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. It is a large well-shaded site with open plan play areas; promoting a happy, healthy learning environment, which caters to individual learning needs.
Collins Creek Public School flourishes because it has a true sense of community, encompassing a dedicated staff, committed parent body, and enthusiastic, skilled community volunteers and wonderful, diligent students.
The school has a holistic view of education and implements quality programs centred on Literacy, Numeracy, Values and Sustainability education, with a focus 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.

Music tuition is available in keyboard, drum, marimba, guitar and recorder.
Our students participate in innovative programs in music, ICT and science through the Scientists in Schools program and the Science Challenge.
Values such as honesty, respect, hard work and kindness are modeled by all at the school.

Students
At the onset of 2012 the school had an enrolment of 16 students. Over the year we had 2 students leave due to family reasons and/or moving out of the area. The school started the year with 1 kindergarten student.

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 2012:
- Toni Carter - teaching principal,
- Sushira Bendall - casual teacher,
- Lynette Rankin - permanent part-time SAM,
- Alana Bennett - casual learning support officer,
- Cate Perrin - relieving casual,
- John Harley - general assistant,
- Leo Glass - music teacher.

Significant programs and initiatives
Collins Creek Public School received Priority Schools Program (PSP) funding in 2012. It is a member of the COLOURSS Learning Community. The school coordinated and implemented a number of educational programs over 2012 to suit the diverse needs of students. All programs are informed by the Quality Teaching Framework.

Educational Programs at CCPS
Video Literacy-Lucinda Awards
Newspapers in Education (NIE)
Education for Sustainability
Pass the Beat Music Programs
Values for Australian Schooling
Better Buddies Personal Development
Scientists in Schools
LOTE-Thai
Collins Creek Café
Religious Education
Inter-Relate
Intensive Swimming
Student achievement in 2012

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.

Messages

Principal’s message

Reflecting over the year of 2012 leads me to think of all the wonderful learning opportunities and successes that the students and school community have enjoyed over the year. All students at the school have access to a broad and differentiated curriculum. The senior class participated in various gifted and talented activities, for example the video literacy project for the Lucinda Awards and the animation workshop at Goonellabah Public.

Over the year students participated in Beatboxing, Mini Metric Olympics, science challenges, fire safety, dog awareness, lantern making, Lantern Parade and cane toad awareness.

The school works towards sustainability in all areas of governance consistently. 2012 saw the realisation of the installation of a 10Kw photovoltaic system, which cost $48,000 and was made possible because of a grant received by the National School Solar Program (NSSP). The school now has access to web graphing. It tells specific information on our energy use and on how much energy the panels are generating at any given point in time. We believe this system is contributing significantly to the schools energy needs and is allowing us to make savings on our utilities bill as well as cutting down our carbon emissions.

The school celebrated its official opening of the new classroom, COLA (covered outdoor learning area) and the solar cells. These were all made possible by funds from the NSSP and the Building the Education Revolution (BER). Thank you to the parents for their catering on the opening day.

I would like to thank the parents, community volunteers and the active P&C for all their efforts over the year. Many hands make light work and through everyone’s efforts various things were achieved over the year. In particular the students are enjoying school grounds with lots of extra plantings, a bird free eating area and a fully shaded sandpit.

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 2012 as a year of great progress, physically, financially, environmentally, and socially. After a year of rest in 2011, the P & C re-assembled in willing force to achieve the following outcomes:

- Installation of bird-proof blinds in the public eating area
- Re-covering the sand pit area to provide a safe, secure place for students to play
- Gardening bee where the P & C supplied, and students planted, over a dozen new fruit trees to the school orchard
- Catering for the COLOURSS Small Schools Athletics Carnival
- Catering for the Kyogle District Athletics Carnival
- Catering for the BER opening
- Successful Street stall in Kyogle with home-baking and school-grown vegies!
Re-introduction of the very popular Friday canteen
The P & C was also successful in receiving a Volunteers Grant to assist in the payment towards projects from 2012 and into 2013, as well as covering some of the fuel costs of an active P & C volunteer group and the broader community volunteers! Successful fundraising over the course of the year allowed the P & C to purchase a new BBQ, as well as books for Christmas to all students in the school.

For a small school, Collins Creek has a very big heart and I am very grateful to everyone, parents, teachers, students and the community, who shared time, energy, support and happy memories in 2012!

Tamara Tiffin P&C President 2012

Student representative’s message
The Student Council held elections at the beginning of the year. The following were nominated-
Zane Hugo – President
Emma Foster- Vice President
Parveen Singh - Treasurer
Elle Brown- Media Officer
Lachlan Snadden- Canteen supervisor
Sianna Colliton- Fundraiser organizer

Our 2 main fundraising events for the year were Spooky Day and Scary Day. Students got to dress up, donate a gold coin and we had a food stall.

We make most of our money from the school canteen. We also donated to the Hells on Wheels Bikeathon, which was a fundraiser for the Westpac Helicopter. Excess funds we would like to donate to Wires, this is because Wires has helped the school many times over the last 2 years. Wires helped us by caring for sick animals on our school grounds and removed a snake out of Ms. Carter’s classroom.

Elle Brown, Emma Foster and Parveen Singh

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>#N/A</td>
<td>#N/A</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>#N/A</td>
<td>#N/A</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.5</td>
<td>91.9</td>
<td>93.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>84.4</td>
<td>97.9</td>
<td>94.6</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.8</td>
<td>93.4</td>
<td>97.8</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>90.7</td>
<td>96.8</td>
<td>93.3</td>
<td>91.3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>na</td>
<td>87.9</td>
<td>96.7</td>
<td>95.7</td>
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<tr>
<td>5</td>
<td>92.5</td>
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<td>90.8</td>
<td>79.3</td>
<td></td>
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<td>6</td>
<td>90.9</td>
<td>94.7</td>
<td>na</td>
<td>88.0</td>
<td></td>
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<tr>
<td>Total</td>
<td>89.7</td>
<td>90.2</td>
<td>93.4</td>
<td>93.7</td>
<td>92.0</td>
</tr>
</tbody>
</table>

Management of non-attendance
Parents are encouraged to fill out absence forms which are sent out by the SAM 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. Unresolved absences of an extended period would be referred to the Home Liaison Officer.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>PSP Funding Scheme</td>
<td>0.01</td>
</tr>
<tr>
<td>Primary General Assistant</td>
<td>0.02</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>0.496</td>
</tr>
<tr>
<td>Two adults- School Administrative</td>
<td>0.504</td>
</tr>
<tr>
<td>Total</td>
<td>2.31</td>
</tr>
</tbody>
</table>

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

Currently the workforce at CCPS does not consist of formally recognised staff of Indigenous descent.

Staff retention

100% retention for 2012.

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>2</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>70307.20</td>
</tr>
<tr>
<td>Global funds</td>
<td>39631.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>19068.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>8156.50</td>
</tr>
<tr>
<td>Interest</td>
<td>3600.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>140763.94</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 16873.13   |
| Excursions               | 5035.30    |
| Extracurricular dissections| 0.00     |
| Library                  | 1542.91    |
| Training & development   | 3668.11    |
| Tied funds               | 19684.36   |
| Utilities                |            |
| Maintenance              | 4017.84    |
| Trust accounts           | 266.00     |
| Capital programs         | 0.00       |
| Total expenditure        | 75723.59   |
| Balance carried forward  | 65040.35   |

A full copy of the school’s 2012 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 2012

Achievements

Arts

COLOURSS Art Exhibition

The school exhibited in the biennial COLOURSS art exhibition held at the Roxy Gallery. Students in preparation participated in workshops in painting and sculpture. The senior class embraced plaster of Paris sculpture, drawing inspiration from an in class unit on mythology and scientific language learnt through the ‘Scientist in schools’ program. Many thanks go to James for his hours of tuition, which enabled the seniors to create individual sculptures of a high standard.
Pass the Beat music program

The program is now in its 5\textsuperscript{th} year and at the end of year variety night, the school ensemble performed a wide repertoire of songs and acts with confidence and skill. Most students have one to one tuition or are part of the school ensemble.

Lantern Parade

The school participates in the annual Lismore Lantern Parade and all senior students made individual lanterns.

Sport

The sporting calendar involved cross country, swimming, small schools and district athletics carnivals, weekly sport sessions including regular PDHPE mini sessions in the mornings, Rugby Infants clinic, Kanga cricket and Intensive swimming. The under 8’s relay team won for the second consecutive year the Juvenile relay trophy at the Small schools carnival.

Gymnastics

The school joined with Wiangaree Public to participate in 10 sessions of gymnastics over five weeks, which was delivered by Activated Group.

Other

Video Literacy – The school employed a teacher over Term 1, 2 and 3 to deliver the Video Literacy Project. This entailed the senior students writing a script, acting, directing, filming and editing their movie- History of Collins Creek. The students thoroughly enjoyed attending the screening of their movie at the Star Court cinema for the Lucinda Awards. The school community had its screening at the end of year variety concert.

Newspapers in Education (NIE)

In 2012 the senior students engaged for the second time in the Northern Star Newspaper in Education program.

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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Priority Schools Program (PSP)

2012 was the last year for the school on PSP funding. Through the PSP funding the school employed an aide to run one on one tailored sessions for students with literacy needs. The funding also contributed towards half a day a week for a teacher to deliver literacy and numeracy to small groups in their relevant stages.

COLOURSS (Community of Learning of Upper Richmond Small Schools).

The school is a member of COLOURSS. COLOURSS come together on a regular basis for sporting, social, academic and cultural events for students and professional development for staff. COLOURSS allows for students and staff to network across the region and form relationships with other students across the learning community of small schools.

The third Science Connections Day was a resounding success in 2012 and contributed towards students achieving science outcomes across all stages.

The students participated in the COLOURSS public speaking, learning many new skills and were very proud of the medals they received.
Aboriginal education

Collins Creek Public School practices and promotes an inclusive racism-free learning and work environment. The school places significant emphasis on the delivery of programs which promote racial tolerance and harmony. 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. The library has an array of culturally appropriate Indigenous resources and reference books which are utilized in teaching programs. The school attends and supports Reconciliation Day and observes Sorry Day.

Multicultural education

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

The students celebrated multiculturalism through listening to and performing world music.

COLOURSS Learning Community Cultural Day was an opportunity for students to explore the multicultural nature of Australian culture and Collins Creek students excelled in their performance of a Greek classic- ‘The Medusa’.

Scientists in Schools

Over the last four years the school has been involved in the Scientists in Schools program. In 2012, the school worked with an experienced scientist from Fisheries. Students learnt about scientific language. Senior students also participated in the annual Science Challenge which involves students undertaking a series of experiments and completing online tasks.

Education for Sustainability

Environmental and sustainability themes are interwoven throughout the curriculum. Students have been involved in the school’s learnscape development, which contributes towards student outcome achievement through relevant and practical learning. The school is continuing on with its efforts towards food security in the school grounds. The school’s vision is to have an edible playground, one which encourages children to eat fresh and healthy and which is created by the students and the school community. The school has, with the help of the P&C planted additional fruit trees and herbs over the year.

Our efforts were rewarded through the Kyogle Gardening Club competition where the school won for the second consecutive year first place in the school gardens category in the Kyogle Shire Garden Club competition.

Progress on 2012 targets

2012 Targets to achieve this outcome include:

Target 1

100% of Kindergarten students to improve by 4 clusters in comprehension on the Best Start Literacy Continuum

Target 2

80% Year 1-2 to improve by 2 clusters in comprehension on the Best Start Literacy Continuum

Target 3

80% of Year 3-6 to improve by 1 cluster in comprehension on the Best Start Literacy Continuum

Our achievements include:

• Use of Literacy Continuum in plotting students and use of this information in living programs.
All students gained stage level appropriate clusters on the Literacy Continuum.

Staff reviewed English syllabus to review outcomes and indicators.

PSP funds were used to employ staff to run literacy programs as directed by Learning Support Teacher from regional office.

Whole school community positive response to comprehension survey.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of School Management.

Educational and Management Practice-
School Management

Background
As an integral part of school organisation the school continuously reviews its operational procedures to align with the current school community cultural paradigm. The school surveyed parents, students and staff on communication, school improvement and change within the school.

Findings and conclusions
The survey results were positive in terms of how the school communicated events across the year. In relation to school improvements respondents indicated that there were curriculum changes to bring about improvement in learning. The school community felt that the allocation of monies and other resources was equitable. All survey results show that the students enjoyed a range of the learning experiences at school and that parents received adequate information on activities. In regards to changes across the school, the majority of parents surveyed felt that new families were welcomed sincerely and in regards to decisions and change they have the opportunity to make input.

Feedback indicates that the school is a caring and supportive environment.

Future directions

The school will continue to add activity information in the newsletters and will increase the usage of the communication booklets. Information on the new syllabus will be communicated to parents through newsletters and information sessions.

Curriculum- Literacy Comprehension

Background
Students were plotted onto Literacy Continuum and an expectation that students would improve appropriate clusters on the continuum in comprehension. Parents and students were surveyed in relation to their own understanding of student’s achievement in comprehension as well as across school programming and assessment for comprehension.

Findings and conclusions
Using the Literacy Continuum students were plotted on the continuum. Where applicable Best Start reports were sent home to parents. Students agreed that they had improved in their level of comprehension and that they had a good understanding of what they had read. They feel confident in making connections between diagrams, illustrations and texts. The students felt less confident in evaluating the text from a personal interpretation and using reference sources to help their comprehension. This parallels most parents’ response in the surveys. In response to the amount of home reading undertaken parents responded that students are spending between 0 to 4 nights a week reading, with parents reading to their children 1-7 nights a week.

Future directions
The school will continue on plotting students on the continuum and extending students comprehension in literacy. Excerpts will be placed in the newsletter on the importance of home reading for success at school and strategies to aid comprehension.
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school and of their understanding of children’s Literacy Comprehension.

Their responses are presented below.

100% of parents who responded to the survey felt comfortable about contacting the school and that their involvement was valued and encouraged by the school. They believe that the school cares about their children and that the discipline is fair.

Most students stated that they liked their parents being involved in the school and that they felt the school was a welcoming place.

Professional learning

The Principal and staff undertook a range of professional learning that aligned with the Collins Creek Management Plan. Professional learning undertaken by staff individually or as a group were:

- Seven Habits for Highly Effective People
- Livewell@school
- LAST training
- Dyslexia
- Sam toolkit
- IT Conference,
- CPR,
- Chemcert
- WHS Act training
- North Coast Mathematics Scope and Sequence
- Adobe Connect,
- Mindfulness,

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1-

English

Outcome for 2012–2014

Increase levels of access and attainment in literacy for all students through a broad and differentiated curriculum.

2013 Target to achieve this outcome includes:

Target

80% students reach or go beyond literacy expectations on the Literacy Continuum in the aspect of writing.

Strategies to achieve these targets include:

- Employ a teacher to take small groups in stage levels to explicitly teach text types, grammar awareness and sentence structure.
- Consistency of teacher judgment sessions in school and with COLOURSS (Community of Learners of Upper Richmond Small Schools).
- Utilise in-school expertise, Best Start consultant and peer mentoring to further develop teachers’ understandings of the teaching and learning cycle and Quality teaching elements.

School priority 2-

Organisational Effectiveness – New Curriculum

Outcome for 2012–2014

Teachers understand the new NSW syllabus and are ready for implementation in 2014.

2013 Target to achieve this outcome includes:

Target

The NSW syllabuses e-tool is used by all teachers.
Strategies to achieve these targets include:

- Participate in regional opportunities and use professional learning modules to:
  - Master new learning area content
  - Differentiate the new NSW syllabuses to meet the needs of diverse learners
  - Understand relationship of cross curriculum areas within each syllabus
  - Assess and report based on the new NSW syllabuses
- Utilise staff development days for teachers to become familiar with the syllabus format and function.
- Use the new syllabuses to inform quality programming, and report on the progress through peer coaching.

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 Temporary Teacher

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
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: