

2020 Annual Report

Corrimal Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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 2020	

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

Evaluation	Funds Expended (Resources)
Refined protocols for analysing data and reflecting collaboratively Regular and consistent analysis and use of internal and external data Increased staff knowledge in the use of progressions to inform learning and teaching Future directions - Create school assessment schedule that is owned by all staff to support the consistent and valid collection of data.	Casual release days for staff to work with Learning and wellbeing mentor to analyse assessment data and plan for teaching and learning. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$34000.00)

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

Evaluation	Funds Expended (Resources)
Working alongside Jann Farmer Hailey allowed staff to develop expert skills in programming, implementing and evaluating English programs. Small group instruction as well as masterclasses for executive teachers, allowed for the development of rich, differentiated teaching and learning activities to be developed.	Payment for Jann Farmer Hailey consultancy AP release days to attend Masterclasses and work with Jann and teams in school in school Funding Sources: <ul style="list-style-type: none">• Professional learning (\$12200.00)

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)
Learning mentor led staff in Data Analysis Days. This collaborative practice ensured that staff used literacy assessment data to investigate the teaching of reading and student growth. Teachers engaged in regular data conversations, setting in between session tasks to evaluate their teaching practice and student growth in reading.	Casual release for staff to attend Wollongong Literacy Masterclasses, collaborate with Learning and wellbeing mentor, observe teaching practice
Teacher data analysis led to a deeper investigation of comprehension and consistent reading assessment. The learning mentor was coached by a literacy mentor to guide and reflect on the process.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$4000.00)• Socio-economic background (\$10000.00)

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)
Off-class Assistant Principal (Learning and Wellbeing mentor) supported all staff with an instructional leadership model of inquiry into their current teaching practice. The Assistant Principal facilitated a professional learning plan for the delivery of reading instruction K-6. This was supported by staff engaging in regular data conversations about high-impact reading instruction. The Assistant Principal supported ongoing observations (of teacher practice) and completed demonstration lessons of best practice in literacy.	AP released off class to take on Learning and Wellbeing mentor role to work with staff collaboratively to analyse data, plan for teaching and ensure classroom and playground environments are safe and orderly.
The Assistant Principal supported with in-between session tasks, by providing time and resources to support in new teaching strategies and reflective practice. Assistant Principal worked with 2 staff (1 K-2/ 1x 3-6) to establish consistent high-quality literacy routine and instruction. Teachers worked with the Assistant Principal to create the 'co-learning model'. On a weekly basis, teachers worked with AP to collaboratively plan, teach and evaluate literacy lessons and create an exemplary class model.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$42550.00)• Literacy and numeracy (\$34456.00)

Progress towards achieving improvement measures

Assistant Principal led professional learning for all staff. This included engaging with and reflection of practice in the What Works Best document. Staff completed targeted surveys and gave feedback on their current skills and understanding of all themes.

Assistant Principal also worked with all staff to analyse whole school internal and external data. Staff completed a data inventory and evaluated the effective use of data. Staff were upskilled in their use of PLAN2 as an assessment tool to track the growth of students. Staff were supported (on a needs basis) by the AP to ensure that data was valid and collected consistently.

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)
<p>A strong extended leadership team exists at Corrimal Public School and members are actively involved. Students and staff experience "advice" from experienced and successful leaders which builds their capacity.</p> <p>Transition programs (K, Year 6-7) run each year and feedback from each is positive and is also used to improve the programs for following years. Pre-schools and High School have strong links with the school.</p> <p>School evaluation via a school satisfaction survey indicates over 90% of students, parents and teachers are satisfied with the school direction.</p> <p>Corrimal Public School provides increased leadership opportunities to students, staff and the community.</p>	<p>Hallogen Leadership day - Student leaders</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$250.00)

Process 2:

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

Evaluation	Funds Expended (Resources)
This process was not a feature of our work this year	

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

Evaluation	Funds Expended (Resources)
This process was not a feature of our work this year.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$20 000.00) 	<p>Form an Aboriginal Education Team</p> <ul style="list-style-type: none"> Aboriginal Education Team formed with fortnightly meetings <p>Review and improve PLP Process</p> <ul style="list-style-type: none"> Worked with Aboriginal Learning and Wellbeing Advisor and aboriginal Community Liaison Officer to create new Personalised Learning Pathway template, finalised in Term 3 and checked in Term 4. Check in complete and student final PLP uploaded to Sentral. Staff feedback obtained with 100% of staff indicating that PLP process was effective and reflective of students and community needs. Resources purchased to support Aboriginal students in literacy <p>Aboriginal and Torres Strait Islander Children's day</p> <ul style="list-style-type: none"> SLSO employed to work with Aboriginal students around culture, goals and connect family to the school. AP and SLSO spent half a day with all students and created a video to share with the wider community. <p>NAIDOC week celebration</p> <ul style="list-style-type: none"> Aboriginal Education committee leader consulted with Aunt Shas (Elder) and Aboriginal Community Liaison Officer around NAIDOC Week and student sessions. Whole school engaged in learning around Aboriginal culture and plants/medicines. Aboriginal students engaged in lessons and learnt to weave. <p>Create personalised Acknowledgement of Country</p> <ul style="list-style-type: none"> Acknowledgment of country written for Corrimal PS with students and elder, Aunt Shas and Aboriginal Community Liaison Officer, Julie Street-Smith. Created with all students and now being put forth to the local AECG. <p>Elder visits to the school</p> <ul style="list-style-type: none"> Aunt Shas worked with students to deepen knowledge of local Aboriginal culture. 100% of students said that they were able to engage in and understand their culture on a deeper level. <p>Deadly Awards</p> <ul style="list-style-type: none"> Two students nominated and awards presented at whole school presentation assembly to celebrate Aboriginal success.

Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$20 000.00) 	Professional Development (Professional Discussion via zoom) <ul style="list-style-type: none"> - Committee leaders attended weekly sessions via Zoom to support Aboriginal Education at Corrimal PS. Present new partnership agreement <ul style="list-style-type: none"> - All staff celebrated the new partnership agreement and made aware of their roles and responsibilities in meeting the target areas and goals set. Sustainability Garden <ul style="list-style-type: none"> - Target Students Identified for Sustainability Garden and timetabled with SLSO to support. <p>SLSO employed every second Friday (Sustainability budget) to support Aboriginal knowledge.</p>
English language proficiency	<p>Teacher employed to work with EAL/D students</p> Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$12 800.00) 	<p>Targeted EAL/D students were supported in class, individually and in small groups by the EAL/D teacher for a half day each week over terms 2-4. This support enabled them to participate more successfully in literacy activities in their classrooms. Classroom teachers were also supported with resources and strategies to support the targeted EAL/D students by the EAL/D teacher.</p>
Low level adjustment for disability	<p>LaST teacher 0.7</p> <p>Interventionist teacher - extra</p> Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$86 750.00) 	<p>Funding provided under Low Level Adjustment for Disability provided the opportunity to employ an additional staff member to work with students identified through internal processes. Learning and Support teachers worked with students in Literacy and Numeracy as well as social development programs.</p> <p>Additional support or adjustments were provided to support students in classrooms, including the purchase of resources and teaching time. IEPs were developed to support students requiring additional adjustments.</p>
Quality Teaching, Successful Students (QTSS)		<p>This is evaluated in Strategic Direction 3 - process 3</p>
Socio-economic background		<p>This has been evaluated in Strategic Direction 1 and 2</p>
Support for beginning teachers		<p>We did not have beginning teachers this year</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	88	107	115	119
Girls	108	110	115	116

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	93.9	92.4	93.4
1	93.7	95.3	93	92
2	95.1	92.6	93.9	92.4
3	94	93.2	89.4	92.9
4	95.2	93.3	92.4	90.4
5	95.6	94.2	93.4	89.1
6	94.4	95	91.6	89.7
All Years	94.8	94.1	92.5	91.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
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	93.9	93.4	92.8	92

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.21
Literacy and Numeracy Intervention	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, 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.

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	302,347
Revenue	2,359,087
Appropriation	2,341,452
Sale of Goods and Services	1,395
Grants and contributions	15,444
Investment income	496
Other revenue	300
Expenses	-2,495,147
Employee related	-2,265,961
Operating expenses	-229,186
Surplus / deficit for the year	-136,059
Closing Balance	166,288

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.

	2020 Approved SBA (\$)
Targeted Total	106,421
Equity Total	180,076
Equity - Aboriginal	25,921
Equity - Socio-economic	54,600
Equity - Language	12,804
Equity - Disability	86,751
Base Total	1,859,168
Base - Per Capita	55,316
Base - Location	0
Base - Other	1,803,852
Other Total	124,907
Grand Total	2,270,572

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.

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.

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.

Once again in 2020 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 7.4 / NSW DoE 7.4
- * Parents are Informed- Corrimal PS 6.9 / NSW DoE 6.6
- * School Supports Learning- Corrimal PS 7.4/ NSW DoE 7.3
- * School Supports Positive Behaviour- Corrimal PS 8.0 /NSW DoE 7.7
- * Safety at School- Corrimal PS 7.5 / NSW DoE 7.4
- * Inclusive School- Corrimal PS 6.9 / NSW DoE 6.7

Teachers indicated the following:

- * Collaboration- Corrimal PS 7.2 / NSW DoE 7.8
- * Quality Feedback- Corrimal PS 6.7 / NSW DoE 7.3
- * Inclusive School- Corrimal PS 8.1 / NSW DoE 8.2
- * Leadership- Corrimal PS 6.9 / NSW DoE 7.1

Students indicated the following:

- *Positive Relationships- Corrimal PS 6.9 / NSW DoE 7.1 (increased from 2019)
- *Sense of belonging- Corrimal PS 77% / NSW DoE 88% (increased from 2019)
- *Positive behaviour at school- Corrimal PS 92% / NSW DoE 83% (increased from 2019)
- *interest and motivation- Corrimal PS 65%/ NSW DoE 78% (decreased from 2019)

Our school ran a Student Voice survey at the end of 2020. Students reported that they were not challenged in their learning and there was not a consistent understanding of what challenge looked like in their class.

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.