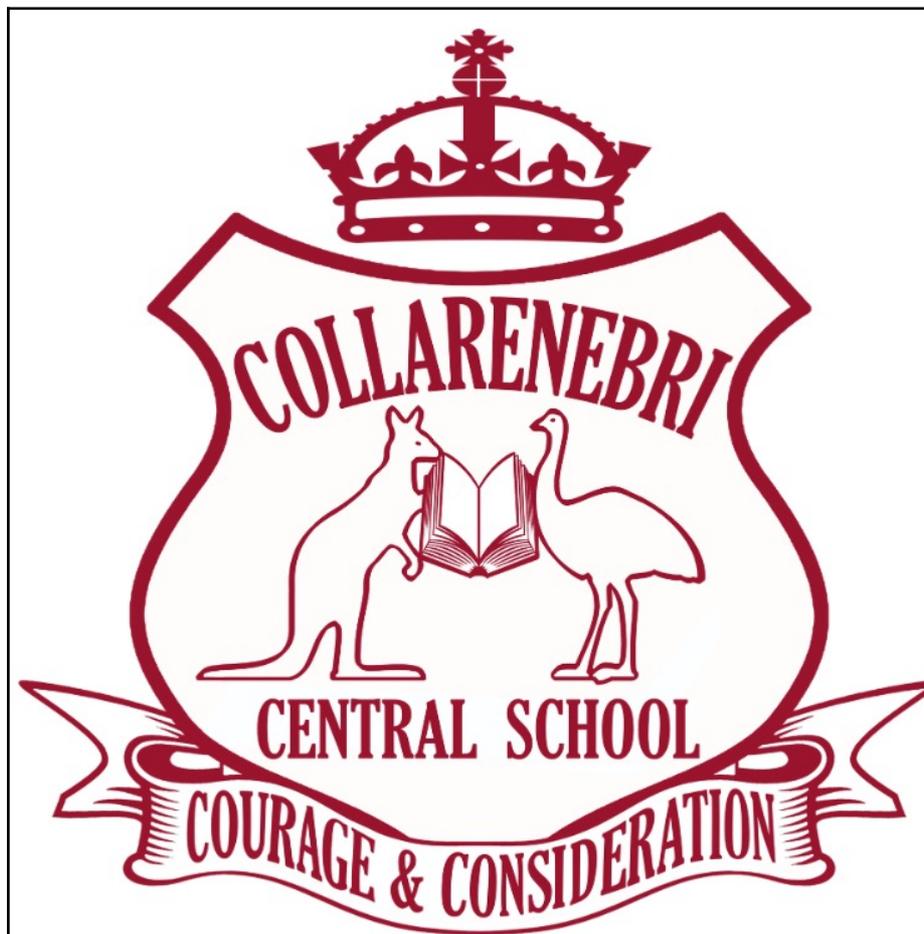


Collarenebri Central School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Working towards Delivering

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.

Improvement Measures

Structures established to support student self-regulation and wellbeing.

The school is assessed as Delivering in the Wellbeing element of the School Excellence Framework, as determined through self assessment.

Stronger links with all school community stakeholders as indicated by TTFM data.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to building positive, respectful and connected relationships to ensure the best environment for student learning and engagement.

Evaluation	Funds Expended (Resources)
After consultation with students, staff and the community, implementing PBL as a formal program has been reviewed. Heading into 2020 a mentor program for students will be established. SLSO's will be employed in all classrooms K-6. A Senior mentor program will be established targeted initially at Stage 6. Students from 7-12 will be used in a peer support program across the k-6 classes, encouraging positive, respectful connections between students.	PBL surveys and check lists

Process 2: Through consultative partnerships: promote a culture of collaboration, connection and open communication and provide the best possible educational experience for our students.

Evaluation	Funds Expended (Resources)
Through community partnerships and formal and informal activities a greater sense of collaboration, connection and communication has been achieved. Anecdotal evidence shows an increase in community engagement in the school during semester 2.	

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.

Improvement Measures

Increase parent and carer participation and engagement in the development of Personalised Learning Plans (PLPs).

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.

Progress towards achieving improvement measures

Process 1: Develop strong partnerships between students, parents and carers to plan learning goals that are aspirational and data driven.

Evaluation	Funds Expended (Resources)
PLP's reviewed with students, parents/carers are included in conversations about students progress and the social, emotional and educational direction of students.	

Process 2: Implement a whole school approach to community engagement where staff, parents and carers, community members and interagencies work collaboratively to broaden student learning opportunities.

Evaluation	Funds Expended (Resources)
Participation in a number of events including the AECG Language Spectacular and on country education delivered by AECG has encouraged students to learn using their culture as the catalyst or inspiration.	\$3000

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.

Improvement Measures

All teachers can articulate "what works best", and can demonstrate improved practices through collaboration and classroom observation.

All students will show growth in literacy and numeracy against the learning progressions.

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.

20% of Year 3, 5, 7 and 9 students in the top two bands in reading and numeracy NAPLAN 2020.

Overall summary of progress

K–2 Teachers have completed their second year of professional learning in Language, Learning and Literacy (L3). All K–2 teachers are trained in both L3 Kindergarten and L3 Stage 1. L3 was successfully practiced and implemented in the K–2 classes. The learning of every student from Kindergarten to Year 6 is monitored and tracked using the Literacy and Numeracy learning progressions and 5 weekly text reading level assessments. The Instructional Leader, under the Early Action for Success initiative, continued to work with K–6 teachers to build their capacity in data analysis, evaluation and collaborative planning time to support educational opportunities for students. This data was successfully utilised by teachers to plan for learning activities which catered for individual learning needs of all students. The teacher's capacity to utilise this data for effective learning has increased thus demonstrating student's significant growth in literacy and numeracy learning as identified in EAFS and NAPLAN data. Those students experiencing more difficulties in learning are identified through data collection and analysis and individualised programs and more explicit tier 3 interventions are developed and implemented to address their needs through learning and support.

Collaborative practice such as professional learning in faculty meetings continued to ensure a whole school approach to syllabus implementation in all subject areas, progression, NAPLAN and Beststart analysis promoted collaboration on effective teaching practice.

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

- 66.6% of Kindergarten students– 2 out of 3 exceeded target L9.
- 57.1% of Y1 students– 4 out of 7 reached target L18.
- 81.1% of Y2 Students– 9 out of 11 exceeded target L22 and have the capacity to read widely.

Therefore, 71.4% of students in years K,1 and 2 achieved or exceeded target text reading levels. The 28.6% or 6 students from K–2 did not achieve the targets and receive ongoing tight targeted intervention.

In 2019, in Reading, 77.7% of Year 3 students achieved at or above National Minimum Standard, 33% of these students achieved within the top 3 bands. 22% of Year 5 students achieved the top two bands, 28% of Year 7 and 100% of year 9 students achieved the top two bands.

In Numeracy, 25% Year 3 students achieved above the National Minimum Standard. 55% of year 5 students achieved within the top two bands. 34% of students in Year 7 achieved the top two bands and 100% of Year 9 students achieved within the top two bands.

Teachers demonstrate a strong focus on improved teaching practice evidenced by their participation in professional learning one of which is L3. Instructional Leader and Executive staff support the delivery of quality teaching in all classrooms across the school. Teaching and learning activities are well planned and delivered. Executive feedback and lesson observations indicate a strong focus on differentiating teaching and learning activities to cater for the full range of student abilities with evidence demonstrated by the progressions.

K–6 have successfully implemented visible learning in the classrooms. Learning intentions and success criteria are

embedded successfully into literacy and numeracy and moving toward all other KLA's. These are also reflected in their teaching programs and displayed in their classrooms. Data walls linked to the literacy and numeracy progressions were successfully embedded and utilised throughout all K–6 classrooms to support all students. All students were able to explicitly track and take ownership of their learning. Along with this student learning goals were implemented which linked directly to the progressions and allowed students to articulate their where to next.

Progress towards achieving improvement measures

Process 1: Implement and embed evidenced based learning and teaching practices in the delivery of curriculum, with a focus on visible learning.

Evaluation	Funds Expended (Resources)
Data collection, success criteria and learning intentions, work samples, parent/teacher interviews, PLPs, reports to parents, evaluations.	

Process 2: Review and further develop a whole school approach to capacity building where every teacher, support staff and leader improves every year.

Evaluation	Funds Expended (Resources)
PDP process completed by all staff, after consultation and review by supervisors all teachers have completed some or all of their goals during 2019. Goals were achieved as a collective staff through targeted professional development. Other goals were achieved by individuals and smaller teams.	

Process 3: Engage external provider to deliver an intensive speech and literacy program for students with low literacy and speech difficulties.

Evaluation	Funds Expended (Resources)
Collect and analyse data during term 4 2019 and compare to baseline collected prior to program commencement. Program had minimal impact on student improvement, data from provider inconclusive and teacher and IL feedback indicates program should be concluded. Alternate strategies will be investigated for application in 2020.	

Next Steps

In 2020 we will build upon these achievements through:

Continued focus of the Instructional Leader and Executive on supporting teachers to utilise and analyse the learning progressions data to inform practice, embed interventions in literacy and numeracy into teaching practice, and create rich learning opportunities for students to demonstrate improvement. Continued focus to provide in class teacher support on developing quality teaching practices by embedding literacy and numeracy initiatives into programming, planning and teaching practice.

Visible learning in the form of Learning Intentions and Success Criteria will continue to be embedded into 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 and strengthen continued practice in schools from K–12 utilising L3, Smart Spelling, Bestart Year 7, Bestart Kindergarten, the analysis of all external assessment data including NAPLAN and SCOUT.

The development and implementation of learning sprints in literacy and numeracy for years 7–12 led by the Instructional Leader and the Learning and Support Team. These sprints will be derived by analysing NAPLAN and Beststart data to pinpoint areas of student need to develop specific literacy and numeracy lessons which are based on the HSC minimum standards.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$273 182 Total funding \$68575 Fixed funding \$204607 Flexible funding	<p>All students K–8 engaged in learning Gamilaraay language, delivered by a trained language teacher.</p> <p>Students engaged in a series of on–country learning experiences with Tom Barker, making coolamons, clap sticks and listening to stories.</p> <p>Students and staff attended a series of rehearsals, planning meetings and performances demonstrating their interpretation of the learning undertaken throughout the year.</p> <p>Students were encouraged to audition for the cultural arts program, a number of students across the school were successful in gaining places in the ensemble.</p> <p>Aboriginal identified SLSO's worked across the school as mentors and support for students, encouraging them to achieve academic, social and well being success.</p> <p>The AEO worked closely with staff, students and parents to support students and their families engage in the classroom and broader school community</p>
Low level adjustment for disability	\$120 107 Total funding Staffing \$74 701 Flexible \$45 406	<p>These funds were used to employ an extra teacher to allow K–6 to have reduced class sizes and increase Learning Support across the school.</p> <p>As a result of the smaller class sizes individual learning support plans were implemented and monitored throughout the year.</p> <p>Parents and Carers were involved in the development of PLP's.</p>
Socio–economic background	\$238 654 Total funding \$21 343 Staffing funding \$217 311 Flexible funding	<p>Employment of a Deputy Principal Engagement and Attendance. Focus for this position of wellbeing initiatives and consistent monitoring of student attendance and strategies to improve student attendance.</p> <p>SLSO position in K–6 to support programs running in K–6.</p> <p>Technology upgrades to ensure students have access to up to date ICT.</p> <p>Subsidies for overnight excursions to carnivals, University showcases and rewards (merit) excursions.</p>
Support for beginning teachers	\$42 390 Total funding	<p>Allow beginning teachers additional RFF and to attend courses.</p> <p>Provide time for beginning teachers and their mentors to meet and provide PL opportunities.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	35	47	51	42
Girls	52	60	55	39

Student attendance profile

School				
Year	2016	2017	2018	2019
K	84.6	79.1	87.2	80.3
1	73.4	87.2	80.8	75.6
2	89.3	79	84.4	72.6
3	86.1	88.7	80.7	86.3
4	91.2	89.4	83.6	84.4
5	78.4	82.7	80.7	87.5
6	85	80.7	88.7	83.2
7	79.5	83.2	71.6	82.2
8	64.5	68.8	83	53.7
9	74.1	53.4	56	65.6
10	55.5	76.2	55.5	43.6
11	45.4	50.7	61.2	60.9
12	54.4	72.2	78	51.6
All Years	73.7	78.4	75.8	72.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	100
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

40.00% of Year 12 students at Collarenebri Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

50% of all Year 12 students at Collarenebri Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	8.25
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	920,379
Revenue	3,013,495
Appropriation	2,979,925
Sale of Goods and Services	22,902
Grants and contributions	5,412
Investment income	5,257
Expenses	-2,959,171
Employee related	-2,569,683
Operating expenses	-389,488
Surplus / deficit for the year	54,324

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	54,055
Equity Total	631,943
Equity - Aboriginal	273,182
Equity - Socio-economic	238,654
Equity - Language	0
Equity - Disability	120,107
Base Total	1,717,644
Base - Per Capita	24,872
Base - Location	64,609
Base - Other	1,628,164
Other Total	411,640
Grand Total	2,815,283

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

2019 consolidated 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, presentation day, school and classroom open days and parent/teacher information nights.

Students indicated a sense of belonging to the school during wellbeing activities in semester 2.

Teacher satisfaction was high as indicated in PDP review process. Teacher collaboration and strategies to increase student engagement occurred during semester 2.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.