

Our School

Collector Public School has a current enrolment of 28 students in 2019. The school commenced in 1866 with 47 students. The school community appreciates the attractive setting in its rural location. The school aims to educate its students by realising their potential, encouraging achievement and motivating them to learn.

Strengths include a strong school spirit, a well-developed sense of community, successful teaching and learning programs, emphasising literacy and numeracy and the many opportunities that are provided for all students, especially in the areas of performing arts, music, sport, technology and environmental education. The teachers at Collector Public School are experienced, committed professionals.

Collector Public School values positive relationships among students, teachers, parents and the community which are focussed on collaboration and school improvement. A culture of high expectations exists at the school. The school provides an environment where all students value each other's right to learn and demonstrate positive citizenship.

Parents describe the school as family oriented with dedicated staff continually providing a caring and nurturing environment. Teamwork is fundamental to effective practice and the school enjoys a very high level of parental support and involvement.

Message from the Principal

Welcome to Collector Public School – a great school in the tradition of public education.

Collector Public School has played an important role in the lives of so many people since 1866. It is a privilege to work with dedicated, committed staff and enthusiastic, involved parents in a very supportive community.

The emphasis at our school is to fostering quality participation and outcomes for our students in a safe, caring environment.

I look forward to working with you to provide the best possible education opportunities for all the children.

Mark Wyatt

Welcome from the P & C Association President

The P & C Association would like to welcome new parents and students to Collector Public School.

The P & C Association aims to promote the interests of the school by bringing parents, citizens, pupils and teaching staff together to assist in providing equipment and support to the school.

The P & C Association has a friendly atmosphere and is open to suggestions, inquiries and new ideas.

I look forward to meeting you and your family.

Serenity Warby

COLLECTOR PUBLIC SCHOOL



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PRINCIPAL: Mr Mark Wyatt

STAFF DIRECTORY

Executive

RELIEVING PRINCIPAL – Mr Mark Wyatt

Teaching Staff

TEACHER K/1/2 – Mrs Sarah Coloe

TEACHER 3/6 – Mr Mark Wyatt

COMPUTER AND LIBRARY – Mrs Nancy Ball

CLASSROOM TEACHER (RFF) – Mrs Milisa Jeffery

LEARNING & SUPPORT TEACHER – Mrs Vicki Turner

Support Staff

SCHOOL ADMINISTRATION MANAGER – Mrs Carolyn Hannan

(Every Monday, Thursday and Friday)

SCHOOL ADMINISTRATION OFFICER – Mrs Kathy Staples (Wed)

GENERAL ASSISTANT – Mr John Broadbent

CLEANING STAFF – Erica Coulson

SCHOOL CHARTER

LEADERSHIP

Leadership is having vision and direction to create a positive school environment. Leadership:

- Is leading by example
- Empowers learners to take responsibility for their learning and behaviour
- Aspires the development of self- esteem, self- discipline and independent thinking
- Is achieved through collaborative communication with the staff, students and parents.
- Values opinions of the school community; and
- Provides diverse opportunities for teachers and parents to develop leadership qualities.

TEAMWORK

Teamwork is fundamental to effective practice. Teamwork:

- Encourages powerful learning and active participation
- Creates positive interaction between staff and community
- Promotes a spirit of collaboration
- Utilises the expertise of staff and the community, and
- Values and promotes safe, trusting and caring relationships.



COMMUNITY PARTNERSHIPS

Collector Public School continues the proud tradition of working closely with the community. Community partnerships:

- Enhance students learning
- Provide diverse, inclusive and innovative learning experiences
- Encourage parent and community participation and collaboration
- Encourage students to function as part of a broad community
- Prepare students to meet challenges as responsible and respected individuals, and
- Facilitates the school community in working towards the same goals



STAFF WELFARE

Strong staff morale, combined with a diversity of expertise, facilitates quality student outcomes. Staff:

- Have a strong commitment and belief in the value of Public Education
- Value the intrinsic satisfaction gained from all areas of work
- Communicate with and value the support of the community
- Work to provide a safe and happy school environment and
- Enable students to reach their full potential.

STUDENTS

Students value each other's right to learn and demonstrate positive citizenship. Students:

- Demonstrate respect for themselves, others and the environment.
- Work cooperatively
- Develop positive behaviour and relationships
- Promote the rights and responsibilities of others
- Value a sense of belonging
- Display enthusiasm
- Learn to recognise and accept diversity, and
- Recognise and celebrate success.

TEACHING AND LEARNING

Teaching and learning is a cyclic process incorporating diverse and innovative learning experiences to meet the learning needs of all students.

- Emphasis on quality participation to achieve quality outcomes
- Encouragement to strive for excellence
- Encouragement of each child, instilling values and a love of lifelong learning
- Opportunities to enrich student learning through the many innovative programs, and
- Provision of a positive supportive learning culture



CORE VALUES

- INTEGRITY** - Being consistently honest and trustworthy.
- EXCELLENCE** - Striving for the highest personal achievement in all aspects of schooling, individual and community action, work and life-long learning.
- RESPECT** - Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
- RESPONSIBILITY** - Being accountable for your individual and community's actions towards yourself, others and the environment.
- COOPERATION** - Working together to achieve common goals, providing support to others and encouraging a peaceful resolution of conflict.
- PARTICIPATION** - Being a proactive and productive individual and group member, having pride in contributing to the social and economic wealth of the community and the nation.
- CARE** - Concern for the wellbeing of yourself and the others, demonstrating empathy and acting with compassion.
- FAIRNESS** - Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.
- DEMOCRACY** - Accepting and promoting the rights, freedoms and responsibilities of being an Australian.

PRIMARY SCHOOL EDUCATION

Parents of primary school children, in partnership with teachers, have an important part to play in encouraging young children to develop a love for learning.

During their primary school years children will develop skills in listening, speaking, reading and writing, in numeracy and other mathematical skills, problem solving, scientific and technological skills, and learning how to use computers.

The Board of Studies is responsible for developing syllabus in six areas- called Key Learning Areas. The syllabus documents provide teachers with the broad direction and purpose for the learning area and the support materials give the teachers practical assistance in teaching students and using the syllabus documents.

The Board of Studies also produces documents for parents to help them support their children in learning.

KEY LEARNING AREAS

ENGLISH

Literacy and Numeracy programs have the highest priority at Collector Public School. In the English learning area we target:

- Reading
- Writing
- Talking and Listening

Programs target explicit skills across the three strands. We recognise that language is central to students' intellectual, social and emotional development and that it has an essential role in all key learning areas.

Children need to develop language skills to:

- Interact with others
- Create and interpret text, and
- Develop understandings about the world.

MATHEMATICS

Mathematics is organised into six strands:

Working Mathematically – Students will develop knowledge, skills and understanding through inquiry, application of problem-solving strategies including the selection and use of appropriate technology, communication, reasoning and reflection.

Number – Students will develop knowledge, skills and understanding in mental and written computation and numerical reasoning.

Patterns and Algebra – Students will develop knowledge, skills and understanding in patterning, generalisation and algebraic reasoning.

Data – Students will develop knowledge, skills and understanding in collecting, representing, analysing and evaluating information.



Measurement – Students will develop knowledge, skills and understanding in identifying and quantifying the attributes of shapes and objects and applying measurement strategies.

Space and Geometry – Students will develop knowledge, skills and understanding in spatial visualisation and geometric reasoning.

We recognise that mathematics is effective when applied to problem solving situations and therefore has an application in other key learning areas as well as in life in general.

In essence, our Mathematics programs enhance our student's ability to;

- Appreciate mathematics as an essential and relevant part of life
- Develop capacity to work mathematically, and
- Develop their knowledge and skills in strands of the mathematics listed.

SCIENCE AND TECHNOLOGY

Science and Technology is the learning area in which all students learn about the natural and made environments by investigating, by designing and making and by technology.

Science education – is concerned with finding out about the world in a systematic way. Science is not just a body of knowledge but is also a process of investigation. Science activity (testing and developing explanations) is generating knowledge at such a rate that even specialists can have difficulty in keeping abreast of developments in their area. Therefore part of science education must be to provide students with the process and skills required to access this knowledge.

Science education assists students to understand themselves and the environment and provides opportunities for them to develop independent rational thought and responsible action. It emphasises first-hand experiences, investigating, designing, problem solving and clarifying understandings.

Technology education – is concerned with the purposeful and creative use of resources in an effort to meet perceived needs or goals. Technology education assists students to manage and influence technological change and to gain greater control over their lives in an increasingly technological world.

Technology education embraces computer and communication technology. This syllabus recognises the need to provide students with experiences which assist them to;

- Understand computers by using them
- Understand the nature of communication technology and to be competent mass media users.

HUMAN SOCIETY AND ITS ENVIRONMENT

The content of this syllabus has been organised into four interrelated strands.

Change and continuity – students learn that human societies and environments are affected by change and continuity. Emphasis is placed upon the importance of knowing about the past in order to understand the present and hypothesise about the future. They also learn about sites and places and the significance of these for their own and Australia's heritage. They learn about the history of the Aboriginal people and their contribution to Australia's heritage.

Cultures – In learning about cultures, students develop understandings about themselves, both as individuals and as members of groups. They identify and appreciate human similarities and differences. Understanding cultures helps students to relate to others in appropriate and socially just ways and to recognise the fact that, in democratic and culturally diverse societies, there are a variety of viewpoints that different people hold, and that these can influence behaviours.

Students need to understand the diverse cultures of Australia and their origins, including Aboriginal and Torres Strait Islander cultures and the shared Australian culture. They need to appreciate that cultures are dynamic and evolve over time.

Environments – The environment is the aggregate of all conditions that influence the life of an individual or population. Students learn to identify features, places, sites and environments and develop knowledge of relationships between them.

Students learn to locate and represent themselves and others within environments by using a variety of location tools such as references to natural and built features, globes, maps, diagrams and 3D representations.

Social Systems and Structures – People develop social systems and structures in order to achieve a range of purposes. Students learn about their needs and wants, and how interacting with other people in social and economic systems contributes to society. Students also develop understandings about roles, responsibilities within social systems and structures.

CREATIVE ARTS

Students participate in the art forms of dance, music and visual arts through creating and making their own art works.



In dance:

Students use and consider the elements of dance (action, dynamics, time, space, relationships and structure) in performing their own dances and the dances of others from different times and cultures

- The contexts for learning experiences may be drawn from a variety of sources including contemporary and popular dances, social dance, modern dance, Aboriginal dance, Torres Strait Islander dance, and indigenous, folk and traditional dances of the world.

In drama:

- Students experience different types of drama such as improvisation, movement, mime, storytelling, reader's theatre, puppetry, mask, video, and drama and play building.
- The development of students' knowledge, skills and understanding is shaped by the elements of drama, time, space, focus and mood, and in performing drama by actively engaging in drama forms.

In visual arts:

- The subject matter explored in Visual Arts K-6 could include people, other living things, objects, places and spaces, and events
- Students will engage with different types of artworks including drawing, painting, sculpture and three dimensional forms, ceramics, fibre, photography and digital works.
- Students develop their knowledge, skills and understanding in making artworks and appreciating their own work and that of others.



In music:

- Students develop knowledge, skills and understanding in performing music of different styles and from different times and cultures. They do this by singing, playing and moving, and organising sound into musical compositions using musical concepts.
- Students learn about musical concepts including duration, pitch, dynamics, tone, colour and structure. The repertoire used by the teacher or selected by a student may be drawn from different sources including vocal music, instrumental music and student compositions.



PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

The subject matter of PDHPE K-6 is organised into eight interrelated strands. The eight strands are not mutually exclusive.

Active Lifestyle – is concerned with students adopting activity patterns that promote their well being.

Dance – develops the ability of students to communicate and express themselves through movement.

Games and Sports – This strand develops each student's competence in a broad range of games, sports and physical activities.

Growth and Development – involves developing each student's understanding of their own physical, social, cognitive and emotional development in the context of increasing awareness of changes that occur through the cycle of people's lives.

Gymnastics – is on initial movement exploration leading to the acquisition of some preliminary gymnastic skills.

Interpersonal Relationships – is concerned with developing an understanding of the nature of relationships.

Personal Health Choices – examines the process of making lifestyle decisions and putting them into practice.

Safe Living – is concerned with the protection of individuals through the promotion of safe environments and practices.

**For further information contact:
Board of Studies.....Ph: 0293678111**



SCHOOL ORGANISATION

School times Monday to Friday

8.30am Playground supervision begins. Duty teacher.

9.00am Bell. Children line up outside classrooms.

SESSION 1 – 2 HOURS

11.00am Bell. Break 1

All children seated to eat recess for 10 minutes.

Play for 20 minutes.

11.30am Bell. Children line up outside classrooms.

SESSION 2 – 1.5 HOURS

1.00pm Bell. Break 2

All children seated for 15 minutes to eat

lunch.

Play for 30 minutes.

1.45pm Bell. Children line up outside classrooms.

SESSION 3 – 1 1/4 HOURS

3.00pm Bell. End of day.

Children will move to the silver seats for collection by their carers or walk home.

ATTENDANCE AND ABSENCES

Department policy is that from the age of six all children must attend school. The school is legally required to keep accurate records of children attendance with explanation noted. Children's absences from school should be explained with/by a note from parents. This should be done on the day the child returns to school or for a long absence prior to leave. The Home School Liaison Officer provides support to families where irregular attendance causes concern.

LATE ARRIVAL/EARLY DEPARTURE

If your child arrives at school late or departs early, an explanation needs to be given and a signature is required. There is a sign in/out register in the administration office for you to complete.

MEDICINES

Should your child need to have medication at school this should be sent in daily doses clearly labelled with name and a letter informing the school of time and dosage required. All medication should be given to the classroom teacher so that it can be stored safely.

SICK/INJURED

Sick/injured children at school are to advise class teacher or on-duty teacher. Where deemed necessary the parent is notified immediately. It is requested that children who are sick BEFORE school not be sent to school. We do not have the facilities to look after sick children all day.

ACCIDENTS

Sometimes children have accidents at school. Sometimes medical attention is necessary. We try to contact parents first but if this fails children will sometimes be taken for medical attention. Where time is a factor an ambulance may be called. The school pays for student ambulance cover.

PARENTS AND THE SCHOOL

We welcome and value the high level of parent participation we enjoy at Collector Public School. Research has shown that an important factor contributing to a child's success is the interest and involvement shown by parents.

Parents are encouraged to become actively involved in classroom activities, to participate in excursions, sporting activities and special days, to become canteen or garden helpers or to offer their personal skills in other ways.

The Parents & Citizens Association meets twice a term during the third and eighth week. All parents are encouraged to attend meetings.

REPORTING TO PARENTS

Written reports are sent home at the end of Semester 1 and 2. Students in Years 3 and 5 participate in the National testing program for Literacy and Numeracy. The test is in term 2. Kindergarten children are assessed in Term 1 in Literacy and Numeracy as part of the Best Start Program.

Parents are invited to arrange an interview in Semester 1, in Term 2. All enquiries should be directed through the classroom teachers.

MAKING CONTACT WITH THE SCHOOL

(Abridged from Sun Herald 12th March 1995)

DON'T door stop the teacher. Make an appointment, it is much better to make an appointment to give both time.

ALWAYS consult the teacher about concerns first. Don't make the principal your first port of call.

COMMENT only on what is happening to your child not anyone else's child.

NEVER comment on what is happening in the classroom. Again refer only to your own child and how it's affecting your child.

OFFER support to the teacher to remedy problems instead of simply demanding a solution.

ACCEPT a teacher's advice but observe from afar whether it is the right advice. Seek an appointment if you believe things are not working out.

NEVER complain about a teacher in public forum, such as a Parents & Citizens meeting, or sub-committee meeting. Seek policy advice in regard to the Complaints Procedures.

WORKING AS A VOLUNTEER IN THE SCHOOL

Parents and community members who volunteer to work in schools are required to complete a Working with Children Check through the NSW Office of the Children's Guardian unless they are otherwise exempt. The act aims to reduce the risk of abuse to children by preventing a "prohibited person" from working with children. A prohibited person is a person convicted of a serious sex offence. ALL parents and community members who volunteer to work in the school need to:

- Provide a Working with Children Check or Exemption.
- "Sign in and out" at the office every time you volunteer at the school.

STUDENT ASSISTANCE SCHEME

Limited funds are allocated by the Department to provide assistance to families who may be experiencing financial difficulty. Funds can be used to:

- Assist with excursions
- Assist with uniforms

SCHOOL HAPPENINGS

CANTEEN

The canteen operates on a voluntary basis on Fridays, as a committee of the P & C Association. We urge you to support the canteen by volunteering to assist on a regular basis.

LIBRARY

Children are encouraged to take home books from our school library. Please ensure that these library books and school reading books are well taken care of while in use at home. A library bag is needed. These bags are to be used to carry library books only. No child will be allowed to borrow unless she/he has an adequate library bag.

BOOK CLUB

Book Club goes home twice a term. The school receives bonus points and vouchers to use to purchase curriculum resources and library books.

SCHOOL BANKING

The school offers student banking with the Commonwealth Bank. Electronic transfer of deposits can be made from school to student's accounts at the commonwealth bank. These accounts must be linked to the schools electronic register. Banking day is Friday.

SCHOOL NEWSLETTER

The school newsletter is produced for distribution to the oldest child in the family every Monday. Please make the time to read this as it contains vital information for the following week/s. The weekly newsletter can also be viewed online at our school website. www.collector-p.schools.nsw.gov.au

RELIGIOUS INSTRUCTIONS - SCRIPTURE

Our current visiting religious instructor is Florence Drew. Mrs Drew has a Catholic background; however she is happy to teach children from other religions. Each child is expected to attend Religious Instruction unless parents notify the school in writing of their objection. Scripture classes are held on Thursday mornings for 30 minutes.

MONEY AND EXCURSION NOTES

Money and notes can be handed to the classroom teachers or placed into the mailbox in the office. Please make sure notes are handed in on time as it is essential that written parental permission is obtained before pupils are permitted to attend excursions. **Please check school bags each day for letters from school. Weekly newsletter published every Monday.**

FORTNIGHTLY ASSEMBLY

The Kindergarten to Year 6 formal assembly is held each fortnight usually on a Friday afternoon starting at 2.30pm. Parents are encouraged to attend the formal assembly, as this is a time that awards are given out to the children and for the children to share work they have done at school.



HOMEWORK

The amount of time that students are expected to spend on homework will depend upon their age, ability, home environment and extracurricular activities. It is important that all students have opportunities for free time, leisure and physical activities outside of school. Homework is set by the classroom teacher, it is sent home on a Monday to be returned back to school on Friday.

PURPOSE OF HOMEWORK

Homework:

- Is a valuable part of schooling
- Allows for practising, extending and consolidating work done in class
- Provides training for students in planning and organising time
- Develops a range of skills in identifying and using information resources
- Establishes habits of study, concentration and self discipline which will serve students for the rest of their lives
- Strengthens home and school links
- Reaffirms the role of parents and caregivers as partners in education
- Provides parents and caregivers with insights into what is being taught in the classroom and the progress of their children.

SCHOOL UNIFORM

As the school community supports the wearing of school uniform it is expected that all students will comply with this requirement. The P & C run an affordable uniform shop from the school residence. Order forms for uniforms are available from the school office.

Summer uniform –

Girls: Red and white checked dress or white short sleeve blouse and black box pleat shorts, white socks and black shoes.

Boys: Grey shorts, blue short sleeve button shirt, grey socks and black shoes.

Unisex Sports Uniform: red shorts, short sleeve white polo shirt with school emblem, white socks and running shoes.

Winter Uniform –

Girls: Pleated check skirt with black stockings or black tailored pants, long sleeve white collared shirt, red jumper with school emblem, black shoes.

Boys: Long grey pants, long sleeve blue collar shirt, grey socks and black shoes, red jumper with school emblem.

Unisex Sports Uniform: Red tracksuit pants and red jumper with school emblem, long sleeve white polo shirt with school emblem, white socks and running shoes.

Optional extras; red scarf, red beanie, red windcheater jacket, red woollen jumper with school emblem, red gloves, red hats with school emblem.

Hats are available as part of the uniform, children are encouraged to wear a wide brimmed hat. Children who do not wear an approved hat will be located to a SUN PROTECTION AREA wherever possible.

