

Corndale Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Corndale Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Deanna Spackman

Principal

School contact details

Corndale Public School

Corndale Rd

Corndale, 2480

www.corndale-p.schools.nsw.edu.au

corndale-p.School@det.nsw.edu.au

6628 4305

Message from the Principal

What a fabulous year we have had at Corndale in 2016. The year started off with some significant staffing changes, a new Principal and then the replacement of our SAM Jane, with Linda Ryan. The support Linda and I have received has been outstanding– from fellow staff, the students, the parents and also the wider community. Corndale is a special place to become a part of. Thank you for your warm welcome!

Our school has been very busy both inside and outside of the school grounds. Corndale has once again interacted on a regular basis with our community of schools in events such as swimming carnivals, cross countries, athletics events, special interest and enrichment days, swimming schemes and excursions. Student and staff relationships have been strengthened once again through these events.

The students have shown courage and enthusiasm and tried out for many sporting teams such as cricket, soccer and hockey and have progressed to zone and regional levels in some sports as well. Through the Sporting Schools Grant we have been coached in 5 different sports including tennis, personal fitness, soccer, softball and hockey. Students have also put themselves out there, to represent the school in Public Speaking and our first year in the Premier's Spelling Bee with outstanding results.

The Corndale school community has welcomed the introduction of the teaching of virtues. By highlighting the building blocks of what makes up our character has enabled the students to identify what sort of behaviours they display and which behaviours they may wish to improve upon for the future. Virtues underpin our daily interactions with each other and the students are using the language on a daily basis.

There have been many highlights this year including our news interview on Prime highlighting our involvement in Jump Rope for Heart, taking part in the Anzac Day March in Lismore, our successful hosting of the District and Zone Cross Country Carnivals, our first Lantern Parade Bonfire Disco Night, the yr 5/6 Canberra Excursion, the Lismore Performing Arts "Countdown" spectacular and undertaking a personal workshop with a local author Tristan Bancks. A major highlight was achieving amazing results at the Lismore Show– being declared the most successful school in both the Junior Cooking and the Garden Produce, as well as coming 1st and 2nd in the Aboriginal Art competition, entering amazing photography, winning the local landscape living wheelbarrow with our Corndale Hall and coming 2nd with our scarecrow minions. We also hosted our first Corndale's Got Talent Night and most recently was being declared the 2016 Waste Wise Winning School and receiving a cheque for \$1500 to spend on sustainability. No wonder we all need a holiday. Well done Corndale!!

Thank you to the P and C for supporting the school the way you have done. You have assisted the school with soccer goals, Yr 6 shirts, drums for music, provided funds to employ Sam to create flyers and promotional material, purchased softball gear, donated towards the Canberra excursion and Art Smart, purchased circus equipment, paid for a training course in robotics, purchased and installed an amazing new oven that works beautifully and taken students and staff to

the musical stage show Matilda in Brisbane as the end of year treat. I look forward to working with you next year on enriching the learning outcomes and the experiences of the Corndale students. To the students, I have thoroughly enjoyed my year with you. I am proud of how hard you have worked and what we have achieved together in 2016. We are working well at ensuring that our school culture reflects an inclusive, respectful, friendly, helpful and supportive environment to everyone that enters our gates.

School background

School vision statement

Corndale Public School is committed to empowering all students to achieve their full potential at a personal, social and academic level. There is a strong belief in opportunities and empowering great teaching to enable student growth. We strongly encourage the partnership between home and school in order to maximise student progress and development.

School context

Corndale Public is located in a rural community, 18km north–east of Lismore. It's spacious, shady and well equipped playground compliments our attractive well–resourced classrooms. Corndale Public School works alongside the Dunoon District, Big Scrub and First north Community of Schools. Corndale Public School is a proud member of the Rivers P–12 Community. We place strong emphasis on student welfare and personal development in fostering positive social interaction and self–discipline within a safe, caring and supportive environment. A strong focus on Literacy and Numeracy underpins a rich and varied school curriculum.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout N.S.W. in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of learning, we have been focused on creating a positive learning culture, establishing strong well being programs, a growth mindset with learning and ensuring all student are supported and engaged in the classroom.

In the domain of Teaching, staff have been raising student awareness of their placement on the Literacy and Numeracy continuums and their movement along those continuums. Staff are ensuring that learning intentions are communicated to the students so they are more aware of the expected learning.

In the domain of Leading, we have developed a strong team work atmosphere whereby all staff are valued contributors to the future directions of the school. Students, Parents and Community members and staff work together to meet the needs of our school community.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework>

Strategic Direction 1

UNITY: Creating a collaborative and innovative learning community connecting small schools as part of a larger community of schools and across The Rivers P–12

Purpose

To meet the continually changing needs of our students through innovation, excellence and continuous improvement.

To build positive relationships and strong partnerships, between parents, students, staff and community.

To provide opportunities and pathways for every student to reach their full personal, educational and social potential.

Overall summary of progress

Staff and students at Corndale Public School are offered opportunities in social, academic and sporting pursuits throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Relationships are developed between students from CoS. Talented students are provided with enrichment opportunities to extend their skills and further develop relationships. Staff in CoS collegial groups, organise and take part in self driven professional development opportunities.	Multiple CoS activities were organised and student relationships developed. 100% of students provided with enrichment opportunities participated. All staff participated in collegial group professional development. Staff contributed to future direction of the group.	\$360 TPL funds for teacher release.

Next Steps

- Students will continue to be offered enrichment programs to extend their learning.
- CoS events will continue to be planned and implemented to enhance social, sporting and academic outcomes.
- Staff members will be encouraged to build capacity to share expertise and lead professional development as part of CoS meetings.



Strategic Direction 2

QUALITY: Leading teaching and learning through quality educational teaching practices.

Purpose

To ensure a quality continuum of learning for our students through outstanding teaching and leadership; high standards and strong values; professional learning and shared practice.

Overall summary of progress

Continuums are clearly displayed and discussed with students, staff and parents. Students are increasingly aware of identifying their learning paths. Staff are working collaboratively with CoS colleagues to identify professional learning needs and to work towards improving teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff confidently and consistently plotting students on the developmental continuums. Staff can reflect on feedback to improve teaching practice. Students are aware of where they sit on the continuums.	Staff were provided with Professional Development and supported to improve teaching practice. Staff confidently plotted students on the continuums. Staff began to clearly state the learning intentions of their lessons and asked students to reflect on their learning at the conclusion of lessons.	\$3761

Next Steps

- Students will use the continuums to set learning goals.
- Staff will ensure students are aware of learning intentions for lessons.
- Staff will be made aware of feedback from students, parents and peers via surveys (TTFM and school created) and lesson observations, to assist with improving teaching practise.



Strategic Direction 3

SUCCESS: Ensuring success for our students as learners, leaders and citizens

Purpose

Ensure all students are engaged in meaningful, challenging and future focused learning which allows them to achieve and thrive as learners, leaders and citizens.

Overall summary of progress

The introduction of the Virtues Project and the Thumbs Up Rewards program, has enabled us to achieve progress in providing a more positive learning culture as well as a more positive whole school culture, conducive to improving student success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students achieve learning goals. Students are self motivated and self driven. Students feel secure when transitioning to new learning environment.	Discussions about goals were introduced to raise student awareness of self directed learning. Virtues and Thumbs Up programs were introduced to reward students for social and academic achievement. Planned CoS events improved social relationships of students transitioning to high school. Multiple Kindergarten Orientation Days were available for pre-schoolers in November. Ex preschool students and Principal returned to the preschool to enhance the transition process. Posters, a new Information Booklet and a letter box flyer were created to promote the school.	\$1500

Next Steps

- Development of goal booklets so students can record and monitor learning progress.
- Students undertake meetings with teachers on a regular basis to discuss progress and to set future goals.
- Students are publicly recognised on a regular basis to celebrate success.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal students have an Individual Learning Plan (ILP) and are making progress across Literacy and Numeracy Continuums.</p> <p>Student awareness of local Aboriginal language and Culture was enhanced through a visit from a local Aboriginal elder.</p> <p>Additional dream time stories were purchased for the library for all students to engage further with Aboriginal Culture and beliefs.</p>	\$1279
Low level adjustment for disability	<p>Students needs are being met and students are displaying greater confidence in the classroom.</p> <p>An extra staff member is employed to assist one day per week with lowering the teacher students ratio.</p>	\$1637 \$10202
Socio-economic background	<p>Students were supported through the purchasing of equipment to benefit all students.</p>	\$394

Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	13	13	11	10
Girls	6	8	10	9

There were no Aboriginal staff working at Corndale Public School in 2016.

Teacher qualifications

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.8	94.6	97.3	100
1	94.4	100	88.6	99.3
2	100	97.4	97.8	88.8
3	86.5	100	95.6	98.2
4	100	90.2	90.7	98.2
5	98.1	98.4	90.4	91.7
6	93.5	100	93.4	95.6
All Years	94.9	96.7	93.3	95.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	33
Postgraduate degree	66

Professional learning and teacher accreditation

All staff remain updated in mandated courses. Other training as a staff and as individuals has included:

- Mindfulness
- I pads in Education
- The Virtues Project
- Computers
- Visible Learning
- Indesign Computer Program

All teachers at Corndale Public School are currently at the proficient level of the teaching standards.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	52 472.27
Global funds	47 416.62
Tied funds	22 648.22
School & community sources	11 267.01
Interest	1 037.03
Trust receipts	-51.52
Canteen	0.00
Total income	134 789.63
Expenditure	
Teaching & learning	
Key learning areas	2 960.85
Excursions	6 759.66
Extracurricular dissections	2 912.75
Library	392.80
Training & development	80.00
Tied funds	29 372.00
Short term relief	3 324.88
Administration & office	17 609.50
School-operated canteen	0.00
Utilities	7 123.52
Maintenance	4 163.36
Trust accounts	463.55
Capital programs	1 770.91
Total expenditure	76 933.78
Balance carried forward	57 855.85

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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 these assessments.

As there is a small cohort of students in Year 3 and 5, information cannot be included in this section of the report as it would identify individual students' results.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

At the completion of 2016, the school sought the opinions of parents/care givers, students and teachers about their school. Their responses are presented below.

Parent/Carer Responses:

Highlights–

- Introduction of the virtues program
- Introduction of scripture and virtues lessons
- Cooking and Gardening program
- First time involvement and amazing results in the Lismore Agricultural Show– Most successful School in Garden Produce Section, Most Successful Exhibitor in the Junior Cooking Section, 1st and 2nd in Aboriginal Art and 1st Wheelbarrow Living Garden.
- Promoting community relationships via the Disco/Lantern Parade/Curry night as well as Corndale's Got Talent
- Improved school culture through the Virtues Project and the Thumbs Up program.
- The 'Countdown' performance in the Lismore PAF as well as Curtain Call.
- Winning the 2016 Lismore City Council's Waste Wise Challenge

Areas for Improvement–

- More readers coming home to support home reading.
- More consistent library borrowing.

Student Responses:

Highlights–

- Cooking with Diane and using the vegetables from our own gardens
- Entering the Lismore Show and winning so many competition
- More coaching at sports every week and more sports gear
- Canberra Excursion for years 5/6
- Winning the Waste Wise Challenge
- Our parents running the canteen at both of our cross country events
- Getting our new Principal
- Learning about Virtues and having scripture classes again
- More positive behaviour from the kids

Areas for Improvement–

- Entering the Channon Team's Day
- Watching BTN again and doing projects about the stories

Staff Responses:

Highlights–

- Involvement in more community events
- Welcoming atmosphere to the school for all staff
- Excellent mentoring from Principal...always have time for students, staff, parents and the community
- Introduction of new programs to promote a more positive culture within the school
- Happier and more respectful children
- Sense of team work and shared goals

Areas for Improvement–

- Less waste(paper and coloured ink) within the office– Waste audit and actions required
- Better use of technology–I-pads

Policy requirements

Aboriginal education

Corndale Public School is committed to educating all students about Aboriginal Culture and improving the educational outcomes of it's Aboriginal Students.

In 2016 this was achieved by:

- undertaking art classes with an Aboriginal elder,
- entering Aboriginal dot paintings into the local Agricultural show,
- exposing the students to the Widjabul language,
- purchasing new dreamtime story books for the school library,
- employing a teacher's aid to work closely with students to improve learning outcomes and provide support,

- providing funding assistance for Aboriginal students to attend enrichment activities,
- continuing check in and check out circle time each week– the belonging project,
- imbedding Aboriginal perspectives in classroom discussions during geography and history lessons.



Multicultural and anti-racism education

Corndale Public School recognizes and celebrates cultural diversity through the teaching of classroom programs, special celebrations and the Virtues Project.

In 2016 this was achieved by:

- study of the Rio 2016 Olympics,
- undertaking a mini-olympics event– country vs country at various modified sporting events,
- Harmony Day celebrations– food and dress from different cultures,
- the teaching of virtues– tolerance, respect, understanding etc to promote acceptance of diversity,
- celebrating the Aboriginal culture through exposure to local language, art, dance groups and interaction with elders.

Other school programs

Creative and Practical Arts

Creative and Performing arts activities continue to be highly valued at Corndale Public School. Achievements for 2016 included:

- students participating in Art Smart enrichment program at Clunes,
- 5 out of 6 stage 3 students participating in the Artist in Residence Camp at Dorrroughby Education Centre,
- weekly guitar, recorder and ukulele lessons by our skilled music teacher,
- weekly instrument tutoring provided by the Northern Rivers Conservatorium of Music,
- all students participated in an on stage singing and dancing "Countdown" performance at the 2016 Lismore Performing Arts Festival,
- successful performances by K–2 and 3–6 at the end of year school concert,

- 1st and 2nd placing in the Aboriginal Art competition at the Lismore North Coast National Show,
- classroom programs that focused on prominent Artists– Vincent Van Gogh and Ken Done,
- weekly choir sessions to prepare for school assemblies and presentation nights.
- and creation of a new herb garden
- Utilizing compost created from daily food scraps to fertilize the garden beds
- Weekly cooking lessons making use of vegetables grown in our own gardens

Sport

In 2016, the students were exposed to and participated in a wide range of sporting activities. These included:

- expert coaching through trained specialists provided through the Sporting School's Grant.
- Term 1– coaching once a week in tennis and athletics/fitness
- Term 2– coaching once a week in tennis and soccer,
- Term 3– coaching once per week in tennis and softball,
- Term 4 coaching once a week in tennis and hockey,
- participation by all students in the Dunoon District Swimming , Cross Country and Athletics Carnivals,
- 100% of Stage 3 students tried out for PSSA team selection for soccer, cricket and hockey.
- whole school participation in the Premier's Sporting Challenge,
- whole school participation in Jump Rope for Heart.

Environmental Education

2016 Waste Wise Challenge Winners!! This was achieved through the following initiatives:

- creation of a colour–coded bins– outside waste / recycling station– waste, recycling, soft plastics, compost and small plastics,
- creation of posters to highlight the contents for each bin,
- creation of labelled bins for use in the classrooms and office areas– recycling, waste and soft plastics,
- creating a video/ news broadcast highlighting the journey the students have taken to educate themselves and other about recycling,
- creating a 3D sculpture made out of recycled materials– Corndale Corn Cob!

2016 North Coast National Show– Winner Garden Produce– School Section

- Most successful school entry in the garden produce – vegetables, salad vegetables, fruit, herbs
- students planted, tended and harvested garden produce for use in weekly cooking lessons

2016 North Coast National Show– Winner of the Junior Cooking Section

- Most successful exhibitor in junior cooking section– biscuits, cakes, slices, scones, loaves, pikelets and jams.
- result of weekly cooking lessons

Sustainability

- Gardening – planting out of the 4 garden beds