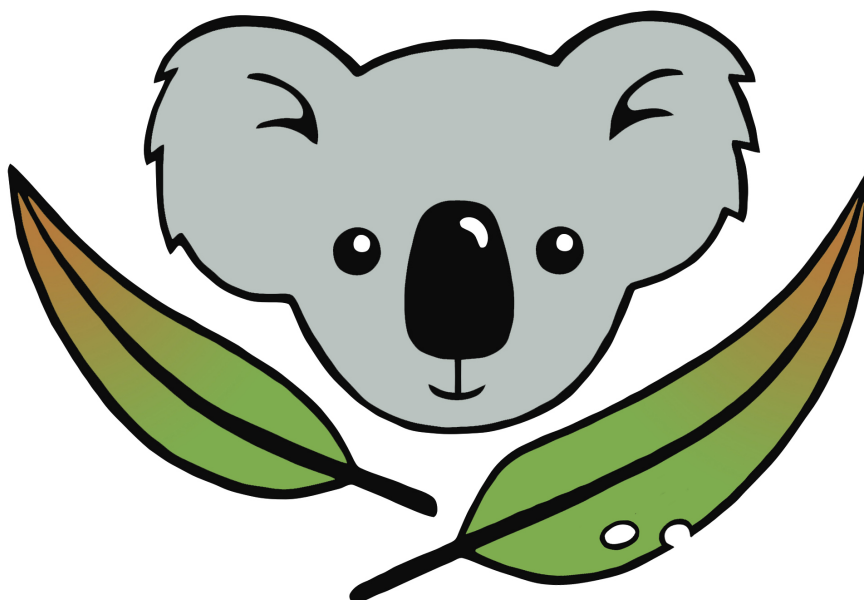


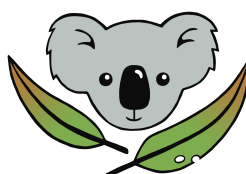
2020 Annual Report

Collins Creek Public School



Collins Creek PS

Great learning in small schools



Collins Creek PS
Great learning in small schools

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Introduction

The Annual Report for 2020 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.

School contact details

Collins Creek Public School
480 Collins Valley Road
Collins Creek, 2474
www.collinsck-p.schools.nsw.edu.au
collinsck-p.school@det.nsw.edu.au
6633 1278

Message from the school community

The year of 2020 was challenging to all school communities. COVID-19 restrictions meant that usual fundraising opportunities were not available to the P&C. We also missed being able to attend events at school. It was with great relief that we were able to come together for the end of year variety night - sitting outdoors to ensure we adhered to COVID Safe guidelines.

Despite these hard times the P&C was still able to work to support the school and our volunteers. We applied for and were successful for a Kyogle Council Community Assistance Grant, which will be used to create a new school sign. We were also successful in a Volunteer Grant which we used to purchase outdoor furniture to create an outdoor reading nook near the school's food and fibre garden further enhancing the school's outdoor learnscape.

We were also able to fund raise remotely with some creative solutions and the P&C continued to financially support school activities. We were very happy to recommence playgroup in term 4 once restrictions eased with new families attending activities at the school.

We welcomed a new Principal to the school, and we look forward to more opportunities to work together in 2021.

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

Overall summary of progress

Strategic Direction 1: *Learning for All*

Question: To what extent did the learning experiences meet the needs of all?

Data: Teaching and learning programs, assessments, Professional Development Plans, observations, literacy and numeracy assessments, surveys and professional learning (COLOURSS Sounds-Write).

Analysis: Data indicates that inquiry-based learning was developed and implemented in environmental, technology and STEM programs. Data indicates at this stage, that further development may need to be explored in how inquiry based learning enhances literacy and numeracy attainment. Various assessment strategies, in literacy and numeracy, K-6 have been utilised; a whole school approach to consistent assessment is in development. Professional learning impact from Sounds-Write has provided a clear direction for phonics teaching.

Implications: Within the new Strategic Improvement Plan (2021-2024), there will be a whole school approach developed to agree on the best approaches to teaching to ensure all students are able to perform to their potential. A whole school assessment schedule will be developed for literacy and numeracy, to ensure that every students' progress is monitored for improvement and attainment points are celebrated. Sounds-Write will continue to be a focus to support the reading and writing for all students.

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)
Data shows that teaching programs contain opportunities for students to use higher-order thinking skills, however it is evident that consistency in developing this across the curriculum is required. Qualitative feedback from questionnaires show that enrichment opportunities to collaborate across COLOURSS network are positively received. While Covid restrictions impacted on many opportunities to network, Professional learning impact from Sounds-Write training has provided a clear direction for phonics teaching.	6 Teaching Days
Within the new Strategic Improvement Plan (2021-2024), there will be a	Funding Sources: <ul style="list-style-type: none">Professional learning (\$3221.00)

Progress towards achieving improvement measures

whole school approach developed to agree on the best approaches to teaching to ensure all students are able to perform to their potential.

Process 2: Digital Technologies

Reflecting the Australian Curriculum through digital and information technologies.

Evaluation	Funds Expended (Resources)
Inquiry-based and environmental learning is evident across teaching programs and reflected in student engagement. Following robotics training for staff, in Term 1, students' skills in robotics and other digital technologies were developed, however, due to inconsistencies in school staff, assessment and monitoring of these skills are at an early stage of development.	STEM resources: We Do and Eva 3 kits, Minecraft Education Funding Sources: <ul style="list-style-type: none">• Teaching Resources (\$1759.00)

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)
The school utilised various assessment data to ascertain student progress and attainment, including PAT testing in Reading and Numeracy for Years 1-6 and Optional Year 5 Reading and Numeracy Assessments. These enabled us to ascertain students' strengths and areas for development. These assessment strategies, together with ongoing teacher assessment, in Literacy and Numeracy, K-6, have been utilised to inform progression data using PLAN 2 in: Understanding Texts, Quantifying Number and Additive Strategies. Further development is required in using PLAN 2 and a whole school approach to consistent assessment use is in development. A consistent K-6 Assessment schedule will be implemented in 2021. The school will use this systematic and reliable information to evaluate student learning over time and inform teaching to ensure that every student improves, in growth and achievement.	PAT assessments in Reading and Numeracy Years 1-6 \$ Optional Yr 5 Numeracy and Reading Assessments. PLAN 2. Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$128.00)

Process 4: Education for Sustainability

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

Evaluation	Funds Expended (Resources)
Teaching programs show that links to environmental education are evident across the curriculum, which supports students' understanding and responsibility in caring for their environment through sustainable practices. These include the School Environmental Management Plan (SEMP) and learning on Global Goals for Sustainable Development. Parent questionnaires also positively reflect engaging environmental learning to develop student awareness. The school will continue to utilise resources and opportunities to develop environmental and sustainability leaning across the curriculum and will be working with stakeholders and professionals from Dorroughby Environmental Education Centre to create a new School Environmental Management Plan (SEMP) for 2021-2023.	

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

Overall summary of progress

Strategic Direction 2: *Dynamic Educational Communities*

Question:

To what extent did our educational community enhance professional development and collaboration among our COLOURSS network, to maximise outcomes for students, staff and families?

Data:

Professional Development records of attendance and facilitation; evidence of Microsoft 365, COLOURSS' events calendars, surveys, teaching programs, PBL evidence.

Analysis:

School Development Days have provided collaborative opportunities for COLOURSS' staff, despite COVID-19 restricted hindering joint professional development and opportunities for students to socialise through scheduled annual events, some events took place at home schools (Threatened Species Workshop, School Play for Cultural Day and Science Day). Parent and student surveys reflect positively on extra-curricular events across the network and parents overwhelmingly support the school's actions. PBL and various elements of the Wellbeing Framework are in development.

Implications:

Principals have recognised the need to further develop the facilitation of professional development within our network. Schools will identify expertise within staff and draw on this to further develop our professional learning community through collaborative planning among teachers, consistent teacher judgement and future learning pedagogies. Our 2021-2024 School Improvement Plan will use The Wellbeing Framework to develop a collective responsibility to improving wellbeing and optimise student learning.

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)
Collins Creek Public School staff benefitted from the following collaborative training opportunities during 2020: <ul style="list-style-type: none">Mandatory Child Protection, and Code of Conduct professional learning - Term 1Sounds-Write Training - 2 weekends Terms 3 and 4Visible Learning and WHS - Term 4Anaphylaxis and CPR training - Term 4	4-day Sounds-Write training for 2 teachers \$1520 CPR training \$154 Funding Sources: <ul style="list-style-type: none">Professional learning (\$1073.00)

Progress towards achieving improvement measures

These training opportunities provided a supportive learning network and financial savings and we look forward to maximising future professional learning experiences with COLOURSS in 2021 and beyond.

Covid 19 guidelines restricted opportunities for students to collaborate among the COLOURSS' network. However, specific events still took place, in home schools, to maximise learning and enjoyment for students. Despite Covid 19 restrictions, the following COLOURSS' opportunities successfully took place to maximise outcomes for students: Swimming Carnival; Public Speaking and Threatened Species Workshop (in home schools).

Parent feedback shows that parents are pleased with opportunities for their children to collaborate among COLOURSS schools.

- Literacy and numeracy (\$601.00)

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>Parent feedback reflects that parents feel their children are safe and happy at Collins Creek Public School, and that behaviour is good. Student feedback also shows that students are happy at school and enjoy learning new things. However, some students are concerned about others' talking about them. PBL themes 'Be Safe, Be Responsible, Be a Learner' are evident in all settings, however, staff have identified that this is less apparent during play times.</p> <p>Implications:</p> <p>The school commenced conflict resolution sessions during Term 4 2020, which students responded positively to, and staff have seen an improvement in students resolving minor issues, as they arise. Furthermore, the school will be adding 'Be Cooperative' as a PBL theme for 2021.</p> <p>Additionally, our 2021-2024 Strategic Improvement Plan will include a whole school approach to Wellbeing, using the Wellbeing Framework and Self-Assessment Tool as a means to improve wellbeing outcomes for all students.</p>	<p>PBL lessons; Conflict Resolution resources</p>

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)
<p>In 2019, the school community celebrated our centenary. Consequently, this process was discontinued.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Second teacher allocation Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$400.00) 	In 2020, 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, maximising teacher-learner interaction for all students.
Low level adjustment for disability	Low level adjustment for disability Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$13 264.00) 	The low level adjustment for disability funding was directed towards the Learning and Support Teacher program. This targeted the needs of particular students through targeted intervention to consolidate phonics and reading skills.
Socio-economic background	Socio-economic background Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$12 974.00) 	The socio-economic funding was directed towards 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, enabling greater emphasis of stage specific outcomes to be taught to smaller groups of students. All students were catered for via the implementation of Individual Learning Plans (ILPs).

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	4	4	3	4
Girls	11	7	6	6

Student attendance profile

School				
Year	2017	2018	2019	2020
K	80.4		71.1	93.8
1	95.7			
2	95.7	95.4		
3	96.7	91.8	94.1	93.5
4	86.5	84.2	89	93.5
5	87.5	84.6	67.4	84.1
6	92.6	92.6	83.2	77.4
All Years	91.6	90.2	85.2	89.5
State DoE				
Year	2017	2018	2019	2020
K	94.4		93.1	92.4
1	93.8			
2	94	93.5		
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
All Years	93.9	93.3	92.8	92.1

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.

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, 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	112,984
Revenue	346,254
Appropriation	336,994
Sale of Goods and Services	110
Grants and contributions	8,981
Investment income	169
Expenses	-361,097
Employee related	-316,289
Operating expenses	-44,808
Surplus / deficit for the year	-14,843
Closing Balance	98,140

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	0
Equity Total	26,638
Equity - Aboriginal	0
Equity - Socio-economic	12,974
Equity - Language	400
Equity - Disability	13,264
Base Total	298,982
Base - Per Capita	2,165
Base - Location	1,153
Base - Other	295,664
Other Total	34,383
Grand Total	360,003

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.

Parent/caregiver, student, teacher satisfaction

Due to our small cohort, the school initiated its own questionnaires to elicit stakeholder views around teaching, learning, leadership and wellbeing.

Parents/Carers questionnaires

Parent and carer feedback overwhelmingly reflects:

- the school provides learning which challenges and supports learners (100%)
- the school supports children to understand what they have to do to improve their learning (100%)
- their children feel safe (100%) and are happy at school (87.5%)
- behaviour is good (87.5%) and the school works well to develop children's moral, social and cultural understanding (100%)
- the school is well led and managed (100%) and parents feel welcome and encouraged to take part in school activities (Covid exceptions) (100%)
- they are pleased with communication between school and home (100%) and would recommend CCPS to other parents (100%)

This is a huge improvement on parent/carer satisfaction from 2019.

Constructive feedback from parents/carers shows that two parents would like more information about what their children are learning and that the school should do more to develop students' emotional resilience.

Teacher/Staff questionnaires

Analysis of Staff questionnaires is positive and reflects that staff feel valued and supported, are treated fairly and that wellbeing of staff is a high priority. Additionally, staff feel that finances are aligned with maximising student outcomes. Staff believe that student behaviour is positive. Staff also feel that professional learning opportunities are aligned with SIP strategic directions. All staff own strategies to support improvement.

Student questionnaires

Feedback from our 10 students shows that:

- most children feel safe at school and enjoy learning new things
- all students gave examples of something in their learning they were proud of
- students expressed learning they liked most and what they find hard

However, some students expressed that they sometimes have concerns about other children talking about them.

Implications:

In light of the above stakeholder feedback, we commenced weekly conflict resolution sessions during Term 4, and have started to see students resolving minor issues with greater independence. This work will be ongoing, during K-6 sessions, including PDHPE, assemblies and PBL lessons. Additionally, in 2021, we will be introducing 'Be Cooperative' into our existing PBL themes of 'Be Safe', 'Be Respectful', 'Be a Learner'.

In response to Parent/Carer feedback, from Term 4 2020, we commenced writing a Termly Curriculum Overview for our Junior and Senior classes. These will continue and be sent home at the end of the first week of each school term. Additionally, from 2021, parents/carers will be informed of some of the learning that takes place, through Class Story updates on the Class Dojo app, which will provide brief summaries and photos.

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.