

2022 Annual Report

Corndale Public School



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Introduction

The Annual Report for 2022 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

<https://corndale-p.schools.nsw.gov.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'. There were many highlights for the year beginning with whole school attendance at our K-6 swimming carnival followed by the BIGGEST flood that our region has ever seen. We had a school break in, followed by another flood. We undertook NAPLAN testing and hosted the District Cross Country carnival at Rocky Creek Dam and catered very well for the Zone Cross Country Carnival at Casino. Some senior students attended the Dorrroughby Environmental Education Art Camp and the year 6 students travelled to Canberra for the final week of Term 2. We travelled to Upper Coopers Creek to take part in a Robotics Day and senior girls took part in softball and soccer tryout and joined the Dunoon team. As a school community we enjoyed our annual curry night including a lantern parade and a disco. This year we added a bonfire to the night which was certainly a highlight. We were a hit at the Lismore Performing Arts with our Elvis Medley -what a creative bunch of kids. They had so much fun with it. We once again cooked up a storm for the Lismore Show, created murals, entered photography and created a great looking scarecrow. The students enjoyed visiting the show and seeing their great work. The school closed again with another flood bringing the total number of school closures due to flooding to 13. Work began on our end of year Peter Pan play. We set up tents and enjoyed a campout at school followed closely by an overnight trip to Brisbane enjoying Wet n Wild, Bounce and Mary Poppins at QPAC. We farewelled our senior students at a Farewell dinner, gifted a needy family with food and gift hampers and concluded the term with our end of year concert and presentation night. The students are really looking forward to our secret Santa giveaway on the final day.

Our Parents have been busy again, raising funds to support our school. Profits from catering of cross-country events resulted in the P&C gifting money to cover our overnight trip to Brisbane. A donation was also made to assist in the creation of a yarnning circle over the Christmas holidays. The P&C have recently purchased a new freezer and contributed to the new play equipment. This term, the P&C created and ran a school canteen each Wednesday. The students and staff are extremely appreciative of this great initiative.

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. 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. You are an amazing group and we enjoy working with you all each day. We treasure the virtues that you display to make everyday interactions so positive and special.

This year, we farewell 6 year 6 students as they head off to high school next year. Congratulations to Leo, Austin, Taylor, Eva, Miera and Sierra. It was a delight to celebrate with you all at our farewell dinner recently. As a result of their graduation, we farewell from our school, the Finlayson Family- Sjordj, Chelcee and David. Thank you to our Year 6 families for making donations to contribute to the purchase of a Flow Hive (Bee Hive) for the school. A plaque will reflect your thoughtfulness.

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 2023!



Flooding to Corndale Road -South of the School

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.



Chilling with the Chickens

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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
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

AP Curriculum & Instruction: \$15,057.10

Professional learning: \$3,000.00

Low level adjustment for disability: \$17,019.73

Integration funding support: \$37,688.00

Socio-economic background: \$4,396.57

Aboriginal background: \$866.18

Location: \$2,016.10

Summary of progress

As part of our work towards Strategic Direction 1- Student Growth and Attainment, Corndale PS focused intensively on preparing staff for the 2023 implementation of the revised K-2 English and Mathematics Syllabus documents. Staff worked as a collaborative team led by the Principal, to undertake Professional Development modules to familiarise and prepare for classroom delivery. Funds were allocated to releasing staff from face-to-face teaching, in order to collaborate and develop understanding of the changes in pedagogy behind the revised curriculum.

With the newly appointed APC&I (Assistant Principal Curriculum and Instruction) position at the beginning of Term 2, the executive (Principal and Assistant Principal) analysed student assessment data to identify the greatest areas of student need to drive student growth. A deep dive into Reading Fluency followed. All students were assessed using the Fluency Assessment Tool measuring Expression, Automaticity, Rhythm and Phrasing and Smoothness (EARS), to gather base line data in order to measure future growth. Analysis of student data led to the development of student goals and alterations to teaching programs to target areas of need. The APC&I worked closely with staff, to develop a suite of teaching strategies to target the needs of students. A five-week Teaching Sprint followed focusing on Automaticity. Student growth was achieved as the percentage of students On-Track with reading fluency grew from 70% to 100%. A further Teaching Sprint was undertaken focusing on Rythm and Phrasing.

Staff analysis of Numeracy Check-In data, NAPLAN results and Learning Progressions, resulted in identifying Measurement as an area of focus for student improvement. Additional staffing allowed for smaller student groupings within Numeracy sessions, allowing for more targeted explicit teaching opportunities by staff, three days per week. Student achievement and growth was tracked through PLAN2 and 100% of students achieved their numeracy learning goals as a result.

In 2023, our next steps will involve the continuation of Professional Learning for all staff to prepare for the Implementation of the revised 3-6 English and Mathematics Syllabus documents in 2024. A staff focus will also include the close monitoring of student data to identify areas of need in Literacy and Numeracy.

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 meets the system negotiated lower bound target.	The proportion of students achieving in the Top 2 bands of NAPLAN Reading exceeded the system negotiated lower bound target by 10% but did not meet the upper bound level.

<p>The proportion of students achieving in the Top 2 bands in NAPLAN Numeracy meets the system negotiated lower bound target.</p>	<p>The proportion of students achieving in the Top 2 bands of NAPLAN Numeracy did not meet the system negotiated lower bound target.</p>
<p>The proportion of students achieving expected growth in NAPLAN Reading is working towards the system negotiated lower bound target.</p>	<p>No students undertook NAPLAN in Year 5 in 2022 and therefore the expected growth target for Reading could not be measured. Staff however, used system Check-In Assessment data for Years 4,5&6 to measure and show that our students exceeded average annual growth expectations in Reading in 2022 against SSSG schools and State data.</p>
<p>The proportion of students achieving expected growth in NAPLAN Reading is working towards the system negotiated lower bound target.</p>	<p>No students undertook NAPLAN in Year 5 in 2022 and therefore the expected growth target for Numeracy could not be measured. Staff however, used system Check-In Assessment data for Years 4,5&6 to measure and show that our students met and exceeded average annual growth expectations in Numeracy in 2022 against SSSG schools and State data.</p>
<p>Improve student attendance (attending >90% of the time) by an uplift of 10% to meet system negotiated Lower Bound target of 80%.</p>	<p>Students attending >90% of the time decreased by 12% and fell below the Lower Bound target of 80%.</p>



P&C Funded Mary Poppins Excursion

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

AP Curriculum & Instruction: \$15,057.10

QTSS release: \$4,252.08

Professional learning: \$1,793.44

Per capita: \$5,558.96

Summary of progress

As part of our work in Strategic Direction 2, individual teachers demonstrated that they could effectively locate quality support materials for effective instructional practice as a result of the High Impact Professional Learning. Staff worked with the APC&I to analyse data to identify student need, selecting quality evidenced based teaching strategies, and implementing these strategies into classroom practice through a planned sprint followed by re-evaluation of student achievement to identify growth. Teaching and learning programs and PDPs reflected the teacher's use of this process. Teacher PDPs reflected staff confidence in using the Teaching and Learning Cycle to achieve student growth. Teacher confidence and competency in implementing, collating, analysing and then utilising student data within their role, is evident within the staff. An updated Assessment Schedule was jointly created by all teachers and timetabled termly for use throughout the year. Staff were provided with release from face-to-face teaching to plan for the implementation of quality Internal assessment tools (Teacher made, Essential Assessment, ALAN Tools). Further release was provided for staff to analyse the data arising from these assessment tools. Rich discussions took place, research on rich teaching practices to implement and Learning Sprints were timetabled in teaching programs. Students were monitored through-out sprints and further assessment upon completion of sprints, informed teachers of student growth and further areas of need. The Assistant Principal Curriculum and Instruction led their staff peers to implement an agreed high standard of practice across the school. Every teacher tracked their students on reading fluency and it's elements. Students were grouped to their areas of strength and individual learning goals crafted to focus on the needs of each group. Differentiated teaching strategies to improve on the automaticity of their reading was implemented and then tracked for effectiveness through the measurement of their comprehension skill acquisition. Students were supported from within the universal learning hub to ensure task met need. Year 3, 4, 5 & 6 Check-In Assessment Data reflected that in Reading, student results were 16.1% ahead of Statistically Similar Schools and 14.1% ahead of the state average whilst in Numeracy, student results were 11.4% ahead of Statistically Similar Schools and 9% ahead of the state average. PLAN 2 data for students K-2 reflected that the majority of students were on track to achieve appropriate outcome expectations.

In 2023, our next steps will involve Corndale's participation in CSUS (Collaborative Support in Unique Setting). Our school will partner with a Principal School Leadership and a Literacy and Numeracy expert to provide targeted support to build our capacity to improve in specific areas of Reading and Numeracy. The focus of work is on building teacher and leader capacity to deliver improvement in student outcomes in Reading and Numeracy using PLAN2 - using data to drive Teaching and Learning programs and monitor student achievement.

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 school self-assesses against the School Excellence Framework Learning Domain within the elements of Curriculum and Assessment at the	In the Learning Domain within the element of Curriculum, the school self-assessed at the Exceling level and Assessment, the school self-assessed in the Assessment element at the Sustaining and Growing level. Within the element of Data Skills and Use, the school self-assessed at the level of

<p>Sustaining and Growing level and Student Performance Measures at the Delivering level (Specify THEME progress)</p>	<p>Sustaining and Growing, indicating progress 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 (Specify THEME progress)</p>	<p>In the Teaching Domain within the elements of Effective Classroom Practice, Learning and Development, Professional Standards and Data Skills and Use, the school self assessed at the Sustaining and Growing level in all elements, indicating progress meeting our annual target.</p>



ELVIS Medley for the Performing Arts Festival

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$37,688.00</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"> • Improvement in Reading outcomes for all students • Improvement in Numeracy outcomes for all students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Improved student outcomes in reading and numeracy. Additional staffing ensured students were supported in their learning environment and achieving personal learning goals. All students including those with additional learning needs, 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 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/IEPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$4,396.57</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"> • Improvement in Reading outcomes for all students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Release days for Principal, APC&I and teachers to undertake PL and collaborate on embedding PL knowledge into practice. <p>The allocation of this funding has resulted in the following impact: The employment of a School Learning Support Officer (SLSO) to provide further support to all students across K-6 as well as students with a disability or with additional learning needs. Student feedback stated that assistance by SLSO's assisted their learning outcomes in Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$866.18</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</p>

<p>Aboriginal background</p> <p>\$866.18</p>	<p>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>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Creation of a 'Yarning Circle' to promote the 8 Ways of Learning and provide a flexible learning space for students. <p>The allocation of this funding has resulted in the following impact: 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 through the use of a newly created Yarning Circle as an outdoor classroom.</p> <p>After evaluation, the next steps to support our students 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>\$17,019.73</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"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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 the following impact: Students supported by a School Learning Support Officer during rotational 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 and 2022 have developed confidence undertaking online maths programs with support available.</p> <p>After evaluation, the next steps to support our students 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>\$2,016.10</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"> • Improvement in Reading outcomes for all students <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>Location</p> <p>\$2,016.10</p>	<p>The allocation of this funding has resulted in the following impact: 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 will be: The school will continue to use location funds to undertake excursions within the broader community to overcome isolation.</p>
<p>Professional learning</p> <p>\$4,793.44</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Improvement in Reading outcomes for all students • Build on Data Capability <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release from face to face teaching to allow staff to undertake assessments, analyse results, triangulate data, plan for evidence based teaching practices and re-assess to determine student growth. <p>The allocation of this funding has resulted in the following impact: Staff were supported by APC&I to undertake the Teaching and Learning cycle to ensure an uplift in student growth for Reading Fluency. This initiative, built staff capacity to target growth for identified student need.</p> <p>After evaluation, the next steps to support our students will be: Continue the use of the Teaching and Learning Cycle to plan for and analyse student growth after targeted instruction.</p>
<p>QTSS release</p> <p>\$4,252.08</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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Targeted Professional learning opportunities for staff to improve their teaching practice and staff upskilling their knowledge to improve student growth in Reading.</p> <p>After evaluation, the next steps to support our students will be: Continuing the mentoring of all staff in areas of focus including quality teaching practices.</p>
<p>COVID ILSP</p> <p>\$8,970.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

COVID ILSP

\$8,970.00

- Other funded activities

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

- employment of teachers/educators to deliver small group tuition

The allocation of this funding has resulted in the following impact:

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 2022.

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

Staff will continue the implementation model of 2022 which was effective in moving targeted students along their learning continuum.



Guinea Pigs

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	8	8	9	11
Girls	13	14	13	6

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.4			99.3
1	93.4	95.1		
2		96.8	93.2	
3	94.2		95.4	85.0
4	95.8	94.1	93.8	92.1
5	96.6	94.7	94.3	51.9
6	92.6	98.4	92.6	94.4
All Years	94.5	95.3	93.8	90.3
State DoE				
Year	2019	2020	2021	2022
K	93.1			87.9
1	92.7	91.7		
2		92.0	92.6	
3	93.0		92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	91.9	92.3	87.3

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.



Peter Pan End of Year Play

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	84,662
Revenue	537,213
Appropriation	517,232
Sale of Goods and Services	662
Grants and contributions	18,641
Investment income	679
Expenses	-516,110
Employee related	-438,344
Operating expenses	-77,765
Surplus / deficit for the year	21,104
Closing Balance	105,765

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 Camping Sleepover

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	37,688
Equity Total	22,282
Equity - Aboriginal	866
Equity - Socio-economic	4,397
Equity - Language	0
Equity - Disability	17,020
Base Total	318,712
Base - Per Capita	5,559
Base - Location	2,016
Base - Other	311,137
Other Total	70,434
Grand Total	449,117

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.



Book Week Character Dress Up

Parent/caregiver, student, teacher satisfaction

In 2022, 19/19 students from Kindergarten to Year 6, completed a school-created STUDENT survey. The survey included questions relating to Wellbeing, Behaviour, Learning and School Improvement.

Of the students surveyed, 100% of students noted that they felt Known, Valued and Cared for at Corndale, with 84% stating that they enjoyed coming to school ALL of the time whilst 16% enjoy coming to school most of the time. Responses to Behaviour reflected that 89% of students, believed that there were no negative behaviours that need to be addressed with 11% of students stating that minor behaviours such as teasing, mean comments and arguing take place and teachers don't know about them. 100% of students state that the school manages behaviours well. When reflecting on their own learning, 100% of students responded that their learning styles were catered for with 94% stating that they require assistance from a teacher when required. 100% of students felt there were expectations for success from the staff. When surveyed about ways in which our school could improve, 100% of students stated that there was nothing that we needed to improve on. Suggestions for the future included: more excursions, more free time, more reading time and more time for science.

The school sought the opinions of parents through a school created PARENT survey. The school had 8/12 responses (80% returned). The survey included questions relating to Wellbeing, Communication/Reporting, Learning Environment and School Improvement.

Of the parents surveyed, 100% of parents felt welcomed when entering the school's grounds, felt encouraged and supported to attend school activities and that their students were safe and respected at Corndale PS. 100% of responses reflected that: the school keeps them informed about happenings within the school via newsletters, emails and text messages, that reports are well written and easy to understand and that the school always makes time available to discuss the needs of students. 100% of responses reflected that the school caters for their child's needs, provides opportunities to promote student achievements and that the learning spaces are used effectively to cater for students. 100% of parents stated that there was nothing that we as a school, needed to improve on. Feedback received included: Corndale is a strong, unified community focused environment with such a caring, friendly, competent staff; My children love going to Corndale School- they are challenged and pushed academically in a loving atmosphere; Such a peaceful school, dedicated staff with the best Principal that I have encountered; Such a welcoming school. I feel valued every time I walk through the gates- by the kids and the staff.

The school sought the opinions of staff through a school created STAFF survey. The survey included questions relating to Wellbeing, Learning Environment, Professional Development, Leadership and Support, Community and School Improvement. 5/5 staff completed the survey.

100% of staff felt valued and respected as a staff member evidenced by positive staff relationships, clear and timely communication and check-in conversations on a regular basis. Staff reflected that they enjoy working at Corndale due to the positive learning environment, well behaved students and supportive parents. 100% of staff believe that the school is well resourced with effective learning spaces being improved upon to assist students and staff. Staff are supported to undertake Professional Learning to improve their practice via participation in Tots (Community of Schools meetings), Staff Meeting PL and release from face to face teaching so that all staff can undertake PL together. All staff noted that they were encouraged to apply for higher, permanent positions but they were happy in the position that they were in. They felt involved in school decision making when appropriate and worked as a team towards school improvement.



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.



Yarning Circle as an Outdoor Learning Space