2008 Annual School Report
Collector Public School

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

Students
Collector Public School is a small school in Collector, situated midway between Canberra and Goulburn. The school has a long history of providing quality education for the children in the local area since 1866, and over the years has fluctuated between P5 (two teachers) and P6 (one teacher) status. In 2008 the school had an enrolment of 24 students from fourteen families.

Staff
In 2008 the school had a permanent teaching principal and a second teaching position created to support the learning needs of the Kindergarten and Year 1 students. This position was filled by two specialist teachers, one teaching four days and the other for one day a week and was funded jointly from Department of Education and training funds and the school’s global budget.

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

Significant programs and initiatives
- Learning Support Program
- Live Life Well Fitness and Nutrition
- KDC/NRMA Technopush
- H.O.P.E. Team Enterprise Education and Financial Literacy Program
- Katrina Hodgkinson Reading Challenge
- Writing4Success Literacy Program
- WinK – Writing in Kindergarten Program

Student achievement in 2008

Literacy - NAPLAN Year 3
In 2008 three students sat for the first National Assessment in literacy, covering the areas of reading, writing, spelling and grammar and punctuation. All students exceeded the national benchmark. Excellent results were achieved in grammar/punctuation, spelling and reading with the average mark considerably above the state average and the average mark in similar sized small schools.

Numeracy – NAPLAN Year 3
In 2008 three students sat for the first National Assessment in numeracy. 100% of our students were in the top two bands compared with a state average of 26.9%. Our average mark was one hundred points ahead of similar sized small schools, and eighty points in excess of the state average.

Messages

Principal’s message
In 2008 our enrolments still hovered around the two teacher mark and with school global funds complementing the Department of Education’s class sizes reduction program a second teacher was employed to deliver focused early learning skills to the Kindergarten and Year 1 students. Ms Laigne-Stuart (and Mrs Meischke on Thursdays) provided a specialist, music based learning environment which saw excellent progress from our youngest students.

A highlight of the year was the final round of the Investing in Our schools program which culminated in the opening of the Weereewa Hall, a beautifully outfitted music/activities area which will provide the school with an excellent all-weather learning space. Over the years this Commonwealth Government program has seen a range of physical improvements to the school, including the COLA, the shade sails and the new set of playground equipment.

Our academic program continued to provide a high standard of achievement as measured in external tests, and a wide range of stimulating educational experiences for the students. K-6 excursions to Canberra and Sydney, and the primary camping excursion to Long Beach were highlights.

The NRMA Technopush event provided a focus for science and technology during the year, and our participation in the Active Australia After School Sports program saw our students involved a range of exciting sports throughout the year.
In my final year here I have seen Collector Public School continue to be a place where students reach their academic, social, sporting and emotional potential in a wonderful school community. Many thanks to all those staff members, parents and students who make it such a very special school.

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.

Lindy Ross

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>Student Enrolment</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>13</td>
<td>10</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Student Attendance</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>97.4</td>
<td>98.6</td>
<td>96.9</td>
<td>96.4</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.7</td>
<td>93.5</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>6</td>
<td>4</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>2</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>6</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>5</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>5</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>3</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

In reality our enrolments were split into two full-time class groups. The K/1 class had eleven students and the Year 2-6 class had thirteen students.
Staff establishment
In 2008 the full-time teaching Principal was supported by a second teacher on the Kindergarten/Year 1. This above establishment teacher was supported by DET Class Size Reduction funding and the school's global budget.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom teacher</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1 day/term</td>
</tr>
<tr>
<td>Teacher librarian/Release/Part time</td>
<td>1 day/week</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>On request</td>
</tr>
<tr>
<td>Teacher's aide (special)</td>
<td>Part-time</td>
</tr>
<tr>
<td>School Admin Manager</td>
<td>3 days/wk</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1.5 days/wk</td>
</tr>
<tr>
<td>Specialist Music</td>
<td>1 day/week</td>
</tr>
<tr>
<td>2 School Cleaners</td>
<td></td>
</tr>
</tbody>
</table>

Staff retention
The teaching staff has remained stable over the past two years. Principal Mrs Lindy Ross will retire at the end of 2008.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 100%, the only days teachers were absent being for professional meetings or professional development.

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

The following tables relates to the two full-time classroom teachers, Mrs Ross and Ms Laigne-Stuart

<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>100</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>205 145.02</td>
</tr>
<tr>
<td>Global funds</td>
<td>40 661.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>16 831.02</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>22 752.83</td>
</tr>
<tr>
<td>Interest</td>
<td>10 721.71</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 980.08</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>299 092.17</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
| Key learning areas         | 5 578.66  |
| Excursions                 | 8 680.87  |
| Extracurricular dissections| 19 044.04 |
| Library                    | 888.53    |
| Training & development     | 0.00      |
| Tied funds                 | 79 282.21 |
| Casual relief teachers     | 0.00      |
| Administration & office    | 27 548.92 |
| School-operated canteen    | 0.00      |
| Utilities                  | 4 617.93  |
| Maintenance                | 2 451.85  |
| Trust accounts             | 2 961.69  |
| Capital programs           | 5 328.50  |
| Total expenditure          | 156 383.20|
| Balance carried forward    | 142 708.97|

The school is in a sound financial position, with funds on hand to support an extra teaching position in 2009.

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

Music

Musica Viva provided two excellent musical events for students this year, with Mrs Meischke providing the preliminary and follow up musical activities.

Our fourth annual school musical “Cowboys and Bushrangers” was performed in Term 3.

Ms Laigne-Stuart again provided small group and individual tuition in guitar and percussion.

Visual Arts

The ReCreate Art program enabled all students to design and make their own recycled Aussie Animals which were exhibited in Queanbeyan and Crookwell.

Screen printing and pottery were exciting new art activities provided by expert parents from our school community.

Sport

Our Small Schools Relay team again represented at Regional level, as did Grace Hoskins in Athletics and Netball.

The Premier’s Sporting Challenge, Jump Rope for Heart and the Technopush Challenge provided ongoing daily fitness activities throughout the year.

The Active After School Sports program provided regular participation in the sports of swimming, rock climbing, bike education and takeidokai for all students K-6.

Public Speaking

Once again our school public competition provided entrants for the Gunning Lions Public Speaking Competition in years 4, 5 and 6. Grace Hoskins was the winner in the Year 6 category.

Night of the Notables

All students K-6 took part in this night of research and role-playing, representing their characters from history and entertained the large crowd with the costumes and achievements.

Academic

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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)

Literacy – NAPLAN Year 3

Note that in the following tables some results are not shown. This is because NAPLAN results cannot be reported when the candidature for the assessment was less than 10 students, as was the case at Collector Public School.
Progress in literacy and numeracy
Because of the small number of candidates attempting the National Assessment in our school, these figures cannot be publicly reported.

Significant programs and initiatives

Aboriginal education
Collector Public School aims to enhance the knowledge and understandings of all students about Aboriginal Australia. An "acknowledgement of country" has now been introduced into our assemblies to demonstrate respect for indigenous protocol and we celebrate our nation’s shared Aboriginal heritage though embedding the study

Multicultural education
Whilst we are not a culturally diverse school, Collector Public School is committed to providing a learning environment which promotes caring and tolerant values and attitudes amongst its students and community. A multicultural perspective is an expectation in all teaching programs and learning activities.

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.

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

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

Respect and responsibility
Values education underpins every area of school life at Collector Public School. The continuing use of local heroes and traditions as a basis for our school merit and discipline awards emphasises the values of good citizenship and responsible behaviour in relevant and meaningful ways.
Progress on 2008 targets

**Target 1**

*Teaching and assessment strategies will assist students to achieve expected growth in literacy and numeracy skill bands.*

Year 3 and year 5 students will achieve regional targets in literacy and numeracy and we aim to maintain placement of at least 80% of students in the top two skill bands.

Our achievements include:

- All Year 5 numeracy results were in the top two skill bands.
- All Year 5 literacy results were in the top three skills bands
- 66% of Year 3 literacy and numeracy were in the top two skill bands

**Target 2**

*Improved assessment and reporting of students’ achievement.*

Our achievements include:

- Ongoing assessment schedule and diagnostic file set up.
- Students have begun to use Langford tools to recognise and map individual learning progress.
- Consistent Teacher Judgement a focus across learning cohorts in our school and the small schools network.

**Target 3**

*To build a culture of leadership and initiative in the student community.*

Our achievements include:

- All students were involved in the HOPE Team enterprise education program, selected as an exemplar of best practice in the Region.
- All students were involved in individual learning and sporting challenges, such as the Premier’s Spelling Challenge, the Premier’s Sporting Challenge, Jump Rope for Heart and the Katrina Hodgkinson Reading Challenge.
- All students involved in the annual school musical.

**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 the PD/Health PE key learning area, and the management and delivery of student welfare programs within the school.

**Educational and management practice**

*Welfare programs within the school*

**Background**

Strong and effective welfare programs are recognised as an integral part of high performing schools. Parents and students were surveyed to ascertain the school community’s perception of our welfare programs.

**Findings and conclusions**

A series of best practice statements from the SchoolMap survey tool was presented for participants’ rating. Of the 78% of returned parental surveys, 100% agreed or strongly agreed that the school had supportive welfare programs, promoted core values and that fair discipline was promoted within the school. The school’s system of recognition of student achievement was strongly agreed on by 100% of those surveyed. Student responses showed that 100% of Yr2-6 students felt encouragement was given for effort and achievement, that classroom and playground discipline was fair and that good behaviour and caring for others was encouraged and valued.

**Future directions**

Comments were made about the benefits of more frequent, informal feedback in curriculum areas and the value seen in combining activities with others in the small schools network.

The continuation of opportunities to celebrate student achievement (both formally, as in school assemblies and Presentation Night awards and informally, as in merit Awards, Win Bins) was seen as extremely important.
Curriculum

PD/H/PE

Background

The Personal Development/Health/Physical Exercise Key Learning Area was the focus of our Live Life Well program and of our increased emphasis on sporting programs in 2008. In Term 4 parents and students were surveyed to gather the school community’s satisfaction and awareness of the operation of this KLA in the school.

Findings and conclusions

78% of parent surveys were returned and 65% of the student population was surveyed. In the parent/carer survey 100% strongly agreed or agreed with the eleven best practice statements. Highlights included:

- The school has sufficient equipment for the teaching of PD/H/PE (96%)
- Health, water safety, drug education is an important part of my child’s education
- The school provides useful reports about this KLA

In the student survey 95% agreed with the best practice statements. Highlights included:

- Approval of the introduction of the Live life Well program
- Appreciation of the increased numbers of sporting activities available in and after school
- Awareness of the importance of Drug Education programs

Future directions

To ensure continued improvement in student outcomes in PD/H/PE we will:

- Review the PD/H/PE subject matter and scope and sequence
- Provide ongoing professional development
- Promote PD/H/PE activities throughout school curricula

Other evaluations

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

78% of surveys were returned, with 100% agreeing or strongly agreeing that the school was performing well in the provision of sporting, technology and academic programs, the general appearance of the school grounds, the school newsletter and the reporting to parents process, competency of teachers and uniform policy.

Professional learning

Staff received professional development in the Live Life Well fitness and nutrition program, which formed a basis for ongoing sporting and health studies throughout the year. After school workshops were held in the classroom implementation of interactive whiteboards and notepads.

School development 2009 – 2011

2009 marks the beginning of the next three year cycle of school development.

Targets for 2009

Target 1

*Increased level of literacy achievement will be evidenced by 90% of students achieving stage outcomes in literacy.*

Strategies to achieve this target include:

- Improved diagnostic assessment in Kindergarten.
- Training in and development of systematic and explicit teaching strategies using new Literacy Continuum K-6.
- Evaluation of teaching programs

Our success will be measured by:

- Increased proportion of students meeting or exceeding Stage literacy outcomes
- Entry to school data and on-going K-2 assessments
- The Literacy Continuum K-2 used as part of the school planning process
Target 2

*Increased level of numeracy achievement will be evidenced by 90% of students achieving stage outcomes in numeracy*

Strategies to achieve this target include:

- Continued development of appropriate assessment tasks
- Evaluation of teaching programs
- Provision of appropriate resources to facilitate practical experiences

Our success will be measured by:

- Increased proportion of students meeting or exceeding stage numeracy standards
- Implementation of effective and appropriate assessment tasks
- Evident utilisation of effective and appropriate learning and teaching practices and resources

Target 3

*Strengthening of teacher capacity to improve student learning outcomes*

Strategies to achieve this target include:

- Quality teaching practices used for every student with particular attention to personalised learning
- Strengthen the implementation of the NSW Quality Teaching model
- Build teacher capacity to provide high quality learning opportunities for all students
- Use whole school planning processes to align student learning and teacher learning

Our success will be measured by:

- Evidence that the Quality teaching model is being applied
- Increased parental engagement in supporting their child’s learning

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 Lindy Ross Principal
Mrs Nancy Ball Teacher
Mrs Sarah Kruger P & C President

School contact information

Collector Public School
Lorn Street, Collector NSW 2581
Ph: 02 48480024
Fax: 02 48480102
Email: collector-p,schools@det.nsw.edu.au
School Code: 1590

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: