

Corndale Public School Annual Report



2018



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Introduction

The Annual Report for **2018** 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

As 2018 draws to a close, it is amazing to look back on the year and reflect on the wonderful experiences, challenges, achievements and relationships that the Corndale students, staff and the broader school community have experienced. It has been a fantastic year with enthusiastic and respectful students, dedicated and supportive staff and generous and supportive parents and carers.; the perfect ingredients for success.

First term started with the district swimming carnival. All Corndale students participated in the events for the first time in many years and awesome results were achieved. This was closely followed by Harmony day where the children cooked up a storm for a multicultural feast. Throughout the term we had many fun days and parent lunches for the children to enjoy. We were coached in tennis and cricket and a couple of our talented creative writers began an enrichment writing program with a local high school English teacher which took place each term throughout the year. The P6 swimming relay team continued through zone and regionals levels before heading to state in the last week of the term. All of these events and achievements show a great effort by the kids and their families.

Of course, Term 2 began late in the holidays with the Anzac March in Lismore. It saw the amazing Corndale community come together again to cater for the district and the zone cross country events at the school; once again with great results. Naplan was undertaken for the first time 'online', which was a different experience for both the students and the staff. We wrote articles for the Northern Star's Newspapers in Education, headed to the Lismore Regional Art Gallery and visited the Lismore Historical Society to interact with items from the past and learn more about early times at Corndale. We were coached in tennis and basketball throughout the term and were entertained by the Shell Questacon Science Circus. In between all these events, we also enjoyed strengthening our relationships with students from our community of small schools. The students and staff also enjoyed a Cultural Day of; Bundjalung dancing, language, watched a Coolamon being carved from a tree and handled some historical hunting and gathering tools. The term ended with Years 5 and 6 students travelling to Canberra for the final week of school.

During Term 3, Corndale attended the writer's festival before heading to the Lismore Library, a chance to expand their writing skills whilst having fun. School photos were taken, and we took part in track and field athletics carnivals. Bundjalung language lessons began on a weekly basis. Whilst these unfortunately only lasted for the term they were a great chance for the students to learn more about our local heritage. All students participated in the Corndale spelling bee and four students represented the school at the regional finals in Ballina. Talk began on how "we" could help the drought-stricken farmers and their communities, which resulted in the students and staff dressing up as farmers for the day, raising over \$300 which was forwarded to the CWA to create hampers with. A fantastic effort from our small school! We performed a wonderful percussion item "Legend of the Three Sisters" at the Lismore Performing Arts Festival. We travelled to Modanville and took part in sport rotations with other small schools whilst the year 5 and 6 kids undertook Interrelate. We hosted the Zoo mobile again and worked closely with Gilbert to prepare artworks for the Lismore Show; showing our knowledge of Indigenous culture and artistic skill.

Our final term has been a busy one. We once again blitzed the Lismore Show, coming out as the most successful school in multiple categories. We watched Musica Viva make music with water, and hosted another successful Lord's Taverners Camp catered for by the P and C, in which six Corndale students attended. Students took part in the Corndale public speaking competition and four students represented the school in the finals at Jiggi. We were coached in tennis and softball throughout the term. The P and C hosted an Open Mic Night and raised \$2000 to divide between two charities for farmers and their communities. The P6 athletics relay team competed at State for running with great results. We performed the PAF act at Curtain Call and undertook the Intensive swimming scheme for a week. The end of year events of course are lots of fun. Parents and staff have farewelled the Year 6 students at a lovely celebration in Lismore. The year 6 students enjoyed a fun day out to the Ballina Waterslide and Tenpin bowling. The Christmas concert was a great hit with the students performing "Mary Poppins" and a great day was had by all who attended Wet n Wild.

Throughout the year, changes have taken place around the school. Parts of the residence have been repaired, a new retaining wall has been built, a shipping container brought in for extra storage space, a new music room created by removing a wall in the residence, buildings painted, library upgraded, with new books and new furniture purchased, a new classroom air conditioner, historical cabinets stored in more secured surroundings and more accessible to the public and a new front fence and new lines on the tennis court coming over the holidays. The school is looking fantastic!

Of course, a school does not run smoothly without the input of many. A huge thank you must go to Linda, Edwina, Tara, Cathy, Rod, Steve and Lynne for the amazing effort that you all put in throughout the year. Sadly, this year we farewell Linda, who has decided the time is right to retire and spend quality time with her husband Bill, her daughters and their growing families. Thankyou Linda for your two and a half years at Corndale and on a more personal note the 22years we have worked together at Larnook and then Corndale. Thank you for your friendship, your support and your dedication to your job. It will be hard to fill your shoes!

Thank you to the supportive parent community for volunteering your time in so many ways– to cook delicious lunches, prune trees, building retaining walls, donating plants and listening to children read to name a few. Thank you to the P and C, who are committed to working with the school to improve the educational experiences of all students. You give so generously of your time on a regular basis throughout the year.

To the students, I have thoroughly enjoyed working with you all this year. I am very proud of each and every one of you for what we have achieved together in 2018. Sadly, we must say farewell to seven of our Year 6 Corndale students, as they embark on the next leg of their educational journey. Best wishes to Indigo, Emily, Aidan, Luka, Alanna, Zafar and Ameilia as they head off to their respective high schools next year. Your maturity, leadership and smiling faces will be greatly missed next year.

Finally, I would like to wish the students, their families, the staff and the broader Corndale community a Merry Christmas and a safe and restful holiday break. See you again in 2019!

Deanna

School background

School vision statement

Corndale Public School aims to create a learning community with a shared responsibility towards a future as successful learners, where students are able to self-regulate their behaviours and become resilient, respectful, active members in their local and wider community.

School context

Corndale Public School is located in a rural community, 18km north-east of Lismore. Opened in 1889, the school enjoys a long history of providing a quality, country education for its students and is strongly supported by the surrounding community.

Corndale Public School's spacious, shady and well equipped playground compliments the attractive well-resourced classrooms.

Corndale Public School is a valued member of the Dunoon District, Big Scrub and First North Community of Schools. It is also 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.

The results of this process indicated that Corndale Public School is:

- Delivering in the areas of Curriculum, Assessment, Reporting, Student Performance Measures, Effective Classroom Practice, Data Skills and Use, Learning and Development, Educational Leadership, School Planning, Implementation and Reporting as well as Management Practices and Processes.
- Sustaining and Growing in the areas of Learning Culture, Wellbeing, Professional Standards and School Resources.
- Excelling in the areas of Attendance.

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

Learning

Purpose

To improve learning outcomes by supporting students to become successful visible learners with the ability to engage with their own growth, through awareness of their learning paths and supporting their understanding of where to next.

Overall summary of progress

All teaching staff have completed training in Visible learning strategies. Students have a greater understanding of the paths of progressions students move through as learners. All students have been allocated timetabled meetings to work with a teacher to discuss their results and jointly develop learning goals in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Students can articulate where they are on the learning progression and what they have to do to progress:</p> <ul style="list-style-type: none">• Student voice• Feedback discussions• Written reflections <p>Individual students consistently meet or exceed expected growth on internal and external measures:</p> <ul style="list-style-type: none">• Scout / Smart Data• Plan/Progressions <p>More students in top 2 bands of NAPLAN –tracked individually.</p>	\$4300	<p>Individual meetings were timetabled and students were able to reflect on their learning goals and articulate where to next in their development.</p> <p>Student survey shows majority of students understand their goals and what they need to do to achieve them. They were able to reflect upon their development over a set duration of time.</p>

Next Steps

Student surveys show the majority of students understand their learning goals, can articulate them and verbalise what they need to do to achieve them. A more consistent implementation to goal setting will be developed in the form of "I Can" Numeracy and Literacy Progression booklets. More regular, timetabled meeting will take place for ALL students for this purpose.



Strategic Direction 2

Teaching

Purpose

To ensure a sequenced plan for curriculum delivery is implemented in the best possible way, that displays clear reference of data use to inform teaching practice where student learning is differentiated to improve student outcomes.

Overall summary of progress

All staff have implemented and reflected upon Performance and Development Plans aligned with 2018–2020 School Plan. Regular lesson observations have been undertaken. Community of Schools has developed explicit assessment schedule. P6 Collegiate group has been established. There has been a strong focus on the growth levels of students from Year 3 to 5. Staff have been supported to ensure curriculum delivery meets with Departmental requirements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Classroom observation and program evidence shows improved use of the curriculum, scope and sequence and learning intentions.</p> <ul style="list-style-type: none">• Observations• Program exerts <p>Assessments are used regularly to plan for differentiation in teaching, to improve student growth.</p> <ul style="list-style-type: none">• Assessment tasks• Evidence of differentiation.	\$2500	<p>All staff members have developed understanding related to their Professional Development Plan goals.</p> <p>Scope and Sequences have been developed in Numeracy, Science, History and Geography.</p>

Next Steps

Progress will continue until all Key Learning Areas have a scope and sequence developed to cater for all stages of learning. Selected staff will as part of their Professional Development Plans, receive support in programming to ensure that all outcomes of the Key Learning Areas for which they are responsible, are catered for and sequentially delivered to the students.



Strategic Direction 3

Wellbeing

Purpose

To create a school culture of consistent expectations of behaviour and language and management strategies to improve student behaviour, to assist students to become self-regulated, supported by greater community and global connections.

Overall summary of progress

Staff have attended a Positive Behaviour for Learning (PBL) Conference in Ballina and engaged the services of a PBL Mentor Coach to assist with the development of a PBL Action Plan. All stakeholder within the school, students, parents and Community and staff have contributed to the development of three core behaviour expectations, which will form a common thread across all school settings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Classrooms and playgrounds are increasingly more positive environments, as teachers use consistent expectations as measured in increasing positive rewards and decreasing negative incidents.</p> <ul style="list-style-type: none">• Behaviour data records–gotcha's (positive) and negative incidents <p>Increasing internal and external experiential learning opportunities that enhance student links with the outside world.</p> <ul style="list-style-type: none">• Records of visiting guests/performers and excursion events.	\$3350	<p>Leadership team attended a 3 day conference on the implementation of PBL.</p> <p>Stakeholders have contributed to the selection of three overriding common expectations of behaviour.</p> <p>Internal visitors have been invited to share knowledge and skills with the students.</p>

Next Steps

A mascot to adorn PBL signage has been selected by the school's stakeholders and will be used on all PBL materials. Individual signs for each selected school setting will be created and students will be taught the expected behaviours for each setting.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1860	Fantastic opportunities were provided for students to engage in Aboriginal culture– Aboriginal Elder visits and the Small school's Language Hub.
Low level adjustment for disability	\$12526	Regular LaST time was provided to assist students on individual learning plans.
Socio–economic background	\$1276	Ensured that all students/families accessed all school related activities. Staff were employed to lessen the student–teacher ratio.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	11	10	10	8
Girls	10	9	12	14

This table illustrates that our school is holding our enrolments at a steady number of between 19 and 22 students. There is a strong indication that our school is catering for the needs of the local community. In 2018, we farewelled 8 students (7 from year 6 and one in year 4 heading to an opportunity class). This is a large number to leave a small school. Projected numbers for 2019 will bring our school back up to 20 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.3	100		
1	88.6	99.3	94.5	
2	97.8	88.8	92.3	87.4
3	95.6	98.2	94	96.4
4	90.7	98.2	96.2	94.2
5	90.4	91.7	96.2	91.3
6	93.4	95.6	98.2	94.6
All Years	93.3	95.6	95.3	93
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4		
1	93.8	93.9	93.8	
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.8	93.3

Management of non-attendance

Corndale Public School's attendance protocols reflect the Department of Education NSW (DoE) policy. Our attendance procedures reflect the value we place on our students receiving the greatest education opportunities we can offer. Our attendance rates are

monitored regularly by staff using ebs ontrack+ and systematic procedures are in place to maintain daily roll marking, tracking of students and partial absences are monitored. Parents are informed that every day counts reflecting DoE expectations via the newsletter and are reminded of their child's absences in days and attendance percentage on their mid and final year reports. All parents indicate they value the education their child receives at Corndale Public School and understand the importance of regular attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.2

*Full Time Equivalent

There were no Aboriginal or Torres Strait Islanders working at Corndale Public School in 2018 although local Aboriginal Elders were employed to teach the students local Bundjalung Language and artwork techniques to teach them about their culture.

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	25

Professional learning and teacher accreditation

All staff have achieved professional learning goals both personal and relevant to the school strategic directions throughout the year. This has not only enhanced explicit teaching and classroom management but it evidently places our students as a priority to learning. Many of the professional learning opportunities have involved collaboration among staff at Corndale Public School as well as that of the learning communities that the school liaises with.

All staff are accredited at Proficiency level.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	71,498
Revenue	374,135
Appropriation	352,337
Sale of Goods and Services	0
Grants and Contributions	20,832
Gain and Loss	0
Other Revenue	0
Investment Income	966
Expenses	-353,375
Recurrent Expenses	-353,375
Employee Related	-307,070
Operating Expenses	-46,305
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	20,760
Balance Carried Forward	92,259

Corndale Public School's financial management processes and governance structures are in line with and meet the expectations of the NSW Department of Education. The school's budget is planned and effectively managed by the School Principal and the School Administration Officer. Staff are consulted when delegating funds to enhance learning opportunities. Some funds have been spent to always maintain teacher student ratios and consistency in teaching and learning.

There has also been recent changes to curriculum areas and SAP training that has been mandatory for some staff to attend. This has increased expenses in professional learning which has to be reallocated from other areas.

Funds have been put aside for future planned expenditure in 2019.

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	294,236
Base Per Capita	4,254
Base Location	1,595
Other Base	288,387
Equity Total	15,662
Equity Aboriginal	1,860
Equity Socio economic	1,276
Equity Language	0
Equity Disability	12,526
Targeted Total	0
Other Total	37,716
Grand Total	347,614

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

At Corndale Public School we have less than 10 students in year three and year five and in keeping with the NSW DoE guidelines, the revealing of NAPLAN Numeracy results is a violation of the student privacy and personal information policy with a such small cohort.

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The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The school is providing individualised literacy and numeracy programs reflecting up to date research in best practice from kindergarten to year six. This has provided an avenue for all students to move forwards and excel.

Parent/caregiver, student, teacher satisfaction

Each year Corndale Public School seeks the opinions of parents, students and teachers about the school and monitors student wellbeing and engagement through regular surveys and meetings.

Surveys consistently show that students feel safe and included. Teachers maintain orderly classrooms where all students are engaged in purposeful activities and our school-wide approach to classroom management has created an environment where student time is spent on learning tasks. Students believe their learning environment is positive and they understand the behaviour expected of them.

The major school strengths identified by parents and teachers include our individualised teaching and learning, our strong Creative Arts and Sports programs and our inclusive atmosphere.



Policy requirements

Aboriginal education

Students at Corndale Public School are provided with an Aboriginal Education in a variety of ways, from art, storytelling and excursions. This year all students worked closely with a local Aboriginal Elder on multiple occasions. He shared local stories and shared his artistic skills with the students. Artworks were accompanied by student created stories.

Corndale Public School were also involved in a Small School Language Hub which ran successfully during term 3. A local Aboriginal Teacher visited the school on a weekly basis to teach the children the Bundjalung language and symbols.

Students also took part in a Cultural Day hosted by a sister small school. Students took part in aboriginal dancing, explored Aboriginal hunting and gathering tools, created dot paintings, engaged in Bundjalung language activities and engaged with an Aboriginal Elder to carve a 'Coolamon' carrying vessel from a tree.



Multicultural and anti-racism education

By embedding multicultural perspectives in all teaching and learning activities, Corndale Creek Public School actively promotes acceptance, tolerance and celebration of all races, faiths and cultures.

In 2018, students from Kindergarten to year 6 engaged in weekly Bundjalung language and cultural lessons. The whole school celebrated Harmony Day through cooking, music, use of technology, research whilst dressing up in costumes from around the world. Students were also asked to create a project of a self-selected Country, dress up and present this project to fellow students.