

# Collarenebri Central School

## Annual Report



2018



1589

## Introduction

The Annual Report for **2018** is provided to the community of Collarenebri 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.

Trudy Taylor

Principal

### School contact details

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## School background

### School vision statement

Our school community is committed to building an educational setting where students are happy, engaged in learning and striving to do their best at all times.

The focus is on high expectations in a safe, respectful welcoming environment underpinned by community partnerships. Academic, cultural, sporting and creative learning opportunities ensure that the school recognises individual learning needs as we prepare our students for life beyond school.

### 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. A high proportion of students identify as being of Aboriginal background.

The school has a strong focus on quality teaching and learning, student wellbeing and community engagement. Key initiatives include EAFS, teaching Gamillarray language, Northern Border Senior Access program Stage 6 and links with tertiary education.

## 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 results of this process indicated the following:

- In the domain of Learning the evidence presented indicates the school is operating at the Working Towards Delivering stage. 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 that the school is operating at the Delivering stage.
- In the domain of Teaching the evidence presented indicates the school is operating at the Working Towards Delivering stage.
- In the domain of Leading the evidence presented indicates the school is operating at the Working Towards Delivering stage.

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/school-excellence>

## Strategic Direction 1

Courage and consideration

### Purpose

Courage and consideration underpins the work of the school by supporting the school community on their learning journey. This work is evidenced by students' preparedness to accept learning challenges, demonstrate resilience and consideration of differences. Students will strive to achieve their best, identify positive futures and be active contributors in their community.

### Overall summary of progress

- Continued to build stronger community links with all community stakeholders.
- Formation of the Junior AECG and continued partnerships with the AECG, LALC, NBSA, Beacon Foundation and Boomarli.
- Opportunities explored for better communication channels that are positive, varied and flexible to ensure open discussions with all stakeholders.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year  |
|--|-------------------------------|--|
| Structures established to support student self-regulation and wellbeing.   | Neutral cost                  | Effective lessons as incidence of bullying minimised. Data on Sentral confirms less negative incidents reported. |
| The school is assessed as Delivering in the Wellbeing element of the School Excellence Framework, as determined through self assessment. |                               | Wellbeing/Antibullying team established.   |
| Stronger links with all school community stakeholders as indicated by TTfM data.   | Neutral cost                  | Parent and community participation at school level.  |

### Next Steps

- Introduction of Positive Behaviour for Learning as a whole school process in 2019 to support student behaviour, self regulation and wellbeing.
- Forge strong ties with other NBSA schools, our closest Mungindi Central School, to ensure the culture of collaboration and open communication and support provides the best educational experiences for our students and builds a strong community through consultative partnerships.

## Strategic Direction 2

### Learning journey and direction

#### Purpose

Our students will be engaged in their learning, identifying new projects, challenges and interests that evolve throughout life. They will be active responsible learners in a supportive environment that nurtures and inspires.

#### Overall summary of progress

- Very successful approach to Personalised Learning Plans for all students that were rich in consultation with parents/carers and reflected the goals of each student.
- Formation of extracurricular clubs such as chess and debating to enhance student experience and the participation in Moorambilla and School Spectacular.
- Participation of students in Bro Speak and Sista Speak
- A number of school and community members achieved their Certificate I in Gamillaraay Language.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources) | Progress achieved this year   |
|---|-------------------------------|---|
| Increase parent and carer participation and engagement in the development of Personalised Learning Plans (PLPs).          | \$2000                        | PLP's completed for all K–12 students.  |
| Processes for regular individual student learning conferences are used and evaluated K–12, for consistent implementation. |                               |   |
| Student attendance profile for all years to be 85% or higher.   |                               | Working towards this target across K–12.<br>Attendance decline noted from Year 8 to Year 12.<br>Measures to be put in place to better support student attendance in 2019. |

#### Next Steps

- Gamillaraay language lesson will continue and be expanded to offer Aboriginal Languages in Stage 6.
- Continue to build parent/carers engagement in student learning and the development of clear goals for every student.

## Strategic Direction 3

### Visible Learning and evidence of informed teaching

#### Purpose

Quality teaching practices build enthusiasm for life long learning, supporting staff, students and community members to be proactive in their learning journey. An engaging well rounded curriculum will provide opportunity for setting high expectations in the delivery of learning.

#### Overall summary of progress

Across Kindergarten to Year 2, L3 results indicated the following:

- 71% of Kindergarten students reached Level 9
- 45% of Y1 students reached L18
- 69% of Y2 Students reached L22.

The Instructional Leader, under the Early Action For Success initiative, continued to work with K–2 teachers to build their capacity in data analysis, evaluation and collaborative planning time to support educational opportunities for students.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year   |
|--|-------------------------------|---|
| All teachers can articulate "what works best", and can demonstrate improved practices through collaboration and classroom observation.   |                               | K–2 have successfully implemented learning intentions. 3–6 are in implementation stage.<br><br>7–12 working towards establishing learning intentions and success criteria across all classes and all lessons.   |
| All students will show growth in literacy and numeracy against the learning progressions.<br><br>90% of students K–2 will be reading at or above the following: Kindergarten – Level 8; Year 1 – Level 18; Year 2 – Level 26; and 90% of Year 2 students demonstrating Facile strategies by end of 2020. |                               | In Reading, 50% of students in Y9 achieved in the top two bands in line with the Premier's Priorities: Improving education results and state priorities: Better Services – Improving Aboriginal Education outcomes.   |
| 20% of Year 3, 5, 7 and 9 students in the top two bands in reading and numeracy NAPLAN 2020.   |                               | In 2018 in Numeracy 28% students in Y5, 77% students in Y7, and 80% in Y9 achieved in the top two bands in line with the Premier's Priorities: Improving education results and state priorities: Better Services – Improving Aboriginal Education outcomes. |

#### Next Steps

The Instructional Leader will focus on supporting Year 3–6 teachers to analyse data, embed interventions in literacy and numeracy into teaching practice, and create rich learning opportunities for students to demonstrate improvement.

Hatties' Learning Intentions and Success Criteria will be embedded in classroom practice to ensure that students understand what they are learning and know when they have achieved it.

Focus on building capacity of staff to support literacy and numeracy progress in students from K–8 utilising L3, TEN and NAPLAN data.



| Key Initiatives                      | Resources (annual)  | Impact achieved this year   |
|--------------------------------------|---|---|
| <b>Aboriginal background loading</b> | Additional School Learning Support Officers employed to support student learning. | Facilitated the running of Multi-Lit and Quick Start programs to improve student outcomes.  |
| <b>Socio-economic background</b>     |   | Transition to Kindergarten commenced mid T3 to enable smooth transition and support for school readiness. Refocused transition to Literacy and Numeracy only. |

## Student information

### Student enrolment profile

|          | Enrolments |      |      |      |
|----------|------------|------|------|------|
| Students | 2015       | 2016 | 2017 | 2018 |
| Boys     | 38         | 35   | 47   | 51   |
| Girls    | 49         | 52   | 60   | 55   |

Enrolments were steady for 2018.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 75.2 | 84.6 | 79.1 | 87.2 |
| 1         | 89.9 | 73.4 | 87.2 | 80.8 |
| 2         | 90.8 | 89.3 | 79   | 84.4 |
| 3         | 87.7 | 86.1 | 88.7 | 80.7 |
| 4         | 81.2 | 91.2 | 89.4 | 83.6 |
| 5         | 84.1 | 78.4 | 82.7 | 80.7 |
| 6         | 92.3 | 85   | 80.7 | 88.7 |
| 7         | 70.3 | 79.5 | 83.2 | 71.6 |
| 8         | 73.1 | 64.5 | 68.8 | 83   |
| 9         | 73.8 | 74.1 | 53.4 | 56   |
| 10        | 55.5 | 55.5 | 76.2 | 55.5 |
| 11        | 42.7 | 45.4 | 50.7 | 61.2 |
| 12        | 66.3 | 54.4 | 72.2 | 78   |
| All Years | 74.4 | 73.7 | 78.4 | 75.8 |
| State DoE |      |      |      |      |
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 94.4 | 94.4 | 94.4 | 93.8 |
| 1         | 93.8 | 93.9 | 93.8 | 93.4 |
| 2         | 94   | 94.1 | 94   | 93.5 |
| 3         | 94.1 | 94.2 | 94.1 | 93.6 |
| 4         | 94   | 93.9 | 93.9 | 93.4 |
| 5         | 94   | 93.9 | 93.8 | 93.2 |
| 6         | 93.5 | 93.4 | 93.3 | 92.5 |
| 7         | 92.7 | 92.8 | 92.7 | 91.8 |
| 8         | 90.6 | 90.5 | 90.5 | 89.3 |
| 9         | 89.3 | 89.1 | 89.1 | 87.7 |
| 10        | 87.7 | 87.6 | 87.3 | 86.1 |
| 11        | 88.2 | 88.2 | 88.2 | 86.6 |
| 12        | 89.9 | 90.1 | 90.1 | 89   |
| All Years | 92.3 | 92.3 | 92.3 | 91.5 |

### Management of non-attendance

HSLO and ACLO support for students in primary school and AEO and executive support in home visits, parent contact and attendance letters continued in 2018.



## Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment   | 20        | 0         | 50        |
| Employment   | 0         | 0         | 25        |
| TAFE entry   | 0         | 0         | 0         |
| University Entry   | 0         | 0         | 0         |
| Other  | 0         | 0         | 0         |
| Unknown  | 0         | 0         | 0         |

One student successfully gained an apprenticeship in Automotive.

## Workforce information

### Workforce composition

| Position                                | FTE* |
|---|------|
| Principal(s)                            | 1    |
| Assistant Principal(s)                  | 1    |
| Head Teacher(s)                         | 1    |
| Classroom Teacher(s)                    | 8.43 |
| Learning and Support Teacher(s)         | 0.7  |
| Teacher Librarian                       | 0.47 |
| School Administration and Support Staff | 4.99 |
| Other Positions                         | 0.1  |

\*Full Time Equivalent

One quarter of the teaching staff identify as Aboriginal and sixty-five percent of the non-teaching staff identify as Aboriginal.

### 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             | 12.5       |

## Professional learning and teacher accreditation

Two early career teachers gained accreditation at Proficient.

Infants teachers and Instructional Leader completed Early Action for Success training in L3.

VET staff attended Network meetings, retraining and work placement to update currency.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

|                                       | 2018 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 659,498                 |
| <b>Revenue</b>                        | 2,834,938               |
| Appropriation                         | 2,795,278               |
| Sale of Goods and Services            | 18,084                  |
| Grants and Contributions              | 15,113                  |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 6,464                   |
| <b>Expenses</b>                       | -2,574,057              |
| Recurrent Expenses                    | -2,574,057              |
| Employee Related                      | -2,219,962              |
| Operating Expenses                    | -354,096                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 260,881                 |
| <b>Balance Carried Forward</b>        | 920,379                 |

The principal and School Administration Manager adhered to financial management processes and governance to meet financial policy requirements. However, the balance carried forward from 2017 was not expended and now the balance carried forward to 2019 is being utilised to purchase additional teaching staff and School Learning Support Officers to increase the educational outcomes for students.

### Financial summary equity funding

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

|                       | 2018 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 1,643,050               |
| Base Per Capita       | 20,691                  |
| Base Location         | 63,255                  |
| Other Base            | 1,559,104               |
| <b>Equity Total</b>   | 635,880                 |
| Equity Aboriginal     | 258,901                 |
| Equity Socio economic | 269,592                 |
| Equity Language       | 0                       |
| Equity Disability     | 107,387                 |
| <b>Targeted Total</b> | 21,609                  |
| <b>Other Total</b>    | 412,076                 |
| <b>Grand Total</b>    | 2,712,615               |

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

This school participated in the trial NAPLAN online testing assessment. Students in Y3 and Y5 showed growth in Literacy.

As this was the first year as an online assessment

comparison data for students in Y7 and Y9 will be skewed due to the different platforms. 2019 data comparison will show accurate growth across students.

This school participated in the trial NAPLAN online testing assessment. Students in Y3 and Y5 showed growth in Numeracy.

As this was the first year as an online assessment comparison data for students in Y7 and Y9 will be skewed due to the different platforms. 2019 data comparison will show accurate growth across students.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In 2018 in Numeracy 28% students in Y5, 77% students in Y7, and 80% in Y9 achieved in the top two bands in line with the Premier's Priorities: Improving education results and state priorities: Better Services – Improving Aboriginal Education outcomes.

In Reading, 50% of students in Y9 achieved in the top two bands in line with the Premier's Priorities: Improving education results and state priorities: Better Services – Improving Aboriginal Education outcomes.

### Higher School Certificate (HSC)

No students successfully completed the HSC in 2018.

## Parent/caregiver, student, teacher satisfaction

2018 continued the partnership of community support of activities throughout the year. This included whole community events such as Harmony Day, NAIDOC week, Sorry Day, Personalised Learning Plan day.

2018 students participated in the Tell Them From Me survey which indicated that 83% students expressed positive expectations of success and 66% expressed a positive sense of belonging at school.

## Policy requirements

### Aboriginal education

Collarenebri Central School has 88% of student population that identify as Aboriginal. 80% of students from K–6 are Aboriginal. The school resourced to support literacy and numeracy growth through EAfS funding and ongoing support of an Instructional Leader. This has allowed the support and development of Aboriginal School Learning Support Officers to work closely and under the guidance of classroom teachers.

Promoted the cultural understanding of and respect Aboriginal histories, cultures and languages through an inclusive curriculum.

All students in K–8 study Gamillaraay Language and learn of their rich history. Aboriginal perspectives are embedded in the programs throughout K–10. Y11 students study Aboriginal Language and Culture as part of their study pattern.

Staff regularly attend local AECG meeting to consult and collaborate on student and community needs.

### **Multicultural and anti-racism education**

The school community celebrated Harmony Day with student performances, guest speakers, formal assembly cutting of the cake and multicultural food. The day was well attended by the local community.

The school has a strong focus on ensuring all students are respectful to the cultural diversity of the school and community.