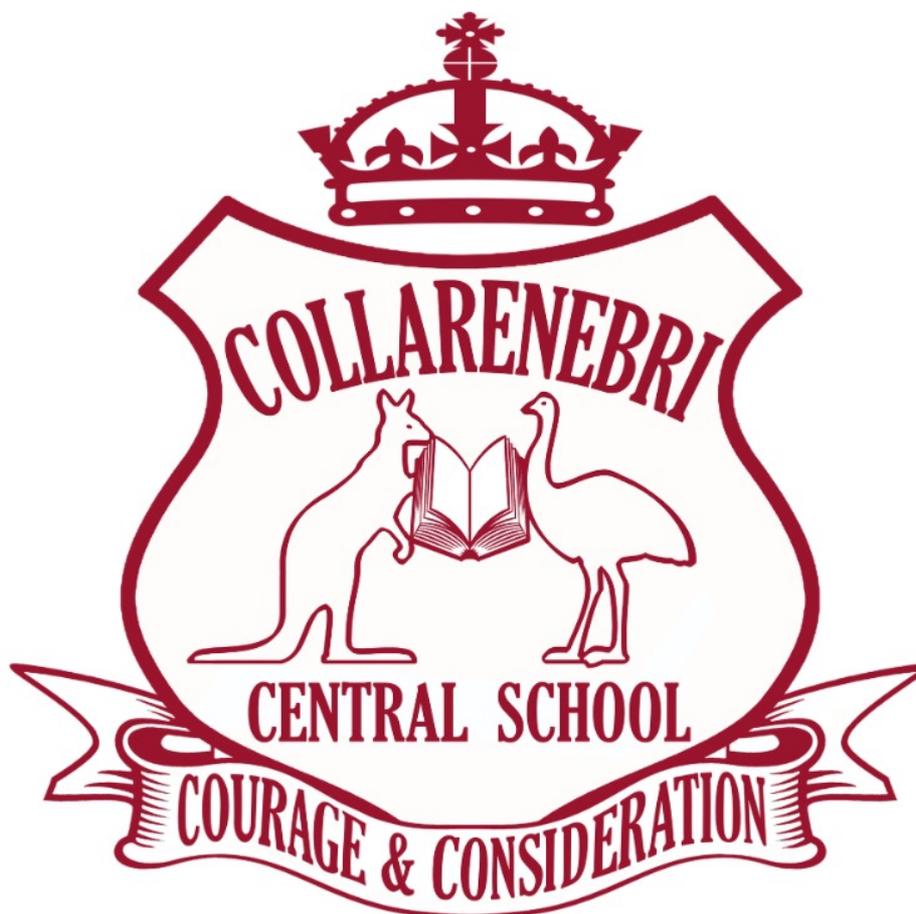


2020 Annual Report

Collarenebri Central School



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Introduction

The Annual Report for 2020 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.

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School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Working towards 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)
<p>A number of key projects have been undertaken to create great learning spaces for our students, so they feel connected to the school and have a sense of purpose during a very difficult year.</p> <p>The library is now a great place for students to undertake collaborative learning, fostering respectful relationships between peers and also with staff.</p> <p>The garden project has allowed students to have a sense of pride in their school and has significantly improved the aesthetic and learning areas the students can access.</p> <p>The school stream app allowed the community and school to seamlessly transition to online communication modes. live streaming class assemblies, end of year presentation and events like yr 12 and yr 6 dinners has gained high level approval from parents and the community.</p> <p>Using the expertise of the school services and Aboriginal Education team, greater connections to Aboriginal histories and culture have been created.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$40000.00)

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)
<p>During COVID-19 students used the digital platform of Zoom to connect with AECG staff and students from other schools to create a song and learn skills like weaving and line marking.</p> <p>The AECG language and culture nest continues to have a strong presence in the school with students engaging in meaningful learning about local history and stories.</p> <p>Local Sista and Bro Speak programs continue to break down the stigma of culture and remove the shame factor in learning and celebrating Aboriginal history, language and culture.</p>	<p>AECG, local experts, school staff, release time, supplies (art)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$5000.00)

Progress towards achieving improvement measures

LOTE in stg 4 has complimented and embedded the informal learning undertaken throughout the year.

Pirru Thangkuray mentoring sessions have continued for the duration of semester 2, students have gained a deeper understanding of their place in the community and have a focus on what they hope to achieve in their school careers and beyond.

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)
<p>The improved transition programs has allowed parents greater understanding of the expectations of entering into either kinder, yr 7 and yr 11. Students are also entering with a greater sense of calm and are all positive in their review of the processes undertaken.</p> <p>PLP's have been reviewed and analysed, COVID has had a significant impact on student learning, this will be addressed in 2021 with strategies developed to ensure students have access to programs and learning particularly around leadership and sporting activities that couldn't be accessed in 2020.</p>	<p>EAFS Deputy Principal, Kindergarten Teacher, Stage 3 Teacher AP Primary, Careers and VET Coordinator, HT Secondary</p> <p>Local preschool staff</p> <p>P-2 Initiatives Officer</p> <p>\$5000 for resources and staff release</p>

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)
<p>Live streamed events were incredibly well received with over 100 viewers during the live events and a number of views of the events from the recordings. This is a very successful way to ensure parents could still be included in whole school events.</p>	<p>Ipads, laptops and connectivity.</p>

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.

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. Data analysis indicated focus areas for interventions and differentiation for reading include comprehending texts, features including text structures, punctuation and vocabulary. Numeracy indicated measurement and geometry, number sense and algebra. These trends in data are evident in PLAN2 and NAPLAN across these cohorts.	

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. The analysis of assessments NAPLAN, Beststart Y7 to inform teaching practices. Professional learning in Scout was delivered to indicate trends in literacy and numeracy, and identified gaps in learning. From this, teaching sprints were implemented which targeted explicit teaching, improved teacher judgement, aligning whole school teaching practice and staff professional growth. The tracking and monitoring of these teaching sprints on PLAN2 showed growth across the identified areas in literacy and numeracy.	

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)
Macqlit program	

Progress towards achieving improvement measures

Data suggesting student improvement whilst on the program in particular around phonic knowledge and word recognition and phonological awareness.	
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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$255,741 Total Funding \$76,277 Fixed Funding \$178,464 Flexible Funding	<p>All students K-8 engaged in learning Gamilaraay language, delivered by a trained language tutor or teacher.</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	\$118,225 Total Funding Staffing \$76,569 Flexible \$41,656	<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> <p>Students achieved success in external TAFE courses, 1 student awarded the State VET in Schools student of the year.</p>
Socio-economic background	\$280,780 Total Funding \$21,877 Staffing \$258,903 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. During COVID DP provided a conduit between the school and home particularly during the learning from home phase of restrictions.</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 University showcases, work experience and excursions within the region.</p>
Support for beginning teachers	\$0	<p>The use of professional learning funds to provide all teacher K-6 with an additional 1 hour of RFF to be used to work with their supervisor, linked to PDP goals.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	47	51	42	47
Girls	60	55	39	45

Student attendance profile

School				
Year	2017	2018	2019	2020
K	79.1	87.2	80.3	82.3
1	87.2	80.8	75.6	87.8
2	79	84.4	72.6	88.8
3	88.7	80.7	86.3	83.5
4	89.4	83.6	84.4	84.4
5	82.7	80.7	87.5	84.2
6	80.7	88.7	83.2	84.8
7	83.2	71.6	82.2	85.9
8	68.8	83	53.7	82.8
9	53.4	56	65.6	62.7
10	76.2	55.5	43.6	72
11	50.7	61.2	60.9	47
12	72.2	78	51.6	87
All Years	78.4	75.8	72.9	77.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	20
Employment	0	0	60
TAFE entry	0	0	0
University Entry	0	0	20
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

100.00% of Year 12 students at Collarenebri Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Collarenebri Central School expected to complete Year 12 in 2020 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)	8.28
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	974,703
Revenue	3,038,776
Appropriation	3,008,606
Sale of Goods and Services	24,857
Grants and contributions	3,145
Investment income	1,563
Other revenue	605
Expenses	-3,036,040
Employee related	-2,537,404
Operating expenses	-498,636
Surplus / deficit for the year	2,736
Closing Balance	977,439

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.

	2020 Approved SBA (\$)
Targeted Total	20,108
Equity Total	654,746
Equity - Aboriginal	255,741
Equity - Socio-economic	280,780
Equity - Language	0
Equity - Disability	118,225
Base Total	1,785,706
Base - Per Capita	19,529
Base - Location	58,148
Base - Other	1,708,029
Other Total	487,118
Grand Total	2,947,678

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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

2020 consolidated the partnership of community support of activities throughout the year, COVID-19 restrictions meant we needed to pivot on how we would normally engage the community and a number of initiatives evolved out of this need. The introduction of a school app, allowing us to instantly communicate with parents and live stream events to them was an initiative that received outstanding feedback.

Students indicated a strong sense of belonging and the TTFM survey indicated a great sense of advocacy within school.

Teacher satisfaction was high as indicated in PDP review process. Teacher collaboration and strategies to increase student engagement occurred throughout the year. Teachers felt supported during a difficult year and indicated this in a staff survey conducted at the end of the year.

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.