2009 Annual School Report
Collector Public School

NSW Public Schools – Leading the way
Messages

Principal's message

It is with pleasure that I present the Collector Public School Annual Report for the 2009 school year.

2009 has seen a number of changes take place at Collector Public School. The first and most testing was the transfer of principal. Mrs Lindy Ross retired as Principal at the end of 2008. I was successful in attaining the principal position for the beginning of 2009.

Throughout 2009, I have enjoyed working with parents, staff and students to provide opportunities to nurture growth and talents in students.

Our school motto ‘Achievement and Pride’ is continually emphasised as all students are encouraged to attempt new challenges, focus on their achievements and view mistakes as part of the learning process.

The school strives to ensure that students acquire a joy for learning by providing varied and stimulating programs demonstrating a strong emphasis on literacy, numeracy and integrated technology to encourage life-long learners.

Collaborative decision-making between the school and community is deemed vital in achieving educational excellence. I extend a sincere thank you to the students, staff and enthused parents of Collector Public School for their contributions throughout 2009. The care, dedication and commitment is nothing but admirable. It is with great pleasure that I present my first ASR as principal of Collector Public School.

Melissa Dunbar-Reid

P&C Presidents Report

2009 was a very busy and productive year for the P&C. Our key activities have included:

- Raising funds through various activities. Our main Fundraising activities included the Collector Village Pumpkin Festival; Driver Reviver; a Trivia night; various raffles and a morning tea for a group of motorcyclists. We used some of the funds raised to subsidize the cost of school excursions, including the school camp and purchasing new readers for students to take home and practice their reading.

- Reinvigorating the school garden. A small subcommittee has been formed to focus on the school vegetable garden. New garden beds have been built, vegetables have been planted maintained and harvested with the help of students. The students are participating in a gardening program which has been tied back to the overall curriculum. The children have loved watching their seed and seedlings grow and have then enjoyed some of the produce as a part of Friday’s canteen.

- The Friday Lunch Order Day. As a small school Lunch Orders is provided once a week. All children share in freshly made meals that change on a weekly basis. The food is made at a low cost by parents and...
managed through the P&C to be enjoyed as a communal activity by the children.

- Provision of school uniforms at cost to families. Members of the P&C manage the sale of uniforms. The P&C does not use this as a fund raising activity and as such sells the uniforms at cost price. Where possible second hand uniforms can also be brought by parents.

The P&C relies heavily on the involvement of parents and the broader Collector community which is greatly appreciated. As a P&C we are also very grateful for the involvement and support of the Principal and teaching staff in the P&C activities.

Sarah Kruger

Student representative's message

This year has been a fantastic year for us as Collector PS leaders. At Collector Public School, school leaders are responsible for the running of assemblies and other special ceremonies and being a good role model to all of the other children at the school. This year we went to the Young Leaders Day in Sydney to help prepare us for our roles.

Our small school gives us many opportunities outside of the classroom. The students at our school were involved in many things from sporting activities like PSSA and Active After School Sport to things such as Musica Viva and our amazing concert “The Greatest Show on Earth”, and going on many excursions

We have had a fantastic time at Collector PS. This is a great school! Best wishes to the Student Leaders of 2010.

Steven Shaw and Luke Vera

Our school at a glance

Students

Collector Public School and its community are committed to ensuring that the teaching and learning environment makes it possible for all our students to experience success at their ability level. Students are encouraged to set individual learning goals.

The enrolment at Collector Public School for 2009 was 27 students, 17 boys and 10 girls.

In 2009 there were 2 classes, of which, 11 students were in the K-1 class and 16 students in the 2-6 classroom.

Year levels were:

- Kindergarten 6
- Year 1 5
- Year 2 4
- Year 3 6
- Year 4 3
- Year 5 1
- Year 6 2

Collector Public School provides quality teaching and learning programs for students from the local area.

Staff

In 2009 the school had a permanent teaching principal and a full time second temporary teacher. The school also employed two specialist teachers funded jointly from the
Department of Education and the schools' global budget. These teachers taught music, library and technology.

Principal: – Melissa Dunbar-Reid
Class teacher: – Nicole Boyle
Teacher/Librarian: – Nancy Ball
Teacher/Music: – Julie Darvill
School Administration Manager:
– Carolyn Hannan
Student Learning Support:
– Lois Mor
- Paula Vera
General Assistant: – Gary Poile
- Shane Dunbar-Reid (relieving)

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

Miss Boyle and some students huddling together to keep warm from the cold, on our Art Gallery excursion.

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></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Management of non-attendance
Collector has excellent attendance rates above the State and Region. Rigorous monitoring of daily absences currently exists.

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>K-1</td>
<td>1</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>K-1</td>
<td>K</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>YR 2-6</td>
<td>2</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>YR 2-6</td>
<td>3</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>YR 2-6</td>
<td>4</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>YR 2-6</td>
<td>5</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>YR 2-6</td>
<td>6</td>
<td>2</td>
<td>16</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...

One full-time teaching Principal, one full-time teacher, two part-time specialist teachers, one part-time Senior Administration Manager and a part-time General Assistant support our students.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2 days</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>On request</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

In 2009 no staff members were from Aboriginal or Torres Strait Islander Background.

**Teacher qualifications**

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

The following table relates to the two full-time classroom teachers, Mrs Melissa Dunbar-Reid and Miss Nicole Boyle.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>N/A</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>142 708.97</td>
</tr>
<tr>
<td>Global funds</td>
<td>40 243.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>14 732.54</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>18 191.00</td>
</tr>
<tr>
<td>Interest</td>
<td>4 240.25</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 728.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>221 845.04</td>
</tr>
</tbody>
</table>

| **Expenditure**             |            |
| Teaching & learning         |            |
| Key learning areas          | 16 490.33  |
| Excursions                  | 3 031.36   |
| Extracurricular dissections | 35 454.98  |
| Library                     | 933.95     |
| Training & development      | 2 358.12   |
| Tied funds                  | 30 731.14  |
| Casual relief teachers      | 1 217.78   |
| Administration & office     | 17 033.13  |
| School-operated canteen     | 0.00       |
| Utilities                   | 5 065.36   |
| Maintenance                 | 2 747.14   |
| Trust accounts              | 1 728.65   |
| Capital programs            | 6 180.36   |
| **Total expenditure**       | 122 972.30 |
| **Balance carried forward** | 98 872.74  |

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**

The students at Collector Public School have had many opportunities to participate in a wide variety of individual, group, and whole school activities. I am extremely proud of each student for their efforts.
Achievements

Arts

This year, our students have been involved in a number of artistic endeavours. We foster the belief that participation in arts activities provides students with the opportunity to build self-confidence and self-esteem.

The students started the year by performing at the Annual Collector Pumpkin Festival.

Grace ready to sing at the Collector Pumpkin Festival

Our primary students sang as part of the Combined Choir at the Goulburn Community of Public School Choral Concert in Term 2, this experience saw the children learn a number of songs and then combine with other schools to perform. The whole school also performed a musical item at this concert.

Musical Viva provided two excellent musical events for students this year, with Mrs Julie Darvill providing the preliminary activities.

Leather work was an exciting new art taught to the Year2/6 class by one of our expert community members. In term three we had the opportunity to view the exhibition ‘Wandering the Wollondilly’ showcased by the Goulburn Regional Art Gallery.

Georgia and Katie Sand Sculpting

All students performed and excelled at our performance night at the Collector Memorial hall. “The Greatest Show on Earth’ was truly amazing with all children shining in the spotlight in dance and drama. The show had a circus theme which allowed the students to also learn new skills.
Students performing ‘The Greatest Show on Earth”

Sport

The school regards sport and fitness activities as important and students are always encouraged to develop a variety of sporting skills and sportsmanship.

Students from Collector Public competed with success at the Combined Small Schools swimming, cross-country and athletics carnivals. Additionally we attended the Taralga Sports Day and the Tarago T-Ball Soft Ball days with our neighbouring small school.

The Active after Schools Sports Program provided regular participation in the sports of tennis, Tai ki do kai, aerobic fitness, multi skills and swimming. This program ran for two afternoons a week and was invaluable to the students who normally wouldn’t get the outside of school fitness.

The annual swimming school was implemented during Term 4.

All school sporting events helped the children gain the highest awards for the Premiers Sporting Challenge.

Benjamin and Oliver Bailey enjoying the Taralga Sports Carnival

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)

The reporting of information must be consistent with privacy and personal information policies. Ten or more students must complete the NAPLAN testing for individual school percentage in band, three-year school average growth information to be publicly reported. At Collector Public School there were 5 students in Year 3 and 1 student in Year 5 that sat the NAPLAN test in 2009. Therefore results can not be advised in this report. All parents have been advised of their child’s achievements.

Literacy – NAPLAN Year 3

In 2009 five Year 3 students sat for the National Assessment in Literacy, covering the areas of reading, writing, spelling and grammar and punctuation. One student was exempt because they were overseas at the time.

Numeracy – NAPLAN Year 3

In 2009 five students sat for the National Assessment in Numeracy, covering the areas of Space and Measurement, and Number

Literacy – NAPLAN Year 5

In 2009 one student sat for the National Assessment in Literacy, covering the areas of reading, writing, spelling and grammar and punctuation.

Numeracy – NAPLAN Year 5

In 2009 one student sat for the National Assessment in Numeracy, covering the areas of Space and Measurement, and Number.
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></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80</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></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</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>

Significant programs and initiatives

The school has conducted a number of programs to provide students with extra opportunities and support to achieve their potential.

These included:

- Learning Support Program
- Live Life Well Fitness and Nutrition
- Active After Schools Sports
- Intensive music program
- Garden project
- Friendly Schools Bullying Program
- Participating in the CWA Competition
- Participating in the Lions Club Public Speaking Competition
- Premiers Sporting Competition
- Producing the musical concert ‘The Greatest Show on Earth’, performing at the Combined Schools Choir concert and at the Collector Pumpkin Festival.

Aboriginal education

Collector Public School had no students who are identified as being of Aboriginal descent. All students learnt about the Aboriginal and indigenous perspectives during their COGS units, they also developed and understanding that Aboriginal communities are the custodians of the land. ‘Welcome to Country” is part of our school assemblies.

Multicultural education

Charlie Vera presenting his winning speech in the Lions Club Public Speaking competition
The majority of students from Collector Public School are of Anglo-Saxon descent. It is with this in mind that the need to look at cultures beyond their own is valued with such importance. HSIE provides the vehicle to study other cultures and encourage attitudes of tolerance and respect for those different to themselves.

This year the community hosted a Japanese teacher, Yoshi taught at our school for one week. During this week we learnt about Japanese culture.

Yoshi our exchange teacher signing her name in our Japanese garden.

Student participation in the annual CWA ‘Country of Focus’ allows them each year to study the culture of various countries. Students enjoy the research involved and presenting their projects to the ladies of the local Bullock CWA at a morning tea.

**Respect and responsibility**

Collector Public School is respected by its community for providing students with a learning environment that is both safe and caring. It also has strong policies and procedures which support equitable access to learning and management of student behaviour. In 2009 students had opportunities to learn about anti-bullying and anti-racism and participate in classroom activities specifically promoting Respect and Responsibility through a new ‘Friendly Schools’ program

Our new Discipline Policy fosters the belief that good discipline is something that comes from within rather than a result of force from without. Children however must be guided to develop self discipline. All children responded well to this new policy.

The staff utilised expert personnel to ensure that programs and management strategies implemented within the school context were positive and encourage respect and responsibility

**Other programs**

Through the introduction of our School Environmental Management Plan, we have started a vegetable garden. This garden has been overseen by the parents. Existing garden beds have been demolished to make way raised beds.

Students and parents working in the school garden

The students have been participating in a gardening program which has been tied back to the overall curriculum. A wonderful program for the students and a great way for parents to be involved at school.
Progress on 2009 targets

Target 1
90% of students achieve Stage outcomes in Literacy

Our achievements include:

- End of semester assessments in reading indicate 84% of students are achieving stage outcomes
- Guided, Modelled and Independent readers were purchased to support reading programs, these resources have been invaluable.
- Introduction of a specific talking and listening program has improved participation.
- With the assistance of our STLA teacher, students that where identified as needing extra reading support engaged in regular one on one reading practise with parent helpers, buddy readers and following a personalised reading program with the assistance of the teachers aid.

Writing continues to be an area needing priority. Writing Rubrics have not yet been devised- this will be an emphasis in 2010 for the small schools network.

Target 2
90% of students achieve stage outcomes in Numeracy

Our achievements include:

- No child in Band 1 for NAPLAN Numeracy
- End on term assessments indicate that above 80% of students were performing at stage outcomes
- A slight improvement in students being able to work independently on mathematical activities without consistent support/aide.

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 of Student Welfare and Technology.

Educational and management practice

Background

In 2009, the school surveyed the school community on the way student welfare is addressed and managed within the school.

Findings and conclusions

- All students at Collector PS feel safe and valued and like coming to school;
- Staff at Collector PS deal with discipline issues that arise efficiently and effectively;
- Students and parents at Collector PS are treated with courtesy;
• The school merit system positively reinforces student achievement, motivation and behaviour;
• Parents felt that the school report provided detailed information about student strengths and areas for improvement;
• Strong support was given for the school’s Social Skills and Anti-bullying programs.

Future directions
The survey showed strong support for the Student Welfare Policy. All programs will continue in 2010 with an emphasis on promoting positive rewards for behaviour.

Curriculum
Background
We surveyed the staff, students and parents on their understanding of technology, their understanding of the ties technology has with the curriculum and if they feel technology played an important enough role in their child’s education at Collector Public School

Findings and conclusions
• 90% of parents agree that computers are now an important in the primary school curriculum
• 100% of responses indicate that they believe the students at Collector are developing necessary computer skills.
• 100% of responses indicate that their child/ren enjoy using computers at school.
• 90% of responses believed the school to be progressing well and keeping up to date with technological change.

Future directions
A priority for 2010 will be to inform parents more as to what their children are learning in their computer lessons and why these lessons are valuable to their child’s education.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
• 100% of responses agree that Collector Public School is an attractive and well resourced school
• 100% of responses agree that fair discipline exists within the school
• All surveys indicate that the school maintains a focus on literacy and numeracy.
• All surveys indicate that the parents are happy with the school newsletter as it keeps them informed about coming events and school achievements.

I am very happy to present these findings as it indicates that parents are fittingly satisfied with the organisation of the school.

Professional learning
Professional learning areas covered this year included:
• School management – finances and ERN
• Occupational Health and Safety
• Interactive Whiteboard and Video Conferencing Training
• Non Violent Crisis Intervention
School development 2009 – 2011

Targets for 2010

Target 1:

90% of students achieve Stage outcomes in Literacy

Strategies to achieve this target

- Analysis of NAPLAN data to guide development of strategies that will address identified needs.
- Whole school planning processes developed to identify aspects of literacy underperformance for particular student cohorts and individual students.
- Teaching strategies further developed to improve student engagement in literacy, including purchasing engaging reading resources.
- Whole school planning and assessment processes developed to strengthen quality teaching practices when implementing literacy programs K-6.
- Extend Kindergarten staff’s knowledge in implementing the Best Start program, as well as supporting the program’s assessment for learning methods beyond Kindergarten.
- Class and whole school initiatives in literacy, particularly in writing, that foster the explicit teaching of skills and strengthen teacher capacity to improve student learning outcomes.
- Improved planning and implementation of the Quality Teaching Framework and assessment strategies within teaching and learning programs, including the use of rubrics and Consistent Teacher Judgement to drive program improvement and further development of student assessment data tracking.
- The Literacy Continuum K-6 is used as part of the school planning process.

Target 2:

90% of students achieve stage outcomes in Numeracy

Strategies to achieve this target

- Analysis of NAPLAN data to guide development of strategies that will address identified needs.
- Whole school planning processes developed to identify aspects of numeracy and underperformance for particular student cohorts and individual students.
- Extend new Kindergarten staff’s knowledge in implementing the Best Start program, as well as supporting the program’s assessment for learning methods beyond Kindergarten.
- Training and development

Our Success will be measured by

- Strengthened teacher capacity to improve student learning outcomes through Quality Teaching practices.
- Improved planning and implementation of assessment strategies within teaching and learning programs.
- Greater staff awareness and increased implementation of syllabus support document materials.
- Improved stage-based assessment
- Increased proportion of students meeting or exceeding numeracy standards
- Entry to school data and ongoing assessments through Best Start
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:


**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.

Mrs Melissa Dunbar-Reid -Principal  
Mrs Nancy Ball - Teacher/Librarian  
Mrs Sarah Kruger -P & C President  
Mrs Carolyn Hannon -School Administration Manager

**School contact information**

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Email: collector-p.school.det.nsw.edu.au  
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