

Corndale Public School Annual Report



2017



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Introduction

The Annual Report for **2017** 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

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Message from the Principal

It's hard to believe that another eventful year has come to an end at Corndale PS. It has been filled with many achievements, minor challenges but overall positive times and has solidified many memories that will stay with the children for a very long time.

The year began with an eventful Term 1, which included swimming carnivals, a visit from the Life Education van, a flood, Harmony Day and a new adventure— camping at Woody Head, which was abruptly cut short due to another flood. The trip to Woody Head was a great experience for the children and a great opportunity to work with Gilbert Laurie again, completing Aboriginal art at the campsite and exploring and tasting local bush tucker from the area (Hmm.. periwinkles!)

During Term 2, our school community ran the cross-country carnivals with great success, from their new P and C storage room. Naplan was undertaken, we watched a Brainstorm production, visited the MRF (The Tip), took part in World Environment Day, sent students to the Artist in Residence camp at Dorroughby, attended a basketball gala day and finished the term off with Naidoc celebrations.

Of course, Term 3 saw students preparing for our Performing Arts Festival item. I'd like to say a huge thank you to Cathy, for orchestrating the students into a well-oiled percussion group, which accompanied the 'History of Corndale' slide show. It was a wonderful performance and a great discussion opportunity, to share snippets of Corndale's history with the students. Also that term we took part in athletics events, entered the Northern Star's newspapers in education initiative, the spelling bee, science day, the Zoo mobile, public speaking finals at Jiggi and concluding with the Lords Taverners Sport camp sleep over at our school. This new partnership looks likely to continue into the future.

Our final term did not see us slow down a great deal. We prepared for our many entries into the Lismore Show and achieved fantastic results once again. We were the most successful school in Junior Cooking, 2nd in garden produce (from our new garden beds), 2nd and 2nd in the Aboriginal art, 1st with our scarecrow and 1st with the 'Corndale Butter Factory' in a wheelbarrow. We were also awarded 1st, 2nd, 3rd and three highly commended in the Junior photography, 1st, 2nd and 3rd in the chook art and 1st, 2nd and 3rd placings in the colouring in competitions. Then it was into the pool for our Intensive swimming scheme at GSAC to fine-tune our swimming and safety skills. We sang with thousands of other students in Count Us In, had a visit from Lucas Proudfoot (a local Aboriginal author/performer), performed a brilliant version of Charlie and the Chocolate Factory at the Corndale Hall, enjoyed a morning at the Lismore Golf Course, an afternoon on a large inflatable at the Lismore pool and swung from the trapeze in Byron Bay.

There have been many sporting highlights along the way, with a major highlight involving the 'Awesome Foursome' relay team of Will, Tobias, Emily and Indigo. They of course were successful in making it through the levels of District, Zone and Regional to represent the North Coast PSSA at State level in both the P6 Swimming relay and the P6 Athletics relay. This was a major feat, not just for the students but also for their supportive parents who transported them to each level of competition. Many of the senior students tried out for representative teams this year. Emily made it onto the North Coast Cricket team and Tobias made it into the North Coast Softball team. Indigo progressed onto zone and then regionals in cross-country as well. Through the Sporting Schools funding, all students undertook coaching in Tennis, Cricket, Basketball, Touch Football and Golf, using professionals from local sporting clubs. Through this scheme, we were also able to purchase new sporting equipment to undertake these sports independently in the future.

A school does not run smoothly without the input of many. To the dedicated staff of Linda, Jane, Cathy, Edwina, Sam, Doug and Lynne, thank you for all that you do and the many extra hours, that you put in, to support me in enriching the learning outcomes and experiences for all students in our care. Thank you Linda, for making the transition to the new LMBR finance system appear so seamless. Your dedication to the process was fantastic and you would think you've been using this system forever. To my mother Diane, thank you for inspiring the children to cook and for being so generous with your time throughout the year. Thank you to the supportive parent community, especially the P and C, who are committed to working with the school to improve the educational experiences of all students. I look forward to working in partnership with you all again next year.

To the students, I have thoroughly enjoyed working with you all this year. Our numbers started with 15 and went up to a healthy 22 mid-year. I am very proud of each and every one of you for what we have achieved together in 2017.

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 NSW 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, our on–balance judgement was that our school was delivering, sustaining and growing. At Corndale Public School, there is a demonstrated commitment within the school community that all students make learning progress. Student relationships with staff are healthy and strong and student wellbeing is focused on creating an effective environment for learning. The needs of all students are explicitly addressed in teaching and learning programs and parents are informed of modifications to student learning, including adjustments to support learning or increase challenges. The school provides parent/cares with information on the learning progress of their children, including reports and opportunities to discuss progress.

In the domain of Teaching, our on–balance judgement was that our school was delivering, sustaining and growing. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. Teachers engage in professional learning targeted to school priorities, the needs of their students and the achievement of their professional goals.

In the domain of Leading, our on–balance judgement was that our school was delivering, sustaining and growing. The leadership team undertakes annual staff performance and development reviews for teaching and non–teaching staff. Poor performance is identified and managed promptly and effectively. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. School resources are used effectively to enhance learning and service delivery to students and the priorities of the school plan drive financial decisions within the school.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

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

The Dunoon District Community of Schools has developed a collaborative approach to advancing the knowledge, understanding and skills of all students and staff. A key teaching and learning focus of the 2015–2017 plan, has been to increase opportunities for all members of the school community— leaders, staff, students and families— to participate fully with the wider community of schools. As a result of this focus, the school community was provided in 2017 with regular occasions to take part in a variety of sporting, academic, artistic and social ventures with a wide range of schools. Leaders and teachers were also involved in collegial planning and professional development with the Big Scrub Community of Schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$4000	Principal and staff collaborated in network and learning community professional development. Students were identified and provided with enrichment opportunities— creative arts, writing and leadership workshops. Principal worked closely with peer P6 Principal to develop administrative and policy understanding.

Next Steps

Investigate, design and implement further opportunities for collaborative relationships with the wider community. Ensure all staff, students and families are aware of the availability of these cooperative opportunities and that they are actively participating and maximising their engagement. All staff are participating in professional and community networks to extend knowledge and improve teaching and learning practice.



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

All teaching and non-teaching staff at Corndale Public School, have developed their own Performance and Development Plans (PDP) to target professional goals and outline processes to achieve these goals. PDPs have been developed with a focus on the current School Plan, the School Excellence Framework and changing systems required by the Department of Education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$2500	Staff were provided with release from face to face opportunities to plot students on the numeracy and literacy continuums. All staff members engaged in professional dialogue with leadership and collegial staff to reflect upon their teaching practice. Students were supported by staff to analyse work samples and to plot themselves on the numeracy and literacy continuums.

Next Steps

All teaching and non-teaching staff will be encouraged to record, monitor, evaluate and review their progress related to their Performance and Development Plans. Staff will undertake further professional development to assist students to use "I can..." statements and place themselves effectively on literacy and numeracy learning progressions.



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

Our school wide emphasis on improving student achievement in literacy and numeracy across all stages has led to a collaborative approach to goal setting. Students and teachers have been involved in the development of individual student learning goals. All students have been placed and tracked on the continuums and students are more aware of their learning paths in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students achieve learning goals. Students are self motivated and self driven. Students feel secure when transitioning to new learning environment.	\$1200	Students are aware of their position on the literacy and numeracy learning continuums. Students were able to reflect upon what was expected of them further on the continuum. Students were well prepared for transitioning to high school. Year 6 students attended orientation days and extra transition days were organised where required.

Next Steps

Continued professional development in Visible Learning to allow students to monitor their own growth. Staff will attend professional development opportunities to understand the new Literacy and Numeracy Learning Progressions.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1904	<p>All Aboriginal students have an Individual Learning Plan (ILP) and are making above expected growth on the continuums.</p> <p>Student awareness of local Aboriginal language and culture was enhanced through visits from a local Aboriginal Elder.</p> <p>Students entered an Aboriginal Art competition after working with an Aboriginal Artist.</p>
Low level adjustment for disability	\$1637 \$10157	<p>Students requiring adjustment are having their needs met by SLSO support.</p> <p>An extra staff member is employed to assist one day per week to lower the teacher student ration to improve learning outcomes.</p>
Socio-economic background	\$124	<p>Students were supported through the purchasing of classroom equipment to assist students to be more organised for learning tasks.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	13	11	10	10
Girls	8	10	9	12

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.6	97.3	100	
1	100	88.6	99.3	94.5
2	97.4	97.8	88.8	92.3
3	100	95.6	98.2	94
4	90.2	90.7	98.2	96.2
5	98.4	90.4	91.7	96.2
6	100	93.4	95.6	98.2
All Years	96.7	93.3	95.6	95.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.8

Management of non-attendance

All parents/ caregivers are contacted directly by phone or letter over issues of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.2
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All teaching staff are accredited as Proficient teachers.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	57,856
Global funds	54,944
Tied funds	27,328
School & community sources	7,355
Interest	697
Trust receipts	184
Canteen	0
Total Receipts	90,507
Payments	
Teaching & learning	
Key Learning Areas	3,017
Excursions	1,735
Extracurricular dissections	3,723
Library	295
Training & Development	0
Tied Funds Payments	12,665
Short Term Relief	3,871
Administration & Office	13,234
Canteen Payments	0
Utilities	4,717
Maintenance	4,806
Trust Payments	225
Capital Programs	0
Total Payments	48,286
Balance carried forward	100,077

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	104,511
Appropriation	100,077
Sale of Goods and Services	0
Grants and Contributions	4,349
Gain and Loss	0
Other Revenue	0
Investment Income	86
Expenses	-33,013
Recurrent Expenses	-33,013
Employee Related	-15,924
Operating Expenses	-17,089
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	71,498
Balance Carried Forward	71,498

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	252,870
Base Per Capita	2,904
Base Location	1,618
Other Base	248,349
Equity Total	13,822
Equity Aboriginal	1,904
Equity Socio economic	124
Equity Language	0
Equity Disability	11,794
Targeted Total	0
Other Total	37,325
Grand Total	304,018

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 years 3 and 5, information cannot be included in this section of the report as it could identify individual student results.

Parent/caregiver, student, teacher satisfaction

Each year Corndale Public School seeks the opinions of parents, students and staff about the school. This occurs through paper surveys, student voice, verbal discussions with parents and tabled conversation during P and C meetings.

In 2017, the overriding strengths as identified by the parents include: strong communication channels

between home and school, the positive environment their children are working with in, the high expectations of behaviour and work ethic and the varied opportunities that are available for the children to take part in.

The overriding strengths as identified by the students include: the friendly and supportive staff they work with, the great opportunities they are offered (learning and sporting) and the technology they are provided with.

The overriding strengths as identified by the staff include: the family friendly and supportive environment, the teamwork as a staff and the positive relationships with the students and families.



Policy requirements

Aboriginal education

Corndale Public School is committed to educating all students about Aboriginal Culture and improving the educational outcomes of its Aboriginal students.

In 2017 this was achieved by:

- undertaking art classes with an Aboriginal elder
- completing dot painting and entering them in the Lismore show
- exposing students to the Bungalung language–dreamtime stories.
- employing SLSO to work closely with Aboriginal students
- providing funding assistance for Aboriginal students to attend enrichment activities
- imbedding Aboriginal perspectives into classroom discussions and teaching programs
- visiting Storyboard Author– Lucas Proadfoot (Aboriginal Author/Performer)

Multicultural and anti-racism education

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

In 2017 this was achieved by:

- undertaking a fun day mini-Olympics (country vs country)
- Harmony celebrations– food, dress, art and music from other cultures
- the teaching of Virtues– tolerance, respect, understanding to promote acceptance
- cultural activities– visiting artists