Collector Public School
Annual School Report
Our school at a glance

Students
The enrolment at Collector Public School for 2011 was 27 students. There were 14 students in the K-1 class and 13 in the 2-6 class. This year we did not have any students in Year 4.

‘Achievement and Pride’ is our school motto which all students understand and strive to improve and do their best.

Special features of our school include a well-resourced physical environment; passionate and enthusiastic staff; an inclusive school supported by the community; a strong focus on Literacy and Numeracy; an effective and valuable music program; a focus on technology-based learning; an exciting cooking and gardening program; and excellent sporting and student welfare programs.

Collector Public School is proud of the professional relationships created with staff, students and parents. We provide a positive learning environment where our students’ confidence is developed. Responsibility, Respect and Integrity are our three values which are a major focus and strength at the school.

Staff
During 2011, Collector Public School was serviced by one teaching-principal, and one temporary classroom teacher. We also employed a part-time specialised music teacher and librarian. Under the Student Learning Support Trial, our school employed a temporary SLST one day per fortnight. A student Learning Support Officer was employed throughout the year to support quality teaching and learning at our school.

- Principal: Melissa Dunbar-Reid
- Class Teacher: Sarah Coloe
- Teacher/Librarian: Nancy Ball
- Teacher/Music: Julie Darvill
- School Learning Support Teacher: Beverley Henman
- School Administration Manager: Carolyn Hannan
- School Administration Officer: Kathy Staples
- School Learning Support Officer: Lois Mor
- General Assistants: Shane Dunbar-Reid & John Broadbent

Lois Mor, Melissa Dunbar-Reid, Carolyn Hannan and Sarah Coloe

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

Significant programs and initiatives
Collector Public School created a successful and inspiring concert in Term 3 called ‘Collector Has Talent’ which families and community members attended and supported and offered their encouragement and praise to the students.

The school supported the annual Pumpkin Festival by decorating and winning the best fence display, entering creative artwork and performing dances at the festival.

This year the school implemented a Peer Support Program which allowed our senior students to gain quality leadership skills.
Messages

Principal’s message

The 2011 academic year saw a significant amount of change take place at Collector Public School. As I have now come to expect, the students, staff and community rose to every challenge in a positive manner.

This report represents a snapshot of the achievements of our students in 2011, progress of our school plans and an overview of school programs. 2011 has been a most successful year for all involved. An emphasis on literacy and numeracy has seen the school continue to achieve fantastic results in national and in class assessments.

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 message

2011 was another busy year for the Collector School P&C. Our key activities have included:

- Embedding the P&C Rules and Bi Laws as well as the Code of Conduct that were updated and passed in 2010. They will continue to be reviewed and updated on a regular basis to ensure they remain relevant for our School Community.
- Raising funds through various activities. Our main Fundraising activities included the Collector Village Pumpkin Festival; Driver Reviver; a Trivia night; and various raffles. We used some of the funds raised to subsidise the cost of school excursions, including the year’s 3 to 6 camp, funding the cost of transport to the School Swimming Program, providing infrastructure and support for the garden, paying for additional reading and support materials.
- Management of the School Garden, established in 2009, has transitioned to be an ongoing part of the School curriculum; the P&C has continued to provide funding support as well as time as needed. One of the activities supported was the incubation of chooks eggs so the children could understand learn more about chooks and their lifecycle. 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. On a number of occasions children have been involved in cooking and preparing these lunches.
- 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 fundraising 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
P & C President
Student representative’s message

Being a school leader at Collector Public School this year has been an honor. We both started our schooling in kindergarten at Collector and have made many friendships and memories over the years. This year we had the opportunity to represent the school, run assemblies and give speeches at special events like ANZAC day. The qualities we developed along the way include being kind and considerate to people, being trustworthy, gaining confidence and being a great role model to the younger students.

Georgia Quirk and Sebastiaan Ten dam

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>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>14</td>
<td>17</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>14</td>
</tr>
</tbody>
</table>

Overall, our enrolments have remained constant. This year though, we have had a very large K-1 cohort.

Student attendance profile

Management of non-attendance

Collector has excellent attendance rates above the State and Region. Rigorous monitoring of daily 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 2011 Class Size Audit conducted on Monday 21 March 2011.

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-1</td>
<td>K</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>2-6</td>
<td>2</td>
<td>5</td>
<td>13</td>
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<tr>
<td>2-6</td>
<td>3</td>
<td>2</td>
<td>13</td>
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<td>2-6</td>
<td>4</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>2-6</td>
<td>5</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>2-6</td>
<td>6</td>
<td>2</td>
<td>13</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.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher RFF/ Librarian</td>
<td>0.336</td>
</tr>
<tr>
<td>Counsellor</td>
<td>On Request</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

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

In 2011 no staff members were from Aboriginal or Torres Strait Islander Background.

Staff retention

Staff retention is high.

Teacher qualifications

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

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

<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 2011 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 2011

The students at Collector Public School have had many opportunities to participate in a wide variety of individual, group, and whole school activities such as: Collector Has Talent, One Song, One Voice, Pumpkin Festival, School Assemblies, Presentation Night and Public Speaking.

I am extremely proud of each student for their efforts.

Achievements

Arts

This year Collector Public School have been involved in many arts activities. The whole school performed at the annual Collector Pumpkin Festival.

All students were involved in the One Song, One Voice.

We created beautiful artwork on Thailand for the Queanbeyan Town Library to celebrate Book Week.

We participated in a Virtual Excursion organised by the National Museum of Australia which taught the students skills to create an Aboriginal painting.

This year each class was given intensive music lessons by our specialized music teacher. These gave the children the opportunity to understand the technical side to music as well as respecting and appreciating the different types of music.

Students were also given many opportunities to perform music and share artwork in front of an audience at our fortnightly assemblies.
Sport

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

All students K-6 were involved in the small schools combined swimming, cross country, athletics carnivals and Taralga Sports Day.

At the swimming carnival Georgia Quirk won the 12 year old champion which she has now won for the past four years. All children competed at a high standard.

Once again we participated in the Active After Schools Sports Program. Students improved their skills and techniques in: Tennis, Tae Kwon Doe, Athletics and European Handball.

We entered the Premiers Sporting Challenge and achieved high results.

Other

This year we implemented a successful and rewarding cooking and gardening program. Each week students would learn different cooking techniques and try different foods. One of the favourite recipes was from the breakfast menu: yoghurt and muesli which some students now eat for breakfast. This program is allowing students to be introduced to healthy eating habits.

We would like to Thank Telstra for donating money towards the cooking and gardening program.

Academic

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

Literacy – NAPLAN Year 3
In 2011 two 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 2011 two Year 3 students sat for the National Assessment in Numeracy, covering areas of space, measurement and number.

**Literacy – NAPLAN Year 5**

In 2011 four Year 5 students sat for the National Assessment in Literacy, covering the areas of reading, writing, spelling, grammar and punctuation.

**Numeracy – NAPLAN Year 5**

In 2011 four Year 5 students sat for the National Assessment in Numeracy, covering areas of space, 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.

**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>
</tbody>
</table>

**Percentage of Year 5 students achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Percentage of Year 5 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>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Collector Public School had no students who are identified as being of Aboriginal descent.

All Key Learning Areas and curriculum acknowledge Aboriginal history and culture where appropriate.

Collector participated in a Virtual Excursion to celebrate NAIDOC week which was organised by the National Museum of Australia. We were also sent a Museum in a Box made up of fantastic resources to educate the students on Aboriginal Culture. There were musical instruments, artwork, DVDs, stories and songs. This was a wonderful experience where all students learned about Aboriginal Culture.

**Multicultural education**

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 opportunity to study other cultures and encourage attitudes of tolerance and respect for those different to themselves.

The theme for Book Week this year was ‘One World, Many Stories’. All students participated in the Book Week Parade by dressing up as someone from around the world.

The students created a lunch by cooking food from around the world and then inviting parents and family to share this experience.
The students learnt about Thailand in Term 3 and went to visit the Thai Embassy in Canberra to learn many interesting facts, try a variety of foods for morning tea and then meet the Ambassador.

During Term 4 Mrs Lois Mor took K-6 on an imaginary trip around the world. Students visited Papua New Guinea, New Zealand and England. It felt like we were actually there which has inspired the children to want to travel and see the world!

Progress on 2011 targets

Target 1
90% of students achieving at or beyond stage outcomes in the Literacy strand: Reading

Our achievements include:
- End of semester assessment in reading indicate that 89% of students are achieving stage outcomes in reading.
- All Kindergarten students progressed on the Best Start Literacy Continuum.
- Reading Groups were implemented 3-4 times a week.
- Parent helpers assisted students reading skills.

Target 2
90% of students achieving at or beyond stage outcomes in the Numeracy strand: Number

- End of semester assessment in number indicate that 89% of students are achieving stage outcomes in number.
- The school purchased an online mathematics resource called ‘Mathletics’. Students were encouraged to use the program at school and at home.
- All Kindergarten students progressed in the Best Start Numeracy Continuum.
- All mathematics lessons were delivered based on individual academic levels involving modeled, guided and explicit teaching.

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 2011 our school carried out evaluations of Student Welfare and Mathematics. 13 out of the 20 families returned the surveys.

Educational and management practice

Background

In 2011, the school surveyed the school community on their thoughts on how the school address and manage student welfare.

Findings and conclusions

- 100% of respondents agree that the school deals with discipline issues that arise efficiently and effectively.
- The majority of respondents agree that awards are distributed fairly between children and are valued by students and parents.
- 100% of respondents agree that their child likes going to school and teachers treat the children with courtesy.
- Some positive quotes include:
  - “Teachers are very approachable”
  - “Teaching the older children to mentor and care about younger ones”
  - “Students understand the behaviour policy”
  - “Positive reinforcement for good choices and behaviour”
Future directions
This year the school analysed and improved the student welfare policy. We look forward to focusing on these improvements next year.

Curriculum
Background
Parents were surveyed on their understanding of Mathematics relating to their child and how it is taught in the classroom at Collector.

Findings and conclusions
- 11 out of 13 agree that their child enjoys Mathematics.
- 100% of respondents agree that Mathematics is an important subject.
- The majority of respondents agree that the school is well equipped to teach Mathematics.
- 100% of respondents agree that their child used the Mathletics computer program at home.
- *Some positive quotes include:*
  - “The Mathletics software program is an excellent resource for staff and students to excel in maths”
  - “Mathletics is working very well to help make Maths fun”

Future directions
The surveys indicated that parents are willing to attend a Parent Workshop on Mathematics in the classroom and to learn more about how to assist their child at home.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
- 100% agree that the school teaches and promotes core values.
- The majority of respondents agree that Collector Public School have teachers who set high standards of achievement.
- 100% of respondents agree that the school office responds to enquiries and requests in a friendly and prompt manner and the weekly newsletter keeps parents informed about coming events and school achievements.

I am pleased to present these findings as it indicates that parents are suitably satisfied with the organisation of the school.

Professional learning
Professional learning areas covered this year included:
- Persuasive Writing Session
- ICE training
- Course on Children With Autism and Behaviour Difficulties
- Leading Mathematics
- Promoting Schools
- Asthma training
- Best Start Training Course

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.*

2012 Targets to achieve this outcome include:
- K-2 students are given a strong foundation towards writing and reading.
- 3-6 students show strong growth in writing and reading.
- Quality teaching framework evident in all classroom programming and practices.

Strategies to achieve these targets include:
- Best start entry to school assessment data is used to improve literacy achievement of students in Kindergarten
- Implement daily literacy groups that focus on reading and comprehension
- Spelling, grammar and punctuation taught explicitly

**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

**2012 Targets to achieve this outcome include:**

- K-2 students are given a strong foundation towards space measurement and number
- 3-6 students show strong growth in space, measurement and number
- Quality teaching framework evident in all classroom programming and practices

**Strategies to achieve these targets include:**

- Best start entry to school assessment data is used to improve numeracy achievement of students in Kindergarten
- Space, measurement, and place value taught explicitly

**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 Sarah Coloe - Teacher

Mrs Carolyn Hannan - School Administration Manager

**School contact information**

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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: