeves and SAP support staff. This allowed the school to monitor financial management processes and governance structures to meet financial policy requirements.

Balance carried forward will be used to fund operatingexpenses 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.

	2017 **Actual** ($)
Base Total	1,631,767
Base Per Capita	13,357
Base Location	54,684
Other Base	1,563,726
Equity Total	508,282
Equity Aboriginal	199,097
Equity Socio economic	207,291
Equity Language	0
Equity Disability	101,895
Targeted Total	0
Other Total	288,688
Grand Total	2,428,737

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Literacy – Percentage of students: • **Below the National Minimum Standard (bottom band):** *Year 3* – Reading – 46%, Writing – 23%; *Year 5* – Reading – 29%, Writing – 43%; *Year 7* – Reading – 33%, Writing – 100%, *Year 9* – Reading 60%, Writing – 75%. • **At the National Minimum Standard (2nd bottom band):** *Year 3* – Reading – 23%, Writing – 31%; *Year 5* – Reading – 42%, Writing – 0%; *Year 7* – Reading – 34%, Writing – 0%; *Year 9* – Reading – 20%, Writing – 0% • **At proficiency (top 2 Bands):** *Year 3* – Reading – 8%, Writing – 0%; *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

Band	1	2	3	4	5	6
Percentage of students	53.9	15.4	15.4	7.7	0.0	7.7
School avg 2015-2017	18.0	5.1	5.1	2.6	0.0	2.6

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	46.2	23.1	15.4	7.7	0.0	7.7
School avg 2015-2017	15.4	7.7	5.1	2.6	0.0	2.6

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	15.4	53.9	23.1	0.0	0.0	7.7
School avg 2015-2017	5.1	18.0	7.7	0.0	0.0	2.6

Percentage in Bands:

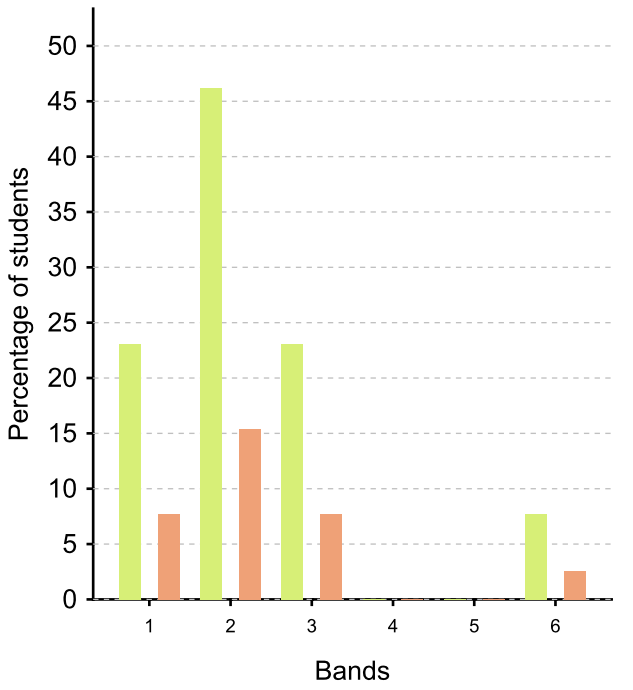
Year 3 - Writing

Band	1	2	3	4	5
Percentage of students	23.1	30.8	23.1	23.1	0.0
School avg 2015-2017	7.7	10.3	7.7	7.7	0.0

Numeracy – Percentage of students: • **Below the National Minimum Standard (bottom band):** *Year 3* – Numeracy – 23%; *Year 5* – Numeracy – 43%; *Year 7* – Numeracy – 0%; *Year 9* – Numeracy – 0%. • **At the National Minimum Standard (2nd bottom band):** *Year 3* – Numeracy – 46%; *Year 5* – Numeracy – 28%; *Year 7* – Numeracy – 75%; *Year 9* – Numeracy – 100% • **At proficiency (top 2 Bands):** *Year 3* – Numeracy – 8%; *Year 5* – Numeracy – 0%; *Year 7* – Numeracy – 0%; *Year 9* – Numeracy – 0%

Percentage in bands:

Year 3 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au 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 2017, 23% of Year 3 students achieved Band 4 in Writing and 57% of Year 5 students achieved Band 5 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 2017, three students completed their HSC.

VET course achievements – Certificate II Hospitality (3), Certificate II Agriculture (2)

Parent/caregiver, student, teacher satisfaction

In 2017, the school has seen an increase in school community support of activities throughout the year. The majority of students attend school on a regular basis and are happy. Overall, the school community interactions with the school are positive and supportive. School community members have expressed concern that bullying is still an issue. Anticipated enrolments in 2018 are one hundred students (K–6: 60 students, 7–12: 40 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 71% 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), Stage 1(Year 1–2), Stage 2 (Year3–4) 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, SistaSpeak, Bro Speak and School Spectacular.
- Teaching and non–teaching staff participated in Connecting to Country days and Certificate I Aboriginal Languages.
- School community and local community members joined students and staff in painting the Mural in the school hall. The NSW AECG and the school worked in partnership to ensure that the costs of completing the project were fully funded..
- Staff are encouraged to and invited to attend Collarenebri AECG meetings.
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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.