2010 Annual School Report
Collins Creek Public School.

NSW Public Schools – Leading the way

Big things come in small packages; great learning comes in small schools.
Our school at a glance

Collins Creek Public School is a small rural P6 school located at the foothills of the Border Ranges National Park, 15km north of Kyogle.

Collins Creek Public School flourishes because it has a true sense of community, encompassing a dedicated staff, committed parent body, enthusiastic and skilled community volunteers and wonderful, diligent students.

The school has a holistic view of education and implements quality programs centred on Values and Sustainability education, focusing on developing the whole child — academically, socially and emotionally.

The school has a high adult to student ratio, allowing for small groups in literacy and numeracy.

Our students participate in innovative programs in music, IT and science through the ‘Scientists in School’ program. Music tuition is available in keyboard, drum, marimba, guitar and recorder.

A large well-shaded site with open plan play areas, producing a happy, healthy environment, which caters to individual learning needs.

Our student support programs reward positive behaviour and are based on rights and responsibilities, with opportunities for students to have a voice in decision making through the student representative council, which includes students from Year 3 to Year 6.

Values such as honesty, respect, hard work and kindness are modelled by all at the school.

Students

The beginning of 2010, the school had an enrolment of 22 students, ranging from kindergarten to Year 6.

Staff

All teaching staff meets the professional requirements for teaching in NSW public schools.

Collins Creek School is a P6 school with a teaching principal. Casual teaching staff and an aide are employed on a regular basis to allow the school to run one on one and small group tailored programs across the stages. These positions are funded through the Priority Schools Program (PSP) and the school budget.

Staff for 2010 -

-Toni Carter Teaching Principal,
-Sushira Bendall casual teacher.
-Lynette Rankin permanent part-time SAM.
-Alana Bennett casual Learning support officer.
-John Harley GA.
-Leo Glass music teacher.

Significant programs and initiatives

The school coordinated and implemented a number of educational programs over 2010 to suit the varying needs of the students. All programs are imbedded within the Quality Teaching Framework.
Priority Schools Program (PSP)
Through the PSP funding the school employed an aide to run 1 on 1 tailored sessions for students with literacy needs, as well as a second teacher to deliver literacy and numeracy to small groups in their relevant stages.

Colours
The school is a member of the Community of Learning of Upper Richmond Small Schools (Colours). Colours come together on a regular basis for sporting, social, academic and cultural events for students and professional development for staff. The organisation allows for students and staff to network across the region and form relationships with other schools.

Educational Programs at CCPS
Scientists in Schools
Values for Australian Schooling
LOTE-Thai
Education for Sustainability
Pass the Beat Music Programs
Better Buddies personal development
Collins Creek Café
Religious Instruction
Interrelate
Intensive Swimming

Student achievement in 2010
The school did not have students in Year 3 or 5 sit the 2010 Naplan, so we are unable to report on Naplan results.

Messages
Principal’s message
2010 was a year of change for the school both socially and physically, working alongside Anne Bowden the PSP Partnership Officer we examined current practices and our relationship with parents. Together the staff and parents worked on creating a cohesive and positive school environment. As a school we value and foster in our student body an environmental consciousness and understanding of biodiversity. We promote in our students acceptance & tolerance and an independent spirit.

Through the Building the Education Revolution the school acquired a brand new building which is being used as a classroom. This new building allowed the school to have an Infants room and Primary room and a dedicated library and music room. Through the National Pride program we received a covered outdoor learning area (COLA) over our play equipment. Now the students have an area they can play on outdoors if it is raining and they are protected from the sun.

The school also received a Connected Classroom, which houses an interactive whiteboard and video conferencing facilities and we look forward to using this with students in 2011.

The school put in for the National Solar Schools program and were notified in November 2010 that they were successful in their application and we wait with anticipation on our solar cells being installed.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ms Toni Carter
P & C and/or School Council message

The P&C became inactive in Semester 2 due to low parent/community numbers. Whilst there was not a large enough body to hold positions and to run the P&C, there was a band of dedicated helpers that continued to provide cooked lunches and support to the school. In particular the school would like to thank Veronica Welling and Min Brown for all the delicious and nutritious lunches. The school and community are hoping it will resume in 2011.

Student representative’s message

The student body voted for the student council positions early in Term 1.
President,
Vice President,
Secretaries,
Treasurer,
Fund-raising Co-ordinator,
Canteen Manager,
Communications and Media Officers
Ideas for possible donations early in 2010 were Africa, Fiji, Russia, Haiti, China, Australia, Thailand, Orphans, Wires, Victoria bushfire victims and Jamaica.
The student council held a Strope Day, Career Day and ran the canteen for the year. At the end of the year we donated $270 to the Westpac Rescue Helicopter.
We enjoyed working together with the school staff, P&C and all students during the 2010 school year.

Rylie Boon Seaton and Jesse Blake - Media Officers

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

The school had an enrolment of 22 in Term 1 Semester 1. During the course of the year there were changes in the student population and by the end of 2010 the enrolment was 13.

Student attendance profile

Management of non-attendance

The school sends home on a regular basis reminders for unexplained absences and follows up with phone calls to parents. The non-attendance was improved from 2009.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>School</th>
<th>Collins Creek Public School</th>
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<tbody>
<tr>
<td><strong>Class Sizes</strong></td>
<td>Note: Class size data are as provided by schools in the annual class size audit.</td>
</tr>
<tr>
<td><strong>Roll Class</strong></td>
<td><strong>Year</strong></td>
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<tr>
<td>CARTER</td>
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<tr>
<td>CARTER</td>
<td>1</td>
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<td>CARTER</td>
<td>2</td>
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<tr>
<td>CARTER</td>
<td>3</td>
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<td>CARTER</td>
<td>4</td>
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<tr>
<td>CARTER</td>
<td>6</td>
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</table>
Structure of classes

PSP funding contributed towards the cost of employing a second teacher 5 mornings a week, this allowed for the school to run 2 separate sections in the school for literacy and numeracy. The school had an Infants section catering for Kindergarten to Year 3 and a senior section catering for Year 4 to Year 6.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Part-time</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Counsellor</td>
<td>When required</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
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<tr>
<td>Total</td>
<td>2.41</td>
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</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The workforce at our school does not currently consist of formally recognised staff of indigenous descent.

Staff retention

100% from 2009

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
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</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>45661.58</td>
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<tr>
<td>Tied funds</td>
<td>25436.59</td>
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<tr>
<td>School &amp; community sources</td>
<td>7708.45</td>
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<tr>
<td>Interest</td>
<td>3207.97</td>
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<td>Trust receipts</td>
<td>636.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<td>Total income</td>
<td>145449.84</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>10545.15</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>4024.08</td>
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<tr>
<td>Extracurricular dissections</td>
<td>0.00</td>
</tr>
<tr>
<td>Library</td>
<td>818.21</td>
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<tr>
<td>Training &amp; development</td>
<td>633.36</td>
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<tr>
<td>Tied funds</td>
<td>30072.45</td>
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<tr>
<td>Casual relief teachers</td>
<td>2814.39</td>
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<tr>
<td>Administration &amp; office</td>
<td>15611.06</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>4468.93</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5373.80</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>781.21</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>75142.64</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>70307.20</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

Colourss Exhibition

The school exhibited in the Colourss exhibition held at the Roxy Gallery in Kyogle. Students in preparation participated in workshops on portraiture, plaster of Paris sculpture, modelling clay, weaving and various paper techniques. Students also exhibited their works in regional office and the Bentley Art Prize.
Pass the Beat Music Program
This program is now in its 3rd year.

The senior students had one–on–one tuition with Mr Leo Glass and Tamsin Cullen provided small group sessions for the infants.

In the senior years the program has culminated into the formation of a senior school ensemble. This group wrote and recorded original songs, which culminated in a Collins Creek CD. The junior and senior sections of the school demonstrated their skills through their individual and group performances at the end of year variety concert. Both programs provide students opportunities to develop their music skills and increase their confidence towards performing.

The End of Year variety concert was once again a great success and very entertaining for parents, students and community members and highlighted the strength of a cohesive community. The Year Six students were responsible for running the night’s programs and did an excellent job in making their audience comfortable and the performances flowing.

All students at Collins Creek have had opportunities to attend visiting performance artists and in 2010 students attended Wombat Stew, Richard Bradshaw shadow puppetry and a salsa drumming workshop.

Sport
The school continues a daily emphasis on physical fitness and personal health through daily fruit break and physical education sessions at the start of each day. This has been enhanced by the Premiers sporting grant, enabling the school to purchase new sports equipment.

Colourss sporting events provide opportunities for students to participate in cross country, swimming and athletics. Several students excelled at the District cross country and represented the school at zone.

The school participated in the Intensive swimming sessions at Kyogle pool in Term 4 and several students reached Level 5 swim and survive certificates.

Other
The school was thankful and appreciative to have received a new building through the Building the Education revolution and a much needed COLA to cover our play equipment.

Excursions
Year 5 and 6 had 2 excursions over the year. They attended the senior Colours camp at Toonumbar dam which provided wonderful opportunities for them to meet other students in their age range from other small schools. They also attended Lake Ainsworth with students from Bonalbo and the Risk schools. Both camps were valuable learning experiences allowing the students to gain skills in adventure sports and to broaden their social network.

Academic
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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
No data to discuss due to nil students sitting Naplan in 2010.

Significant programs and initiatives

Aboriginal education
Collins Creek School integrates Aboriginal content through cross curricular themes in all Key Learning Areas and in accordance with the NSW Department of Education and Training mandatory Aboriginal Education Policy, this is aided by the Principals knowledge who spent 11 years teaching and living in remote aboriginal communities. The library has an array of appropriate Indigenous resources and reference books to utilise. The students participate in the annual reconciliation march. Students also were treated to a bush tucker lunch prepared by a local indigenous chef with such treats as kangaroo pies, warrigal green wraps and lemon myrtle slice and a rosella cordial. This was made possible by the Youth Environment Council meeting, which was held at our school.

Multicultural education
Culturally inclusive teaching practices and explicit teaching of the multicultural aspect of Australian society is incorporated into the curriculum through in class themes and discussion and activities based around the weekly BTN program.

Senior students participate in weekly LOTE (Languages other than English) learning Thai and Thai culture from a Thai speaker.

The students celebrated multiculturalism through world music partaking in a Latin American salsa drumming clinic, Indonesian gamelan orchestra workshop and have performed songs from other cultures.

Respect and responsibility
Our School has the welfare of our students and their general wellbeing, as our highest priority. Subsequently, the school’s programs and work procedures are steeped in the Nine Values for Australian Schooling. The school embraces the core values of responsibility, tolerance, understanding & inclusion, doing your best, freedom, fair go, care and compassion, honesty & trustworthiness, respect and integrity.

School Rules
Be-
* Safe
* cooperative
* prepared
* responsible
* considerate
* a good friend

The rules were displayed in the newsletter and information was provided on how these rules may look in the classroom and the playground. Teaching programs, assembly and the newsletter regularly features the rules and values that are expected at Collins Creek.

Aligning with these aspects of the curriculum the Collins Creek Café is a vehicle through which the students have opportunities to display their respect of the community volunteers and staff by responsibly catering for the whole school.

The daily student job roster fosters in student responsibility and the value of cooperation in forming a cohesive school culture.
Connected learning

In Term 4 the school had their Connected Classroom installed and are very appreciative of this wonderful technology. The facilities enable schools to have video conferencing with other schools and other organisations across the globe. 3 staff members attended training for 2 days earlier in the year. Staff also participated in training at the end of the year in the technology and will be undertaking more training in 2011.

Other programs

Priority Schools program (PSP)

The school began this program in 2009 and the current program runs till the end of 2012. The program provides extra funding for the school which is used to employ a casual teacher and an aide. The program also provides resources and assistance. Anne Bowden the partnership officer with this program worked closely with the school and parents in 2010.

Youth Environment Council (YEC)

The YEC provides a forum to explore environment and sustainability topics. Kyogle Public School, Kyogle High School, Woodenbong and several other small schools are members of the YEC. Students not only enhance their own knowledge, but are given opportunities to take on responsibility for the environment. Students attended 4 meetings over the year with each meeting having a theme; - energy, water, biodiversity and recycling were explored over the year. Students attended meetings at Kyogle High School, Dorrroughby Field Centre, Collins Creek Public School and went whale watching.

Progress on 2010 targets

Target 1

85% of students achieve Stage outcomes in Literacy, with a particular focus on improving spelling.

Our achievements include:

- Use of Rubrics to assess writing.
- Weekly spelling test &/or dictation results.
- Spelling awareness in text writing.
- Use of correct punctuation, grammar and sentence structure in student portfolios.
- Improved outcomes for all students.
- Staff development in criterion writing and spelling strategies.

Target 2

To improve tracking of student achievement in all strands of maths.

Our achievements include:

- Consistency of teacher judgement.
- Mathletics diagnostic tracking.
- Student portfolios include major assessment tasks, work samples and areas of achievement.
- Scope & sequence learning continuum utilised for numeracy to track student’s progress.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of:

Educational and management practice

Communication

Background

Situations happening at the beginning of 2010 made the school look closely at school to home communication issues. The school worked alongside Anne Bowden PSP Partnership Officer, surveying parent’s satisfaction with the school.

At the end of 2010 the school undertook a parent communication survey looking at ways that we can improve on our home school communication, as well as having one on one discussion with parents, community members, staff and students.

Findings and conclusions

Generally the responses were favourable of the type of information and the avenues that are used. Many parents did not access the school newsletter electronically and still prefer a hard copy. No parents accessed the ASR electronically. It would appear parents are requesting more dialogue that relates personally to their child and this could be explored through follow up conversations, teacher parent forums explaining expectations of the school both socially, physically and academically. Whilst this information is featured regularly in newsletters and parent letters it appears more work needs to be done in this area and further avenues explored for parent school communication, as a few parents still have a lack of awareness of certain school practices.

Future directions

The school will build on the solid foundation it has in regards to the student portfolios, which records students’ growth through their school years. We will establish individual communication books that will be sent home recording issues to address or strengths of the student. We will strengthen our awards system and practice consistent acknowledgement of student’s achievements through the reward system.

assemblies and the communication booklet. The school will look at ways to foster parent/community involvement through regular presentations of curriculum, continuum of learning, tracking of student achievement and school expectations. Allowing for time issues the school will look at ways that we can have more parent forums or meetings.

The school continues its practice of 3 way conferences between students, teachers and parents.

Best start will be explained to incoming parents through discussions and the newsletter and reports given to parents, with opportunities for discussion.

To encourage a sense of understanding of Naplan amongst parents the school will provide explanations of Naplan through discussions and newsletter items and involvement of parents in Naplan practice tests with the purpose of parental exposure of stage expectations.

The school will look at encouraging parents to bring their skills to school by surveying parent’s interest areas and willingness to help in activities.

Parental involvement will be encouraged and is essential to the Growing Kyogle food link project planned for 2011.

Curriculum

Spelling

Background

In 2009 the school was below the national average in spelling for Year 3 in the Naplan.

Findings and conclusions

The school sent home a survey for parents on spelling, as well as the students undertaking a spelling survey. The questions were:

1. The school has kept me well informed about the teaching of spelling.
2. I am provided with useful information about my child’s progress in spelling.
3. Spelling is an important subject for my child.
4. My child has made progress/shown growth in spelling during the year.
5. My child enjoys spelling.
6. My child is developing his/her ability to spell previously unseen words or to work out new spellings.

7. Formal and structured spelling lessons (lists, homework, weekly dictation) are the best teaching method.

8. I am satisfied with the level of spelling taught at school.

9. Spelling homework (writing out lists) is useful and supports what is taught in class.

Generally the responses were in favour of the way spelling is taught at the school. Some parents were unaware that spelling made up a component of the homework program. For those that were aware of their child’s spelling homework many parents felt that their child did not enjoy spelling and really struggled with this area. A minority of parents felt that they were poor spellers themselves and this reflected on their own child’s ability to spell and other parents felt that they were not equipped with the skills to help their child with spelling. The school had a 75% return rate of surveys.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school through the communication and spelling surveys and through observations and discussions throughout the year.

Their responses are presented below.

Spelling

My child rarely brings it home, but that’s their responsibility.

Spelling out words by sounds or letter, or alternate ways to help with spelling and understanding.

I speak to the teacher and they always answer my questions.

Generally parents were satisfied with the level of spelling taught at the school.

Communication

Many parents had indicated they would like more family fun days or get togethers. The school is willing to explore this, but our responsibilities are to educate children and we will need to think creatively about how we can create this within the time limitations and current workload of the current teaching staff. More open dialogues with parents will be encouraged to help make these things happen.

The school will hold information sessions informing parents of upcoming teaching programs and explain the continuum of learning that we are using to record student achievement of outcomes.

A parent was concerned that when the SAM is not at work, that it is often difficult to get through to someone on the phone.

Because the school has a new BDR, which does not come equipped with a phone and our current portable phones do not get reception there we will solve this issue by purchasing a school mobile, so that parents may ring this if the office phone is unattended. This phone will be kept in the BDR building.

Professional learning

The principal and staff undertook a range of professional learning that aligned with the School

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Table showing results of spelling survey questions 1-6.

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<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Agree</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
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<tr>
<td>Strongly disagree</td>
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<td></td>
</tr>
<tr>
<td>Unsure</td>
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Future directions

The school will explore avenues for parent workshops on how they can support their children with spelling and provide regular communication through the newsletter of strategies they could use.

To increase student engagement with spelling, teaching programs will contain activities that are non-competitive, skills based and interactive learning experiences will be a focus.
Management Plan. Professional learning that the staff undertook either individually or as a group were:

- Connected Learning with Technology Conference
- Swimming Scheme Escort Teacher
- New Scheme
- Anaphylactic Training
- Connected Classroom
- Sports Games
- Senior First Aid
- Legal Matters
- Criterion Writing
- SLSO training
- Road Safety
- Best Start
- Workforce
- Technology in the workplace

School development 2009 – 2011

The school strives to ensure that all students, regardless of ability, have the opportunity to reach their personal best. It seeks to ensure all students understand that they are creating and being responsible for their futures. The school endeavours to instil the Values for Australian Schools. The school aims to create a positive learning environment, where students are actively encouraged to be responsible for their own behaviour. We aim to increase parent/community involvement through term presentations, Growing Kyogle foodlinks project, sharing of parent skills and encouragement of membership of the P&C.

We will be continuing on the path of sustainability through the management of the school curriculum and grounds along with the facilities operation of the school and the people that are held within the school community.

Targets for 2011

Target 1

*Consistent tracking of student achievement and growth, which is accessible to parents.*

Strategies to achieve this target include:

- Continuum of learning and plain English reporting to parents through informal conversations, 3 way conference and report cards.
- Projects and major assessment tasks to have marking rubric, which is communicated to students before task.
- Assessment tasks set for stage levels using interactive whiteboard (IWB).
- Apply for self-nominated project in numeracy.
- Development of assessment tasks that integrate ICT with assistance of regional office numeracy consultant.
- Report cards to be finalised before end of school year to make possible parent inquiries in the current school year.

Our success will be measured by:

- Parent understanding of student achievement of outcomes across the curriculum, as gauged by survey and parent teaching interviews.
- Improved student performance as recorded through work samples.
- Each student to have a comprehensive portfolio showing assessment tasks and work samples.
- Reports cards given to parents before end of school year and subsequent conversations with parents/caregivers.

Target 2

*All teachers and support staff to be trained in connected classroom and interactive whiteboard (IWB) and evidenced in teaching programs.*

Strategies to achieve this target include:

- Develop teacher capacity in the use of the technology through regional professional development and in school sharing sessions.
- Development of assessment tasks using the IWB across the stages.

Our success will be measured by:

- Increase of teacher usage of the Connected classroom
• Increase of staff skills in the area of information technology.
• Increase in engagement of students.
• Assessment tasks set using IWB.
• Evidence of ICT usage in classroom programs.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Toni Carter Principal
Lynette Rankin SAM
Sushira Bendall Class Teacher
Alana Bennett SLSO

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Web: www.collinsck-p.schools.nsw.edu.au
School Code: 1593

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: