Collins Creek Public School
Annual School Report 2013
School context
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 small in numbers, big in heart, 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.
Our students participate in innovative programs in music, ICT and science through the Scientists in Schools program and the Science Challenge. Music tuition is available in keyboard, drum, marimba, guitar, ukulele and recorder.
Our student support program reward positive behaviour and is based on rights and responsibilities, with opportunities for students to have a voice in decision making through the student representative council.
Values such as honesty, respect, hard work and kindness are modeled by all at the school.

P & C Message
Collins Creek Public School experienced 2013 as a year of evolution, with new memberships, activities, and fresh ideas and implementations. After a momentous 2012, the P & C re-assembled with the support of the whole school community to achieve the following outcomes:
- Catering for inter-school gymnastics programs
- Gardening involvement, with funds contributed for tools, fruit trees for the orchard, a worm farm and top soil for the vegetable and flower gardens
- Allocated grant funds for a new camera for the school, ukuleles for the students, and a solar spotlight for the school grounds
- Catering for the COLOURSSS Inter-school Social BBQ and raffle fundraiser in the local town
- Continuation of the very popular Friday canteen

The P & C was successful in allocating the funds from a Volunteers Grant, received at the end of 2012, as outlined above, as well as covering some of the fuel costs of an active P & C volunteer group! Successful fundraising over the course of the year allowed the P & C to purchase books and gifts at Christmas-time for all students, teachers and volunteers in the school.
For a small school, Collins Creek has a dedicated group of people who step up at every available opportunity - I am very grateful to everyone, parents, teachers, students and the community, who shared time, energy, support and happy memories in 2013!

Tamara Tiffin
Treasurer Collins Creek Public School

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
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Student attendance profile

Management of non-attendance
Parents are encouraged to fill out absence forms which are sent out by 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. Unresolved absences of an extended period and partial enrolments are referred to the Home Liaison Officer.
Workforce information

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

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 school’s global budget and Departmental staffing allocation.

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

Workforce composition

<table>
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<th>Year</th>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

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

Teacher qualifications

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

Qualifications

<table>
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<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<td>NSW Institute of Teachers Accreditation</td>
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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: 30/11/2013

Income

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<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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A full copy of the school’s 2013 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 2013

Video Literacy Project and the Lucinda Awards

The school is into its second year of the Lucinda project which promotes thinking imaginatively, creatively, interpretively and critically within our student body and across the broader school community. Supporting the intended outcomes as laid out in the school’s 2013 management plan of creating learning environments that are relevant and engaging and to increase levels of access and attainment through a broad and differentiated curriculum. The theme for 2013 was ‘The Journey’, the school’s entry was an animation on food mileage. The movie was warmly received from the other contributing schools, with the students receiving positive accolades for their work and they were thrilled to receive their Lucinda award for an electrifying documentary.

With Dorroughby Fields Centre staff and to support their learning of the Living World the senior students also produced three ‘Animal evidence in our playground’ documentaries.

Livewell at School

The school is a Livewell at School program participant. In 2013 the school community and students worked towards healthy eating habits. This encompassed a mother’s day luncheon, CCPS café and an active and diverse sports program. Students undertook several Milo cricket clinics, 10 gymnastics sessions, Intensive swimming and comprehensive Athletics training undertaken by Mr. Larry Condon. Students also participated in soccer, netball, hockey, softball, croquet, dance, yoga and fundamental movement skills throughout the year.
Pass the Beat

Pass the beat music program is a longstanding successful program at CCPS. The students are confident across a range of instruments and this year’s highlight was the formation of the school’s ukulele band. The size of the instrument has allowed for ease of use by little hands and the students are really enjoying learning and performing a range of repertoire. Both students and senior citizens enjoyed their performance at the Care Connections Christmas concert at the Senior Citizens centre in Kyogle.

Students wrote and performed the backing track for ‘Saving Energy - The Journey of Food’ movie and the Year 5 and 6 students attended a music workshop with Greg Sheehan and Steve Berry held at Kyogle High school.

All students performed enthusiastically at the end of year variety night in individual performances and as part of the school ensemble.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 5 - Literacy

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.

NAPLAN Year 5 - Numeracy

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.

Other achievements

InterSpeak

The school participated in the 2nd COLOURSS Interspeak competition at Barkers Vale Public in Term4.

Each student represented the school in a way that they can be proud of and delivered interesting, thoroughly researched and highly entertaining speeches.
Science

‘What’s the matter’ was the theme for this year’s COLOURSS Science Connections Day. The day was a huge success and allowed students to reconnect across the COLOURSS network in their appropriate stages and to partake in practical hands-on activities on gases, solids and liquids.

The students utilized the Connected Classroom facilities and undertook a series of video conferences to support their learning of science curricula outcomes. Highlights were the Taronga Park zoo and Gases and Liquids.

Clever Climate Project

The school was part of the Clever Climate project and received funding to look into energy use and ways to save energy. Thinking of ways to save energy was challenging for the students as the school has a 10Kw solar system, worm farms, composting bins, keep it on site paper recycling program and purchases products influenced by ecological sustainable principles.

We decided to do an energy saving project that would have wider ramifications beyond the school grounds and the student’s lunchboxes provided the inspiration for creating a food mileage animation. All students across the stages were involved in this project and students meaningful engaged in the animation process, with younger students being mentored by more experienced peers.

A stream of dialogue over 2013 was created by the topic - Saving energy- The Journey of food, with students self-assessing their own lunchboxes and a change in lunchbox contents was noted. The students themselves work towards lunchboxes that are healthy and which also have low food mileage.

An accumulation of the student’s research and learning in food mileage was celebrated through their confident presentation at the Southern Cross University’s Our Voice Sustainability conference. Students presented their animation and lead a discussion on the topic of saving energy through addressing food mileage and were given positive overwhelming feedback by schools, SCU staff and other attending adults.

Scientists and Mathematicians in Schools.

2013 saw the start of the school’s relationship with a mathematician from Wollongbar research station.

Significant programs and initiatives

Environmental education for sustainability

Environmental and sustainability themes are interwoven throughout the curriculum. Students are actively 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 second place in the best school garden and best student garden category in the Kyogle Shire Garden Club competition.

As part of the school’s ongoing commitment to preparing students to be active and sustainably aware citizens the school participated in the Kyogle Council’s Trip to the Tip excursion where students got to experience firsthand Kyogle Council’s approach to creating a sustainable and efficient waste disposal site.
Students explored the site and the issue of rubbish, the importance of recycling and simple ways to undertake this.

**Threatened Species Project**

The students participated in the Threatened species project coordinated by Dorroughby Fields Environment Centre and partnered by Landcare, Friends of the Koala and Envite.

This involved meaningful learning experiences within the school and the broader community. Students participated in several video conferences with Taronga Park zoo, and interacted with Taronga park zoo staff and animals at a field trip at Rummery Park. Students also looked at water quality monitoring and learnt about the threatened Barred Frog.

Students installed a frog hotel at the school pond and researched and painted koala murals with the help of Tamlin from Dorroughby Fields EEC.

The murals will be mounted on the outside of the BDR building and will be noteworthy as soon as people enter the school grounds. Students also participated in the citizen science project- The Great Koala count and were filmed by Channel 10 Totally Wild undertaking the study using the Great Koala Count app. This will be aired in March 2014.

Students would like to follow up with the koala project in 2014.

**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 celebrate multiculturalism through listening to and performing world music. COLOURSS Learning Community Cultural Day is an opportunity for students to explore the multicultural nature of Australian culture. The students performed under this year’s theme-Water, creating a multicultural inspired sea of colour using flags, accompanied by a diverse backing track highlighting indigenous, pop and hip-hop artists.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Parent, staff, student surveys
- Plotting of students on Literacy continuum
- Formal assessment of students writing using consistency of teacher judgment rubrics.
- Ongoing dialogue between parents, staff and students and evaluations of targets in focus group sessions and interview schedules.

School planning 2012—2014: progress in 2013

School priority 1

English

Outcomes from 2012–2014

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

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

Evidence of progress towards outcomes in 2013:

- Employed 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.
- Utilised in-school expertise, Best Start consultant and peer mentoring to further develop teachers’ understandings of the teaching and learning cycle and Quality Teaching elements.
- Students work samples show growth within and across stages.
- All students electronically plotted on the Plan.
- 65% students reach or go beyond literacy expectations on the Literacy Continuum in the aspect of writing.

Strategies to achieve these outcomes in 2014

- Consistency of teacher judgment sessions in school and with COLOURSS (Community of Learners of Upper Richmond Small Schools).
- Explicit teaching of steps in the literacy continuum.
- Teacher conferencing and assessment to include language of the continuum.
School priority 2

Organisational Effectiveness – New Curriculum

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

Target - The NSW syllabuses e-tool is used by all teachers.

- Participated in regional professional learning opportunities through Adobe connect.
- Undertook professional e-learning modules.
- Assessed and reported on the new NSW English and Science syllabuses.
- Utilised staff development days for teachers to become familiar with the syllabus format and function.
- Used the new syllabuses to inform quality programming, and report on the progress through peer coaching.
- Professional learning with Literacy consultant through video conference.

Strategies to achieve these outcomes in 2014:

- Stage meetings to focus on programming tool and the new syllabus.
- Consistency of teacher judgment sessions in school and with COLOURSS (Community of Learners of Upper Richmond Small Schools).

Professional learning

The SAM, Second Teacher and the Principal all participated in professional learning over 2013. Professional learning was budgeted for using global school funds and TPL. A total of $3764.47 was spent on professional learning.

Professional learning undertaken in 2013-2014:

SAM - T4L, LMBR, Microsoft Word, SASS network day, SASS conference, Promotions Planning, First Aid, CPR, ASCIA epi-pen, First Aid, Emergency Care.

Principal - Clever Climate, Gymnastics, Principal Conference, PLAN, Literacy Continuum- Aspects of writing, AFS training, CPR, ASCIA epi-pen, First Aid, Emergency Care, LMBR training, Promotions planning day, I-pad, Animation.

Miss Bendall- LAST, Focus on Reading, Best Start, PLAN, I-pads, ASCIA epi-pen, First Aid, Clever Climate, Literacy continuum- Aspects of Writing.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about various aspects of the school. The focuses of the evaluations were writing, a differentiated curriculum within the school and the general impression of the school.

Their responses are presented below.

“Holistic education in harmony with nature, the brain and the heart.”

“My children do not get lost in a crowd, They are important individuals and they receive the attention and teaching every child deserves.”

“Access to technology and an open willingness to up skill teacher training.”

“Allows children to befriend peers outside of rigid age restrictions.”

“Birds singing, children singing, laughing and playing.”

“The school is very warm and inviting, a safe environment for children”.

Program evaluations-

Differentiated Curriculum

Background

It is a school priority that all students have access to a broad & differentiated curriculum.

Findings and conclusions.

The majority of parents responded that CCPS provides a range of activities and types of assessments that cater for diverse learning styles and that the school offers a diverse curriculum. Parents, staff and students feel that the school tries to bring out the best in each child and is aware of each child’s individual needs and strengths. It would appear from survey results...
that the school needs to promote and unpack the new curriculum further within the parent community.

Future directions
The school will work further on developing their understanding and implementation of the NSW SYLLABUS for the Australian Curriculum and to promote this within the broader community. Teachers will commit to professional learning to upskill on the new curriculum and to develop teaching activities that incorporate differentiated strategies to meet the specific needs of students across the full range of abilities.

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 Casual Teacher
Alana Bennett SLSO
John Harley GA

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: