Collector Public School
Annual School Report
2012
Our School at a Glance...

Student
In 2012 the enrolment at Collector Public School increased to 29 students. There were 18 students in the K-2 class and 11 students in the 3-6 class. There were no students in Year 5.
Collector Public School focuses on creating a positive environment and building strong connections with staff, students, parents and community members.
The three school values are **Responsibility, Respect and Integrity** which are an integral part in creating a harmonious atmosphere at the school.
The school motto is ‘Achievement and Pride’ and students strive to honour the motto daily. Special features of our school include a well-resourced physical environment; considerate and enthusiastic staff; an inclusive school supported by the community; a strong focus on Literacy and Numeracy; a valuable music program; a focus on technology-based learning; and excellent sporting and student welfare programs.

Staff
Collector Public School was led by one teaching-principal, and one temporary classroom teacher. The school employed a part-time specialised music teacher, ESL teacher and librarian. Under the Student Learning Support Trial, our school employed a temporary SLST one day per fortnight. In Term 3 the school was allocated a LAST one day a week. A student Learning Support Officer was employed weekly to support quality teaching and learning at our school.

- **Principal**: Melissa Dunbar-Reid
- **Class Teacher**: Beverley Henman
- **Teacher/Librarian**: Nancy Ball
- **Teacher/Music**: Julie Darvill
- **School Learning Support Teacher**: Beverley Henman
- **ESL Teacher** – Julie Darvill
- **School Administration Manager**: Carolyn Hannan
- **School Administration Officer**: Kathy Staples

**General Assistants**: John Broadbent

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

Significant programs and initiatives
The school supported the annual Pumpkin Festival by decorating the fence representing significant buildings and features in Collector. The students created amazing photographs. Students also performed an original song and dance at the festival.

In Term 3 staff, students and parents went on a school camp to Dubbo Zoo, Open Cut Mines and ‘The Dish’ at Parkes. Everyone had a fantastic time.

The students have been involved in an effective Cooking and Gardening Program this year which has focused on Healthy eating. Students have made healthy breakfasts, lunches, snacks and Party foods.
Messages

Principal’s message
Collector public school is a very exciting, challenging and stimulating place! I am proud to serve as Principal of this school and believe it is a special place for children to learn, grow and develop.

What makes education special here? Whilst our facilities and resources obviously compliment the educational programs that are provided; I believe Collector is special because of the people.
Firstly, it is the children who make Collector such a special place. The students here are helpful, fun, curious, and are open to new experiences. We have parents who feel some ownership in the school, some personal commitment, some loyalty to the school, and to its reputation within the community, and that is a special quality that not all schools have. The staff and students sincerely appreciate all of the support our parents and community have provided over the year. I would also like to thank the P and C who have worked tirelessly to raise funds, provided delicious canteen lunches and helped make sure our children continued to look their best in their uniforms. We are fortunate to have such a dedicated and supportive parent body.

What makes Collector special? It is special because of the people you entrust your children to. We have a highly capable and committed body of teachers, administration and support staff.

To you our teachers and to all on staff who support me and who support our students … thank you for the job you do. Thank you for your energy, your skills, your enthusiasm and your passion for what you do.

You are all delightful, enthusiastic and a joy to work with.
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.

Melissa Dunbar-Reid.

P & C and/or School Council message
Collector P&C is a small but active group of people dedicated to assisting the school to provide the very best opportunities and environment for our students.

Throughout the year the P&C held many successful fundraising events including the Annual Trivia Night, Easter raffles, Collector Village Pumpkin Festival and BBQs.

Initiatives Collector P&C have contributed to include providing a subsidy to the value of $3000 on the cost for the whole school camp, paying for transport to the School Swimming Program on buses with seatbelts fitted, allocating $2000 to assist with the removal of dangerous trees on the school grounds and enabling the provision of school uniforms at cost to families.

Collector P&C members support the school in many ways including Friday Lunch Order Day, the Active After School Sport program, assistance with the School Garden Program, supporting classroom learning, transport and managing the sale of uniforms.

A major achievement for the P&C in 2012 has been the successful application for a grant from the Veolia Mulwaree Trust to provide
and install an Electronic White Board into the Senior Primary classroom. The school in conjunction with the P&C will subsidise the grant to provide the software and ongoing maintenance. This will provide a valuable contribution to the learning environment for the school and bring the much needed element of technology to the senior classroom. Collector P&C is very grateful to the Veolia Mulwaree Trust for considering us favourably in their 2012 grants.

I would like to thank the Principal, Ms Dunbar-Reid, the teachers and staff for their support throughout the year and for their excellent contribution towards our children’s education and future.

I would also like to thank the parents and the broader community for their involvement and participation in P&C activities. We are grateful to all those who have contributed their time and made donations. Without this support the P&C would not be able maintain and extend its resources for the benefit of the current and future students.

Margaret Walsh
President
Collector P&C

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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>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>14</td>
<td>17</td>
<td>15</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

Collector has excellent attendance rates which are above the State and Region. Rigorous monitoring of partial and full day absences currently exists to maintain this fantastic result.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2012 Class Size Audit conducted on Monday 21 March 2012.
Structure of Classes

<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-2</td>
<td>K</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>3-6</td>
<td>3</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>

K-2R

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

In 2012 there were no staff members from Aboriginal or Torres Strait Islander Background.

Staff retention

Staff retention is high.

3-6H

Teacher qualifications

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

The following table relates to the two classroom teachers, Melissa Dunbar-Reid and Beverley Henman.

<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></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.

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.

<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>$50856.66</td>
</tr>
<tr>
<td>Global funds</td>
<td>43167.84</td>
</tr>
<tr>
<td>Tied funds</td>
<td>11499.70</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>19038.85</td>
</tr>
<tr>
<td>Interest</td>
<td>2243.90</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2289.73</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>129096.68</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning       |            |
| Key learning areas        | 8103.48    |
| Excursions                | 10379.03   |
| Extracurricular dissections| 19124.14   |
| Library                   | 1258.73    |
| Training & development    | 2134.44    |
| Tied funds                | 6905.49    |
| Casual relief teachers    | 1646.16    |
| Administration & office   | 14151.93   |
| School-operated canteen   | 0.00       |
| Utilities                 | 8677.80    |
| Maintenance               | 2833.03    |
| Trust accounts            | 1749.73    |
| Capital programs          | 0.00       |
| **Total expenditure**     | 76963.96   |
| **Balance carried forward**| 52132.72  |

School performance 2012

The students at Collector Public School have had many opportunities to participate in variety of school activities and performances such as: Pumpkin Festival, School Assemblies, Presentation Night and Public Speaking.

I am extremely proud of each student for their efforts.

Achievements

Arts

Students submitted beautiful Artwork to Collector’s Pumpkin Festival. Students took a photo representing Collector which had to include a pumpkin. I was very impressed with the students’ creativity.

All students contributed to the Queanbeyan Town Library Artwork. The theme this year was Champion’s Read. The artwork was of students reading their favourite book with the headline ‘Anywhere Anytime. The Sky is the Limit’.
Mrs Julie Darvill has taught a fantastic Music program again this year where all students are engaged, motivated and have learnt many concepts relating to singing, instruments, reading music, beat, and patterns. Mrs Darvill has instilled a love of music to all students.

Years 9 & 10 Students from Arden Anglican School in Sydney performed many songs and explained their instruments involving audience participation. Collector thoroughly enjoyed the performance and look forward to the next one.

**Sport**

Collector Public School students actively participated in the Swimming and Athletics Carnival and Cross Country. Congratulations to Heidi Staples who was awarded Age Champion at the Athletics Carnival.

In Term 4 Collector completed the two week Swim School Program in Goulburn where all students developed water skills and showed improvement.

The school entered Coles promotion collecting numerous dockets to order new Sports equipment.

The Active After School Program was implemented again this year. Students improved their skills in Athletics, Zumba and Tennis.

**Other**

A Bullying and Friendship program was introduced this year. Students participated in many discussions and completed hands on activities to develop strategies to resolve conflict and be a supportive and trustworthy friend.

**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.

**Reading – NAPLAN Year 3**

In 2012 four Year 3 students sat for the National Assessment in Literacy, covering the areas of reading, writing, spelling, grammar and punctuation.

**Numeracy – NAPLAN Year 3**

In 2012 four Year 3 students sat for the National Assessment in Numeracy, covering areas of space, measurement and number.

**Reading – NAPLAN Year 5**

In 2012 Collector Public School did not have any Year 5 students at the school.

**Numeracy – NAPLAN Year 5**

In 2012 Collector Public School did not have any Year 5 students at the school.
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.

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
This year the Primary students have learnt about past and present Aboriginal culture and stories using the BTN program. Students are encouraged to take notes and discuss the program.

The school integrates Aboriginal Education in all COGs units of work.

The school has purchased Aboriginal Stories written by Aboriginal children which have been incorporated into COGs and Literacy activities. They have been a great resource to teach the Primary students how to write a narrative.

Multicultural education

This year K-6 completed a unit of work called ‘Our Fleeting Past’. This unit involved the students learning about the English people arriving on Australian land.

The school also organised an excursion to the Mint in Canberra and a guest speaker to share his in-depth knowledge on his extensive coin collection.

The five small schools network organised a Mini Olympics Day where students had to research a country and its flag. Students participated in Javelin, Hurdles, Table Tennis, Volley Ball and a Walk. All students had a terrific day as they celebrated the Olympics and learnt about many different countries.
Progress on 2012 targets

Target 1

Students will achieve a level of growth in writing and reading as measured by Year 5 Naplan and school data.

Our achievements include:

- 100% of students achieved growth in reading and writing, measured by school data and movement on the Literacy Continuum.
- Best start entry to school assessment data was used to improve literacy and the L3 Literacy, Learning and Language Program implemented.
- Spelling, grammar and punctuation were taught explicitly across K-6 classes.

Target 2

Students will achieve a level of growth in Space, Measurement and Number as measured by Naplan and school based data.

Our achievements include:

- 100% of students achieved growth in Space, Measurement and Number, measured by school data and movement on the Numeracy Continuum.
- Teaching and Learning programs reflected Best Start data.
- Space, measurement and place value were taught explicitly across K-6

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Assessment and Bullying.

Educational management practice

Background

In 2012 the school surveyed the school community on their thoughts on how the school address and manage student welfare with a focus on bullying.

Findings and conclusions

- All respondents stated that their child/ren like coming to school and that the teachers treat the students with courtesy.
- All stated that they treated courteously when they arrive for an interview and that the school responds efficiently when their child is unhappy.
- Most parents were aware that their child/ren participated in a anti bullying and friendship program this year.
- All were aware of the Collector Public School Discipline Policy.

Future directions

Our aim is to keep the communication between home and school. To update and inform what is happening at school with home.

Curriculum

Parents were surveyed on their understanding of ‘Assessment relating to their child and how it is administrated at Collector Public School.

Findings

- 11 out of 13 were aware that assessments are carried out at Collector Public School. Although most did not know when.
• All agreed that assessment was important.
• 12 out of 13 felt that the information given to them via interviews and semester reports was adequate.
• 11 out of 13 would like to know more about assessments at Collector Public School.

Future Directions
The surveys indicated that parents would like to know more about assessment and this will be a focus next year.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
• All agree that the students are the schools main concern and that the school teaches and promotes core values.
• All agreed that fair discipline exists within the school, the school promotes the correct wearing of the school uniform and the school offers challenging programs for its students.

Professional learning
Professional learning areas covered this year included:
- First Aid Course
- Resuscitation and Anaphylactic
- L3 Training
- Best Start Training
- Dyslexia and Learning

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
Outcome for 2012–2014
Students will achieve a level of growth in writing and reading as measured by Year 5 Naplan and school data.

2013 Targets to achieve this outcome include:
• Best start entry to school assessment data is used to improve literacy and numeracy achievement of students in Kindergarten
• Spelling, grammar and punctuation taught explicitly

Strategies to achieve these targets include:
• Progress on the continuum monitored by Learning Support team and class teacher
• Teacher Professional Learning opportunities given to staff regarding SMART Data Package
• Students under age reading level to be referred to the SLST
• Implement daily literacy groups that focus on reading and comprehension
• Spelling, grammar and punctuation taught explicitly in all classes
School priority 2

Outcome for 2012–2014

Students will achieve a level of growth in Space, Measurement and Number as measured by Naplan and school based data

2013 Targets to achieve this outcome include:

- Space, measurement, and place value taught explicitly

Strategies to achieve these targets include:

- Progress monitored on the continuum by teacher and Learning Support team
- Best start entry to school assessment data is used to improve literacy achievement of students in Kindergarten
- Classroom programs reflect the use of student groupings to cater for identified needs

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 Beverley Henman - Teacher

Mrs Carolyn Hannan - School Administration Manager

School contact information

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