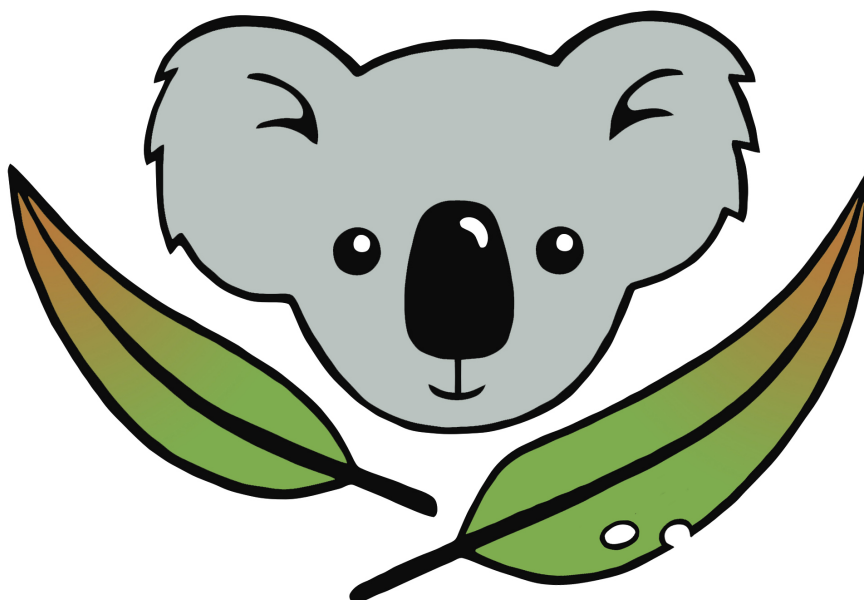


2022 Annual Report

Collins Creek Public School



Collins Creek PS
Great learning in small schools

1593

Introduction

The Annual Report for 2022 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.

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Message from the principal

I am proud to present the 2022 Annual School Report for Collins Creek Public School. 2022 was another successful year for our school, with student numbers increasing for the third consecutive year.

This year staff have taken part in professional learning around maths, looking specifically at enhancing student engagement and problem solving skills to improve the way in which students work mathematically, and we will be continuing this work into 2023. Furthermore, we have completed training on the new K-2 syllabus in English and maths, which will be implemented in 2023.

Additionally, staff and students worked with colleagues and peers, from our COLOURSS' network of schools, to provide an enrichment program involving various academic, social, and cultural opportunities for our students. We look forward to continuing this in 2023 and strengthening staff capacity through shared professional learning opportunities.

Message from the school community

Our small school grew in 2022 resulting in more P&C members. School activities and fundraising opportunities returned to pre-Covid levels - a huge relief for all. The school community was able to participate in a working bee at school where we weeded the Native Food and Fibre garden and fertilised and mulched the school's fruit trees. It was lovely to come together and care for our beautiful school grounds. Parents, carers and grandparents were once again able to cook delicious meals for canteen which the students and staff love and which raises money for the P&C.

The P&C applied for and received another community assistance grant from Kyogle Council. This time the grant will be used to purchase and install a flag pole which will enable the school to fly the Aboriginal and Torres Strait Islander flags alongside the Australian flag. The annual Mothers Day stall proved once again to be a fantastic fundraising event. We raised over \$2700 dollars in fundraising this year.

In 2022 the P&C supported student learning and wellbeing by subsidising the cost of year 5 and 6 students attending the Canberra excursion, supporting the end of year excursion to the Ballina Sea Bird Rescue and Byron Circus Arts and, purchasing the end of year student book presents. The P&C continues to pay for student injury insurance for all students.

All families were happy to be able to attend the end of year variety night and awards ceremony. We enjoyed our students musical and dramatic performances and farewelled our year 6 student.

Message from the students

2022 was a great year and although sometimes tricky, It was also fun. All students enjoyed making paper mache bowls

for art and anything else set for us. I'm sure every student loved our end of year excursion to Ballina Seabird and Turtle Rescue Centre and Byron Circus Arts. 2022 was a great year for all staff and students.

Milo - Year 4

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 16. Our school grounds consist of open and fixed play equipment areas, in addition to gardens and nesting boxes, which are regularly visited by native animals. Our school community is committed to the development of a better environment. 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, 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: Barkers Vale, Collins Creek, 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 student outcomes, within a wider educational community.

We are on a journey to maximise student growth and attainment in reading and numeracy and build strong foundations for academic success across the curriculum. Our school's 2021 External Validation highlighted strengths and areas for development, and this, together with feedback from parents, students and staff, enabled us to complete an authentic Situational Analysis, which led to the development of this Strategic Improvement Plan for 2022-2026. 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 meet and extend students' learning needs.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
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 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 and successfully impact on teaching and learning outcomes.

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.

- Data Skills and Use
- Reading and Numeracy

Resources allocated to this strategic direction

Professional learning: \$2,355.36
Literacy and numeracy: \$344.00
Socio-economic background: \$3,489.36
English language proficiency: \$2,400.00
Low level adjustment for disability: \$13,817.37
Location: \$346.08
QTSS release: \$2,298.42
Per capita: \$79.64

Summary of progress

Our focus for 2022 was on using accurate assessment data to inform next steps, in addition to specific professional learning in reading and numeracy to ensure teachers are equipped with the skills and resources to address gaps in student learning. This has involved collaboration through designated staff meetings each term, to interpret internal and external assessment data, to identify individual and group strengths and areas for development.

As a result of implementing a two-teacher model for K-2 and Year 3-6 literacy and numeracy teaching, teachers are able to ensure stage specific outcomes are taught, and utilise findings from analysis of assessment data to identify next steps for individual students. Student learning outcomes have been tracked through the collection and analysis of a range of assessment data and have shown improvement across reading, numeracy and wellbeing. This information has been shared with stakeholders. Teachers have benefited from specific professional learning in numeracy and found recommended resources on the Universal Hub to be of benefit in addressing identified student need. Consequently, all students have made progress on learning progressions in Understanding Texts, Quantifying Number and Additive Strategies. External assessment data in the form of NAPLAN and more so, Check-In assessment data in Reading and Numeracy reflect that students are making progress from the previous assessment points and achieving at or above state and statistically similar sized school (SSSG) averages, and where this is not the case, individualised intervention has been put in place to support students. Analysis of assessment data has identified the following areas for development: Reading - inference, vocabulary, main idea, and Numeracy - multiplicative thinking and measurement.

A focus on the new K-2 English and Numeracy syllabus has resulted in some identified reading and numeracy professional learning not taking place and this will continue to be our focus for 2023. Next year in this initiative we will continue to focus professional learning around the K-2 and 3-6 DoE Reading and Numeracy Guides and continue to utilise evidence based resources from the Universal Hub. We will also be joining a Community of Schools project, to develop multiplicative thinking, which will further support teacher knowledge and improve numeracy outcomes for students.

Individual student progress is reported directly to parents and carers throughout the year.

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	The percentage of Stage 2 and 3 students in the top 2 bands of NAPLAN

3 students in the top 2 bands of NAPLAN Numeracy to contribute towards the Richmond Network Small Schools beyond baseline data of 23.1% in Numeracy.	Reading and Numeracy across the Richmond Network Small Schools increased by 15.2% in Numeracy progressing beyond the lower bound network target..
Increase the percentage of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading to contribute towards the Richmond Network Small Schools beyond baseline data of 40.2% in Reading.	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 progressing beyond the lower bound network target..
Increase the percentage of students achieving expected growth in NAPLAN Reading up to 55% to progress towards the Richmond Network Small Schools lower bound target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, summative system Check-In Assessment data for Reading reflects that we were able to demonstrate that students maintained expected average annual growth, and maintained positive differentials compared with SSSG (Statistical Similar School Groups) and State averages.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy up to 55% to progress towards the Richmond Network Small Schools lower bound target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, summative system Check-In Assessment data for Numeracy reflects that we were able to demonstrate that students maintained expected average annual growth, and maintained positive differentials compared with SSSG (Statistical Similar School Groups) and State averages.
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 28.34% from 2021 figures, demonstrating that we are not yet progressing towards the lower bound small schools network target.

Strategic Direction 2: Collaboration for School Improvement

Purpose

To collaborate and use effective evidence-based practice to improve teacher practice and community engagement, resulting in sustained and measurable whole school improvement.

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.

- High Impact Professional Learning
- Partners in Learning

Resources allocated to this strategic direction

Professional learning: \$2,160.00

Per capita: \$810.00

Summary of progress

Our high impact evidence-based professional learning focus this year has been on K-6 mathematics, looking specifically at enhancing student engagement and problem solving skills and preparing for the K-2 English and Numeracy syllabus. Staff feedback identified the need to constantly develop students' vocabulary ability to use and apply mathematics in a varying range of contexts. The new syllabus' overarching theme of working mathematically will support this. While explicit teaching has been evident in teaching programs and observations, it has not been the focus of this year's professional learning.

Our partnership with families continues to be a strength of the school, as reflected through stakeholder feedback, which has included meeting with parents and sharing individual student support plans and targets for all students. However, workshops to share strategies and enable parents to support students did not take place. We have continued to work closely with our COLOURSS' network schools to provide a range of opportunities to develop students' academic, sporting and social skills. This has also been extended to peer observations for teachers.

Next year, the school will further develop teacher evaluation of professional learning to ascertain effectiveness and will further develop explicit teaching through professional learning, in collaboration with our APCI (Assistant Principal Curriculum and Instruction). We will also monitor the implementation of the K-2 syllabus and begin to trial 3-6 English and Numeracy syllabus, in preparation for its use in 2024. Additionally, the school will facilitate parent workshops and work specifically with parents to support vulnerable learners. We will strengthen our partnership with COLOURSS' schools through developing a K-2 curriculum support group, to assist teachers as they embark on the new syllabus in 2023, and continue to encourage peer observation to develop and share good practice.

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 self-assessed at the Sustaining and Growing level of the School Excellence Framework's Professional Learning theme, within the Learning and Development domain.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the Professional Learning theme, within the Learning and Development domain.
The school is self-assessed at the Sustaining and Growing level of the School Excellence Framework' for: <ul style="list-style-type: none">• all themes within the Learning Culture domain• the Community Engagement theme, within the Educational Leadership domain.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in: <ul style="list-style-type: none">• all themes within the Learning Culture domain, and• the Community Engagement theme, within the Educational Leadership domain

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$3,489.36</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement K-2 and 3-6 literacy and maths to support identified students with additional needs • professional development of staff through use of PLAN 2 to monitor and track student progress to support student learning • equitable access to specialist resources <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: Continue with .6 second teacher to facilitate K-2 and Year 3-6 Literacy and Numeracy teaching. Work closely with APCI to narrow the attainment gap for vulnerable students.</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of specific stage outcomes. <p>The allocation of this funding has resulted in the following impact: Increased teacher-student interaction and differentiation in literacy and numeracy, due to K-2 and Year 3-6 cohort groups.</p> <p>After evaluation, the next steps to support our students will be: 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>\$13,817.37</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention to

<p>Low level adjustment for disability</p> <p>\$13,817.37</p>	<p>increase phonemic awareness.</p> <ul style="list-style-type: none"> • the use of decodable texts to support emergent readers and students working at an early stage of reading, to meet learning outcomes <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: Continue with 0.6 second teacher to facilitate K-2 and Year 3-6 Literacy and Numeracy teaching,. Continue to implement Soundwrite program 4 times a week. Introduction of Heggerty's Phonemic Awareness program in K-2 and 3-6, to support word attack skills in reading and writing.</p>
<p>Location</p> <p>\$346.08</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • incursion expenses • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Specific software to motivate learners to develop skills through independent activities. Cost of incursions and partial excursion costs paid throughout the year, reducing financial burden on parents.</p> <p>After evaluation, the next steps to support our students will be: Continue to pay for subscriptions to support independent student phonic, reading and numeracy skills. Continue to subsidise cost of incursions and excursions for our families.</p>
<p>Professional learning</p> <p>\$4,515.36</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Collins Creek Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Reading and Numeracy • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Casual teacher to enable Principal and second teacher to conduct PL on evidence-based practice in mathematics through the University of Western Sydney. • Data staff meetings to enable collaboration and develop consistency across school. • Professional learning to enhance pedagogical practice in number sense and place value • Professional learning in K-2 curriculum reform <p>The allocation of this funding has resulted in the following impact: Increased collaboration in professional learning and opportunities to enhance consistent teacher judgement and conduct peer observations. Identification of next steps for teaching and learning.</p>

Professional learning \$4,515.36	<p>After evaluation, the next steps to support our students will be: Future professional learning to focus on explicit teaching and feedback. Monitoring of K-2 syllabus implementation through staff meetings and APCI input. Professional learning on reading and numeracy identified areas for development, utilising APCI, Universal Hub resources and PL.</p>
Literacy and numeracy \$344.00	<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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Essential Assessment subscription for Years 3-6 • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: 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. Increased understanding of number sense strategies and resources.</p> <p>After evaluation, the next steps to support our students will be: Working closely with our APCI to identify best strategies to narrow the gap for students working below age-related expectations. IfSR for K-2 students in additive strategies and for Year 3-6 students working below age-related expectations - including multiplicative thinking.</p>
QTSS release \$2,298.42	<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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in utilising formative and summative assessment to inform PLAN 2 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff, e.g. peer observations. <p>The allocation of this funding has resulted in the following impact: Professional learning and peer observations strengthened collaboration between Principal and second teacher and the need for further professional learning on explicit teaching. Increased accuracy in analysing formative and summative assessment, making consistent teacher judgement, accurate use of PLAN 2 and the Identification of students' next steps.</p> <p>After evaluation, the next steps to support our students will be: Continue to allocate funding for collaborative data driven practices, professional learning and peer observations for 2022.</p>
COVID ILSP \$8,970.00	<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</p>

<p>COVID ILSP</p> <p>\$8,970.00</p>	<p>school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of staff to provide targeted, explicit instruction for student groups in literacy <p>The allocation of this funding has resulted in the following impact: Analysis of PLAN 2 data indicates that all students have made progress at meeting learning progressions, with progress seen particularly in reading. Additionally, the majority of the students in the program achieved significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue to implement Covid ILS intervention with a focus on phonics and reading for K-2, using Areas of Focus to identify specific learning outcomes, as informed by class teacher. APCI to work with Covid ILS tutor. School Counsellor referral for students whose progress is limited. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	3	4	8	13
Girls	6	6	4	3

Student attendance profile

School				
Year	2019	2020	2021	2022
K	71.1	93.8	88.7	82.6
1			85.7	88.3
2			98.4	86.0
3	94.1	93.5	98.9	91.8
4	89.0	93.5	90.2	97.6
5	67.4	84.1	92.4	85.5
6	83.2	77.4	87.0	92.8
All Years	85.2	89.5	90.7	88.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1			92.7	87.4
2			92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.1	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	93,033
Revenue	406,853
Appropriation	396,160
Sale of Goods and Services	2,080
Grants and contributions	7,973
Investment income	641
Expenses	-395,694
Employee related	-333,362
Operating expenses	-62,332
Surplus / deficit for the year	11,159
Closing Balance	104,192

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	19,655
Equity - Aboriginal	0
Equity - Socio-economic	3,489
Equity - Language	2,400
Equity - Disability	13,765
Base Total	312,661
Base - Per Capita	3,032
Base - Location	1,346
Base - Other	308,283
Other Total	37,826
Grand Total	370,142

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.

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.

Parent/Carer feedback: Analysis of 2022 parent and carer questionnaire feedback, from five out of twelve families (42%), reflects that parents/carers strongly agree/agree that they are happy with the teaching and learning at Collins Creek Public School, the information they receive about their child's learning and progress and the help they receive from the school to support their child's learning.

Wellbeing feedback reflects that parents and carers strongly agree/agree that their child feels safe, is happy and enjoys coming to school, that the school deals with any cases of bullying, that the behaviour of students is good and that the school works well to develop their child's moral, social and cultural understanding.

Parent and carers strongly agree that the leadership and management of the school is good, that they feel welcome and are encouraged to take part in school activities, that they are comfortable about approaching the school and are satisfied with opportunities they have to come into school and attend functions and activities their child is involved in. All parents said they would recommend Collins Creek Public School to another parent.

Student feedback: Annual Student Questionnaires provide information on wellbeing, teaching and learning. Our 2022 data, completed by 16 students (100%) shows that, compared with 2021 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, which included sports, poetry, art, reading and maths. Although students identified learning they found hard or didn't like, some also stated that some learning, e.g., maths, as something they would also like to get better at. Comments regarding students' favourite lessons varied, however, music, art, sport, and maths were popular responses.

Staff Feedback: Analysis of Staff Questionnaires included that from six teaching, support, and administrative staff. 2022 staff data reflects that staff feel valued and supported, are treated fairly and that wellbeing of staff is a high priority. Furthermore, staff believe that the school celebrates teaching and learning successes and 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.

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 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

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.