

Collins Creek Public School

Annual Report

2017



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Introduction

The Annual Report for **2017** 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.

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Message from the school community

Collins Creek P & C enjoyed another successful year in 2017, with commendable growth and involvement, and outstanding contributions from families and community.

The P & C allocated the remaining funds from the successful Volunteers grant application provided by Department of Social Services to purchase fuel vouchers, laptops, garden accessories, cutlery, a pump and headphones.

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 continued our yearly tradition of purchasing fruit trees for new students to plant and nurture in the school orchard. We funded a subscription of computer maths software for the children to continue their expance into technology and its fun and functionality in their learning goals. The P&C provided a Pizza Party for all students as a reward for their outstanding achievements in COLOURSS Athletics. Due to our successful fundraising, we also financed an excursion to Lismore Roller Skating Rink and Goonellabah Pool.

For a small school, Collins Creek has arguably one of the most 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 and the happy memories!

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

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.

The school has significant extra–curricular opportunities through Community of schools, supporting student development and aligning with the school plan. Implementing wellbeing through COLOURSS PBL with clearly defined behavioural expectations, creating a positive teaching and learning environment. Student reports contain detailed information about individual achievement and areas for growth, as well as individual learning goals, providing basis for discussion with parents at three way conferences.

Staff work collaboratively within COLOURSS to further develop skills and pedagogy. Teachers use student performance data and feedback to evaluate the effectiveness of their own teaching practices. . Teachers are actively engaged in planning their own Professional Development aligned with School plan.

Our self–assessment 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

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 in Year 4– 6 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, NAPLAN, student portfolios and work samples.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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	English language proficiency \$1346.00 RAM– \$5000 Principal Release funds– \$13320	At the end of 2017 all students showed growth in all areas of the Literacy & Numeracy continuums & this was recorded through their movement on the displayed Dataopoly and PLAN. Student assessments undertaken at beginning of Term 1 mid-year and the end of the year.
100% of parents have an understanding of their child's learning goals.	Global Funds \$4000	Students and teachers set goals using the continuums, alongside personal interest goals. Feedback sought from parents through school survey, P&C meetings and informal discussions, indicated that students need more ownership of setting goal. Whilst students nominate an area of interest in personal goals, literacy and numeracy goals are set through discussion with teachers on needs as indicated through their movement on the visual dataopoly & plotting through PLAN. Parents are supportive of goal setting. Parents would like homework expectations communicated in the newsletter more clearly at the beginning of term. Surveys and ongoing discussions demonstrate parents are informed of student goals, which are reported on in Semester Report Cards.
100% of Year 3–6 students engage in project based learning.	Low level adjustment for disability \$650.00 Global Funds \$6034	All students from Year 4 –6 participated in Personal learning time (PLT) timetabled once a week , researching personal topics of interest in preparation for class presentations. All work was assessed against related KLA outcomes, Innovation rubrics and peer feedback. Students peer assessed positively & collaboratively on PLT projects through discussion forums. Parents' support engagement in PLT's as evidenced in quantitative feedback collected through surveys, informal discussions and P&C meeting agenda feedback

Next Steps

Explore the implications of the new Literacy & Numeracy progressions on student learning goals with extra time directed towards up skilling children in how to set learning goals that relate to learning of core literacy & numeracy skills

Staff will ensure all students are given access to a broad range of extracurricular activities and that core learning across KLA'S provide opportunities for hands on learning with an emphasis on modeling,scaffolding and individual and collaborative creation. A focus on the synthesize of SEMP into Inquiry based learning and an expectation of high levels of student engagement across key learning areas, alongside a commitment by staff to up skill and demonstrate innovation in classroom programs.

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

With the rollover to LMBR, the school's SAM was on leave for two and half terms acting as a LMBR trainer and 2 new SASS staff were recruited and trained in the system. Staff across the school are expanding their knowledge on the use of IT in enhancing student outcomes.

Year 3–6 students engaged in project learning. 100% students confidently performed publicly on a range of instruments.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% SASS and teaching staff engage in IT.	Computer Co–coordinator funds –\$4656 TPL– \$1000 Interactive touchscreen TV–\$7000	All staff continues to deepen their knowledge of LMBR and the related IT requirements. The school has purchased EVA 3 kits and worked throughout the year to solve the IT issues of the WE Do kits and a touchscreen TV was installed.
100% students are engaged.	Global Funds \$18578.98	Personal learning time allowed students to nominate topics of interest which they researched and presented in varying formats. Allowing the majority of students to be self-directed learners. Students were engaged in a wide range of extracurricular activities to support curriculum outcomes, resulting in good attendance and happy collaborative children, with limited minor behavioural incidents. Music program enhanced student's confidence with each student being able to play at least 2 and up to 4 instruments. Parent feedback indicates that the music program should be promoted throughout the wider community by extending performance to the local Fairymount festival and include aged care visits.
Teaching staff present an annual performance and development plan with clear links to the Professional standards for Teachers, Principal standards, and the school plan.	\$3600	The Principal and Literacy and Numeracy teacher's developed their PDP's to correlate with the school's management plan and shaping of milestones in the management plan. All other casual or part-times staff were made aware of PDP's with a goal of initiating this in the future.

Next Steps

Sustainability of Innovation will be enhanced through ensuring ongoing successful implementation of a funded music program & student centered project based learning and the implementation of the Australian Curriculum: Digital Technologies. This will be expanded to incorporate Robotics and coding, Eco grant and CCPS history projects in preparation for the centenary in 2019.

All staff contribute to school planning and actively participate in milestone meetings.

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

Throughout the year COLOURSS provided collaborative learning opportunities to students in all KLA's coming together for Athletics, swimming, National Science week, Cultural day, public speaking, Canberra excursion, ANZAC Day, Year 6 camp, Interrelate, Naidoc day, exhibits in IGA shopfront, Billycart derby & Kyogle Show. The COLOURSS calendar has allowed students to bond with students across the community and aids their transition from a small school to high school.

P&C were actively involved over the year in catering for Athletics Carnival and other activities with success in fundraising and bonding as a team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% students and parents value and are confident participating in COLOURSS activities.	Global funds– \$2000	All students look forward to and have high participation in COLOURSS events. Evaluations undertaken at COLOURSS meeting and community surveys and P&C agenda items indicate that staff, parents & students all enjoy, engage & benefit from COLOURSS. Students supported each other to take out the School participation trophy at two Athletic carnivals.
100% staff involved in COLOURSS initiatives.	Global Funds– \$2500	Staff participated in COS professional development each staff development day and evenings over Term 4 and attended COLOURSS/CLASS network days. Up skilling in PBL, the Digital Technology syllabus, consistency of teacher judgment & mandatory DOE training. Staff began coordination of triennial excursion to Lake Ainsworth and the travelling performance art calendar & collaborated in the range of COLOURSS activities.

Next Steps

COLOURSS' PBL project to be further entrenched by building on PBL lessons to integrate into PDHP lessons, merge weekly virtues into PBL & make relevant. Change report cards to reflect PBL in the social indicators.

The school will develop teachers' understandings of positive classroom behaviour and its relationship to student interest, engagement and teacher pedagogy. With a focus on the increase of practical hands on classroom activities that utilize inquiry learning processes, and the outdoor Learnscape, alongside student directed learning that demonstrates NSW syllabus cross curriculum priorities and general capabilities as a framework for marking rubrics.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$1346	Allocation contributed to teacher salary to allow for small group tuition in Literacy, with growth recorded in all school assessments.
Low level adjustment for disability	\$742	Allocation contributed to teacher salary to allow for small group tuition to promote Inclusivity in teaching programs.
Quality Teaching, Successful Students (QTSS)	\$1016	Allocation contributed to teacher salary to allow for small group tuition across KLA's, which has increased student engagement, as reported in student surveys & work samples
Socio-economic background	\$3537	Small group sizes for specific instruction in Literacy & Numeracy enhancing growth in NAPLAN across Year 3 through to Year 7.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	3	0	4	4
Girls	10	8	10	11

The school enrolment has been steady with new students arriving and old ones moving on. Housing is a chronic issue. The school is expecting growth in the next 3 years as the community has quite a lot of babies and toddlers.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	100	96.1	94.1	80.4
1	100		95.2	95.7
2	95.1	92.5		95.7
3	94	98.5	93.5	96.7
4		96.3	90.6	86.5
5	100		94.1	87.5
6	94.6			92.6
All Years	96.1	96	93.2	91.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7		93.9	93.8
2	94.9	94		94
3	95	94.1	94.2	94.1
4		94	93.9	93.9
5	94.8		93.9	93.8
6	94.2			93.3
All Years	94.8	94.1	94.1	93.9

Management of non-attendance

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
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	75
Postgraduate degree	25

Professional learning and teacher accreditation

Professional learning was undertaken by CCPS staff in the areas of PBL, Oliver Library system, LMBR, Naplan online training, Management Plan and attendance at COLOURSS/CLASS network days. The co-Principals also attended Principal North Coast Conference and State PPA conference. Staff continued their personal learning in robotics & coding.

All staff remain updated on mandatory courses and participated in the COLOURSS staff development day in Term 4 organized and held by CCPS or at afternoon sessions over Term 4 through the COLOURSS network.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	48,274
Global funds	52,789
Tied funds	10,957
School & community sources	11,827
Interest	524
Trust receipts	293
Canteen	0
Total Receipts	76,390
Payments	
Teaching & learning	
Key Learning Areas	24,254
Excursions	895
Extracurricular dissections	1,868
Library	480
Training & Development	1,030
Tied Funds Payments	7,307
Short Term Relief	819
Administration & Office	16,322
Canteen Payments	0
Utilities	3,097
Maintenance	2,057
Trust Payments	960
Capital Programs	0
Total Payments	59,089
Balance carried forward	65,575

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	70,208
Appropriation	65,575
Sale of Goods and Services	30
Grants and Contributions	4,547
Gain and Loss	0
Other Revenue	0
Investment Income	56
Expenses	-26,159
Recurrent Expenses	-26,159
Employee Related	-17,690
Operating Expenses	-8,469
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	44,049
Balance Carried Forward	44,049

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Rollover of \$44049 is set aside to fund the parent requested music program and for long term asset replacement.

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	249,938
Base Per Capita	2,140
Base Location	1,582
Other Base	246,216
Equity Total	15,782
Equity Aboriginal	0
Equity Socio economic	3,537
Equity Language	1,346
Equity Disability	10,899
Targeted Total	0
Other Total	35,549
Grand Total	301,269

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.

It must be noted here that the number of Year 3 students who participated in 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.

It must be noted here that the number of Year 5 students who participated in 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. Go to <http://www.myschool.edu.au> to access the school data.

Not applicable

Parent/caregiver, student, teacher satisfaction

Feedback was sort on satisfaction levels across the school on activities provided, COLOURSS involvement and teaching pedagogy. Data was triangulated from student conferencing/ feedback, parent dialogue, professional collegial dialogue, staff meetings and through P&C agenda items & invited parent input on analysis of school's achievement of strategic directions.

Feedback indicated all parents are strongly supportive of COLOURSS initiatives and regard these as enhancing their child's school experience. Parents would like their participation in decisions that affect their child's learning and involvement in shaping the school's vision to be entrenched in the management plan. Parents and students want meaningful relevant learning as the central focus, where student voice is evident and genuine curiosity, wonderment and questioning is central. This will be enacted through the ECO school grant, 'What's in the Box', the school's Robotics and Coding hour using WE DO & EVA 3, preparation for the school's 100 years celebration in 2019, reinstatement of the end of term Kids café and inquiry based learning entrenched across curriculum areas.

Parents responded that they would like the school to continue to teach the virtues aligning with PBL. The summary of the P&C meeting demonstrates that the music program is valued, but parents would like to see it extended with music homework that supports in class lessons and opportunities for wider community performances.

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 school develops relationships with the local indigenous landowners –the Githabul through its yearly attendance & support of Kyogle's Reconciliation Day celebrations and observes Sorry Day within the school. COLOURSS held a celebration for Naidoc Day at Rukenvale Public School with a range of activities promoting cultural understandings. The school library has an array of culturally appropriate Indigenous resources and reference books which are utilized in

teaching programs.

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. Students also celebrate a range of festivals from around the World regularly throughout the year, which includes Dragon dance for Chinese New Year, Diwali, an Indian celebration of light. In class work also investigates the meaning of celebrations across Multicultural Australia including an observance of Remembrance Day & Anzac Day.