

# Collins Creek Public School

## Annual Report



2018



1593

## Introduction

The Annual Report for **2018** is provided to the community of Collins Creek Public 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.

Joy Muller

Relieving Principal

### School contact details

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## School background

### School vision statement

Our vision at Collins Creek Public School is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners. There is a strong emphasis on environmental education and sustainability and programs reflect the value placed on extending the "learnscape" and sustainable environment which has been established within the school. We focus on providing a quality, inclusive learning environment that is responsive to student voice and providing opportunities for community and parents to participate in learning and decision making partnerships.

### School context

Collins Creek Public School is a small rural school, with a holistic view of education. The school is supported by a strong community engagement and this extends to the COLOURSS network of schools.

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 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 indicate that in the School Excellence Framework domain of **Learning** Collins Creek Public School was **Sustaining and Growing** for many of the elements. The learning culture at Collins Creek PS is positive and supportive. Community, students and staff work in harmony to create respectful relationships through community consultation with school planning and community engagement with the school P & C, community, fundraising, classroom helpers and promotion of the school within the Kyogle community. Staff regularly assess students both informally and formally and use PLAN data to create individual learning plans. Wellbeing is embedded in our second strategic direction and the school continues to deliver our positive values program to students. Staff are looking forward to continuing our close partnership with Kyogle Community of Schools (CoS) PBL project in 2019 and deliver a positive learning intervention through PBL to Collins Creek students. Curriculum and Learning is focused on using our thorough knowledge of our students to sustain and deliver programs and transitions that support all students and through working closely with our CoS in learning networks and Professional Learning. Assessment and reporting strategies are delivering with staff all trained and regularly using data to monitor students; school reports have been reviewed and improved, with students goals included which are negotiated with students. Student Performance Measures indicate where the school and students are achieving. The result of this process indicated that in the School Excellence Framework domain of **Teaching** Collins Creek was predominately **Sustaining and Growing** in most of the elements. Staff regularly use their data skills to inform teaching and implement quality teaching programs, focussed on individualised, scaffolded and goal orientated learning progressions. The teachers continue our CoS involvement in networking days involving Professional Learning and sharing of resources/ideas. Collins Creek Public School has developed a SEMP to support environmental education at the School. The Australian Professional Standards are used within staff PDPs to develop a thorough understanding of all the standards and their profession. The result of this process indicated that in the School Excellence Framework domain **Leading** Collins Creek PS was **delivering** in most elements. The school leadership is supported by the community and there are many opportunities for the community to engage with school activities. The school offers opportunities through CoS network days and staff meetings for staff to engage in leadership opportunities. Leadership at Collins Creek PS has driven data gathering and has been critical to school planning, implementation and reporting. Transparent leadership, based on collaborative decision making aligned with the School Plan and PDPs, measured alongside our key milestones is ensuring the school's vision and strategic directions are delivered. The valued inclusion of community and teachers in the development of our school plan and future goals has been imperative. The clear and targeted use of school resources within budget has sustained the school in its core business of teaching and learning. This has seen the implementation of strategic and innovative programs in music, digital technologies and environmental education.

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-gu>

## Strategic Direction 1

### Learning for All

#### Purpose

To provide a school culture strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

With Teachers committed to understanding and implementing explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Student assessment data and community feedback is regularly used school-wide to identify student achievements and progress in order to reflect on teaching effectiveness and inform future directions.

#### Overall summary of progress

- Literacy across the curriculum, Environmental Education and Science
- Students researched learning over the past 100yrs to lead into the school's centenary celebrations
- Devising own learning goals, reflected in Semester 2 reports.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students engage in inquiry based learning.	\$400 Curriculum Resources including nesting boxes.	Environmental Education Program reflects an Inquiry based model.
Inquiry based learning is evident in all teaching and learning programs		Teaching programs show evidence of Inquiry based learning . Kids Cafe – menus and organisation reflected in PDHPE program..
All staff align their Professional Development Plan to reflect the school plan & the Professional Teaching Standards.	QTSS funds	PDPs are linked to the Professional Teaching Standards.
All student progress in literacy and numeracy is assessed and monitored regularly.	Professional Learning Workshops \$1040	Key areas of our assessment include staff familiarisation with Learning Progressions and the themes within the assessment element of the School Excellence Framework.

#### Next Steps

Further development of incorporating student learning goals and individualised learning into teaching programs.

## Strategic Direction 2

### Dynamic Educational Communities

#### Purpose

Collins Creek Public School is supported by strong community engagement and this expands to the COLOURSS network of schools. COLOURSS provides flexible learning opportunities which foster partnerships to overcome rural and remote challenges, whilst celebrating small schools strengths to maximise students' outcomes within a wider educational community.

#### Overall summary of progress

Reviewed reporting process to reflect goals and PBL

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A significant number of staff attend PD	\$400 – What Works Best?	We met with Peter Flannery – PSL to evaluate the COLOURSS school plan. The impact of this is an amended Strategic Direction so that it is more reflective of school need and context.
There is a strong culture of collaboration and sharing between schools		Committee was established in Term 3. They are currently developing a timeline and gathering resources.
Elements of the Wellbeing Framework are embedded within all school contexts.		PBL program has continued to be embedded in schools within the network.
There is increased staff capacity to lead PD across schools	School Development Days.	Staff expertise is accessed when participating in combined School Development Days.
COLOURSS schools to share documents on Microsoft 365 evidence		Microsoft 365 is proving to be an appropriate medium for sharing.

#### Next Steps

The combined Strategic Direction across the Colourss school will be further enhanced and developed in 2019. Timeline and sharing processes across the network schools will be reviewed and developed in 2019. Links between PBL and the wellbeing framework will be identified.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$400	The needs of the student were assessed and whilst the student has a non-English speaking background her literacy needs are being addressed via whole school literacy programs. Progress will be assessed as part of whole school assessment practices.
<b>Low level adjustment for disability</b>	Staffing – \$10,411 Flexible funding – \$1,055	SLSO annual review was undertaken and found to be successful in addressing the students' needs. Some minor adjustments to timetabling are envisaged for 2019.
<b>Socio-economic background</b>	\$4509– staffing and resources	Collins Creek Public School was involved in the Roxy Art Exhibition in Kyogle. It was found to be highly successful and we look forward to participation in 2020 with other Colourss schools.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	0	4	4	4
Girls	8	10	11	7

In 2018 student enrolments decreased as a result of the Year 6 2017 cohort progressing to high school coupled with a low kindergarten enrolment.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	94.1	80.4	
1		95.2	95.7	
2	92.5		95.7	95.4
3	98.5	93.5	96.7	91.8
4	96.3	90.6	86.5	84.2
5		94.1	87.5	84.6
6			92.6	92.6
All Years	96	93.2	91.6	90.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	
1		93.9	93.8	
2	94		94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5		93.9	93.8	93.2
6			93.3	92.5
All Years	94.1	94.1	93.9	93.3

### Management of non-attendance

Regular reminders are placed in the school's newsletter regarding absences and the legal requirement to supply a note when students are absent from the caregiver/parent. The attendance figures for the past four years show that Collins Creek PS has been above state average for attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

\*Full Time Equivalent

At present 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	0

### Professional learning and teacher accreditation

All school staff were involved in Professional Learning Activities in 2018. These activities included mandatory training in areas such as Emergency Care, Anaphylaxis Training, First Aid, Code of Conduct and Child Protection updates. Staff also attended Staff Development Days focussing on PBL, Eight Ways, MAPA and assessment. The implementation of LMBR has involved substantial training. A two day workshop, designed to improve robotics teaching within the school was attended by the SAM and classroom teacher at Southern Cross University in April. The Relieving Principal attended a Principal Conference In Coffs Harbour in September and completed online modules in NSW Public School Leadership and Management Credentials. Professional learning involves ongoing monitoring, review of teacher practice and consultation to ensure staff needs are aligned with school targets and guide future professional learning plans.

## 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>	44,049
<b>Revenue</b>	393,343
Appropriation	380,860
Sale of Goods and Services	100
Grants and Contributions	11,746
Gain and Loss	0
Other Revenue	0
Investment Income	637
<b>Expenses</b>	-392,392
Recurrent Expenses	-392,392
Employee Related	-364,607
Operating Expenses	-27,786
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	951
<b>Balance Carried Forward</b>	45,000

Collins Creek Public School's financial management processes and governance structures meet financial policy requirements by accessing and allocating resources according to student and school needs. This budgeting process is conducted by the Principal and School Administrative Manager.

Various funding sources were accessed so that a Student Learning Support Officer was employed 5 days per week.

### 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>	268,945
Base Per Capita	2,901
Base Location	1,424
Other Base	264,621
<b>Equity Total</b>	16,376
Equity Aboriginal	0
Equity Socio economic	4,509
Equity Language	400
Equity Disability	11,466
<b>Targeted Total</b>	0
<b>Other Total</b>	23,850
<b>Grand Total</b>	309,171

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.

Due to the small number of students completing NAPLAN each year it is difficult to measure school progress on state wide trends in Literacy.

Due to the small number of students completing NAPLAN each year it is difficult to measure school progress on state wide trends in 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. 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.

Regarding meeting the Premier's Priorities, Collins Creek PS has no Aboriginal cohort currently.

## **Parent/caregiver, student, teacher satisfaction**

Parents have highlighted a desire to have Environmental Education as a major priority within the school. The Environmental Education program has been supported by a grant "What's in the Box" and local Landcare, community and environmental groups. This has been further supported by the development of a school SEMP policy to ensure extending resource management programs and continuity. The majority of parents agree that there is a state wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Students are self aware, build positive relationships and actively contribute to the school and parental involvement is valued and encouraged.

## **Policy requirements**

### **Aboriginal education**

Collins Creek Public School promotes an inclusive racism free learning and work environment. The school develops relationships with the local indigenous landowners (Githabul) through its annual attendance and support of Kyogle's Reconciliation Day celebrations.. Students from the Colourss network participate in a range of activities, promoting cultural understandings, as part of the NAIDOC week celebrations at Rukenvale Public School each June. The school library has an array of culturally appropriate indigenous resources and books which are integrated within programs in all Key Learning Areas.

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

Collins Creek PS provide teaching and learning programs that develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens. Everyone has the right to feel safe and happy. The staff is committed to establishing consistent expectations of

all students, promoting the school values and PBL Weekly values are promoted in the school newsletter and through Principal Awards. School assemblies are led by students and the students participate in community events such as ANZAC Day, Remembrance Day, Clean up Australia and visit a local nursing home.