2009 Annual School Report
Collins Creek

NSW Public Schools – Leading the way
Our school at a glance

Students
Collins Creek Public School is located 15km from Kyogle. It is a small rural P6 school, with an environmental emphasis and one which nourishes parent/community relationships.

The school aims to provide a quality education for all students through the assistance of a supportive community and the efforts of a dedicated staff. The school values and promotes a cohesive community and consequently its relationship to a productive learning environment.

In 2009 the school had an enrolment of 22 students ranging from Kindergarten through to Year 6.

Staff
Collins Creek Public School has the following staff-

*Toni Carter Teaching Principal,
*Sushira Bendal casual teacher.
*Lyn Rankin permanent part-time SAM.
*Alana Bennett casual Learning support officer.
*John Harley .2 SASS (1 day a week).

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

Significant programs and initiatives
The school coordinated and implemented a number of educational programs over 2009 to suit the varying needs of the students. All programs are imbedded within the Quality Teaching Framework.

The school accessed support by an educational officer from District Office for a number of students to participate in a weekly Learning Assistance Program (LAP)

Educational Programs –

LOTE-Thai
Scientists in Schools
Values for Australian Schooling
Education for Sustainability program
Pass the Beat Music Programs
Bike Safety
Collins Creek Café
Religious Instruction
Interrelate
Life Education
Intensive Swimming

Student achievement in 2009
In 2009 NAPLAN the majority of students achieved above the minimum standard. Results overall were very pleasing with results above the state average, except for in the areas of spelling. It must be noted here that the number of students who sat for the NAPLAN is so small that trend and group analysis do not provide reliable or informative data. Individual differences are noted and form the basis of classroom programs.

Two students undertook Year 3 Naplan. Eight students undertook the Year 5 Naplan.

Messages
Principal’s message
The school started 2009 as a PSP (Priority School Program) school and the extra funding and resources provided, contributed towards employing a teacher to take small groups in stage levels for literacy and numeracy. As the school is a P6 school which means it is a one teacher school, this extra funding is much appreciated and allows students a more equitable access to the curriculum.

The continuation of the ‘Pass the beat’ music program ran by Tamsin and Leo is well-supported by the parents and the skills students are learning were displayed in the entertaining end of year variety night. The students excelled in their performances and all students were actively involved. Thank-you to the Year 6 students for running the night's program and to all the other students for participating so eagerly.

A highlight of 2009 was Science week’s theme of ‘Astronomy- science without limits’. The senior students undertook a space theme in class, hosted a visit by a planetarium for the enjoyment of surrounding schools, had a star-gazing night and were the national winners in the Australian light pollution survey and data collection. For their efforts the students won a $1000 of resources from the ABC shop.

Collins Creek students were founding members of the local Turkey’s Youth Environment Council (YEC) and all look forward to the enthusiasm continuing into 2010.

Our dedicated and committed staff work collaboratively together to provide a comprehensive education for all students.

The school lost their school residence in May, with the empty allotment becoming part of the school grounds. At this stage the allotment is unusable due to building debris being left on the site. The principal is currently working with Asset Management for a solution to this problem.
The school was notified in Semester 2 that they were to get a COLA (Covered outdoor learning area) over their playground equipment. Funding of $250,000 under the School’s for the 21st Century project would be provided by the Building the Education Revolution (BER). After much campaigning the school was finally able to get a new building under the School’s for the 21st Century projects and a COLA under the National School Prides funding. The School is very thankful for the projects they are getting. In Term 4 the school had 2 camphor laurel trees cut down at a cost of $5500 in preparation for the (BER) project. The P&C contributed $2000 towards the cost, with the balance coming from a $2500 Heritage Trust grant and school funds. The school intended to plant fruit trees as part of the grant, but due to the Spring/ Summer drought and the building works, the plantings will be done in 2010 after all works on the current school site and the block next door are completed.

In 2009 the school has had a highly inspirational and productive year, as is evidenced by the achievements, programs and results outlined in this report.

Thank you to all staff, community volunteers and parents for their support in 2009.

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.

Toni Carter

P&C and/or School Council message

Collins Creek Public School experienced 2009 as a year of building and expansion. The BER was in full swing at Collins Creek and we were fortunate to gain a much needed new classroom and a COLA for over our play equipment. The new classroom is a great asset and provides much needed space for our children and the COLA provides the shade that we have been seeking for quite a while. The addition of these two items to our school ground has enabled our teacher’s to move into more spacious rooms and we now have a dedicated library/learning area. As a P&C we would like to thank Toni for all her efforts in this endeavour. We are aware that it was a very time consuming process and would like to acknowledge all the hard work that went into achieving this.

Building on from last year’s expansion of our K/1-2 class (who are very happily settled into the larger classroom) we now have an integrated group of younger students who continue to shine, these little ones are a great example of the cohesive family-based environment that this small school offers.

Our older students are achieving success in all areas that they choose to apply themselves in and are always amazing us! The school continues to run many programs that benefit our children, such as music and the Youth Environment Council. The P&C were successful for the second year in a row, obtaining the much needed Volunteers Grant. This grant covers petrol for volunteers drivers and funding for much needed equipment. We have applied again and fingers crossed we receive it for the third time in a row. There have been several fundraising initiatives over the year, all of which were supported by the school community enabling the P&C to keep functioning in it’s capacity as a supporter of the school. We have tried out a new supplier of our school uniforms and now have a dedicated fund for this expense. We would like to thank all of the wonderful volunteers who support Collins Creek Public School, without you things would be much tougher on our children and the teacher’s who try so hard to give every opportunity to the student’s to excel and grow. The P&C would also like to take this opportunity to thank all the teacher’s and support staff for your hard work in 2009. We hope that we can continue to work together to make 2010 just as productive.

Johanna Evans President – Parent & Citizens Association

Student representative’s message

Every year the student council has an election to see who would take on the roles, last year Mivi Evans got the role of president, Leilani Welling had the role of vice president and Carleta Owen was the treasurer.

Throughout the year we had many fundraising days.

We held a modelling day where you would dress as a model and a sports day where you would dress as your favourite sports player and lastly we had a careers day.

The students also raise funds by running the canteen which is very successful. All money that is raised goes to a charity that has struggled in the past.

Many thanks to the parents and Granny Laurie for supporting the student council throughout 2009.

Wenonah Keys President 2010

Student information

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

Students were grouped into stage levels, with a formation of a junior school and senior school. Numbers were balanced in both sections of the school.
**Student enrolment profile**

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>13</td>
<td>15</td>
</tr>
</tbody>
</table>

**Student attendance profile**

**Management of non-attendance**

Parents are encouraged to fill out absence forms available from the SAMS or to send in a note explaining absences. Parents are contacted and asked to provide cause for extended absences. If students are away for a few days on unexplained absence, parents are contacted via telephone from the school to seek information about their child’s absences and welfare.

**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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARTER</td>
<td>1</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>CARTER</td>
<td>2</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>CARTER</td>
<td>3</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>CARTER</td>
<td>5</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>CARTER</td>
<td>6</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>CARTER</td>
<td>K</td>
<td>2</td>
<td>22</td>
</tr>
</tbody>
</table>

**Staff information**

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

Permanent staff retention was stable for the year with all permanent staff continuing on in their roles from 2007 through to the end of 2009. Due to the retirement of a casual at the end of 2008, the casual position was taken up by Miss Sushira Bendal and she was put onto temporary engagement for the year. Alana Bennett was employed on a temporary engagement for 2009 as a learning support aide.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Part-time Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2.51</strong></td>
</tr>
</tbody>
</table>

In 2009 the school’s workforce did not include any identifiable Indigenous workers.

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

Enter a statement describing the Indigenous composition of the school workforce. Principals are strongly advised to refer to the Support Document for further information.
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>
</tbody>
</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: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>57283.67</td>
</tr>
<tr>
<td>Global funds</td>
<td>39921.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>25714.30</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10031.43</td>
</tr>
<tr>
<td>Interest</td>
<td>2386.40</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1569.21</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>136906.84</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 8369.64
- Excursions: 4024.95
- Extracurricular dissections: 0.00

Library: 833.68
Training & development: 716.45
Tied funds: 30705.36
Casual relief teachers: 888.72
Administration & office: 13250.16
School-operated canteen: 0.00
Utilities: 3522.81
Maintenance: 10142.82
Trust accounts: 1654.00
Capital programs: 0.00
Total expenditure: 74107.59
Balance carried forward: 62799.25

A full copy of the school’s 2009 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 2009

Achievements

Arts

Pass the Beat

The music program organised by the school since 2008 has grown in strength. In 2009 the school offered two music programs - 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. 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 for the second year in a row a great success 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.

The school community looks forward to both music programs continuing on in 2010 as it is very well supported by the parent’s.

Colourss (Community of Learners of Upper Richmond Small Schools)

As part of the Colourss performing arts program the school attended a ‘Circus skills workshop and an Indigenous performance by the Star Dancers and all activities were consolidated through in class activities.

The Colourss Learning Community Cultural Day in Term 2 was a day enjoyed by all and the senior students performed as a school ensemble, with all students participating in the dance piece. The students enjoyed the exposure to a range of performing arts and the opportunity to come together as a small schools learning community.

Lantern Parade

The students participated in lantern making workshops and where then invited to march in the Lismore Lantern Parade with the school. Due to terrible weather many families did not attend. Thank you to the families that did march on the night. Students got to carry their lanterns and march with a massive Mother Nature Lantern. The students represented their school in an admirable manner.
Sport

Term 1 the school participated in swimming sessions for sport in preparation for the Small Schools Swimming Carnival. A student from Collins Creek achieved Junior Champion at the Colourss Carnival. Three students went onto the district carnival at Lismore, with one Year Six student going onto zone.

In Term 4 the majority of students participated in the NSW Intensive Swimming Scheme. This scheme is for students who are not water competent or confident. It teaches students how to swim and stay safe in the water. Four students that are competent took swimming sessions based on the Swim and survive competencies and worked on their level 6. This program is made possible with the help of the parents and community volunteers. Thank you to all involved.

All students regardless of ability competed fairly and in an inspirational manner at the two Athletics Carnivals and the Cross Country held over Semester 1. Five students placed in the top 5 of their age division at the Colourss Cross Country and were invited to the district Cross country held at Yamba. One student went on from Yamba to attend the zone cross country at Murwillumbah. It is very rewarding to see each student participate to the best of their ability and the school is very proud of their efforts.

Camp Koinonia

Students from Year 3 to Year 6 attended a camp at Lake Koinonia in Term 4 and demonstrated at all times skills of cooperation and responsibility. Students participated in a variety of activities ranging from rope challenges, climbing poles, swinging in the chapel, surfing and beach restoration work.

The student’s behaviour while on camp was a credit to them. Thank you to Lyn and Chelsey for giving up their time over the 3 days and two nights.

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 the 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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Due to the small cohort of students comparative graphs and data are not included in this report. It must be noted here that the number of students who sat for the NAPLAN is so small that trend and group analysis does not provide reliable or informative data.

Literacy – NAPLAN Year 3

Due to privacy in reporting requirements no results will be published. Any discussion of results from the 2009 NAPLAN would identify individual students as only 2 students were enrolled at the school in Year 3.

Other

Science week- Astronomy- science without limits

Students took part in science week as part of their space unit. The unit culminated in a visit by the Starry Night planetarium and Star gazing. As part of the unit students undertook the Great Aussie Star hunt, which was a light pollution survey set out to measure the magnitude of the stars in Scorpius and the Southern Cross. It was wonderful to see the students so engaged working together to solve scientific problems, increase their scientific knowledge and passion for Science providing evidence of the quality teaching and learning occurring in the school.
Numeracy – NAPLAN Year 3
Due to privacy in reporting requirements no results will be published.

Literacy – NAPLAN Year 5
Due to privacy in reporting requirements no results will be published.

Numeracy – NAPLAN Year 5
Due to privacy in reporting requirements no results will be published.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>88</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
In 2009 the school ran a bike safety program alongside Jack Ransom Cycles. The program was designed to give students bike skills as well as an understanding of road rules and safety on a bike.

All students were involved and enjoyed their bike riding.

Priority Schools Program (PSP)
As a consequence of funding provided by the PSP the school was able to employ staff to take small groups in stage levels for concentrated literacy and numeracy sessions.

Aboriginal education
Collins Creek School integrates Aboriginal content through cross curricular themes in all Key Learning Areas. The library has an array of appropriate Indigenous resources and reference books.

The students provide Reconciliation Day promotional posters for the Kyogle Reconciliation Committee.

Multicultural education
Culturally inclusive teaching practices and explicit teaching of the multicultural aspect of Australian society is incorporated into the curriculum.

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

The school annually takes part in the CWA International Day competition. The country in 2009 was Egypt and students participated in theme work around the topic. Several students were awarded prizes by the CWA.

The Collins Creek Café provides insights into other cultures through the preparations of multicultural feasts with students preparing an Indian feast and contemporary Australian menu's influenced by European cuisine.

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.

In Term1 Grannie Laurie delivered a virtues program to the senior class and the school rules
were simplified and aligned with Positive Behaviour for Learning.

School rules are –

Be -
* safe
* cooperative
* prepared
* responsible
* considerate
* a good friend

The rules were displayed in the newsletter and weekly information was provided on how these rules may look in the classroom and the playground.

Throughout the year the rules were explicitly taught in class and through assembly.

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 enshrines in students responsibility and the value of cooperation in forming a cohesive school culture.

Due to the absence of a school motto senior students were asked to design a motto and new logo for Collins Creek School. In negotiation with the school and a parent vote a new logo and motto was decided on. The motto is Big things come in small packages, great learning comes in small schools. The school will look at the viability of changing the school logo in the future.

Other

Peer tutoring

The whole school participated in peer tutoring craft with the senior students being the tutors. Senior students created a picture book and a related craft activity to deliver to their junior peers. The junior students thoroughly enjoyed their peer tutoring, with many parents supporting the program. Peer tutoring raises the profile of student leadership overall and fosters skills in communication, inclusion, doing your best, tolerance, respect and cooperation.

Progress on 2009 targets

Over the course of 2009 the school worked on three main targets.

Target 1

School-based data will show 80% of students achieve Stage outcomes in Numeracy.

To address this target the school has maintained a strong focus on the teaching of Mathematics across the school. This year we have been involved in professional development activities to ensure best current practise. We have incorporated the use of a Support Teacher Learning into Stage one and two maths programs and have continued to align appropriate resources to class programs.

Our achievements include:

- Work samples in student portfolios;
- Focused teaching of identified areas of need in previous Naplan results;
- Results in Naplan numeracy tests positively reflect our efforts with the majority of the students receiving above the state average.
- World maths day minimeometrics Olympics.

Target 2

All students show personal academic growth in Literacy with emphasis on the increase of fluency in student writing.

To address this target the school has maintained a strong focus on the teaching of writing through text types. We have implemented a range of innovative approaches with particular emphasis on assisting students with identified needs.

Our achievements include:

- Stage 1,2,3 cohort benchmarking indicates that most students are operating at or near grade appropriate benchmarking level;
- Above state average in Naplan reading, writing and grammar;
- Analysis of work samples to track the development in students’ skills, e.g. complex sentences, descriptive language and elaboration of ideas;
- Comparison of work samples of student generated texts using consistency of teacher judgement marking rubrics.

Target 3

To update and revise the School Environmental Plan (SEMP), with emphasis on Green purchasing and cut in waste disposal

Our achievements include:

- Founding members in the Kyogle District Youth Environment Council (YEC).
- A number of ‘focus’ events were used throughout the year to provide real life environmental education for our students. These included: Term YEC meetings and Annual General meeting, Clean Up Schools Day, Earth Hour, National Tree Day and National Parks presented ‘Cane Toad’ talks to our students.
We took another step in reducing our 'ecological footprint' by addressing our use of resources and production of waste. This combined with our food scrap composting, paper shredding and cardboard recycling, has meant that as a school community we have significantly reduced how much rubbish we send to landfill.

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 2009 our school carried out evaluations as follows:

Educational and management practice

Emergency and Flood Policy
Background
The school's access was affected by flood in May 2009. The school following their current policy contacted parents by phone to let them know their child would be getting the bus home early. As a consequence of not being able to make contact with several parents the school decided to review their current policy and gather feedback from the parents to inform a future emergency policy.

Findings and conclusions
Parents were sent home a survey requesting information on the current policy and procedures and what would be their preferences for arrangement for their child in the case of an emergency if they are uncontactable.

Individual responses varied greatly and not one procedure was favoured over another. Answers varied greatly and it is difficult to receive a consensus. Therefore the school will continue on with its present policy of students being sent home on an early bus only if parents are contactable. In the event of the school not being able to communicate with a parent then the child will stay at school with the Principal.

In case of a fire or severe damage to the school, many parents suggested the Collins Creek Hall as a suitable back up location.

Future directions
The school will need to write a letter to the Collins Creek Hall committee asking if the school could utilise the hall as an emergency back-up location.

The school will investigate further policy and legal advice on the best avenue for providing duty of care in a flood on the event of the bus returning the students home early and parents not being contactable.

Curriculum

Excursions/Activities and links to the curriculum
Background
In reviewing informal feedback from a range of parents about the financial viability of extra-curricular activities the school decided to evaluate and prioritize excursions and extra-curricular activities that are on offer by the school

Parents and students were asked the following – To help us plan events for next year we would appreciate feedback on activities undertaken this year.

Extra-curricular activities are those activities that the school undertakes to support or enhance curricular learning. It involves performances, visiting experts, workshops and the music program.

Findings and conclusions
In the survey provided parents and students were asked to indicate if they felt activities had value for money, a response on activities, if they understood the link of excursions to the syllabus and if they would like more information on the above.

Generally most parents supported the activities that were held, with exceptions in regards to less favourable support for the free Australian movie and Life Education. The majority of the parents indicated that they favour between 1 to 2 extra-curricular activities in a semester. The music program was the most favoured program across the school.

Very few parents indicated that they would like to know about curriculum links and most indicated that they understood the relationship between the syllabus and the excursions.

The students had a clear understanding of curriculum links of most of the activities as all activities are supported by in-class programs.

The majority of the senior students were not in favour of the Life Education session.

The planetarium and star gazing activities held in Science Week was in the eyes of the students a worthwhile activity that was well supported by in class learning.

The cost of some excursions can be quite expensive in particular when travel is to be included and this needs to be taken into consideration when planning activities over the year.
Future directions
All future excursions and activities will be linked to the syllabus and in class activities will support outside excursions.
Life Education van is an activity that the school will be reviewing in terms of value for money, due to the cost of the bus. Discussions with Life Education have taken place in Term 4 to pursue other options.

Other evaluations
The School worked with the OH&S Officer and attended to the OH&S audit. One result of the audit was to establish a First aid record of any treatment given to a student. The giving out of bandages, ice packs and attending to the first aid needs of students is now recorded and tracking can be easily monitored.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. The school sought various forms of feedback across the school community to help build a picture of parent, student and teacher views on the topics the school has outlined for evacuation. Various avenues/forums were used to gain an understanding of perceptions such as: P and C meetings, staff meetings, discussions with student counsellors, informal parent/community interviews.
Parents were surveyed about parent interest in parent workshops and their choice of topics. Wellbeing, extending and challenging students and numeracy were suggested topics. The school will seek out further information about the possibility of workshops being run by regional office staff.
Feedback from parents and students is described in the evaluation section of this report.
Policies are frequently being updated to be responsive to the changing demographics of the school. Parents are welcomed to view policies which are kept at the entrance to the office.

Professional learning
Staff engaged in Professional Learning opportunities throughout the year. Activities included Anti-discrimination workshop, Drug Education, Environmental workshop, Count me in too, Teaching Principal Program, Naplan Smart Data, Colours Literacy Program, Criterion marking, Best Start, Keeping them Safe, CPR, Quality Teaching and the Principal’s Conferences.

School development 2009 – 2011
In consultation with staff and parents informal feedback, a three year Strategic Plan has been developed for the school. The plan reflects our perceived needs and desired directions across a range of areas such as literacy, numeracy, the environment and wellbeing.
Parents are welcome to view and/or offer their input into the School Plan at the school.

Targets for 2010

Target 1
85% of students achieve Stage outcomes in Literacy, with a particular focus on improving spelling.

Strategies to achieve this target include:
- Additional teaching focus on spelling
- explicit teaching of grammar and spelling–
- use of spelling and editing strategies from North Coast Spelling Strategy;
- focus on explicit teaching of editing skills;
- liaise with District Office Literacy consultants

Our success will be measured by:-
- Students displaying confidence in spelling and achieving success in spelling activities during general classroom work;
- use of Rubrics to assess writing –CTJ;
- weekly spelling test &/or dictation results;
- spelling awareness in text writing;
- use of correct punctuation, grammar, sentence
- improved outcomes for all students.

Target 2
To improve tracking of student achievement in all strands of maths.

Strategies to achieve this target include:
- Employ a teacher to take small groups to explicitly teach the essential content for mathematics Stages early 1 to 3.
- CMIT Senna’s utilised throughout Infants class programs.
- Rich Learning tasks introduced throughout the stages.
- Scope & sequence learning continuum utilised for numeracy to track student’s progress.
- Online assessment of mathematics for Stage 2/3 utilising Mathletics.

Our success will be measured by:
- Consistency of teacher judgement
- Mathletics diagnostic tracking
- Student portfolios include major assessment tasks, work samples and areas of achievement.
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.

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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: