

Corndale Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

As the year comes to an end, it is amazing to look back and reflect upon what we have embarked on and achieved together in 2019. The year began with an influx of new faces –both students and staff. A Kindergarten room was created to cater for a beautiful cohort of K/1 students and with them came the arrival of the valuable Sandi Benson to work closely with them. We had a few older student enrolments as well and we held our numbers steady at 21 again. A temporary SAM was located due to the vacant position in the office and Sonia Kiss commenced her time with us in the new year. Sonia applied for the permanent position and was successful. Such a treasure to have in the office to work alongside.

Our school has been both inside and outside of the school gates. We have continued our interactions with our community of schools to undertake sporting events such as swimming, athletics and cross-country carnivals. We have been the host destination for other smaller schools to attend organised activities such as the Zoo mobile, the Life Education Van, visiting Authors and the Lords Taverners Sporting Camp. We have continued our involvement in local and national competitions– Threatened Species Art, Aboriginal Art and Lismore Show competitions involving garden produce, cooking, crafts and textiles. This year, Corndale PS was declared the most successful primary school at the Lismore Show.

Our connection to Aboriginal culture was strengthened this year through our participation in Bundjalung Language lessons as well as undertaking a bus tour with Uncle Gilbert Laurie to culturally significant sites in our local area. We walked around Cubawee Reserve at Tuncester, performed a smoking ceremony near the Bora Ring at Tucki and ate lunch beside the large Bora Ring at the Lismore showground. To top it off, Uncle Gilbert has kindly agreed to paint our school a large mural which will adorn a wall at our school, reflecting the history of the Corndale as told by his Bundjalung elders.

The students and staff have embarked upon a Positive behaviour for Learning initiative this year. Students, parents and staff completed multiple surveys and conversations to collaboratively define three overriding expectations of behaviour for Everyone to display everywhere and every time within our school grounds. The expectations ask everyone to Be Respectful, Be Responsible and to Be Involved. A true reflection of our Corndale community. The students receive Freddo cards when these behaviours are displayed in multiple settings throughout the school. Each week, 4 students are randomly selected from the Freddo Tub, to receive minor prizes for the week. The occurrence of negative behaviours have all but ceased and the children are rewarded for their great behaviour more often. Win, Win!

Our Parents have been busy again this year supporting the school in various ways. They have been volunteering their time and food for Friday Lunches, driving students to events, assisting at cross country carnivals, donating food for morning teas, reading to the children, attending excursions, donating to hampers, sewing costumes, attending P and C meetings, working in the canteen for the Lords Taverners Camp and no doubt there are more examples. Thank you sincerely for supporting the school as you do.

We are extremely lucky to have the supportive staff that we do here at Corndale. I wish to thank them all for their enthusiasm, dedication and extra effort that is evident when all hands on deck is required. Thank you for all that you do to ensure that Corndale is an effective learning environment for everyone.

To all of the students, thank you for your efforts this year. I am extremely thankful to work with each and every one of you. This year, we farewell 5, year 6 students as they head off to different high schools next year. Congratulations to Leo, Wilson, Alex, Jethro and Jack. It was a delight to celebrate with you all at our farewell dinner earlier this week. As a result, we farewell from our school, the Bonotto family (including Franci) as well as the Bird Family. Thank you for your time with us here at Corndale.

Finally, I would like to wish the students, families, staff and the Corndale community a merry Christmas and a restful holiday period. See you all in 2020!

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Students can articulate where they are on the learning progression and what they have to do to progress:

- Student voice
- Feedback discussions
- Written reflections

Individual students consistently meet or exceed expected growth on internal and external measures:

- Scout / Smart Data
- Plan/Progressions

More students in top 2 bands of NAPLAN –tracked individually.

Overall summary of progress

Students are able to articulate about their learning– what I can do, what I need to do and what I have to do to get there. Goals have been jointly derived by students and staff and are recorded in ILP's, Popcorn boxes in a central location and in their personal classroom tote trays to be used as a working document.

Progress towards achieving improvement measures

Process 1: Data Walls / Visible Learning

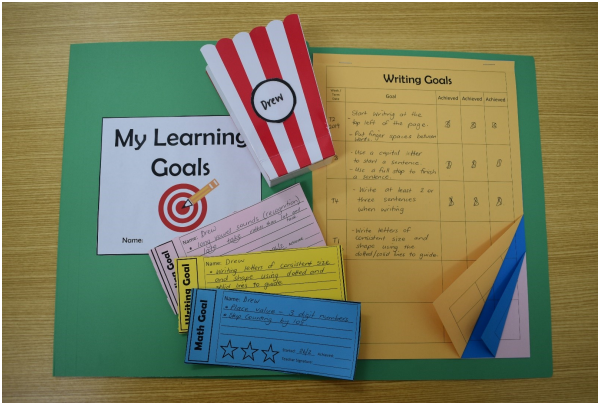
Data walls are created using 'I can...' Learning progression statements, with exemplar work samples attached to each stage of the progressions.

Evaluation	Funds Expended (Resources)
Student goals were visible to students when they worked within the meeting room. The next step is to ensure that the classroom teacher and the student are able to reflect upon student goals/have them visible or accessible within the classroom.	\$2500

Process 2: Goal Setting Meetings

Students work with teachers to engage in guided analysis of personal learning data, identify learning goals and track and reflect upon their learning growth.

Evaluation	Funds Expended (Resources)
All students participated in at least 4 goal setting/review meetings throughout the year. Students identified as requiring LaST support participated in numerous meetings to assist students to achieve agreed goals.	\$12500



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.

Improvement Measures

Classroom observation and program evidence shows improved use of the curriculum, scope and sequence and learning intentions.

- Observations
- Program exerts

Assessments are used regularly to plan for differentiation in teaching, to improve student growth.

- Assessment tasks
- Evidence of differentiation.

Overall summary of progress

All staff are using current Syllabus documents to inform their teaching programs. Learning intentions and success criteria have been imbedded into daily tasks, to ensure students are aware of what is it to be achieved within lessons.

Progress towards achieving improvement measures

Process 1: Curriculum / Scope and Sequence

Ensure staff are using current Syllabus documents.

Create a scope and sequence to ensure syllabus content is covered.

Evaluation	Funds Expended (Resources)
All staff have provided supervisors with Programs that are from current KLA Syllabus documents. Some programs have been assessed to require further documentation– reflections of lessons taught and annotations of student achievement and/or non–achievement to inform future lessons.	\$1000

Process 2: Using Data to Inform Practice

Staff collaboratively create an internal assessment schedule timetable.

Leadership receive professional learning on how to use external assessment tools– Scout and Smart.

Evaluation	Funds Expended (Resources)
Staff did collaborate during allocated staff meetings to ensure that listed assessment tasks were relevant and used appropriately to identify individual student needs and to inform future teaching practice. This was a valuable step to ensure staff valued each assessment task. As a result, results were discussed post assessment to ensure the data informed teaching directions and student goals.	\$1500

Time *Learning Intention:*

Stage	Year	Learning Intention
Stage 1	Year 1 & 2	Tell time to the half-hour.
Stage 2	Year 3 & 4	Tell time to the minute, using the language of 'past' and 'to'.
Stage 3	Year 5 & 6	Convert between 12- and 24- hour time.

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.

Improvement Measures

Classrooms and playgrounds are increasingly more positive environments, as teachers use consistent expectations as measured in increasing positive rewards and decreasing negative incidents.

- Behaviour data records– gotcha's (positive) and negative incidents

Increasing internal and external experiential learning opportunities that enhance student links with the outside world.

- Records of visiting guests/ performers and excursion events.

Overall summary of progress

The Positive Behaviour for Learning initiative has been extremely successful. Students and staff have created 'setting' posters for each targeted setting within the school. Students have posed for photographs of expected behaviours displaying 'what it looks like" and these are used as teaching points when required. Negative behaviours incidents have declined and positive behaviour notifications have greatly increased.

Progress towards achieving improvement measures

Process 1: PBL

Develop and implement a comprehensive and integrated PBL strategy to enhance the educational environment for all stakeholders.



Evaluation	Funds Expended (Resources)
<p>PBL posters have been finalised, laminated and will be displayed in each setting ready for 2020.</p> <p>Free and frequent tokens were freely handed out by all staff. One improvement was to ensure that the student received the token for displaying a defined behaviour rather than for being 'good'.</p> <p>Positive Behaviour data was extensive for the five week period and negative behaviour data at its lowest for the year. All stakeholders were surveyed and believed the process was successful to promote positive behaviour within our school.</p>	\$200 Rewards

Process 2: Community Connections




Draw upon and share, the expertise and experience of identified individuals, community groups and educational institutions both within and outside of the school environment.

Evaluation	Funds Expended (Resources)
<p>The mural is underway, as Uncle Gilbert has met with his elders to discuss the history of Corndale and prepare the mural. This mural will assist with our connection to culture and will be presented to the school during a social event with our community.</p>	\$1500

All Settings

Expectations	Behaviours	Looks Like?
Be Respectful	<ul style="list-style-type: none"> Speak nicely Use your manners Listen to the Speaker Wear Uniform with Pride 	
Be Responsible	<ul style="list-style-type: none"> Own your Behaviour Be Organised Be a Listener Be Mindful Wise 	
Be Involved	<ul style="list-style-type: none"> Be Engaged Take Part / Have a Go Be Welcoming Display Service 	
EVERYONE EVERYWHERE EVERYTIME		




Assembly Seating

Expectations	Behaviours	Looks Like?
Be Respectful	<ul style="list-style-type: none"> Face the Front Listen to the Speaker Hands and Feet to Self 	
Be Responsible	<ul style="list-style-type: none"> Be On Time Sit in correct seating plan Walk away safely 	
Be Involved	<ul style="list-style-type: none"> Listen to the Speaker Engage in discussion 	
EVERYONE EVERYTIME		

Kitchen

Expectations	Behaviours	Looks Like?
Be Respectful	<ul style="list-style-type: none"> Clean Up after yourself Take Turns Use Equipment for its Purpose 	
Be Responsible	<ul style="list-style-type: none"> Return borrowed items Organise and clean the fridge Use correct bins for waste 	
Be Involved	<ul style="list-style-type: none"> Assist others when needed Keep the kitchen clean Use the fridge 	
EVERYONE EVERYTIME		

Bus Line / Pick-Up

Expectations	Behaviours	Looks Like?
Be Respectful	<ul style="list-style-type: none"> Line Up Quietly Follow Staff Instructions Wait in line and walk together Hands and Feet to Self 	
Be Responsible	<ul style="list-style-type: none"> Keep belongings in your bags Walk to line up Position as you come to line 	
Be Involved	<ul style="list-style-type: none"> All students walk in line to gate Greet the bus driver / parents Assist other students when needed 	
EVERYONE EVERYTIME		

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1500	<p>Unfortunately due to multiple cancellations from the tutor, Bundjalung lessons were severely impacted in Term 4. The AECG has ensured the school that lessons will continue into 2020 with greater continuity.</p> <p>The mural is underway, as Uncle Gilbert has met with his elders to discuss the history of Corndale and prepare the mural. This mural will assist with our connection to culture and will be presented to the school during a social event with our community.</p>
Low level adjustment for disability	\$10672 \$2115	<p>Staffing timetables were created to timetable for Learning and Support sessions on a weekly basis as well as individual check-in meetings. The meetings occurred and as a result each child has identified goals with a known staff member.</p> <p>Students Individual learning Plans were created for each child. Data was updated on these plans and shared with classroom teachers to inform teaching practise. Student attendance and timetable interruptions impacted on the gathering of data for some students.</p>
Socio-economic background	\$2103	<p>Individual meetings were undertaken throughout the term with students. The students shared their strengths, weaknesses and set future goals to work towards both academically and socially. This was successful as students were supported to set goals and to celebrate successes or challenges with a known adult.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	10	10	8	8
Girls	9	12	14	13

Student attendance profile

School				
Year	2016	2017	2018	2019
K	100			94.4
1	99.3	94.5		93.4
2	88.8	92.3	87.4	
3	98.2	94	96.4	94.2
4	98.2	96.2	94.2	95.8
5	91.7	96.2	91.3	96.6
6	95.6	98.2	94.6	92.6
All Years	95.6	95.3	93	94.5
State DoE				
Year	2016	2017	2018	2019
K	94.4			93.1
1	93.9	93.8		92.7
2	94.1	94	93.5	
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.8	93.3	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.37
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	92,259
Revenue	431,460
Appropriation	421,418
Grants and contributions	9,261
Investment income	781
Expenses	-433,215
Employee related	-380,416
Operating expenses	-52,798
Surplus / deficit for the year	-1,755

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	33,349
Equity Total	19,718
Equity - Aboriginal	1,395
Equity - Socio-economic	2,103
Equity - Language	0
Equity - Disability	16,220
Base Total	322,422
Base - Per Capita	5,162
Base - Location	1,682
Base - Other	315,578
Other Total	44,082
Grand Total	419,571

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

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

Survey of students, consistently show that students feel safe and included at Corndale Public School. 100% of students believed that discipline is dealt with in an effective manner and that students are celebrated for positive behaviour. Feedback to consider, identified the need for a quieter learning spaces as well as the need for extra staff assistance during Maths group rotations.

Teachers feedback was positive, highlighting the strong support staff receive to upskill through Professional Development. Staff also stated that Corndale Public School was an enjoyable place to work with respectful relationships where they feel valued and supported by the Principal. The only concerns identified by the staff, was the time it was taking for air-conditioning to be installed in two learning spaces...proposed to be completed under the Cooler Classroom initiative.

Parents and carers identified the major school strengths as being the positive, inclusive atmosphere, strong relationships the students have with staff and the communication channels available to share concerns as well as celebrate student achievement. Also highlighted was the range of opportunities provided to the K-6 students in our small school not available to those in larger facilities.





Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.