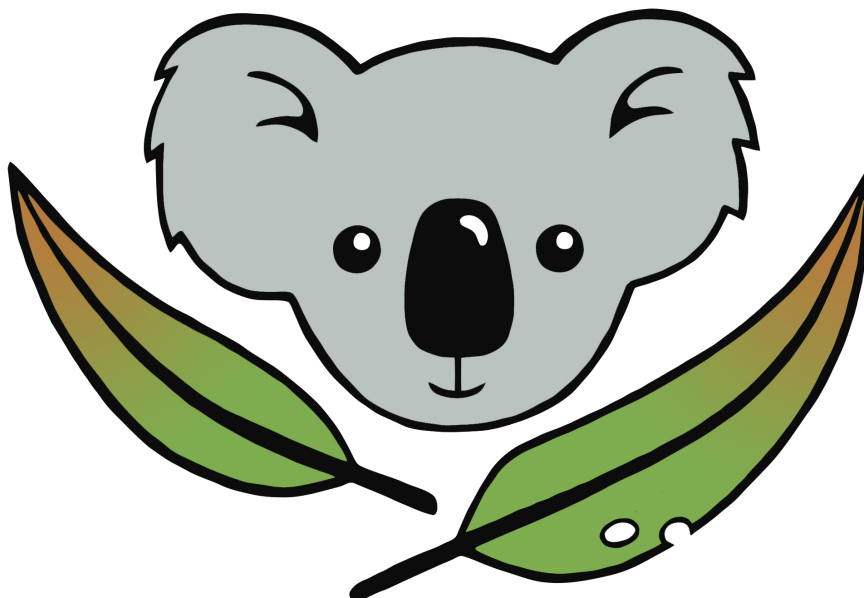


# 2021 Annual Report

## Collins Creek Public School



## Collins Creek PS

Great learning in small schools

1593

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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## Message from the principal

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I am pleased to present the 2021 Annual School Report for Collins Creek Public School. It has been a privilege to lead this school again this year. Despite the many obstacles and new challenges our school community faced, due to Covid-19, teachers and students took on new ways of learning and the success of this was only possible with the tremendous support of our parents and carers, for which I am grateful.

This year, our school's professional learning has enabled staff to develop their use of explicit teaching and feedback to maximise outcomes for all students. Our August 2021 External Validation process was extremely positive, with Wellbeing and Educational Leadership domains being validated as 'Excelling' against the NSW School Excellence Framework, and the majority of other teaching, learning and leading domains validated as 'Sustaining and Growing'. This is a vast improvement on the school's previous year's self-assessment of 'Delivering' in all but one domain. This is due to the dedication and tenacity of our staff team, our determined and caring students and our supportive parents and carers, who are committed to the continuous improvement of academic and wellbeing outcomes for our students.

I congratulate staff, students and parents for the resilience displayed and their positive engagement over the year. I am proud to work in partnership with our school stakeholders and look forward to another successful year. The success of our school has also enabled our number of students to grow holistically, and we look forward to welcoming more new families into our community.

I certify that the information in this report is the result of a rigorous External Validation evaluation process and is an authentic reflection of the school's achievements and areas for development.

## Message from the school community

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2021 was a great year for our small school. The school and community worked well together - despite restricted access to school and the cancellation of school events caused by the COVID-19 pandemic. Community involvement resulted in the design of the new school sign and the construction and installation of a mud kitchen which the students love.

In 2021 the P&C supported student learning and wellbeing via the purchase of materials including clean sand for the sandpit, 13 fruit trees for new and existing students whose trees needed to be replaced, a bass guitar for music, a cage for the school phasmids and the end of year student book presents. The P&C agreed to subsidise the cost of the Canberra excursion for year 5 and 6 students, but the excursion was cancelled. Fundraising opportunities were limited but the P&C were able to hold the annual Mother's Day stall and to cater for the COLOURSS social.

All families were happy to be able to end the year with a leavers assembly to farewell our graduating year 6 student and loved viewing the student's end of year performance at home via video. We thank the school staff for the great job they have done to make families feel included in school activities even when we were not physically able to be on school grounds.

## Message from the students

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The 2021 school year was hard, due to Covid, but despite lockdowns, we were still able to move on and keep on learning. During this time, I liked our wellbeing check-ins on Zoom, as these kept us in touch with each other. I really enjoyed our annual small schools' public speaking contest and our end of year excursion. To top it all off, we even had more students join our school through the year. On behalf of the students, I would like to say thanks to the staff and P & C for making 2021 a good year for us all.

By Isaac

Senior Student

## School vision

To develop responsible, caring and engaged students who take pride in their learning and achieve success. Our emphasis on environmental education and sustainability empowers learners to consider local and global issues. Our inclusive learning environment fosters wellbeing, is responsive to student voice and supported by parents and community working together.

## School context

Collins Creek Public School is a small rural school located 17 km north of Kyogle with a current student enrollment of 12. Our impressive school grounds consist of gardens, including a food and fibre garden and nesting boxes, which are regularly visited by native wildlife, in addition to open and fixed play equipment areas. Our school community is committed to the development of a better environment and students, staff, parents and the broader community work together to make Collins Creek Public School a sustainable, friendly place by considering the curriculum we teach, the waste we produce, and the management of resources and our school grounds.

The school is supported by strong community engagement, which extends to the Community of Learners of Upper Richmond Small Schools (COLOURSS) network of schools, of which we are proud to belong. This consists of: Afterlee, Barkers Vale, Collins Creek, Rukenvale, The Risk and Wiangaree Public Schools. COLOURSS collaborate to provide an enrichment and engagement program throughout the year, which promotes partnerships to overcome rural and remote challenges, whilst celebrating small schools' strengths to maximise students' outcomes, within a wider educational community.

Our parents, students and staff were consulted in a thorough situational analysis, which led to the development of the Strategic Improvement Plan. Through this process, we have identified a need to use effective data driven practices that ensure all students have access to stage appropriate learning, which is underpinned by evidence-informed strategies and embedded evaluative practice. Our future focus will be how teachers successfully plan for, review and adapt practice to ensure reliable formative and summative assessment data is used effectively to inform teaching and learning and maximise growth and attainment for students of all abilities.

## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student growth and attainment in reading and numeracy and to build strong foundations for academic success across the curriculum, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment
- Data skills and use

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$12,996.54

**Socio-economic background:** \$16,367.42

**QTSS release:** \$1,906.00

**Literacy and numeracy:** \$1,364.00

**English language proficiency:** \$2,400.00

**Location:** \$768.00

### Summary of progress

Our focus for 2021 was on the use of K-6 assessment data to inform teaching and learning, Individual Learning Support Plans and personalised targets for all students.

This involved :

- Implementation of assessments that provided authentic data, used to inform teaching and learning.
- Designated staff meetings to review assessment data and update PLAN 2 (data tracking).
- Designated School Development Days for the principal and second teacher to focus on future directions in reading, writing, numeracy and wellbeing.

Student learning outcomes have been tracked through the collection and analysis of a range of assessment data and have shown improvement across reading, writing, numeracy and wellbeing. This information has been shared with stakeholders. External assessment data in the form of NAPLAN and Check-In Reading and Numeracy assessments reflect that students are making progress from the previous year and achieving at or above state averages.

Next year in this initiative we will be reviewing our assessment schedule to ensure accuracy and usefulness of assessments and timings. Use of Essential Assessment for Numeracy will provide pre and post assessments and specific teaching content. Additionally, we will create areas of focus in numeracy to concentrate on improving specific areas in order to make further improvements to student outcomes.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading and Numeracy to contribute towards the Richmond Network Small Schools beyond the baseline data of 40.2% in Reading and 23.1% in Numeracy.	The percentage of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading and Numeracy across the Richmond Network Small Schools increased by 6.6% in Reading and 15.2% in Numeracy progressing beyond the lower bound network target.
Increase the percentage of students achieving expected growth in NAPLAN	The percentage of Stage 2 and 3 students achieving expected growth in NAPLAN Reading and Numeracy across the Richmond Network Small

Reading and Numeracy up to 55% to progress towards the Richmond Network Small Schools lower bound target.	Schools was 57.9% in Reading and 52.6% in Numeracy achieving beyond the baseline data and progressing towards the lower bound network target.
Increase the percentage of students attending school more than 90% of the time to contribute towards the Richmond Network Small Schools beyond the baseline data of 60%.	The percentage of students attending school more than 90% of the time across the Richmond Network Small Schools decreased by 6.25%, demonstrating that we are not yet progressing towards the lower bound small schools network target.
<p>The school is externally validated as Delivering in the School Excellence Framework:</p> <ul style="list-style-type: none"> <li>• Data Skills and Use element</li> <li>• Assessment element</li> </ul>	The school was externally validated in August 2021 as Sustaining and Growing in the domains of Data skills and use, and Assessment

## Strategic Direction 2: Effective classroom practice

### Purpose

To use effective evidence-based teaching methods to maximise learning progress for students of all abilities, explicit teaching and feedback strategies will be identified, promoted and modelled.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Collaborative practice

### Resources allocated to this strategic direction

**Professional learning:** \$4,401.00

**Location:** \$200.00

**Low level adjustment for disability:** \$540.00

### Summary of progress

Our focus for 2021 was on enhancing evidence-based effective teaching practices to improve teaching capacity and K-6 student outcomes. This involved targeted professional learning to specifically develop the areas of explicit teaching and effective feedback, drawing on the Department's What Works Best In Practice Guide. These areas also formed the focus of peer teaching observations conducted in Term 2. Additionally, staff meetings throughout the year created further opportunities to explore the Department's teacher guides and resources, to support reading and numeracy. This process has strengthened teacher collaboration by providing opportunities for us to identify our strengths and areas for development.

Next year we will continue to focus on Professional Learning, utilising evidence-based practices with specific reference to improving teaching and learning in:

- Explicit teaching and feedback
- Numeracy: number and place value and geometric reasoning
- Literacy: grammar and inferential thinking

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school is externally validated at the Delivering level of the School Excellence Framework's Effective Classroom Practice element.	The school was externally validated as Sustaining and Growing in the domain of Effective Classroom Practice.
The school is externally validated at the Delivering level of the School Excellence Framework's Learning and Development element.	The school was externally validated as Sustaining and Growing in the domain of Learning and Development.

### Strategic Direction 3: Wellbeing

#### Purpose

To use a planned approach to developing whole school practices, resulting in measurable improvements in wellbeing and engagement, to support learning.

#### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing Practices

#### Resources allocated to this strategic direction

**Location:** \$70.00

**Per capita:** \$740.00

#### Summary of progress

In 2021, our focus was on improving wellbeing practices across the school. This included the introduction of 'Be Cooperative' as one of the Positive Behaviour for Learning (PBL) qualities, in addition to the introduction of weekly 'ONYA' Circles, which provided students opportunities to self-reflect on their week, recognise and reflect on their 'ONYA' status for classroom and playground, and also provided an important opportunity to complement and praise peers for positive choices. PBL has continued to provide a positive, consistent school-wide structure for behaviour.

The school utilised feedback from student and parent questionnaires to complete the Well-Being Self-Assessment Tool to identify strengths and areas for development. This resulted in a focus on building students' emotional resilience and involved a Social Futures program over Terms 3 and 4. The school was externally validated as Excelling in the element of Wellbeing, consequently, this will look to be consolidated and maintained in the 2022-2025 School Improvement Plan.

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school is externally validated at the Delivering level of the SEF Wellbeing element.  The school is externally validated at the Sustaining and Growing level of the SEF Learning Culture element.	The school was externally validated as: <ul style="list-style-type: none"><li>• Excelling in the Wellbeing element, and</li><li>• Sustaining and Growing in the Learning Culture theme, within the Attendance element</li></ul>
The proportion of students attending > 90% of the time meets the system-negotiated lower-bound target of a minimum of 60%.	In Semester 1, overall student attendance was 90.7% and the percentage of students attending more than 90% of the time was 58.3%.  In Semester 2, overall student attendance was 94.6% and the percentage of students attending more than 90% of the time was 92.9%.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$16,367.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Collins Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement K-2 and 3-6 literacy and maths to support identified students with additional needs</li> <li>• professional development of staff through use of PLAN 2 to monitor and track student progress to support student learning</li> <li>• equitable access to specialist resources</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased student:teacher interaction and smaller class sizes to enable stage specific outcomes to be taught more effectively. Increased teacher understanding and use of student assessment data to inform teaching and learning. Increased use of PLAN2 to monitor growth and attainment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with .6 second teacher to facilitate K-2 and Year 3-6 Literacy and Numeracy teaching. Use of Essential Assessment to inform next steps in numeracy.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Collins Creek Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of specific stage outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased teacher-student interaction and differentiation in literacy and numeracy, due to K-2 and Year 3-6 cohort groups.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with 0.6 second teacher to facilitate K-2 and Year 3-6 Literacy and Numeracy teaching.</p>
<p>Low level adjustment for disability</p> <p>\$13,536.54</p>	<p>Low level adjustment for disability equity loading provides support for students at Collins Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> <li>• Assessment</li> <li>• Collaborative practice</li> </ul>

<p>Low level adjustment for disability</p> <p>\$13,536.54</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention to increase phonemic awareness.</li> <li>• the use of decodable texts to support emergent readers and students working at an early stage of reading, to meet learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased teacher-student interaction and differentiation in literacy and numeracy for all K-6 students. Data reflecting student growth in phonics and reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with 0.6 second teacher to facilitate K-2 and Year 3-6 Literacy and Numeracy teaching.. Continue to implement specific Phonemic program 4 times a week, with a K-2 increased focus on reading digraphs in varying contexts, e.g. real and nonsense words. Phonics sessions in Years 3-6 to develop phonemic awareness of vowel digraphs, linked to spelling program..</p>
<p>Location</p> <p>\$1,038.00</p>	<p>The location funding allocation is provided to Collins Creek Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> <li>• Effective Classroom Practice</li> <li>• Wellbeing Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Casual Teacher employed to enable Principal and second teacher to analyse data and plan next steps.</li> <li>• incursion expenses</li> <li>• subsidising student excursions to enable all students to participate</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Opportunities to make consistent teacher judgement and inform next steps. Cost of incursions and partial excursion costs paid throughout the year, reducing financial burden on parents. Specific software to motivate learners to develop skills through independent activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to allocate time to scrutinise data collaboratively to ensure effective analysis of student assessment and identification of next steps. Continue to subsidise cost of incursions and excursions for our families.</p>
<p>Literacy and numeracy</p> <p>\$1,364.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Collins Creek Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul>

<p>Literacy and numeracy</p> <p>\$1,364.00</p>	<p><b>The allocation of this funding has resulted in:</b>  Increased teacher understanding and use of student assessment data to inform teaching and learning. Increased use of PLAN2 to monitor growth and attainment.  Identification of gaps in students' phonic knowledge of 'nonsense' words.  Increased understanding of number sense strategies and resources.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  School to use Essential Assessment from Term 1 2022 to obtain reliable pre and post assessment data in mathematics to inform teaching and learning.  Interview for Student Reasoning (IfSR) to be used for K-1 students to determine students' strengths and areas for development. In Phonics, K-2 teacher to include nonsense words in daily programming to enable students to recognise digraphs and trigraphs in a range of real and nonsense words</p>
<p>QTSS release</p> <p>\$1,906.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Collins Creek Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in utilising formative and summative assessment to inform PLAN 2</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff, e.g. peer observations.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Professional learning and peer observations strengthened collaboration between Principal and second teacher and the need for further professional learning on explicit teaching.</li> <li>* Increased accuracy in analysing formative and summative assessment, making consistent teacher judgement, accurate use of PLAN 2 and the Identification of students' next steps</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to allocate funding for collaborative data driven practices, professional learning and peer observations for 2022.</p>
<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Increased phonic knowledge for all students, as evidenced through internal and external specific Sounds-Write, Phonological Awareness and Phonic Screening Check assessments. Identification of students' strengths in applying phonic knowledge to real words in phonics and reading, and the need for further improvement in applying phonic knowledge to 'nonsense'</p>

<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>words for Year 1 students.</p> <p>Increase in reading progress - evidenced through PM Benchmark and reading level assessments.</p> <p>Increase in students' confidence, attitude to learning and willingness to take part in guided and independent learning tasks.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue with COVID ILS intervention with new Areas of Focus for Year 1 and Year 4 students termly. Bigger focus on writing - dictation to provide opportunities to segment words into taught phonemes.</p> <p>Targeted students to continue to receive COVID ILS in 2022, with focus on phonics, reading and writing for Stage 1 students and application of phonemic awareness in reading, writing and mathematics for Stage 2 students.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	4	3	4	8
Girls	7	6	6	4

In Term 3 2021, two students joined the school in Kindergarten and Year 2.

### Student attendance profile

School				
Year	2018	2019	2020	2021
K		71.1	93.8	88.7
1				85.7
2	95.4			98.4
3	91.8	94.1	93.5	98.9
4	84.2	89	93.5	90.2
5	84.6	67.4	84.1	92.4
6	92.6	83.2	77.4	87
All Years	90.2	85.2	89.5	90.7
State DoE				
Year	2018	2019	2020	2021
K		93.1	92.4	92.8
1				92.7
2	93.5			92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.3	92.8	92.1	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day

absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	98,140
<b>Revenue</b>	401,824
Appropriation	387,633
Sale of Goods and Services	660
Grants and contributions	13,457
Investment income	74
<b>Expenses</b>	-405,404
Employee related	-364,074
Operating expenses	-41,330
<b>Surplus / deficit for the year</b>	-3,580
<b>Closing Balance</b>	94,561

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

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	0
<b>Equity Total</b>	32,304
Equity - Aboriginal	0
Equity - Socio-economic	16,367
Equity - Language	2,400
Equity - Disability	13,537
<b>Base Total</b>	305,165
Base - Per Capita	2,465
Base - Location	1,038
Base - Other	301,662
<b>Other Total</b>	37,032
<b>Grand Total</b>	374,502

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

### Stakeholder Questionnaires

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

Analysis of 2021 parent/carer questionnaire feedback, from six out of eight families, shows that the school has addressed previous concerns raised in 2020, about lack of information about children's learning and that parents are pleased with teaching and learning, wellbeing, leadership and the communication the school provides. Responses also indicate that parents/carers would recommend Collins Creek Public School to another parent.

Annual Student Questionnaires provide information on wellbeing, teaching and learning. Our 2021 data shows that, compared with 2020 data, more students are happy to come to school; more students are not ever worried about coming to school and more students feel safe at school. Furthermore, all students were able to identify learning they were proud of, and although students identified learning they found hard or didn't like, some also stated that some learning, e.g. mathematics, as something they would like to get better at. This reflects intrinsic motivation and that students value the learning, even if it's hard. To support students' wellbeing, we commenced the Social Futures' Emotional Resilience program in mid-Term 3, which provided students with strategies for dealing with various emotions.

Analysis of Staff Questionnaires 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 the Strategic Improvement Plan. Furthermore, all staff own strategies to support improvement.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.