

2020 Annual Report

Corndale Public School



1656

Introduction

The Annual Report for 2020 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.

School contact details

Corndale Public School
Corndale Rd
Corndale, 2480
www.corndale-p.schools.nsw.edu.au
corndale-p.school@det.nsw.edu.au
6628 4305

Message from the principal

As another year comes to a close, we reflect back upon our adventures for the year. This has certainly been one with a difference. It started off well with students eager to attend and enjoy our district swimming carnival, to challenge their personal bests as well as other one teacher schools in the mighty P6 relay event. Our P6 relay were successful, soon progressing firstly to zone level and then onto regionals. Students were volunteering to try out for tennis teams, soccer teams and gearing up for inter school challenges as well as undertaking our annual cross country carnivals. Firstly, we had bushfires in surrounding areas for many of our families to contend with. Then a flood caused the evacuation of the school and sent us scrambling to our homes and then a global pandemic hit the world.

This sent everyone into a spin. Interactions with each other altered instantly and the welcoming gates of Corndale were forced to all but close to our community. Learning from home was highly recommended and students were instantly forced to become more independent with their learning and rely on their parents and carers for immediate support. Our heads were spinning! How do we educate our students in their homes? How do we support them to follow a similar routine to the one they are used to following at school? Thanks to previous staff knowledge and the assistance of teenage daughters, staff quickly broadened their use of technology and the words Google Classroom became part of our everyday language. Emails, texts, online messages and phone calls became our way of communicating with our students. After a two-week period of home learning as well as two weeks of school holidays, learning resumed normally at Corndale.

We were unable to leave our school grounds and engage in our wider community and we were not able to interact with our partner schools. We knuckled down and created our own experiences within the gates of Corndale.

We were fortunate this year to grow as a school community. It has been fabulous to welcome Leo, Elliott, Max, Aliyah, Fynn, Chloe and Jessica and their families to the Corndale family. It has been unfortunate that we have not been able to welcome you in a more social way but hopefully this will alter in the near future.

This year we saw the retirement of Steve Sweet who had been the General Assistant at Corndale for over 25 years. We were thankful to have Greg Pearson, one of our grandparents as our relieving GA for two terms. Greg did a fantastic job and it was greatly appreciated. Then early in term 4, our permanent position was filled by Shane Casson. He has a history as a relieving GA at our school and is already making a difference.

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, attending excursions, donating to hampers and attending P and C meetings. They have purchased a new BBQ, have committed funds to build a bigger chook pen and are planning on assisting the school to erect a new 3 bay garage. 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. They make a great team and I wish to thank them all for their enthusiasm, dedication and extra effort that is evident when all hands-on deck is required. Most afternoons, there is a debrief to discuss successes, challenges and ideas for future learning opportunities. Thank you to Sonia, Tara, Sandi, Cathy and Rod for all that you do to ensure that Corndale is an effective learning environment for

every student.

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 3, year 6 students as they head off to different high schools next year. Congratulations to Georgie, Mack and Aliyah. It was a delight to celebrate with you all at our farewell dinner last week. As a result of their graduation, we farewell from our school, the Poel/Anderson family, as well as the Hosking Family. Thank you to Jason, Monica, Scott and Sarah for your time with us here at Corndale. Don't be strangers- we will require extra cooks on the BBQ and/or traffic control next year when our cross countries resume. We know where you all live.

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 2021!

Deanna Spackman



New Enrolments for 2020

School vision

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.



Country Education

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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 can articulate where they are on the learning progressions and what they must be able to do to progress: This is evident through Student voice, Feedback discussions and Written reflections.

Individual students consistently meet or exceed expected growth on internal measures and those identified as requiring intervention are provided opportunities for support.

More students will position in the top 2 bands of NAPLAN as they are tracked individually and monitored twice per term.

Progress towards achieving improvement measures

Process 1: Data Walls / Visible Learning

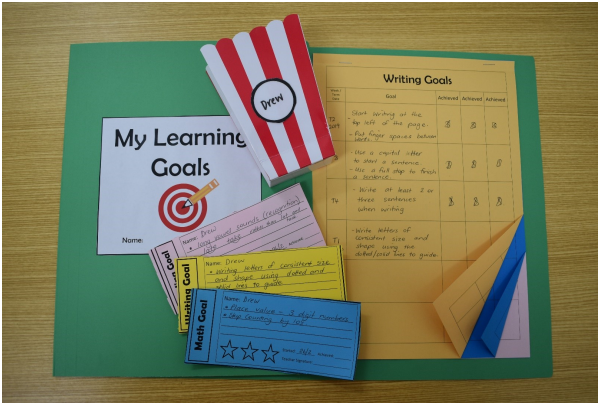
Data walls are created using 'I can...' Learning progression statements, with exemplar work samples attached to each stage of the progressions.

Evaluation	Funds Expended (Resources)
A review of the activities and practices in this area took place at the end of 2020. It found that all stakeholders (students, staff and parents and carers) were aware of the learning paths and where students sat within these paths. Student surveys reflected students were able to verbalise/articulate where to next for their learning.	\$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)
An evaluation of the activities and practices in this area took place at the end of 2020. It found that students and staff were using the goal setting folders and students had targeted goals for Literacy and Numeracy. Students kept possession of these folders so that they could be working documents during et meetings with staff as well as on a daily basis within the classroom.	\$12500



Setting Goals in a Working Document

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

Classroom observation and teaching programs, show evidence of the use of current curriculum syllabus documents and reviewed scope and sequence plans. Teachers are using the language of learning intentions with students and students are able to articulate the purpose of their lessons. This is evidenced through observations and program monitoring.

Assessment tasks are purposeful and student data results are used to plan for differentiation in teaching, to improve student growth. Evidence of task differentiation is evident in teaching programs / teacher registration and reflections lesson implementation.

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)
A review of the activities and practices in this area took place at the end of 2020. It found that all staff create and use teachings programs derived from current KLA Syllabus documents. Staff have conducted reviews of teaching programs to ensure all NESA requirements are complied with. All 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.	\$2000

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)
A review of the activities and practices in this area took place at the end of 2020. It found that staff collaborated 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, student data was discussed post assessment to ensure the data informed	\$2500

Progress towards achieving improvement measures

teaching directions and student goals.



Supportive Environment

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

Classrooms and playgrounds have become positive environments, as teachers use consistent expectations as measured in by the increasing number of positive rewards and decreasing number of negative incidents being recorded. Positive behaviour data is recorded weekly and negative incidents of behaviour are recorded as they occur and monitored weekly.

Internal and external learning opportunities increased, which enhanced student links with the outside world. This was evidenced via records of visiting guests/ performers and excursion events.

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>An evaluation of the activities and practices in this area took place at the end of 2020. The implementation of the PBL program has been very successful. All stakeholders within the school- students, staff, parents/carers and visitors, are aware of the three overriding behaviour expectations through visual reminders via posters, ornamental pencils and newsletter celebrations.</p> <p>Students are rewarded for displaying positive behaviours in multiple settings within the school and rewards are monitored by administration staff on a weekly basis through input of data into excel spreadsheets. Negative behaviour data is also entered into an excel spreadsheet when they occur and monitored each week.</p> <p>Strong processes followed by staff and the embedding of these into daily routines, have provided students with a strong culture of positive behaviour expectations.</p>	\$1000

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>A review of the activities and practices in this area took place at the end of 2020. Due to Covid-19 disruptions, planned community connections were</p>	\$750

Progress towards achieving improvement measures

disrupted and challenges were faced to engage students in their home environments to outside organisations.



Freddo Rewards for Positive Behaviour

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$832	Through weekly Bundjalung Language lessons, student engagement, knowledge and expertise of the local Aboriginal dialogue has been evident. Unfortunately due to the disruption of Covid-10 pandemic, lessons were impacted for 50% of the year to the language program. Aboriginal art opportunities were experienced by the students and a large mural was completed by Uncle Gilbert and presented to the school at our end of year celebrations. Community connections with our local Elder and our school community were enhanced.
Low level adjustment for disability	\$10,938 Staffing \$5,654 Flexible	Staffing timetables were created to timetable for Learning and Support sessions on a weekly basis as well as individual check-in meetings for students. The meetings occurred and as a result each child has identified goals with a known staff member. Student Individual learning Plans were created for each child. Data was updated on these plans and shared with classroom teachers to inform teaching practise.
Socio-economic background	\$3072	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.



NAIDOC Day with Uncle Gilbert

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	10	8	8	8
Girls	12	14	13	14

Student attendance profile

School				
Year	2017	2018	2019	2020
K			94.4	
1	94.5		93.4	95.1
2	92.3	87.4		96.8
3	94	96.4	94.2	
4	96.2	94.2	95.8	94.1
5	96.2	91.3	96.6	94.7
6	98.2	94.6	92.6	98.4
All Years	95.3	93	94.5	95.3
State DoE				
Year	2017	2018	2019	2020
K			93.1	
1	93.8		92.7	91.7
2	94	93.5		92
3	94.1	93.6	93	
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.8	93.3	92.8	91.9

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.



Professional Sporting Coaches

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.16
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Story Dogs Reading Program Fundraising Day

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	90,503
Revenue	463,915
Appropriation	450,388
Grants and contributions	11,079
Investment income	184
Other revenue	2,264
Expenses	-478,701
Employee related	-411,544
Operating expenses	-67,157
Surplus / deficit for the year	-14,786
Closing Balance	75,718

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.



Engagement with Local Wildlife Park

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	35,876
Equity Total	20,496
Equity - Aboriginal	832
Equity - Socio-economic	3,072
Equity - Language	0
Equity - Disability	16,593
Base Total	310,232
Base - Per Capita	5,051
Base - Location	1,716
Base - Other	303,465
Other Total	48,817
Grand Total	415,422

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.



Aboriginal Shelters in our Sandpit

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Future Focused Education

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. Staff feel a part of a 'Team' and believe that their opinions are heard and considered during decision making processes.

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. Also highlighted was the range of opportunities provided to the K-6 students in our small school not available to those in larger facilities.



Outdoor Education Opportunity in the Local Creek

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.



Cooking during Harmony Day