2008 Annual School Report
Collins Creek Public School

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.

Staff
Collins Creek Public School has the following staff-
* Toni Carter Teaching Principal,
* Judy Ellem casual teacher
* Lyn Rankin permanent part-time SAMS
* 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 ran and coordinated a number of programs to give students extra educational support throughout 2008.

Semester 2 the school accessed the reading program at Kyogle Public and a weekly Learning Assistance Program (LAP) supported by an educational officer from District Office.

Evenstart Tutoring was hosted by the school and was run by Ms Abby Sawford.

Educational Programs –
  Pass the Beat Music Program
  Values for Australian Schooling
  Education for Sustainability program
  Indonesian
  Petcare
  Collins Creek Cafe
  Interrelate
  Life Education
  Intensive Swimming

Student achievement in 2008

Literacy – NAPLAN Year 3
Two students sat the 2009 Naplan test

Numeracy – NAPLAN Year 3
Two students sat the 2009 Naplan test

Messages

Principal's message
It has been five years since the school has enrolled a Kindergarten student or had a Kindergarten class.

In 2008 the school started the year with a delightful and eager group of Kindergarten students. Thanks to Mrs Judy Ellem, our volunteers and their dedicated parents the students have excelled in the school environment and become valued school members.

In the consequent years the school is expecting an ongoing enrolment of Kindergarten students as many of the current students have younger siblings coming up to school age.

The past year has seen a continuing increase of enrolments of new students and the school is in a dynamic state of positive change. The school is constantly responding to the challenges of a small school and encourages stability within the student and staff cohort. Over 2008 the school has encouraged all staff and community towards cohesiveness and efficiency in the workplace.

The school would like to thank all our dedicated volunteers, the P&C, parents and staff for their hard work and their commitment towards the creation of a quality learning environment for the students. In particular we would like to acknowledge Mrs Judy Ellem’s productive 10 year association with Collins Creek School and wish her a happy retirement. We would also like to welcome Sushira Bendal as the Infants and Year 3 teacher and Alana Bennett as a school learning support officer.

The school is looking forward to 2009 and being part of the Priority Schools Program (PSP).

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 message
Collins Creek Public School experienced 2008 as a year of big changes for the school.
For the first time in many years we had 6 children in kindergarten which totally changed the whole
dynamic of the school. These young ones keep everyone on their toes and the older children are kept very busy being buddies and great role models.

As a community we have worked on many fundraising endeavors together and managed to turn around the financial loss we experienced in January – June 2008 into a profit for the 6 months July - December 2008.

I would like to thank our Treasurer Min Hamilton for her amazing business head and attention to detail in sorting out this issue. Now that we are back in the black we have several fundraising ventures planned this year to keep us there.

The P&C has been very busy working on several on-going issues for the school. The P&C did everything in its power to try and retain the school house that has been put up for tender by the Department of Education, we were not successful in this issue.

I would like to thank David Hausen for the many hours he has put into trying to obtain a grant for shade and solar power. This has been the most time-consuming issue and still remains unresolved due to changes in the funding process. Hopefully we will see resolution on this issue later in the year.

In 2008 we fare-welled long-time teacher Mrs. Judy Ellem. This was a very emotional day and really felt like the end of an era. We wish Judy all the best in her future endeavors and can honestly say we miss her wisdom and experience a great deal.

In her place we welcome Miss Sushira Bendall. Miss Bendall has settled in nicely and is doing a brilliant job with the K-2 class.

We also welcome Mrs. Alana Bennett who is a great asset in our busy classrooms with her mile of experience.

Another bonus in 2008 is the music program with Leo and Tamsin – our end of year concert was amazing with all the students showing off their talents.

This year we were blessed to have so many volunteers who gave up their time to help our children. Linda, Granny Laurie, Katie, Claire, Wendy and their helpers (I know there are more). The P&C would like to extend our thanks to Toni & Lyn without whom the school would just not function.

At the end of the year we received news we had been successful in applying for a Volunteers Grant to the tune of $3,400 and this will go towards petrol money for all our dedicated volunteers and various other sundry items that the school badly needs.

All in all 2008 was a great year at our wonderfully vibrant small school.

Johanna Evans
President - Parents & Citizens Association

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**Student representative's message**

In Term 1 2008 the student council had a hippie day for the Festival of Colours. On that day people were supposed to dress up in a costume and bring in a gold coin donation for dressing up. Some brought in cakes or slices and others brought food.

We played games like sack races and egg and spoon race. The children enjoyed that day.

In Term 3 student council held a Character Day. On Character Day students dressed up in their favourite characters (e.g. Tweedy bird, Pippy-Long-Stockings, the Veronicas and more). When the bell rang we had a dress competition. We also played games.

Every recess we hold canteen. The money we raise goes to a charity at the end of the year. This year the money will go to a school in Timor. In the last financial year we raised $369.74.

Thank you to all those that helped us in a fundraising efforts.

Student Council meets every 3 weeks.

Mivi Evans, Leilani Welling and Nellanne Smith.

**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**

At the start of Term 1 2008 there were 21 students, with 9 students in Infants and 12 students in the senior class. During the course of Semester 1 the school had one permanent and two temporary enrolments and two students moved back to homeschooling.

By the end of Semester 2 the school had two new students, with three students transferring to other schools and one student temporary absent. The total enrolment at the end of 2008 was 19. Student demographic ranged from Kindergarten to Year 6. The demographics and the cohort size have changed substantially since 2007, as the last kindergarten enrolment was in 2004.

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>11</td>
<td>7</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>13</td>
</tr>
</tbody>
</table>

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Staff retention

Permanent staff retention was stable for the year with all staff continuing on in their roles from 2007. However Mrs Judy Ellem the long term casual retired and Miss Sushira Bendal will take up the casual position in 2009.

Staff attendance

Staff have access to leave entitlements such as sick leave.

Teacher qualifications

All teaching staff meets 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>
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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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>58 486.98</td>
</tr>
<tr>
<td>Global funds</td>
<td>36 679.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>6 644.21</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>4 241.52</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>967.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>120 632.27</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>16 404.28</td>
</tr>
<tr>
<td>Excursions</td>
<td>1 903.29</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>855.60</td>
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<tr>
<td>Library</td>
<td>812.63</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>988.11</td>
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<tr>
<td>Tied funds</td>
<td>18 927.90</td>
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<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
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<tr>
<td>Administration &amp; office</td>
<td>7 340.69</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>4 207.04</td>
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<tr>
<td>Maintenance</td>
<td>4 248.36</td>
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<tr>
<td>Trust accounts</td>
<td>961.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>8 499.20</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>63 348.60</td>
</tr>
</tbody>
</table>

Balance carried forward 57 283.67

A full copy of the school's 2008 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 2008

Achievements

Arts - Pass the Beat Music Program

The music program organised by the school has given the students opportunities to develop their music skills and increased their confidence towards performing. The End of Year variety concert was entertaining and diverse and was a credit to those that performed and their teachers.

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

The school community looks forward to both music programs continuing on in 2009.

URTA Cultural Day in Term 2 was another resounding success. The students enjoyed the exposure to a range of performance arts and the opportunity to come together as a small schools learning community.

The students tie-dyed their costumes and co-created a visually pleasing anti-bullying performance. The performance was based around the 9 Values for Australian Schooling.

URTA association allows the students to partake in a range of activities with students from other small schools. The students enjoy and learn valuable social skills from these joint activities.

Over the year the senior class participated in a Linoprint making workshop, visited the Kids Artlab in Lismore for practical activities, attended the Picasso Exhibition in Brisbane at the GOMA and exhibited in the Kyogle Show.

Students have been exposed to clay-building techniques and it is envisaged the clay program will expand as the school now has use of a kiln at Wiangaree School.

The whole school attended performances of Oscar Wilde’s The Happy Prince, the superb performance of Wonder in Alice land by KATS and Indigenous performer Wurunri Mathew Doyle.

Sport

Term 1 the school participated in the Small Schools Swimming Carnival. A Collins Creek student received the senior girl’s trophy and two students went on to compete at a district level.

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. It is very rewarding to see each student participate to the best of their ability and the school is very proud of their efforts.

At the Small Schools Cross Country 3 students achieved 1st place, while other students placed 3rd, 4th and 6th in their age divisions. Congratulations to those students! These students next participated enthusiastically in the district event at Caniaba, with one student going onto zone at Murwillumbah. This particular student enjoyed the experience of a very competitive run over an unknown terrain.

The Lismore Football Association held a soccer clinic at school in Term 1. The students enjoyed
the tuition and the association kindly donated a soccer kit. The senior students attended a touch footy day held at KHS oval.

Other

A number of students entered the CWA International Day competition, creating posters on Mexico and gained a 1st, 2nd and 3rd place. With one student going on to win a place at the North Coast Regional competition. They were presented with books from the Kyogle CWA branch.

The whole school attended a Questacon workshop and were enthralled by the science presented. The seniors participated in the Dorroughby Science Road show and this was consolidated through in class activities.

Year 5/6 students attended a sport and recreation camp at Lake Ainsworth in Term 3 and demonstrated skills of cooperation and responsibility.

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)

Due to our small numbers and for privacy, reporting on Naplan results will be limited. Please contact the school if you would like to discuss results.

Progress in literacy

![Average progress in reading between Year 3 and Year 5](image)

![Average progress in writing between Year 3 and Year 5](image)

Progress in numeracy

![Average progress in numeracy between Year 3 and Year 5](image)
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 can not be reported as the number of Collins Creek School students who sat Naplan is so small that trend and group analysis does not provide reliable or informative data.

Significant programs and initiatives
Homework Projects
The senior students have participated proficiently in 4 major homework projects over the year. The work presented has been of a high standard and the students can be very proud of their efforts.

Highlights were the Worm Business and Sustainable House projects.

In Term 2 students were to design a worm business name, logo and packaging. Three of the student’s projects, with accompanying power points were entered in a National Packaging Competition. A State Finalist certificate was received for one of the entries.

The Term 3 project was the construction of a sustainable house. The houses presented were of such a high standard that they were exhibited in the Kyogle Library for a 6 week period.

Environmental Education for Sustainability
The second worm farm was installed, with a view to increase worm population. The Worm farms long term vision is to create a student run business as well as a means to control the school’s excess paper waste.

The Principal was successful in 2008 in gaining a National Environment Trust grant of $2500, which will be carried over till 2009. This is for the removal of the main camphor tree covering the library roof and to plant an orchard.

Mr David Hausen of the P&C has dedicated his time into attaining quotes for the school’s application for the Federal Solar Grant and this is on hold until Departmental procurement assigns the contract.

Aboriginal education
The curriculum at Collins Creek School contains aboriginal content across all Key Learning Areas. The library has a range of appropriate, current resources dealing with Indigenous Australia.

The school acknowledges Sorry and Reconciliation Day’s and undertook activities for both days. The student’s posters for Reconciliation Day were displayed in local shops to advertise Kyogle’s Reconciliation celebrations.

The senior students watched the historic apology speech by Prime Minister Rudd and undertook related activities.

Multicultural education
At Collins Creek School a focus is maintained on multicultural education by utilising culturally inclusive teaching practices and explicit teaching of the multicultural aspect of our daily lives.

In Term 1 students undertook Indonesian Studies with Ben Sneesby. The students thoroughly enjoyed the diverse way that Ben delivered the sessions and particularly enjoyed the sample of Indonesian food Ben had prepared.

The school celebrated ‘The Festival of Colours’ an Indian festival and undertook Harmony Day activities.
Respect and responsibility

Friendly Schools, Friendly Families program was utilised by the school along with the Values for Australian Schooling, Tribes and Restorative Justice Practices. The values are the foundations of the school’s Wellbeing policy and are demonstrated by staff in their daily practices. Explicit lessons on the Values were taught throughout each semester.

Collins Creek Café is a means for students to use respect and responsibility in action. At the end of each term students plan and cater for the whole school, volunteers and special guests. The café is a vehicle for the students to come together in a sense of sharing and to acknowledge those that have helped them throughout the term.

Priority Schools Program (PSP)

As of 2009 the school will be part of the PSP initiative.

Other programs

Intensive Swimming

All students participated in the intensive swimming course held at Kyogle pool in Term 4. This is a valuable program that allows students to gain the confidence and skills for correct water safety. The school trialled running the program over a week instead of the previous 2 week program and this was a success in terms of interruptions to the school program, cost to parents and the general tiredness of the students.

Inter-Relate

Collins Creek School was responsible for coordinating the Inter-Relate program for the Upper Richmond Small Schools Stage 3. The program delivery was well received by the participants and covered good life choices and adolescence.

Drug Education

Students attended the ‘Life Education Van’ as a supplement to the school curriculum. This year Collins Creek School was the host school for Afterlee. The day involved a series of rotational activities of the Life Education Van, an artist’s workshop and a sports session. The students enjoyed interacting with Happy Harold and the Afterlee students and teachers.

Petcare Education

The Infants were involved in a Kyogle Council Petcare Initiative and learnt how to approach and handle animals.

Progress on 2008 targets

Target 1- To effectively promote wellbeing within the school community and to improve student’s self-discipline and behaviour.

The school implemented the National Safe Schools and Values Frameworks.

Our achievements include:

Holding a school values forum that included parents and students working in groups defining core values and contributing towards the school’s wellbeing project. The students prepared a scrumptious lunch for the parents.

Revising the Schools Discipline policy and incorporating it into the newly created Wellbeing policy. At the end of 2008 the Wellbeing Policy was nearing completion and is waiting on the parent’s input.

Creation of student job roster. Each senior student has to attend to the weekly job roster. All jobs encourage responsibility and respect and contribute towards a cohesive and equitable school.

The culture of the school encourages the expression of concerns to be directed in the first instance to the Principal and will be resolved collaboratively within the school alongside support from the broader DET network e.g. counsellors and STLD officers.

Target 2. To improve outcomes in numeracy particularly in reference to measurement and data.

The school took part in NIMS sessions with an emphasis on Middle School.

Our achievements include:

Improvement in class assessment pieces utilising NIMS testing and Maths Plus diagnostic reviews.

In May there was a Parent workshop explaining current mathematic concepts ran by Numeracy Consultant Amanda Schofield.

All students from Year 2 to Year 6 competed in World Maths Day using the Mathletics site.

Successful Mini-metric Olympics with all students from Kindergarten to Year 6 competing.

Professional development in Numeracy in Middle Schools (NIMS) and the release of the Patterns and Algebra CD.

Purchasing a range of numeracy resources.
Target 3. To improve the overall standard of student’s writing with an emphasis on grammar, punctuation and spelling.

Our achievements include:

All common text types (genres) taught and assessment text types displayed in student portfolios.

Consistency of teacher judgement assessment rubrics used in Stage 2 and 3.

Stage outcomes achieved in class writing for 70% of cohort.

Utilisation of North Coast Spelling strategies through the LAP program.

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 2008 our school carried out evaluations of Homework, Music, and Wellbeing in the school.

Educational and management practice

Culture - School Wellbeing and Home-School Relationships.

Background

Wellbeing at Collins Creek School is an evolving and dynamic living process that encompasses all stakeholders - students, parents, community representatives and staff.

The school is continuing assessing and updating its Discipline Policy and this has lead to the establishment of the Wellbeing Policy. As the demographics of the student population changes the school critically evaluates and responds to the existing school culture.

Findings and conclusions

Clear and frequent communication with parents is increasing and is actively promoted within the school. This practice while essential for the strengthening of home/school partnerships is often difficult to achieve because of time restraints.

The school communicates information through the P&C and through the newsletters. An active interest in the P&C ensures a clearer understanding of school business.

The parent survey indicated a need for more information on school targets and progress of these, as well as clearer communication of the school’s expectations for behaviour.

The school has welcomed 6 new families to the school and this has highlighted the range of activities the school undertakes and the importance of communication, in parental understanding of the busy schedule of the school.

The school utilises an open door / discussion strategy to encourage community ownership of the school.

The employment of Tamsin Cullen as the music tutor was to foster home and pre-school to school transition as Tamsin was known to the Kindergarten students.

Future directions

School rules displayed in staffroom, office and classrooms. School rules and expectations to be featured regularly in newsletter, class, assembly and explicitly taught throughout the year in class.

Assembly nominations relating to rules and acknowledgement of students achievements.

Value practices further explored and integrated into all practices starting with the establishment of a shared fruit break initiative

A review of the current enrolment pack and the addition of a parent booklet to explain the procedures, expectations and policies of the school.

Curriculum

Homework Project

Background

Historically student’s homework consisted of a textbook, home reading, spelling and worksheets.

Student’s response rate to attending to all of the homework was inconsistent.

Findings and conclusions

An analysis of whole school discussions, a parent survey and review of current homework practices over 2007 and 2008 led the school to contextualise homework activities for Stage 2/3.

Stage 2/3 students were set 4 major homework projects, weekly spelling and home reading. The major homework projects had a central tenet of cross-curricular integration and aligned with classroom learning themes.

The project resulted in 90%-100% participation in projects with all students receiving A-B grading.

Future directions

The school will continue on with the Homework projects for the senior year and will establish a new practice in 2009 for the Infants section of the school.
Other evaluations

Music program

The school employed a professional musician/music teacher and early childhood music tutor to take small group tuition.

The end of year variety night showcased the student’s skills and the excellent tuition of their music teachers.

Parents and staff evaluated the program at the end of year and it was deemed a success and is to continue in 2009.

The senior program in 2009 will focus on one on one tuition, in addition to whole senior class percussion sessions. Tamsin Cullen will continue with her Infants music sessions.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school in the areas of wellbeing, music and targets set by the school. This was done through 3 way conferences (parent teacher interviews), interviews/discussions and School/Map surveys.

Parent and student survey’s were measured in the below categories.

<table>
<thead>
<tr>
<th>Question</th>
<th>Almost Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
</table>

15 parent surveys were handed out, with a return of 8. Survey results indicated no real areas of concern. Generally the school scored a usually or almost always response in all questions.

In the following parent questions the school scored 25% of responses in the sometimes category.

Question 8. The school encourages new students and their families to be involved in school activities.

Question 12. The school caters for the learning needs of all students.

A high rate of parent returns also indicated that sometimes students demonstrate respect, honesty and trustworthiness, but not always.

A diverse range of directions for 2009 have been indicated by the parents. Some parents would like to see a continuation of above literacy/numeracy results, independent learning and a more comprehensive inclusion of indigenous and sustainability themes.

A range of parents direct responses-

“The school does a brilliant job with limited resources and funds’.

“Fantastic school should be more like it.”

“Continuation of current direction.”

“We are very happy with our child’s progress.”

The student survey showed similar positive results with most questions being answered in a usually or almost always response.

50% of students rated Questions 2, 7, and 8 as a sometimes. Student areas of concern were-

Q.2- The acknowledgement of successful students.

Q.7- The support of the students in school activities.

Q.8- The responsibility of students for their own behaviour.

Direct student responses are presented below-

“We need a swimming pool.”

“More shade cloth.”

“More excursions and pets at school.”

Professional learning

The school has spent or committed all of their professional learning funds.

The Principal attended professional development in Behaviour Management, Numeracy in Middle School, Patterns and Algebra, the SNAP initiative and the Priority Schools Program.

In Term 2 Staff Development days were attended by the SAMS at Lake Ainsworth and the Principal attended an URTA day at Toonumbar Dam.

The SAMS and Principal attended The North Coast Sass and Primary Principals conferences respectively.

The Principal worked alongside Mr Mark Wall Deputy Principal of Behaviour North Coast to develop a Positive Behaviour for Learning philosophy within the school.
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 initiative.

The values are -

Responsibility,
Tolerance,
Understanding and inclusion,
Doing your best,
Freedom,
Fair go,
Care and compassion,
Honesty and trustworthiness,
Respect and integrity.

The purpose of the school plan is to enact the school and community vision. The plan for the period of 2009-2011 prioritises the 4 targets areas of-

* Literacy
* Student Engagement and Wellbeing
* Numeracy
* Holistic Education for Sustainability

To view the Collins Creek Management Plan please contact the school.

Targets for 2009

1. School-based data will show 80% of students achieve Stage outcomes in Numeracy.
2. All students show personal academic growth in Literacy with emphasis on the increase of fluency in student writing.
3. To update and revise the School Environmental Plan (SEMP), with emphasis on Green purchasing and cut in waste disposal

Target 1 - School-based data will show 80% of students achieve Stage outcomes in Numeracy.

Strategies to achieve this target include:

- Implementation of K-12 Numeracy policy.
- Employ a teacher & Teaching Assistant to take small groups in stage levels to explicitly teach the essential content for mathematics Stages early 1 to 3.
- Participation in professional learning opportunities that develop numeracy expertise e.g. Count Me In Too,
- Development of a strategic and systematic K-6 assessment program which will require-
  - Consistency of teacher judgement
  - Tracking of student progress through a continuum of learning through K-6 (entry-exit).
  - Programming which is responsive to student needs.
  - Student portfolios include major assessment tasks, work samples and areas of achievement.
  - Assessment results and samples of students work regularly updated in record folders.
- Analysis of Smart assessment data to inform explicit teaching programs
- Count Me in Too Senna’s utilised throughout Infants programs
- Targeted support through support teaching learning difficulties program (STLD), Teaching Assistance (T A), class teacher & volunteers for individual learners with needs determined by analysis of BST/NAP numeracy and in class assessments

Our success will be measured by:

- Student growth between Years 3 and 5 Naplan / BST numeracy is equal to the state average as demonstrated through EMSAD.
- Teaching programs incorporate teaching and learning activities reflecting enhanced skills & knowledge.
- School-based assessments and student work samples indicate achievement of stage based learning outcomes
- Evidence of a continuum of learning for all stages for each student.
Target 2 - All students show personal academic growth in Literacy with emphasis on the increase of fluency in student writing.

Strategies to achieve this target include:

- Development of a strategic and systematic K-6 assessment program which will require:
  - Consistency of teacher judgement professional development.
  - Tracking of student progress through a continuum of learning through K-6 (entry-exit) record sheets.
  - Best Start Assessment for Early Stage 1.
  - Student portfolios include major assessment tasks, work samples and areas of achievement.
  - Assessment results and samples of students work regularly updated in record folders.
  - Analysis of Smart assessment data to inform explicit teaching programs.
  - Stage levels groups explicitly instructed on text types, grammar awareness and sentence structure.
  - Analysis of individual students’ needs and assistance sought through STLD.

Our success will be measured by:

- Student growth between Years 3 and 5 literacy is equal to the state average as demonstrated by NAPLAN/BST
- Semester assessments data will demonstrate growth for every student.
- Observable growth demonstrated in work samples from Term 1 to Term 4 using Consistency of teacher judgement.

Target 3 - To update and revise the School Environmental Plan (SEMP), with emphasis on ‘Green’ purchasing and cut in waste disposal.

Strategies to achieve this target include:

- Revise and update SEMP.
- Implement sustainable principles in governance and curriculum practices.
- All power sources to be turned off at the wall when not in use and air conditioners to run on optimal use of 25 degrees.
- Undertake Federal Green voucher.
- Implement Environmental Trust ‘Fresh Grant’.
- Establishment and continuation of learnscapes across the school.
- All purchases to be green evaluated.

Our success will be measured by:

- Current, relevant SEMP
- Sustainability found in governance and curriculum practices.
- Cut in CO2 emissions.
- Decrease in rubbish to the Kyogle Dump.
- Operable photovoltaic cells and shade shelter.
- Removal of Camphor tree over library roof improving rainwater catchment and the establishment of an orchard.

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 SAMS
Judy Ellem Infants teacher
Johanna Evans President P&C

School contact information

Collins Creek Public School
480 Collins Valley Road
Kyogle, NSW, 2474
Ph: 02 6633 1278
Fax: 02 6633 1331
Email: collinsck-p.school@det.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: