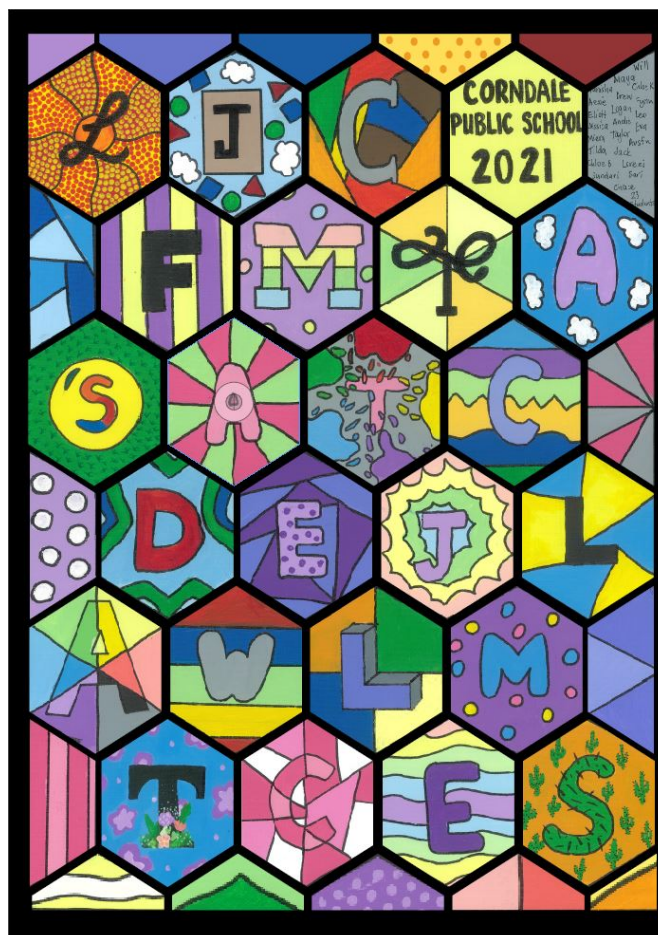


2021 Annual Report

Corndale Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 draws to a close, we reflect upon 'The Year that Was'. We were all hoping for everything to be 'back to normal' but unfortunately this was not to be. District, Zone and Regional Swimming Carnivals took place and our P6 relay team were off to State once again. Sadly, a local lockdown prevented students from travelling on the eve of the event. Athletics and Cross-Country carnivals took place but health restrictions halted students from progressing to further levels. The year became littered with localised lockdowns and students and staff became accustomed to learning from home once again. Highlights for the year included: The Sidney Nolan Exhibition at the Tweed Gallery, Bundjalung lessons with Gilbert, Storyboard Author Writing Workshops, Harmony Day, Story Dogs, hosting of the Cross-Country events, Planting of the Pocket Forest at DEEC, Sporting Schools specialist coaching in Tennis, Hockey, NRL and Basketball, Swimming Week, Film By and regular Parent Lunches.

Our Parents have been busy again this year supporting the school in various ways. Providing delicious food for Parent Lunches, attending excursions early in the year, catering for our cross-country events, assisting with a Bunnings BBQ fundraiser, donating to hampers and attending P and C meetings along the way. The P&C made a \$5000 contribution to our new play equipment and 3 bay GA garage, both to be installed in the new year. They have also purchased a 360-degree camera, light painting tools and a happi drum. Thank you!

This year, I was unfortunate to have a pressing health issue requiring extended leave and Lauren Golding relieved in my position. Thank you, Lauren, for keeping the school running so smoothly and for looking after our beautiful students so well. We wish you all the best in your future career and I'm sure that Corndale will hold a special place in your heart as it does to many who walk through the gates.

We are extremely lucky to have the supportive staff that we do here at Corndale. We 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 staff converge in a classroom and have a debrief to discuss successes, challenges and directions for future learning. 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 and a special place, students want to be a part of. Thank you also to Shane for his care of our school grounds and to Therese for her role with ISS keeping our school in such a clean state.

To all of the students, thank you for your efforts this year. The staff are extremely thankful to work with each and every one of you. Unfortunately, we said farewell to Jessica and her family as they moved out of the area but it was fabulous to welcome Andie and Jack, their parents Ainsley and James and sister Beu, to the Corndale family.

This year, we farewell 7 year 6 students as they head off to high school next year. Congratulations to Chloe, Sari, Lorelei, Tilda, Sundari, Chace and Jack. 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 Bebbington Family, the Havilah family, the Myers-Binge family, the Davies family and the Meehan family. Thank you to Nikki and Simon, Natalie and Dave, Therese and Greg, Amanda, Catherine and Justin, for your time and energy supporting the school and for the many years that the majority of you have been the driving force of our P&C. Don't be strangers- we will require extra cooks and servers and traffic control next year for our cross-country events. We know where to find you!! Thank you to our Year 6 families for making

donations to purchase a Flow Hive (Bee Hive) for the school. We will secure a plaque with the names of our departing Year 6 students when the hive arrives, to remember them by.

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 2022!

Deanna Spackman

Principal



Hookey Creation

School vision

The Corndale Public School's community aims to create a culture of high expectations for its respectful, responsible and involved students, in an environment where they are known, valued and cared for. Teaching and learning programs are personalised to the needs of students and focus is placed on developing the character of students as well as the continuous improvement of every student, every staff member and the school every year. Corndale Public School will continue its historic tradition in partnership with the broader Corndale community to promote inclusiveness, kindness, service and country values.

School context

Corndale Public School, with a current enrolment of 23, is a rural and remote small school located 18 km north of Lismore on the North Coast of New South Wales. Opened in 1889, the school enjoys a long history of providing a quality, country education for its students, strongly supported by an involved, broader community.

We place a strong emphasis on student wellbeing, fostering positive social interaction and self-discipline within a safe, caring and supportive environment. Weekly focus on selected virtues raise awareness of expected behaviours and promote positive character traits. Attendance rates are high with students stating that they enjoy coming to school because they feel valued and cared for.

Student learning is individualised and differentiated to cater for students' needs, enabling students to achieve success and to grow as learners. Experienced teachers and support learning staff, provide small group learning opportunities for students through a range of modes to suit different learning styles. Technology is integrated into classroom practice and is used competently by the students and staff.

Corndale PS strives to provide a broad range of experiences for our students on site through programs including the hiring of expert creative arts teachers, sporting coaches, Aboriginal Bundjalung Language and Culture tutors, visiting Authors, providing cooking classes and reading to dogs as part of the Story Dogs program. We ensure students are involved in community events such as the Lismore Show- entering cooking, garden produce, art and crafts, photography and project designs, entering competitions including Young Archie Art, Threatened Species Art and Language, Spelling Bees, Public Speaking and Performing Arts.

Student Leaders work as a team to organise fortnightly events to engage students to fundraise or raise awareness of those less fortunate or those needing a helping hand. Charity organisations supported include S.E.S., Our Farmers, Our Kids at Lismore Base Hospital and Friends of the Koala. All students share responsibility for weekly tasks including catering to the needs of our 4 friendly chickens.

We have an active and involved P&C, strongly supported by parents and carers of past and present students. The broader Corndale community supports P&C fundraising events through volunteering with set up, catering and serving at District and Zone Cross Country Carnivals hosted by our small school each year and other fundraising BBQs and Raffles.

As a result of undertaking External Validation followed by an extensive Situational Analysis in 2020, we have identified two strategic directions as our school's future directions. They include: Student Growth and Attainment in Reading & Numeracy; and Quality Teaching and Using Data to Inform Practice.



Fun Friday Fundraiser

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth and performance in Reading and Numeracy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improvement in Reading outcomes for all students
- Improvement in Numeracy outcomes for all students

Resources allocated to this strategic direction

Literacy and numeracy: \$2,382.96

Professional learning: \$2,037.57

School support allocation (principal support): \$13,604.80

Aboriginal background: \$845.05

Low level adjustment for disability: \$16,865.93

Per capita: \$5,423.37

Summary of progress

Our focus for 2021 was to maximise learning outcomes in literacy and numeracy for every student. We focussed on data informed, effective classroom practices, through the differentiation of teaching to target the needs of all students.

Our reading focus at Corndale Public School for 2021 was to collaboratively plan effective, whole school literacy programs focusing on the explicit teaching of reading strategies, literal comprehension, vocabulary and fluency. Reading groups were established using reading benchmarking, internal and external performance data to identify focus areas. Next steps in learning were aligned with grouped cohorts and individual student need. Staff clearly aligned outcomes and learning progressions in teaching programs by analysing PLAN2 and work samples. Evidence based kits were purchased targeting the super 6 strategies. As a result, the school reviewed and updated stock in the school library highlighted through student voice, to promote reading for enjoyment. Student borrowing increased with 90% students borrowing on a fortnightly basis over three terms as a result.

Balanced Numeracy practices compliant with NESAs, occurred through a whole school focus of mathematics instruction. Staff embedded strong practices in monitoring student outcomes and differentiating educational delivery to grouped cohorts. This resulted in identifying students requiring additional support and intervention. COVID ILSP funding was used to employ a remedial maths teacher to work with identified students throughout the year. Data entered into PLAN2 reflected value added growth for all identified students.

Next Steps:

Next year, in this initiative we will work with staff to provide further professional learning in Reading and Mathematics. We will implement a revised English and Mathematics scope & sequences reflecting the new K-2 syllabus. Visible learning will be re-introduced K-6, with a K-6 focus on individualised learning goals. Planned data meetings will take place with a focus on refining our assessment and data collection practices. Focusing on High Impact Professional Learning, where whole staff will be guided through Effective Reading Instruction (phonics, Fluency and Vocabulary), which includes examining the research behind the Science of Reading and how to effectively implement and modify teaching and learning programs to improve student outcomes. Professional Learning to upskill staff to gather student data through using Interview for Student Reasoning online Assessments, will identify how students construct mathematical understanding and will assist teachers to tailor teaching specifically to student need. As a staff, collaboratively developing a process/method for staff to collect and record data, to track student longitudinally over time and to inform future teaching activities will be undertaken.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

The proportion of students achieving in the Top 2 bands in NAPLAN Reading progresses towards meeting the system negotiated lower bound target.	70% of students achieved Top 2 bands in NAPLAN Reading exceeding the system generated lower bound target.
The proportion of students achieving in the Top 2 bands in NAPLAN Numeracy progresses towards meeting the system negotiated lower bound target.	50% of students achieved Top 2 bands in NAPLAN Numeracy meeting the system generated lower bound target.
The proportion of students achieving expected growth in NAPLAN Reading is working towards the system negotiated lower bound target.	66.7% of students achieved expected growth in NAPLAN Reading exceeding the system generated lower bound target.
The proportion of students achieving expected growth in NAPLAN Reading is working towards the system negotiated lower bound target.	100% of students achieved Top 2 bands in NAPLAN Numeracy meeting the system generated upper bound target.
The proportion of students attending school more than 90% of the time is progressing towards the system negotiated lower bound target.	83.1% of students attended school greater than 90% of the time which was an increase from 2020 attendance data and exceeded the system negotiated lower bound target.



Story Dog Reading Program

Strategic Direction 2: Quality Teaching

Purpose

To improve quality teaching and data capability through high impact professional learning and collaborative practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Build on Data Capability

Resources allocated to this strategic direction

Digital Quality Teaching Rounds Research Project University of Newcastle: \$3,000.00

QTSS release: \$3,587.78

Professional learning: \$2,450.57

Summary of progress

Our focus in 2021 was to engage staff in professional discussions and collaborate to improve teaching practice.

At Corndale Public School for 2021 saw the delivery of High Impact Professional Learning, where a professional learning community (PLC) was formed with Rosebank Public school. Staff were guided through the process of developing consistent, evidence based practices, informed by the The Quality Teaching Framework, What Works Best strategies, the Australian Professional Standards for Teachers, Collective Teacher Efficacy and Visible Learning (Learning Intentions and Success Criteria). The PLC combined with the Big Scrub learning community, undertook the Formative Assessment modules throughout the year. This resulted in staff familiarisation and use of the DoE Literacy and Numeracy Resource Hub, embedding formative assessment practice into Literacy and Numeracy delivery, sharing impact with the PLC, undertaking Learning sprints and the strong practice of embedding Learning Intentions and Success Criteria in lesson delivery. This was evidenced by students articulating their learning intentions and was successfully achieving the intentions looked like. Staff became confident in using effective feedback and peer assessment.

Staff were professionally developed through the University of Newcastle, in using the Quality Teaching Framework. Lessons were recorded and observed by their peers as well as the University, to upskill staff capacity against the evidence based framework. Impact is evidenced by staff confidence in embedding the elements of Quality Teaching. Student PAT testing results for Literacy and Numeracy, were compared Pre and Post learning, to analyse the effectiveness of teacher delivery using the Quality Teaching Framework. Challenges were faced during Lockdown periods and student attendance during the year.

Staff worked collaboratively to gather student data through a range of sources, both internal and external. Professional Learning within the PLC, in the use of PLAN2, upskilled staff to record student progress, record classroom observations and to inform next steps in teaching and learning. Staff engaged in face to face learning with Curriculum Advisor, Literacy and Numeracy LANSAs, State-wide Staffroom zoom sessions, on Formative and Summative assessment practices and PLAN2, to build capacity. Due to COVID-19 Lockdowns and lengthy periods of home learning, our upskilling of staff and the tracking of student progression was greatly affected.

Next Steps:

Next year, we plan to implement teaching sprints and peer observations by trialing evidence-based teaching practices. We will continue to participate in data meetings, analysing data to improve teacher practice with with assistance of a newly appointed Assistant Principal Curriculum and Learning. Effective Classroom Practice: Staff will continue to work with members of the Corndale/Rosebank Professional Learning Community (PLC) as well as the Big Scrub Learning Community throughout 2022. Newly appointed Assistant Principal, Curriculum and Instruction for Corndale and Rosebank will guide PLC staff to undertake 'microlearning' for English K-2 and Mathematics K-2, to ensure staff develop the required knowledge, understanding and skills for effective syllabus implementation of the new syllabus documents. Build on Data Capability: Staff will assist in the development of a whole school approach of gathering and recording data during numeracy sessions and use this data effectively to longitudinally track student's learning over time. Time will be made available for staff to input data and observations into PLAN2 as well as for the staff to import student data into future teaching programs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>The school self-assesses against the School Excellence Framework Learning Domain within the elements of Curriculum and Assessment at the Sustaining and Growing level and Student Performance Measures at the Delivering level.</p>	<p>In the Learning Domain within the elements of Curriculum and Assessment, the school self assessed at the Sustaining and Growing level, and within the element of Data Skills and Use the school self-assessed at the Delivering level indicating progress was meeting our annual target.</p>
<p>The school self-assesses against the School Excellence Framework Teaching Domain within the elements of Effective Classroom Practice, Learning and Development and Professional Standards at the Sustaining and Growing level, and at Data Skills and Use at the Delivering level.</p>	<p>In the Teaching Domain within the elements of Effective Classroom Practice, Learning and Development and Professional Standards, the school self assessed at the Sustaining and Growing level, and within the element of Data Skills and Use the school self-assessed at the Delivering level indicating progress was meeting our annual target.</p>



Swim Scheme Lunch Break- Pizza Party

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$36,771.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Corndale Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: All students including those with additional learning needs, are further supporting within the classroom. Targeted students demonstrate progress towards their personalised learning goals and learning plans are differentiated to meet student need.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$3,918.78</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Corndale Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement learning and support to target identified needs. <p>The allocation of this funding has resulted in: The employment of a School Learning Support Officer (SLSO) to provide additional hours to provide further support to all students across K-6 as well as students with a disability or with additional learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$845.05</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Corndale Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improvement in Reading outcomes for all students

<p>Aboriginal background</p> <p>\$845.05</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: All students, indigenous and Non-Indigenous, were provided with additional support from a School Learning and Support Officer. Aboriginal culture is visible in learning through curriculum delivery and extracurricular activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engaging an Aboriginal Elder to embed Aboriginal perspectives into Literacy and Numeracy programs. Students will continue to be supported to develop literacy and numeracy skills and build connections with culture through authentic learning.</p>
<p>Low level adjustment for disability</p> <p>\$16,865.93</p>	<p>Low level adjustment for disability equity loading provides support for students at Corndale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improvement in Reading outcomes for all students • Improvement in Numeracy outcomes for all students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Students being supported by a School Learning Support Officer during rotating Maths Groups. This initiative was as a result of student feedback in 2020, whereby students felt unsupported completing online mathematics tasks when the classroom teacher was working with a target group. Students in 2021 have developed confidence undertaking online maths programs with support available.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team. The school will continue to provide additional support for identified students through the employment of trained SLSOs during these sessions. This funding will continue to be used to support students with identified needs that fall below the threshold of integration support funding.</p>
<p>Location</p> <p>\$1,961.65</p>	<p>The location funding allocation is provided to Corndale Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in: 100% Student engagement on school excursions as the funds have reduced the costs to assist families.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Location</p> <p>\$1,961.65</p>	<p>funding will be: The school will continue to use location funds to undertake excursions within the broader community to overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$2,382.96</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Corndale Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improvement in Reading outcomes for all students • Improvement in Numeracy outcomes for all students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Increased student engagement with targeted Literacy and Numeracy resources to support student learning. 90% of students reading for enjoyment and borrowing from an updated school library.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide relevant literacy and numeracy resources to support effective classroom practice.</p>
<p>QTSS release</p> <p>\$3,587.78</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Corndale Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Build on Data Capability <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Targeted Professional learning opportunities for staff to improve their teaching practice and staff upskilling their knowledge to undertake Learning Sprints to improve student growth in Reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing the mentoring of all staff in areas of focus including quality teaching practices.</p>
<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

COVID ILSP

\$11,212.00

Overview of activities partially or fully funded with this targeted funding include:

- employment of remedial educators to deliver small group tuition in Numeracy.
- providing targeted, explicit instruction for student groups in numeracy - working mathematically.
- providing intensive small group tuition for identified students who were impacted by lockdowns and working from home.
- releasing staff to participate in professional learning

The allocation of this funding has resulted in:

The numeracy needs of targeted students being identified using triangulated data (SENA, Check-In and NAPLAN) to plot student achievement into PLAN2, to initially identify baseline starting point and then to determine next steps in learning. This continuous cycle of the teaching learning cycle was embedded throughout the 2021 even via online throughout remote learning over zoom.

After evaluation, the next steps to support our students with this funding will be:

Staff will continue the implementation model of 2021 which was effective in moving targeted students along their learning continuum. A focus on reading and measurement will be the priority in 2022.



Covid-19 Intensive Support Maths Teacher

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	8	8	8	9
Girls	14	13	14	13

Student attendance profile

School				
Year	2018	2019	2020	2021
K		94.4		
1		93.4	95.1	
2	87.4		96.8	93.2
3	96.4	94.2		95.4
4	94.2	95.8	94.1	93.8
5	91.3	96.6	94.7	94.3
6	94.6	92.6	98.4	92.6
All Years	93	94.5	95.3	93.8
State DoE				
Year	2018	2019	2020	2021
K		93.1		
1		92.7	91.7	
2	93.5		92	92.6
3	93.6	93		92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.3	92.8	91.9	92.3

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.



Corndale Chickens

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.41
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



2021 Staff

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	75,718
Revenue	557,790
Appropriation	531,468
Grants and contributions	25,846
Investment income	75
Other revenue	400
Expenses	-539,531
Employee related	-493,766
Operating expenses	-45,765
Surplus / deficit for the year	18,258
Closing Balance	93,976

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.

	2021 SBAR Adjustments (\$)
Targeted Total	36,771
Equity Total	21,630
Equity - Aboriginal	845
Equity - Socio-economic	3,919
Equity - Language	0
Equity - Disability	16,866
Base Total	343,676
Base - Per Capita	5,423
Base - Location	1,962
Base - Other	336,291
Other Total	49,938
Grand Total	452,014

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.



Adopt-a-Family in Need 2021

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.



The Big Kahuna- Last Day Fun Day

Parent/caregiver, student, teacher satisfaction

School staff worked tirelessly with each other and our parent community to provide dynamic and agile learning experiences which were targeted at student's point of learning need. A culture and practice of regular and extensive communication with all stakeholders was implemented throughout the year. Formal and informal meetings were held each term to support each student to achieve their learning goals. Students surveyed responded that teachers knew where they were at with their learning and worked hard to provide challenging learning experiences for them. Staff reported increased capacity differentiating the teaching of reading as a result of the collaborative professional learning activities which were undertaken throughout the year.



The Trifecta- winners in 2021 for Swimming, Cross Country and Athletics!!!

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.



