

Corrimal Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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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

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards 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

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.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities in Literacy and Numeracy.

80% of students will achieve their year appropriate expected growth in Literacy and Numeracy.

100% of staff are engaged in collaborative, data analysis and assessment planning to inform teaching and learning programs.

All students have set learning goals in Literacy and Numeracy that have been personalised through teacher/student conferencing and can articulate their learning objective.

Parents and carers are provided with once a term feedback on their child's educational progress.

Progress towards achieving improvement measures

Process 1: Up-skill staff in Visible Learning pedagogy to improve their ability to narrow the focus of success criteria and focussing on deep understanding of one to two skills at a time.

Evaluation	Funds Expended (Resources)
This process has not been a feature of our work in 2019	

Process 2: Implement a whole school approach to effectively using data, assessment and feedback.

Evaluation	Funds Expended (Resources)
<p>Professional learning in formative assessment strategies led to staff beginning to use exit slips, bump it up walls and learning goals.</p> <p>82% of students surveyed were able to explain a future direction for their writing progression, whilst only 37% were able to name a (formative assessment) strategy that they used.</p> <p>Staff have begun using the collaborative process of data conversations to drive the formation of teaching and learning programs</p> <p>K-2 used targeted work samples and tracked student progress using the progressions (creating texts.) Targeted lessons were planned using collaboration days.</p> <p>All (teaching) staff were surveyed about professional learning delivered in 2019 (semester 2).</p> <p>Findings</p> <p>–70% of staff surveyed said that data conversations were the most beneficial professional learning they had in semester 2.</p> <p>–77.8% of staff surveyed said that they used data to inform the direction (and plan) their writing</p> <p>–70% of staff surveyed commented that they would like greater consistency and direction with professional learning.</p>	<p>\$21,300 total budget</p>

Progress towards achieving improvement measures

Where to next

- Refine protocols for analysing data and reflecting collaboratively
- Regular and consistent analysis and use of internal and external data
- Increase staff knowledge in the use of progressions to inform learning and teaching
- Create school assessment schedule

Process 3: Develop and embed responsive programming practices across K–6.

Evaluation	Funds Expended (Resources)
This process has not been a feature of our work in 2019	

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.

Improvement Measures

– 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.

100% of teachers are engaged in internal and external learning partnerships to further develop teaching practice.

100% of parents/carers attend at least one workshop, conference or interview as active partners in their child's learning each year.

Progress towards achieving improvement measures

Process 1: Teachers use evidence-based high-impact teaching strategies in their daily practice.

Evaluation	Funds Expended (Resources)
This process has not been a feature of our work in 2019	

Process 2: All teachers have knowledge of and are aligned to the Australian Professional Teaching Standards. The school actively encourages and supports teachers to achieve higher levels of accreditation.

Evaluation	Funds Expended (Resources)
This process has not been a feature of our work in 2019	

Process 3: Instructional leadership maximises staff engagement in self improvement processes.

Evaluation	Funds Expended (Resources)
<p>The instructional leader program was established K–6 and staff participated in professional learning that led to the implementation and embedding of reasoning strategies from the ReSolve program driving the inquiry mathematics approach in all stages. A focus was on building mathematical mindsets within the children to take risks in their learning.</p> <p>– Teachers worked collaboratively with the instructional leader to co-plan, co-teach and co-assess in mathematics.</p> <p>– Student results reflected growth in understanding a mathematician's work through student interviews</p> <p>Term 1 – 43% of students knew what a Mathematician was Term 4 – 98% A growth of 55%</p> <p>Term 1 – 29% of students knew what a Mathematician did Term 4 – 96% A growth of 65%</p> <p>Term 1 – 51% of students believed they were a Mathematician Term 4 – 92% A growth of 41%</p>	<p>IL funded by</p> <p>QTSS \$38,524 Lit/Num int \$33,616 Equity 0.2 \$20,000</p> <p>\$26,750 teacher relief to work with IL</p> <p>\$15000 numeracy resources</p>

Progress towards achieving improvement measures

Teacher feedback

100% of teachers used talk moves and number talks in their classrooms with students.

100% of teachers taught open inquiry Resolve Mathematics lessons.

100% of teachers embraced a growth mindset in their students for mathematics. "Math esteem is self esteem."

100% of teachers adjusted their programming and the scope and sequence to be more flexible and responsive to students' learning needs.

100% of teachers began tracking data on Numeracy Progressions for quantifying numbers.

A teaching sprint targeting Multiplicative Thinking was implemented with **96% of the targeted** students **demonstrating an increased understanding**.

Where to next?

- Spirals of inquiry/learning sprints – trial in one stage
- Consistency with open inquiry learning needs to underpin numeracy programs
- Consistent use of Numeracy Progressions K–6
- Compare external and internal data

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.

Improvement Measures

School self-evaluation data reflects 90% or higher satisfaction rate with school leadership and management.

100% of teachers clearly demonstrate alignment to the Professional Teaching Standards with school leaders aligning to Highly Accomplished and Lead levels.

100% of parents/carers are involved in supporting the school and its students. This is echoed in survey data collection.

Student recognition of leadership opportunities is enhanced and reflected on through survey data.

Progress towards achieving improvement measures

Process 1: Aspiring leaders, including students and staff, are provided opportunities to build their leadership capabilities through targeted, strategic and differentiated experiences.

Evaluation	Funds Expended (Resources)
This process has not been a feature of our work in 2019	

Process 2:

CoS partnerships are in place to build the capacity of colleagues.

Evaluation	Funds Expended (Resources)
This process has not been a feature of our work in 2019	

Process 3: The school and community work in a collaborative partnership to maximise leadership opportunities for all key stakeholders.

Evaluation	Funds Expended (Resources)
<p>The implementation of new wellbeing procedures has had a significant impact across the whole school.</p> <ul style="list-style-type: none">– 100% of staff reported that the implemented wellbeing procedures were being effectively implemented in their class.– There was a significant decrease in suspensions, and major and minor incidents (tracked using sentral).– Student focus groups took place that led to the trialing of connection strategies such as 10 by 2 and rich tasks. This in turn has led to an increase in student engagement and sense of belonging.– Parent/carers focus groups held to give responses and feedback about current reward/ award system. 100% of all people surveyed said that they would like a change to the current system (and implementation).– Protocols and procedures have been put in place to provide a consistent school-wide approach to behaviour management, including communication,	\$8000 total budget

Progress towards achieving improvement measures

tracking and the establishment of a reflection space for restorative justice techniques.

Where to next

- Finalise CPS Student Wellbeing Guidelines/Procedures
- Implement new whole school reward and awards structure
- Be You Framework (SEL program) – engagement
- Smiling minds (mindfulness)
- Refine use of Sentral to record, collect and analyse data

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$17,904 total funding	<p>Increased number of Aboriginal families engaging in the process of PLP's</p> <p>Action Plan developed for 2020 and new Aboriginal committee formed to drive Aboriginal Education within the school.</p> <p>Plan to create a Reconciliation Plan in 2020</p> <p>Plan to review Acknowledgement of Country and personalise for Corrimal PS</p>
English language proficiency	\$9979 total funds	All students improved in their ability to communicate with their peers and classroom teacher
Low level adjustment for disability	<p>\$81,331 total funding</p> <p>\$64030 staffing LST</p> <p>\$17,300 used flexibly to pay for 0.1 extra Learning support</p>	Improvement from baseline for all students. ILP's and BMP's in place for all students that require them, including those that are not meeting National Minimum Standard.
Quality Teaching, Successful Students (QTSS)	\$38,524 total funds	<p>Time was provided for staff members to observe classroom teaching practice as part of the Performance Development Plan. T</p> <p>Collaborative planning sessions with stage/grade teams resulted in consistent assessment practices.</p>
Socio-economic background	\$42,897 total funds	<p>Numeracy resources purchased for classrooms</p> <p>Teacher release to participate in professional learning and data / collaboration days to improve teacher practice in numeracy</p> <p>School camps, excursions, uniforms and extra curricula activities were subsidised to ensure all students were provided with low cost uniforms and access to excursions and extra curricula events.</p>
Support for beginning teachers	\$14,130 total	Beginning teacher funds were used to support beginning teachers through mentoring and professional learning.

Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	82	88	107	115
Girls	102	108	110	115

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.9	95.2	93.9	92.4
1	91.4	93.7	95.3	93
2	93.5	95.1	92.6	93.9
3	93.2	94	93.2	89.4
4	96.1	95.2	93.3	92.4
5	93.8	95.6	94.2	93.4
6	90.8	94.4	95	91.6
All Years	93.1	94.8	94.1	92.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
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	93.9	93.4	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
Assistant Principal(s)	2
Classroom Teacher(s)	9.18
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

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	289,685
Revenue	2,335,905
Appropriation	2,259,814
Sale of Goods and Services	638
Grants and contributions	73,813
Investment income	1,440
Other revenue	200
Expenses	-2,323,242
Employee related	-2,127,180
Operating expenses	-196,062
Surplus / deficit for the year	12,663

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	74,913
Equity Total	152,111
Equity - Aboriginal	17,904
Equity - Socio-economic	42,897
Equity - Language	9,979
Equity - Disability	81,331
Base Total	1,807,840
Base - Per Capita	50,916
Base - Location	0
Base - Other	1,756,924
Other Total	142,964
Grand Total	2,177,828

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 website.

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.

This year our school sought feedback through the NSW DoE *Tell Them from Me* initiative. and end of year evaluations.

Parents, carers and community members indicated the following:

- * Parents Feel Welcome– Corrimal PS 8.0 / NSW DoE 7.4
- * Parents are Informed– Corrimal PS 7.6 / NSW DoE 6.6
- * School Supports Learning– Corrimal PS 8.0 / NSW DoE 7.3
- * School Supports Positive Behaviour– Corrimal PS 8.3 / NSW DoE 7.7
- * Safety at School– Corrimal PS 7.8 / NSW DoE 7.4
- * Inclusive School– Corrimal PS 7.4 / NSW DoE 6.7

It is pleasing to report that 9.0 / 10 parents reported that their child was clear about the rules for school behaviour and that 8.8 / 10 parents feel they can easily speak with their child's teachers.

Teachers indicated the following:

- Teachers enjoy collaborative practices and value working with other teachers on strategies that increase student engagement as reflected in the 8.8 mean in the *Tell Them from Me* survey.
- 70% of staff surveyed said that data conversations were the most beneficial professional learning they had in semester 2.
- All teachers indicated they would benefit from more professional learning in data literacy skills in the future

Students indicated the following:

Our school ran a Student Voice survey at the end of 2019. An analysis of the results indicated that 96.3% of students were able to identify at least one adult within our school staff whom they could trust; highlighting the fact that every student at Corrimal PS is known, valued and cared for.

When asked 'what students like about Corrimal PS', a strong response was the opportunities provided to participate in sport and sporting events which was reinforced by the 88% school mean for student participation in school sports in the *Tell Them from Me* survey.

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.