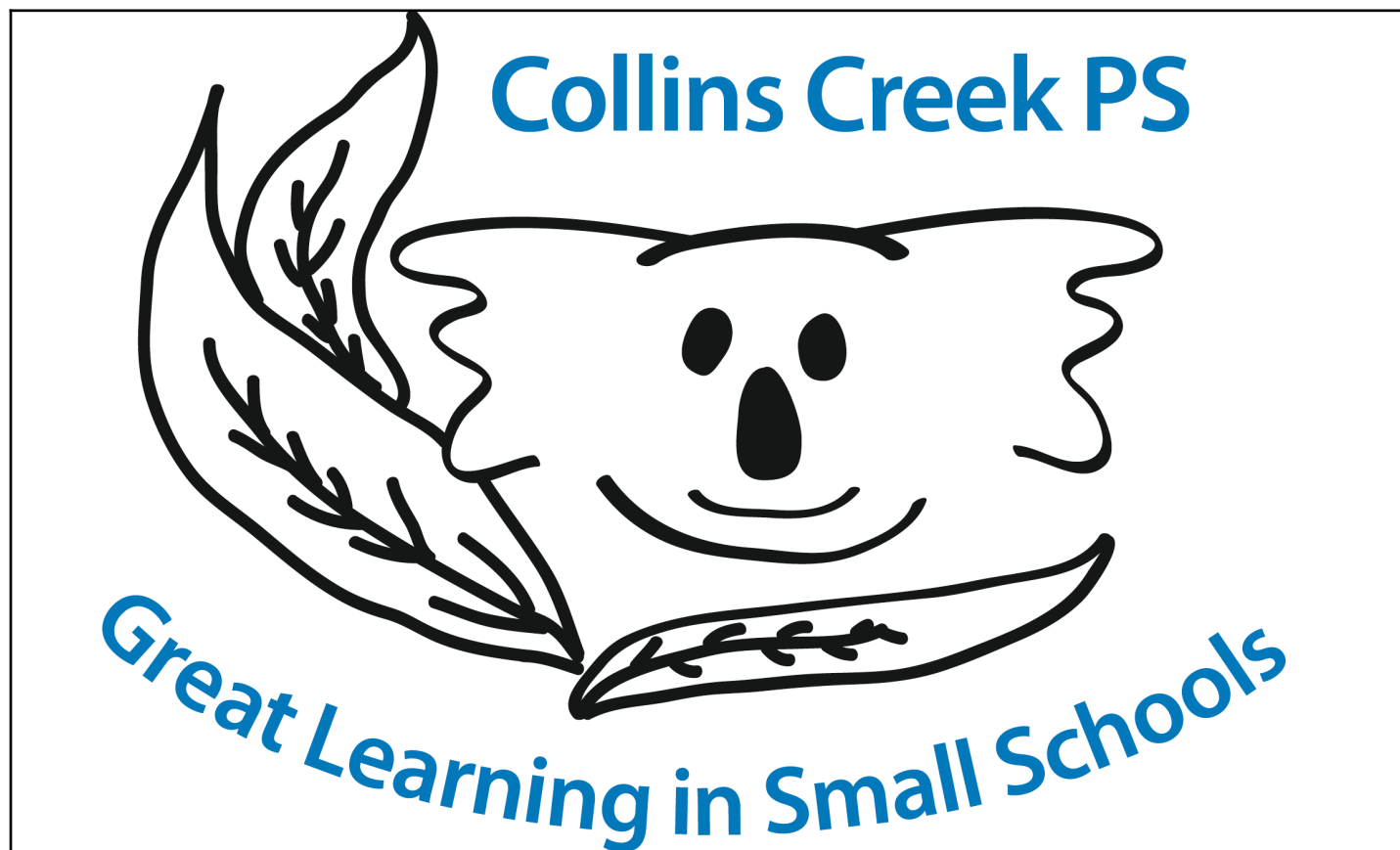


Collins Creek Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the school community

In 2019 Collins Creek Public School celebrated 100 years of public education. Without the support of the P&C the event would not have been as successful as it was. Members rallied tirelessly to organise the event and provide entertainment on the day and into the night with a bushdance at Collins Creek Hall. Whilst all members deserve congratulations special thanks must be given to our P&C President and Centenary Committee Chairperson Chantelle Forbes.

Our committed volunteers also achieved the following outcomes:

- A successful Mother's Day Raffle and Street Stall
- Fairymount festival stall
- Continuation of our school Lunch Program
- Colourss fundraising events

Our fundraising efforts enabled us to provide financial assistance for educational outcomes for CCPS students including:

- Covering student injury insurance,
- Covering student reading eggs and athletics fees,
- Subsidising costs associated with Year 5/6 camp to Canberra,
- Commissioning Gulibal artist Uncle Wayne Walker to paint the water tank,
- Purchasing Book Club Christmas presents for all students and gifts for all staff.

Despite these successes the P&C found 2019 to be a difficult year. The school experienced a decline in students as two families decided to attend Kyogle Public School. Student morale was low and attempts by the P&C to address the issue with relieving Principal were unsuccessful.

Despite communication difficulties between the school and the committee the P&C continued to support the school's environmental learning focus by supporting the schools successful Woolworth's Junior Landcare grant. The project aims to install a food and fibre garden and interpretive signs within the school grounds. The grant would not have been possible without the support of the P&C. The application was completed by P&C Secretary Tamar Cohen. Tamar also worked with Gulibal elder Andrew Johnson from Gugin Guddaba Land Council and Marie Mathes from Friends of Koala to provide text for the interpretive signs. The signs showcase the schools historical, cultural and environmental values. The P&C also contributed a cash donation to the project to purchase botanical images for garden signage. Signs were designed by local designers Izwoz at no cost to the grant. Unfortunately the garden and installation of interpretive signs were not installed by the grant deadline. We look forward to this project being completed in 2020.

At the end of 2019 we farewelled long time member and 2019 Treasurer Nyssa Stevens and our vibrant second teacher. We look forward to welcoming back the substantive Principal in 2020.

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

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>

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.

Improvement Measures

All students engage in inquiry based learning.

Inquiry based learning is evident in all teaching and learning programs

All staff align their Professional Development Plan to reflect the school plan & the Professional Teaching Standards.

All student progress in literacy and numeracy is assessed and monitored regularly.

Progress towards achieving improvement measures

Process 1: Empowered and creative students and teachers

Provide students with opportunities for higher order thinking and hands on collaborative practical activities.

Evaluation	Funds Expended (Resources)
A review of the activities and practices in this area took place at the end of 2020. It found that the students were offered opportunities for project-based, hands-on learning through the delivery of Science, Geography, History and Art projects. The opportunities they did have proved to be effective and led to increased engagement, however, explicit teaching of key concepts needs to remain a focus, as well as a reintroduction of integrated KLA learning units. As a result, we plan to marry explicit teaching with project-based learning in 2020.	Funding Sources: <ul style="list-style-type: none">• Consolidated funds (\$24759.00)

Process 2: Digital Technologies

Reflecting the Australian Curriculum through digital and information technologies.

Evaluation	Funds Expended (Resources)
The review into digital technologies took place at the end of 2019. We found that STEM is an area of interest for our school, as well as staff up-skilling themselves in the use and teaching of digital technologies. As a result, we will look into improved access to STEM resources, as well as professional learning for staff in this area.	Funding Sources: <ul style="list-style-type: none">• Consolidated Funds (\$10399.00)

Process 3: Quality Assessment Practises

Student progress will be assessed and monitored, reflecting the Australian Curriculum and student interests and needs.

Evaluation	Funds Expended (Resources)
A review into the school's assessment and reporting practices took place in 2019. It found that staff are beginning to plot data on Plan 2 and are	Funding Sources: <ul style="list-style-type: none">• Consolidated Funds (\$11535.00)

Progress towards achieving improvement measures

becoming familiar with indicators to drive individualised learning progress. We plan to implement consistent school-wide practices in assessment so as to monitor student progress and plan learning activities accordingly.

Process 4: Education for Sustainability

All staff implement the CCPS School Environment Plan(SEMP). Students & staff value, extend and build on Learscape and sustainable environment and sustainability is implemented in class programs.

Evaluation	Funds Expended (Resources)
Our sustainability practices continue to be a focus. Our current School Environment Management Plan will be utilised to guide practices and decision making in 2020 and beyond.	Funding Sources: <ul style="list-style-type: none">• Rural lands Grant/ECogrant/Consolidated funds (\$11299.00)

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.

Improvement Measures

A significant number of staff attend PD

There is a strong culture of collaboration and sharing between schools

Elements of the Wellbeing Framework are embedded within all school contexts.

There is increased staff capacity to lead PD across schools

COLOURSS schools to share documents on Microsoft 365 evidence

Progress towards achieving improvement measures

Process 1: COLOURSS Network of Schools

Provide opportunities for staff to collaborate in the development of quality professional development and student learning opportunities within the COLOURSS Network.

Evaluation	Funds Expended (Resources)
<p>A review of this process was carried out at the end of 2019.</p> <p>It found that the processes listed are meeting the social and educational needs of the students across the community of schools. This is supported by feedback from parents and students.</p> <p>As a result, the planned processes and professional learning activities for the schools within the COLOURSS network will continue and be enhanced in 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Consolidated funds (\$8999.00)

Process 2: Quality Wellbeing Practices

Students will gain a sense of place and connection so as to succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
<p>A review into the school's wellbeing processes has taken place.</p> <p>This review found that the PBL program was adequate, with all students being familiar with school expectations – Be Safe, Be Respectful and be a Learner. However, parents feel that the wellbeing and satisfaction of the students had fallen.</p> <p>As a result the school plans to improve its wellbeing practices in 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Consolidated funds (\$11535.00)

Process 3: Celebration of Collins Creek Public School as a Community of Learning

The history of CCPS as a quality place of learning will be celebrated and visioned for the future.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

The school's centenary celebrations proved to be a huge task but also a great success. This process will now be discontinued.

Funding Sources:

- Consolidated Funds (\$8678.90)

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$400.00) 	The English language proficiency funding was directed to the second classroom teacher allocation. This has proven to be effective as it means the school can have K–2 and 3–6 classes in Literacy and Numeracy.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$12 954.00) 	The low level adjustment for disability funding was directed towards the Learning and Support Teacher program. This has proven to be effective as it targets the needs of these particular students.
Socio–economic background	Funding Sources: <ul style="list-style-type: none"> Socio–economic background (\$3 334.00) 	The socio–economic funding was directed towards the second classroom teacher allocation. This has proven to be effective as it means the schools can have K–2 and 3–6 classes in Literacy and Numeracy.

Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	4	4	4	3
Girls	10	11	7	6

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.1	80.4		71.1
1	95.2	95.7		
2		95.7	95.4	
3	93.5	96.7	91.8	94.1
4	90.6	86.5	84.2	89
5	94.1	87.5	84.6	67.4
6		92.6	92.6	83.2
All Years	93.2	91.6	90.2	85.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4		93.1
1	93.9	93.8		
2		94	93.5	
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		93.3	92.5	92.1
All Years	94.1	93.9	93.3	92.8

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	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	45,000
Revenue	416,509
Appropriation	408,186
Grants and contributions	7,773
Investment income	549
Expenses	-348,526
Employee related	-322,767
Operating expenses	-25,759
Surplus / deficit for the year	67,984

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	61,723
Equity Total	16,688
Equity - Aboriginal	0
Equity - Socio-economic	3,334
Equity - Language	400
Equity - Disability	12,954
Base Total	289,396
Base - Per Capita	2,581
Base - Location	1,282
Base - Other	285,534
Other Total	30,852
Grand Total	398,659

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 website.

Parent/caregiver, student, teacher satisfaction

Parents, carers, staff and students were asked for their thoughts as to the school's progress and where to next. The majority of parents and carers responses indicated concern on the developing culture and leadership of the school in 2019. They felt the school was not welcoming or collaborative and had a lack of involved collaborative leadership and that communication from leadership was poor. Some parents indicated that they would not recommend the school to future enrolments.

Many parents expressed concern about the lack of information on the school's budget and the lack of presentation of a financial report at the P&C AGM. 2019 was a big year for the school with the 100 year celebration and the P&C expressed concerns that on their request there was no budget provided to them in regards to this celebration. The P&C were responsible for fundraising and running the 100 year bush dance independent of the school.

In regards to curriculum delivery many parents felt that there was too much focus on Literacy and Numeracy , instead of a well rounded curriculum and integration of the key learning areas. They felt that often lessons were developed in a boring , repetitive, uninspiring manner. The community through the P&C meetings and the surveys would like to see the reintroduction of a well rounded curriculum , with an environmental and sustainability emphasis.

There were few returning staff in 2020 and the remaining staff expressed concerns in regards to behaviour management, collaboration and communication.

Students expressed they were bored and only had avenues for project based learning with one teacher and that the rest of the time their learning was centered around worksheets and textbooks.

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.