

Corrimal Public School

Annual Report



2018



1661

Introduction

The Annual Report for **2018** is provided to the community of Corrimal 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.

Karen Vincenzini

Principal

School contact details

Corrimal Public School

Princes Hwy

Corrimal, 2518

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

corrimal-p.school@det.nsw.edu.au

4284 4231

School background

School vision statement

Corrimal Public School is teaching today's students the skills to succeed in tomorrow's world.

School context

Corrimal Public School is a small school located in the northern suburbs of Wollongong. The school has a diverse student population, with many nationalities coming together to make the unique school environment of Corrimal (8% Aboriginal and 33% English as an Additional Language or Dialect). There are currently 218 students in nine K–6 mainstream classes. The school has grown significantly in previous years, reflecting the changing status of the Corrimal Community, whereby older residents are moving out and younger families are moving into the area.

Corrimal Public School is extremely proud of its social and academic reputation built upon very supportive and caring relationships between children, parents, staff and the wider community. Our happy, vibrant, family school culture of Corrimal Public School is built upon our School Values of Respect, Safety and Learning and our school motto of "Working Together." Corrimal Public School is a small school making a big difference.

Professional development for teachers is a major focus. This will be developed, driven and implemented by utilising the Performance and Development Framework and the Australian Standards for Teachers and Principals.

Corrimal Public School has strong links with its local Community of Schools (CoS) and will continue to share and develop student and teacher knowledge and skills within the Corrimal CoS.

Corrimal Public School is committed to being a pillar of the community. We actively seek to engage our students into their community and encourage the community to be part of Corrimal Public School.

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.

Learning

Learning culture is Delivering as evidenced by a school culture that identifies and acknowledges progress in learning and achievement. The school actively plans for successful transitions for Kindergarten and Year 6 students and this process is clearly communicated to the school community.

Wellbeing is Delivering as evidenced by a whole-school approach to student wellbeing and engagement. Expectations of behaviour and school values are explicitly communicated across all school settings.

Curriculum is Delivering where teaching and learning programs describe what all students are expected to know, understand and do. Student learning needs are identified and curriculum delivery is differentiated for their specific needs.

Assessment and Reporting is Sustaining and Growing and we aspire to create consistent. School-wide practices for assessment and reporting to monitor, plan and report on student learning across the curriculum.

Student Performance Measures is Delivering and we aspire to have students consistently perform at high levels on external and internal school performance measures.

Teaching

Effective Classroom Practice is Delivering. Teachers regularly review teaching and learning programs to ensure the content is relevant, with priority given to evidence based practices.

Data Skills and Use is Delivering and we aspire to develop a whole school approach and use student assessment data

regularly to identify student achievements and progress, in order to inform future school directions.

Professional Standards is Delivering and we aspire for all staff to demonstrate personal responsibility for attainment of their professional goals and maintenance of their accreditation.

Learning and Development is Delivering and we aspire to provide professional learning that is aligned with the school plan and its impact on the quality of teaching, with student learning outcomes evaluated.

Leading

Educational Leadership is Sustaining and Growing and the school supports collaborative performance development to continuously promote improvement and build the capacity of aspiring leaders.

School Planning, Implementation and Reporting is Sustaining and Growing and we aspire to embed the school plan at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.

School Resources is Sustaining and Growing and the leadership team deploys teaching and non-teaching staff to best meet the needs of our students. The leadership team maximises resources available to implement the school plan.

Management Practices and Processes is Sustaining and Growing and we aspire to have management systems, structures and processes that underpin ongoing school improvement.

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

Personalised Learning

Purpose

A school wide commitment to outstanding student achievement will be facilitated through collaborative, data informed, innovative learning experiences that encourage students to be critical and creative thinkers and problem solvers.

Overall summary of progress

We have established a whole-school approach to effectively use data, assessment and feedback to inform teaching and learning programs. All new and existing staff were provided with support to build their knowledge and understanding of data informed practice.

Collaborative approaches to planning has continued to build the capacity of staff

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students achieving proficiency in line with the Premier's Priorities in Literacy and Numeracy.	\$2000	There has been a 42% increase overall for students in achieving the top two bands in reading and numeracy
80% of students will achieve their year appropriate expected growth in Literacy and Numeracy.	Literacy intervention made up of QTSS Flexible Lit/Num funding RFF extra	100% of kindergarten have achieved and exceeded the minimum expected reading level (9) for end of year. 13.5% of these students have achieved end of Year 1 levels which is very positive to see. A positive shift in PLAN data is also evident. 64% of Year 1 students have met or exceeded the end of year benchmarks, with many students having already met the end of Year 2 benchmark of Level 22+. 36% of Year 1 students have yet to meet these benchmarks. Targeted support is needed in 2019 to lift students who have not met benchmarks. 78% of Year 5 students achieved expected growth in reading and this is an increase of 13% from 2017. 76% of Year 5 students achieved expected growth in numeracy
100% of staff are engaged in collaborative, data analysis and assessment planning to inform teaching and learning programs.	Instructional Leader funded \$70000	100% of teachers strongly agreed and agreed that they are using data more effectively this year than previous years.
All students have set learning goals in Literacy and Numeracy that have been personalised through teacher/student conferencing and can articulate their learning objective.		Student survey data indicated – 97% of students strongly agreed and agreed that they had set goals in writing. 89% of students agreed and strongly agreed that their teacher gave them feedback about their work. To further strengthen this, teachers can explicitly state when they are giving feedback. "When I mark your work and give you a goal, I'm giving you feedback on your work and showing you how to improve..
Parents and carers are provided with once a term feedback on their child's educational progress.	\$2000	Parent information sessions took place in week 3 of term 1. Parent teacher interviews took place at the end of term 1. Half yearly reports were distributed at the end of Term 2. Yearly reports were distributed at the end of Term 4.

Next Steps

Support and develop teacher capacity K–6 in the analysis of class data in preparation for data conversations with the instructional leader and mentors. Improve school wide systems to support all teachers in gaining and maintaining accreditation.

Strategic Direction 2

Innovative and Inspiring Teaching

Purpose

Innovative teachers will create dynamic learning environments through evidence-based practice, collaboration and reflective processes that facilitate purposeful student learning and maximise student outcomes.

Overall summary of progress

Staff participated in a range of strategic, high quality professional learning experiences that enable staff to be upskilled in evidence-based practices and provide rich learning experiences for the students. Parents and carers were actively involved in school based initiatives and programs and demonstrated a willingness to become better informed about their child's learning and practices within the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
– 100% of teachers are working towards personalised PDPs , reflective of the teaching standards at the appropriate level and priorities as identified in the school plan.	\$5000 – observations	All staff have completed PLP's and have been signed off.
100% of teachers are engaged in internal and external learning partnerships to further develop teaching practice.	\$1000	Final Teach Meet occurred in Week 4 of term 4 and was led by Towradgi Public School. This was focussed on the new science syllabus and workshops occurred that teachers were able to select and attend based on their own interests and needs.
100% of parents/carers attend at least one workshop, conference or interview as active partners in their child's learning each year.	\$2000	Meet the teacher in week 3 Interviews in Term 1 Reports Term 2 and Term 4

Next Steps

Provide opportunities for collaborative practice to occur to enable teachers to learn together, plan together and make consistent and valid judgements on student work samples. Increase professional conversations and improvement-focussed feedback techniques for all staff members. This will continue to develop effective observation and refine teaching practice to improve student learning outcomes.

Continue to provide quality professional learning in literacy, numeracy, learning progressions and PLAN2 software to expand teacher knowledge and understanding in order to cater for the individual learning needs of each student, with a particular focus on writing. Participate in Numeracy ReSolve professional learning to deepen knowledge of reasoning in numeracy and build number sense in students.

Strategic Direction 3

Confident, Competent and Compassionate Leaders

Purpose

A strong commitment to identifying, developing and celebrating the leadership skills and capacity within our school through ongoing mentoring, quality learning and strengthening existing collaborative networks to enrich the school's standing.

Overall summary of progress

Leadership responsibilities were strategically distributed across the school to support the development of current and aspiring leaders. We collaborated with our CoS on various occasions to build the capacity of colleagues and identified individual strengths across our schools and fostered that relationship through peer observations and collegial discussions. Students had various opportunities to develop their skills and understanding of leadership. Students led initiatives across K–2 that built their capacity as leaders and promoted learning opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School self-evaluation data reflects 90% or higher satisfaction rate with school leadership and management.	\$2000	87% believe that the school is working effectively to cater for the needs of their children. 80% of student indicated that they feel welcomed when they come to school. All teachers have highlighted that they enjoy working collaboratively with their colleagues to improve their practice and believe that the school places great emphasis on the importance of professional development and collaboration.
100% of teachers clearly demonstrate alignment to the Professional Teaching Standards with school leaders aligning to Highly Accomplished and Lead levels.		All staff have completed PLP's and have been signed off.
100% of parents/carers are involved in supporting the school and its students. This is echoed in survey data collection.	\$2000	92% of parents believe overall that the quality of the teaching at Corrimal Public School is high. Parents also stated that there is a great sense of community and the school provides a positive learning environment for the students
Student recognition of leadership opportunities is enhanced and reflected on through survey data.	\$1500 – Halogen	This is something the school will work n next year as data did not reflect this.

Next Steps

Continue to provide leadership opportunities for students and teachers. Create role statements/contracts for students to ensure clear understanding of expectations and roles.

Provide mentoring for New Scheme Teachers utilising the Beginning Teacher Funds.

Utilise Leaders of Learning to support further development of staff

Continue to provide support to teaching and SASS staff throughout the PDP process.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$14406	Students displayed increasing engagement with their learning, culture and identity. This was reflected through a stronger emphasis on PLP reflection and use. Two of our students received 'Northern Illawarra Aboriginal Education Consultative Group 'Deadly Encouragement' Awards. Students from Corrimal Public School participated in the Reconciliation Walk and NAIDOC Week was celebrated, with all K–6 students given the opportunity to participate in NAIDOC activities.
English language proficiency	\$7797	An EAL/D teacher was employed for 1 day a week to work with selected students. Resources were purchased to improve the teaching of our EAL/D students.
Low level adjustment for disability	\$79634	There was an increase in the number of family and community members engaging in school programs. Technology was purchased to enhance inquiry based learning and to support STEM initiatives implemented through the RFF program. The Skool bag App as well as the school newsletter were used as tools to communicate with parents. The SeeSaw App was rolled out through all classes and was used to share student work with parents as well as for teachers to communicate with parents where necessary. The school breakfast club program transitioned into a Burn Energy project that encouraged students to get active before school. Students were lead through numerous activities and provided with a piece of fruit afterwards. Additional funds were used to support students from a low socio–economic backgrounds to attend school initiatives such as, school excursions, swim scheme, Gala Days and school camps. Funding was also provided to assist in the purchase of uniforms where necessary.
Quality Teaching, Successful Students (QTSS)	\$34149	QTSS funds were utilised to support teacher observations and sharing of classroom teaching expertise.
Socio–economic background	\$38149	There was an increase in the number of family and community members engaging in school programs. iPads and laptops purchases were expanded to further enhance inquiry based learning and STEM initiatives. The school website was used as a tool to share student successes and photos. Additional funds were used to support students from a low socio–economic background to attend school initiatives, excursions and to support the purchase of uniforms where necessary.
Support for beginning teachers	\$37275	Beginning teachers were supported by a mentor and received extra time to plan, assess and collaborate.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	79	82	88	107
Girls	93	102	108	110

Corrimal Public School had 217 students enrolled in 2018. Enrolments have continued to demonstrate growth over the past four years with further anticipated growth in the coming years due to small student numbers in Stage 3 in comparison to large student numbers in Early Stage 1.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.8	92.9	95.2	93.9
1	93.2	91.4	93.7	95.3
2	96	93.5	95.1	92.6
3	95.5	93.2	94	93.2
4	92.6	96.1	95.2	93.3
5	91.9	93.8	95.6	94.2
6	94.9	90.8	94.4	95
All Years	94.1	93.1	94.8	94.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
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	93.9	93.4

Management of non-attendance

Corrimal Public School traditionally has student attendance rates that sit above the State DoE average. For those families having difficulties ensuring their child attends school regularly, a range of support processes and policies are implemented by the school to assist with engagement.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.78
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.32

*Full Time Equivalent

Our school employs one teacher that identifies as Aboriginal

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	24

Professional learning and teacher accreditation

High quality and research based professional learning has been provided to K–6 teaching staff in literacy and numeracy. All staff participated in mandatory professional learning in CPR, Anaphylaxis and Child Protection training.

Teachers have developed skills in consistent teacher judgement and analysis of data to support the teaching and learning within their classes.

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	275,545
Revenue	3,216,654
Appropriation	3,153,189
Sale of Goods and Services	1,090
Grants and Contributions	60,690
Gain and Loss	0
Other Revenue	0
Investment Income	1,684
Expenses	-3,202,514
Recurrent Expenses	-3,202,514
Employee Related	-2,925,938
Operating Expenses	-276,577
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	14,139
Balance Carried Forward	289,685

The balance carried forward has been planned to be spent in 2019 using the eFPT planning tool.

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	1,778,883
Base Per Capita	37,900
Base Location	0
Other Base	1,740,983
Equity Total	138,938
Equity Aboriginal	14,406
Equity Socio economic	38,545
Equity Language	6,353
Equity Disability	79,634
Targeted Total	49,431
Other Total	1,083,772
Grand Total	3,051,025

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

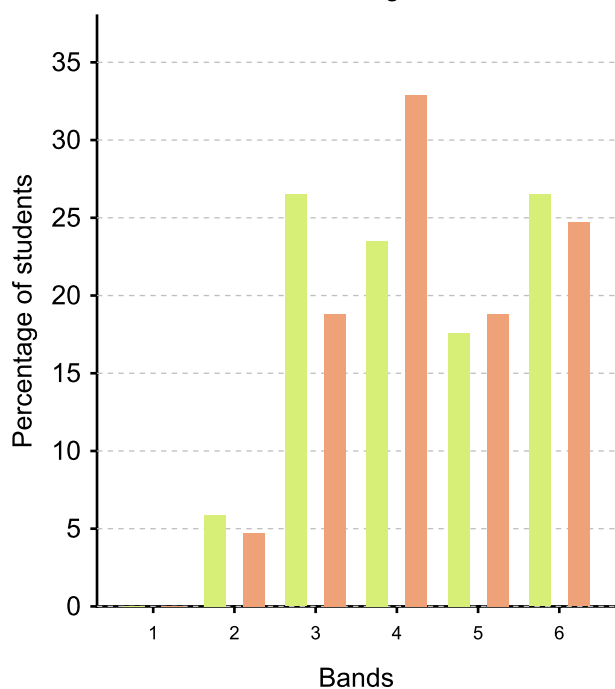
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

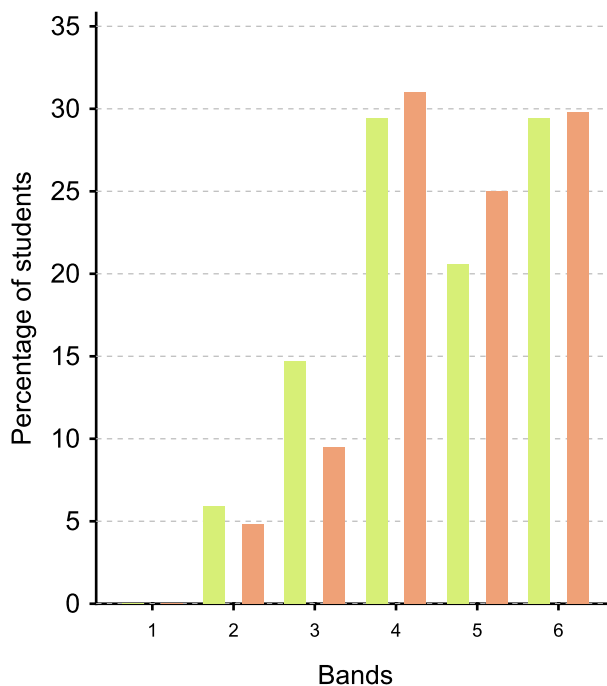
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

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

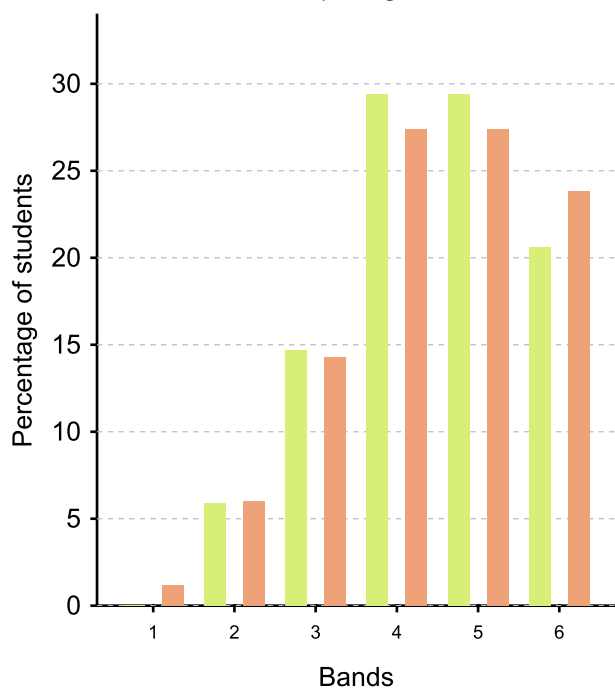
Percentage in bands:
Year 3 Reading



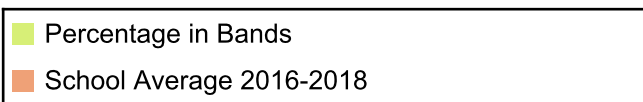
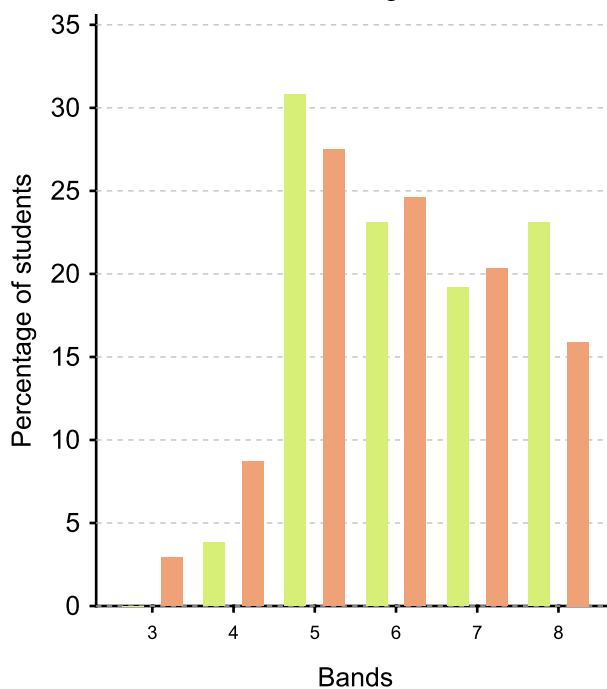
Percentage in bands:
Year 3 Grammar & Punctuation



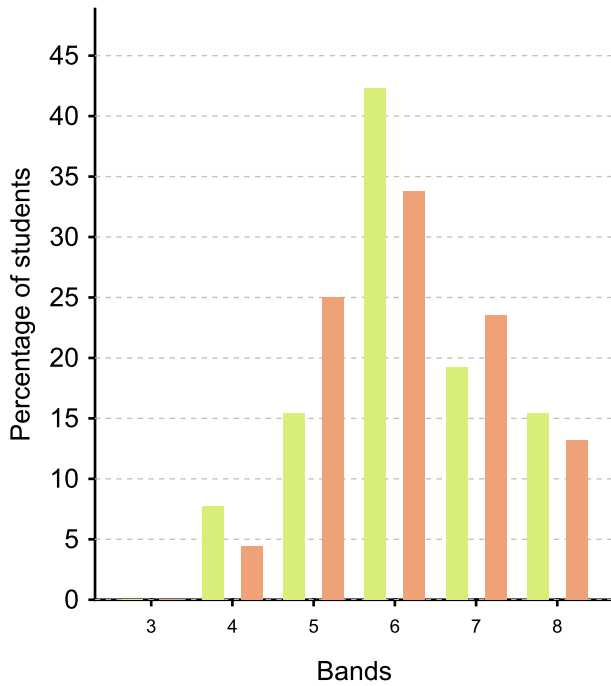
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Reading

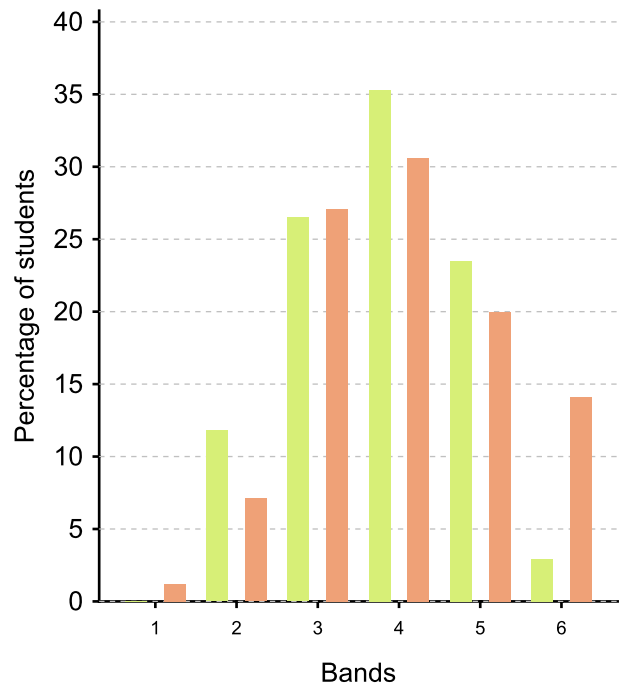


Percentage in bands:
Year 5 Spelling



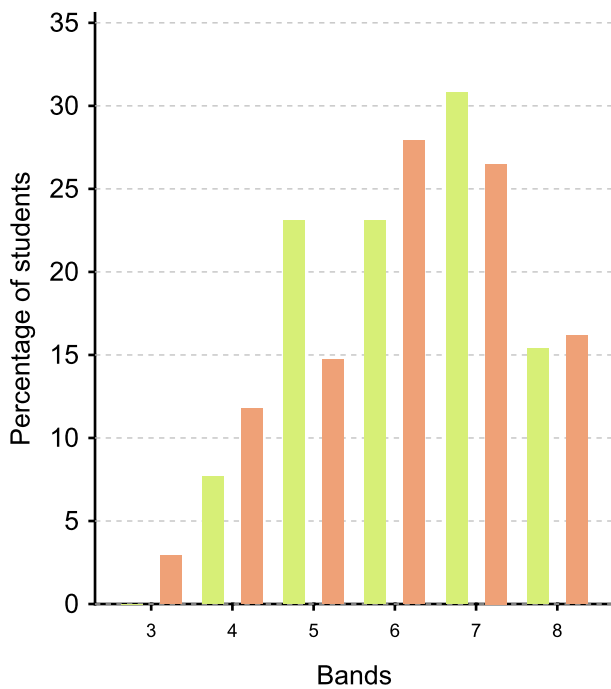
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Numeracy



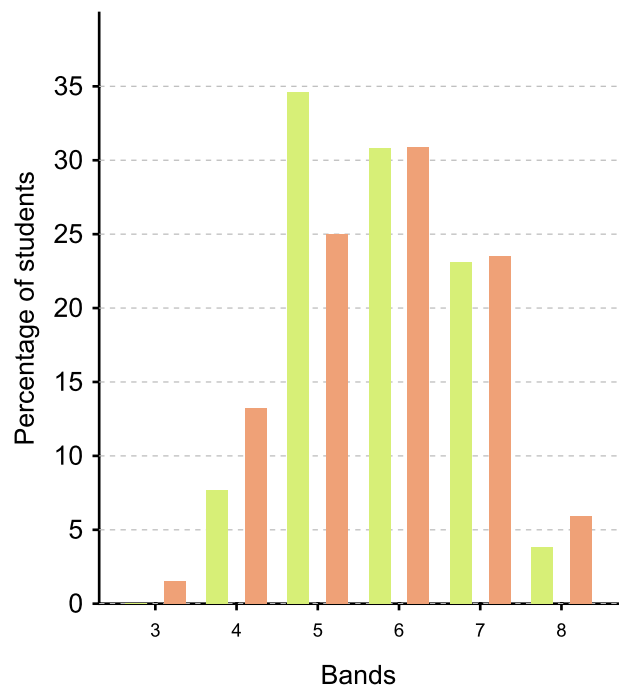
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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

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

In 2018 Corrimal Public School had 1 Aboriginal student perform in the top two bands in numeracy and

4 Aboriginal students perform in the top two bands in reading, addressing the Premier's priorities.

Parent/caregiver, student, teacher satisfaction

Corrimal Public School continuously seeks feedback and strives to improve. Our community, students and staff are the integral stakeholders of our core business. They provide ongoing feedback and evaluation to determine our strengths, areas of development and support us with continuing to strive for excellence in all that we do.

In 2018, we sought feedback from our parents, staff and students on the school experiences and opportunities offered at Corrimal Public School. Over 120 surveys were returned and the data received indicates how our community believes our school is performing in regards to our Strategic Directions (2018–2020) Data gathered indicated that 98% of families feel welcome and proud to be apart of Corrimal Public School.

Parents, carers and community members also indicated the following:

- 92% of parents believe overall that the quality of the teaching at Corrimal Public School is high.
- 87% believe that the school is working effectively to cater for the needs of their children.
- 80% of parents believe that the teacher demonstrate knowledge of their child's performance.
- 87% of respondents indicated that their child's classroom is a positive and productive learning environment
- 88% of respondents highlighted that they believe innovative and inspiring teaching occurs and that the school places great emphasis on teacher professional development.
- 84% of parents indicated that the school communicates effectively with parents
- Parents also stated that there is a great sense of community and the school provides a positive learning environment for the students
- 67% of parents indicated that they would like to know more about Key Learning Areas in the form of pamphlets, information sessions, emails, Seesaw posts and/or via class newsletters

Teachers indicated the following:

- All teachers believe that the role of the instructional leader has had a positive impact on the teaching and learning at Corrimal Public school and as a result, has strengthened their teaching.
- Teachers indicated that they are using data more effectively than in previous years, to explicitly plan for the learning needs of their students.
- All teachers have highlighted that they enjoy working collaborative with their colleagues to improve their practice and believe that the school places great emphasis on the importance of professional development and collaboration

Students indicated the following:

- 90% of students identified that they receive feedback about their learning.
- 97% of students indicated that they have set learning goals to improve their learning.
- 87% of respondents believe that their teacher makes learning interesting and enjoyable.
- 80% of student indicated that they feel welcomed when they come to school.
- 93% of students believe that the teachers support them their learning.

Policy requirements

Aboriginal education

In 2018, Corrimal Public School have continued to recognise the need to embed Aboriginal perspectives across all Key Learning Areas, through our scope and sequences, which align directly to the English, History and Geography syllabus units.

We acknowledged Reconciliation Week through participation, with our Community of Schools and the local community, in the Reconciliation Walk as well as attending the Reconciliation Ceremony. This respectful event was a wonderful way for our school to recognise Aboriginal culture and heritage.

As a school community we celebrated NAIDOC Week. Students from Kindergarten to Year Six participated in a variety of planned activities where they had the opportunity to embrace the Aboriginal culture through singing, dancing, painting, drumming and playing games. The school community attended school that day dressed in red, black and yellow.

Corrimal Public School values the importance of providing equitable educational outcomes for our Aboriginal and Torres Strait Islander students. To facilitate this we held meetings with our 19 Aboriginal students, their families, their classroom teacher and the Learning and Support Teacher. As a group we developed Personal Learning Pathways through a Personal Learning Plan (PLP). Minutes were documented from these meetings and recorded on our Sentral database. The PLP are utilised by the classroom teacher to set specific learning goals for individual students and are reviewed regularly.

The success of our ATSI students were celebrated through the nomination of specific students for the following special awards:

Northern Illawarra Aboriginal Education Consultative Group 'Deadly Encouragement' Awards:

- Year 6 female student – Outstanding Attendance and Application to School.
- Year 4 female student – Outstanding Attendance and Attitude to School.

In addition we acknowledge and value the importance of Aboriginal culture at significant and weekly school assemblies through the National Anthem. The version we use incorporates an indigenous aspect to the

accompaniment. In 2018, our Acknowledgement to Country has been conducted by ten of our Aboriginal and Torres Strait Islander students. This has proven to have a positive impact on these students by enabling them to feel proud of their culture and heritage.

Multicultural and anti-racism education

The school operates as a culturally inclusive teaching and learning environment, through the Department's multicultural perspectives. There is a diversity of cultures within the school, enabling the school to develop and maintain an awareness and understanding of the different experiences that the students bring to school with them.

Activities that celebrate diversity and culture, including NAIDOC events, are run across the school year and involve all students from K–6. The school runs a buddy system for Kindergarten and Year 6 students, participates in 'Harmony Day' and 'Bullying: No Way!' activities to promote positive relationships, encourage acceptance and combat bullying.