Our school at a glance

Corndale Public School is a small school with an impressive performance and the students maintained their high standard of achievement in all academic, sporting and cultural fields. Staffing changes and changing student enrolment numbers during 2009 were disruptive, however, programs of work were maintained and the school tone remained positive with students, staff and parents enthusiastic about the future of the school.

Messages

Principal's message

What a huge change occurred at Corndale P.S. during 2009.

Mr. Barry Cooper left the school at the commencement of term two to take up the position of principal at Modanville P.S. The school Administrative Manager, Bernie Cooper also left the school to take up a position at Clunes P.S. This was a very big upheaval after twenty years of stable leadership. As the new principal I can only say that with the help of Barry, Bernie and the parents and staff the change has been as stress free as possible. I had a very exciting year the children are delightful, hard working and the staff have been very supportive.

Another huge change at the school has been the Building the Education Revolution program and as we were one of the schools nominated in the first round of the initiative our school looks quite different. We now have a small annex which we will use for library facilities; we have a new office and principal’s office. We have also had our COLA improved to keep water out during very heavy weather. The disruption has been worth the wait to have such great new facilities.

In preparing this report it has given me the opportunity to reflect more fully on the performance of our school during the year. After this reflection The Corndale P.S. Management Plan has been revised and can be seen at the school or on our school website.

The collective efforts of the staff, students, parents and members of the wider community have all contributed to the school success in 2009. Without this spirit of co-operation we could not have succeeded so well, thank you.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ros Collins

P&C Message

2009 P. & C. REPORT

2009 has been a year of change for Corndale School.

We sadly farewelled Barry Cooper, who had been principal of the school for almost twenty years and also Bernie Cooper who had been our school administrator for many years.

This gave us the opportunity to warmly welcome Mrs Ros Collins as our new principal, and Mrs Julie Partridge, as our new administrator. The children have settled well to the changes and continue to enjoy their schooling. Thank you to Ros, Pam, Helen and Heather for providing a great learning environment for our children.

I would like to thank the many parents who have been involved with our fundraising this year. In particular:

- Tanya Collins for the Pie Drive and then backed up with a Lamington Drive.
- Amanda Harris for the Canteen and co-coordinating the Cross Country and Riverview Park Athletics day
- Catherine Osborne for the Bunning’s BBQ
- All of the parents who gave up their time to help out at these busy events.

I would also like to thank Jane Evans – secretary and Adam Osborne – treasurer of the P & C, who do an enormous amount of work behind the scenes in the running of the P & C.

We farewelled the Sewell and Collins families from Corndale School and thank them for their support over many years.

Duncan MacDougall
President 2009
Corndale P & C
**Student representative’s message**

The Student Representative Council for Corndale Public School this year was Shaun, Jed, Shanice, Luke and Jacob. The fundraisers and games we organised were aimed to get everyone involved and to improve our school as well as helping students pay for expensive excursions.

**Terrific Tuesdays and Wacky Wednesdays**

Terrific Tuesdays and Wacky Wednesdays were fantastic fundraising opportunities. We had Wacky Wednesdays once a week and we had Terrific Tuesdays when a Wednesday didn’t suit. From one Wacky Wednesday or Terrific Tuesday we would raise an average of $80-$90. The money raised from the Terrific Tuesdays and Wacky Wednesdays went towards the end-of-year excursion Wet’n’Wild and to the Lake Ainsworth sport camp.

**Young Leaders Conference**

In March, Jed, Shaun, Shanice, Jacob and Luke went to the National Young Leaders Conference in Brisbane. They listened to sportspeople, authors, Para Olympians and movie-makers. They had a great day and learnt much about leadership and responsibility.

**Lake Ainsworth Sport and Rec Camp**

2009 was also a Lake Ainsworth Sport and Recreation excursion for year 5th and 6th class students. Some money from fundraisers and the P&C went towards the cost of the excursion.

Everyone in the SRC and Mrs Harris worked very to make the fundraising days successful. The Student Representative Council was again a tremendously huge success in 2009. A massive thankyou goes to all families of Corndale Students, and to the teachers who supported the SRC’s various projects and fundraisers. Good luck to the SRC of next year!

Luke Eggler Treasurer

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**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

At the commencement of the second semester the student enrolment increased to twenty six pupils which enabled the school to employ a second teacher for five days each week for the remainder of the year. This was of great benefit to the students, staff and SASS staff members.

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>25</td>
<td>13</td>
<td>15</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>12</td>
<td>12</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

**Student attendance profile**

Attendance rates at Corndale P.S. were excellent. Trend data indicates our student attendance rates remain consistently above state and district averages.
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>1</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>1</td>
<td>23</td>
</tr>
</tbody>
</table>

Structure of classes

During 2009 the students were taught in two multi-stage classes four days per week. The infant’s class consisted of kindergarten, year one and year two. The senior class consisted of years three, four, five and six. On Wednesday K-6 were taught together as a whole group.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

The staff supporting the school altered during the year with the change of Principal and School Administration Manager being of most significance to all facets of school management. The school employed a classroom teacher and RFF teacher who worked on Wednesday and our General Assistant continued to work at the school on Mondays or Tuesdays.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td></td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

The staff at Corndale Public School remained stable with the School Principal and the School Administrative Manager employed for almost 20 years. Staff changes in 2009 saw Ros Collins and Julie Partridge begin to work at the school as the only new permanent staff members. Steve Sweet the GA has worked at the school for approximately 15 years.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>45 272.48</td>
</tr>
<tr>
<td>Global funds</td>
<td>40 195.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>15 680.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>7 930.12</td>
</tr>
<tr>
<td>Interest</td>
<td>1 652.77</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 844.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>69 303.79</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>8 215.19</td>
</tr>
<tr>
<td>Excursions</td>
<td>2 687.01</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3 955.29</td>
</tr>
<tr>
<td>Library</td>
<td>1 578.17</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>14 419.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1 161.53</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>18 190.33</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5 709.81</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2 755.54</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3 944.98</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6 900.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>69 516.85</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>45 059.42</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

Achievements

Arts
2009 continued Corndale’s strong traditions and commitment to the performing arts.

- The year began with three students attending the arts workshop held at Clunes P.S. with some excellent work results produced.
- Two students also attended the end of year Art Smart with a week of activities which investigate art themes.
- The school had an Aboriginal focus of investigation for our Education Week theme and we painted our outdoor tables with Aboriginal symbols. The tables look very good and are often the focus of conversation from staff and visitors.
- Shanice was a performer in the Combined Small Schools Choir which sang at the Opera House in Sydney, a very exiting experience for one of our students.
- Our participation in the Musica Viva program provided an excellent opportunity for the students to hear, watch and interact with experienced musicians. Jodie Digney provided an excellent lesson prior to the Musica Viva performance which was held at the Dunoon hall.
- Our end of year concert featured a play called Rapugnant, and a play by the junior school based around the poem An Aussie Christmas. The students from Kindergarten to year Six joined in a dance performance with a strong South American beat. The performances were enjoyed by all, the children and the audience.

Sport
Our strong sporting traditions continued despite the loss of Barry Cooper with his love of sport, which he instilled in all the children. The total involvement of all students in a wide range of programs focusing on fun, teamwork, skills development, health and fitness provided a rich range of opportunities and achievements for our students.

These included:
- Our PP6 swimming relay team of Jed, Shanice, Shaun and Jack qualified for and swam at the State PSSA Swimming Championships at Homebush. They were awarded a bronze medal.
- The Cross country event was held at Corndale at the beginning of term 2 and was a great success.
- Our PP6 Athletics Relay team of Jed, Shaun, Jack and Darcy qualified for the State PSSA Athletics Championships at Homebush. The team were very proud winners of the first place medal.
- Corndale P.S. maintained its commitment to sporting excellence with many students achieving personal success.
- The school has a strong sporting commitment fostered by Barry Cooper and in 2009 the school won the Dunoon District shields for Cross Country, swimming and the Athletics.
- Tennis lessons were a feature for all in terms 1 and 3.
- Many students tried out for Zone sporting teams and played in State Knockout competitions.
- Corndale participated in The Channon’s Teams day with great enthusiasm.

School Initiatives
The most significant initiative which occurred at our school in 2009 was the smooth transition of new staff members to their new school. Change of leadership and differing teaching styles can be difficult, however, we had an excellent year of learning, full of fun and with a spirit of co-operation.

The amount of work needed to move furniture, the library, change classrooms and re-organise the playground to enable the children to play was a very big upheaval for the students and the staff members as our school transformed under a massive physical change. This was part of the BER program.

The year five and six students spent a great week at Lake Ainsworth, the Sport and Recreation Camp at Lennox Head. Archery, Rock Climbing, bike riding, snorkelling and canoeing were just a few of the new skills the students were able to practise.
Academic

The most significant initiatives which occurred at our school in 2009 was the change in personnel and the changes to our school buildings. In the National Assessment Program (NAPLAN) 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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

One year 3 student and three year 5 students sat for the NAPLAN test in 2009.

Literacy – NAPLAN Year 3 and Year 5

Results cannot be reported upon here as that may allow recognition of individual students. Teachers have analysed results and discussed them with parents.

Numeracy – NAPLAN Year 3 and Year 5

Results cannot be reported upon here as that may allow recognition of individual students. Teachers have analysed results and discussed them with parents.

Progress in literacy

The students display a range of strengths and weaknesses in all aspects of Literacy. The students are reading at their appropriate reading level during guided reading sessions and this is a daily focus for the Literacy session. Writing remains a skill focus for our teaching and this includes an emphasis on each student’s specific needs for improving their writing.

Progress in numeracy

Individual learning programs ensured that students were actively engaged in mathematics activities. The students are active learners when they need to solve or investigate mathematics problems. They need to record their findings more accurately after maths investigations.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>67</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**
Our school has developed an understanding of Aboriginal and Torres Strait Islander history and culture through our investigations in term two. We used the images shown in the First Australians series to begin our studies. The term’s work culminated in a celebration day of painting, bush tucker planting, cooking and a visit from Thelma James who talked about herself and told her family stories. We have studied Aboriginal artworks to identify and discuss the symbols used to represent the land, people and animals which are so significant to indigenous Australians.

**Multicultural education**
A study of world religions helped the children understand the cultures and beliefs of many people who come to live in Australia. The students were able to develop an understanding of difference by discussing the practices, beliefs, clothing and rituals of different groups of people.

**Respect and responsibility**
Respect and responsibility are promoted daily at Corndale P.S. by focusing on personal and interpersonal relationships that reinforce fairness, co-operation, respect and accepting responsibility for actions. The K-6 make-up of our school ensures that the children are not discriminated because of age with the older and younger children playing co-operatively together. Our school is involved in the ANZAC Day march, The Biggest Morning Tea, NAIDOC ceremonies and maintaining links with the past through active participation with the Historical society.

**Community Use of School Facilities**
Corndale Public School and the local hall provide the only two public resources in the Corndale area to service the needs and interests of the local community. The school continues to take positive steps to provide access to its facilities and resources for example,

- The games court is used by many local families.
- The Corndale Historical society utilises a room in the old school residence to research local history and store its archival records.
- The school cricket nets are used by local community members.

**Progress on 2009 targets**

**Target 1**

*One hundred percent of students achieve stage outcomes in Literacy with the exception of students on individualised learning plans, where specific targets are achieved.*

Our achievements include:

- Students reading at the appropriate Reading Recovery level.
- Home reading program maintained.
- Students using a planning process before writing.
- Linking assessment of writing samples to explicit teaching to improve skills.
- Students beginning to develop self assessment tools.

**Target 2**

*One hundred percent of students achieve specific stage outcomes in Numeracy with the exception of students on Individual Learning Plans where specific individual targets are achieved.*

Our achievements include:

- Individualised learning programs to support student numeracy development.
- Students engaged in hands-on mathematics activities.
- Students in years 3-6 using a range of mental strategies to solve problems.
- CMIT strategies used to develop number concepts.

**Key evaluations**
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of the teaching process in our school and the English KLA.

**Educational and management practice**
The educational and management practice chosen for investigation within the school community was teaching. An understanding of the Quality Teaching framework and QT strategies will be a focus for school improvement in 2010 and into the future.
Background
To investigate whether our school is embedding QT strategies in our daily classroom practices we asked the school community to assess aspects of teaching such as the importance of what is taught, the appropriateness of the class activities and the level of communication between student and teachers.

Findings and conclusions
- Classroom activities were interesting and appropriate.
- Classroom management strategies kept students on task.
- Records were kept of student progress.
- Not all parents or students agreed that the level of teacher/student communication was good.

Future directions
The programs of work, and student activities were interesting and met student needs and the students saw that what they were taught was important. Teachers needed to communicate assessment methods to parents. Teachers and students needed to develop an atmosphere of trust to improve communication about classroom activities and student work. Classroom management was not a problem in the school. Teachers understood what their students could and could not do.

Curriculum
The school chose English in the curriculum area for investigation as planning for improvement in reading and writing will be a 2010 target.

Background
The purpose of this evaluation was to identify aspects of the English curriculum which may affect the ability of each student to read, write spell or comprehend.

Findings and conclusions
- English is seen by students, parents and teachers as an important KLA.
- Progress reports were useful for parents.
- Home reading was valued.
- Training provided to parents/carers to assist with home reading was inadequate.

Future directions

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
Parents reported that they felt the school fostered a caring environment. They felt that numeracy and literacy were given a strong focus and that their children liked to come to school. Communication between the school and parents was strong and as a consequence the school and the community participated in a wide range of sporting and fund raising activities outside the school. Parents felt that the individual needs of the students were catered for.
Most students liked the multi-agestage aspects of the school and felt that it was a benefit. Their only level of dissatisfaction was in relation to making friends and the lack of same sex children for them to play with.
The teachers at the school reported that the lack of sufficient time together for planning, programming and evaluating was a constant source of dissatisfaction.
Overall, parents, teachers, and students gave a positive picture of their level of satisfaction with the school.

Professional learning
During 2009 staff participated in a range of professional learning activities including
- Quality Teaching
- CPR Training
- Literacy Workshop
- Best Start

School development 2009 – 2011
Targets for 2010
Target 1
Raise writing standards by identifying students’ specific needs and developing a
**Plan to explicitly teach each student how to improve their writing.**

Strategies to achieve this target include:

- Analysis of individual student work samples and NAPLAN writing results to identify specific needs.
- Link analysis to explicit teaching of writing criteria.
- Include modelled, guided and independent writing sessions in the class Literacy session.
- Explicitly teach editing skills
- Develop writing rubrics for student self improvement.

Our success will be measured by:

- Students able to identify writing skills they need to improve.
- Writing samples which display improvement at the end of each term.
- Students more confidently writing in a range of texts and for a wide audience.

**Target 2**  
**Raise numeracy standards with a strong emphasis on Working Mathematically.**

Strategies to achieve this target include:

- Analysis of assessment data to identify student needs.
- Using CMIT strategies to apply working mathematically strategies.
- Apply QT strategies and use the Interactive Whiteboard to focus on student engagement.

Our success will be measured by:

- Students applying working mathematically to solve number problems.
- Student motivated to investigate mathematics problems.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Julie Partridge       School Administrative Manager  
Pam Lovell            Classroom Teacher  
Ros Collins           Principal

**School contact information**

Corndale Public School  
Corndale Road  
Corndale NSW 4305  
Ph: 02 6628 4305  
Fax: 02 6628 4131  
Email: corndale-p.school@det.nsw.edu.au  
Web: www.corndale-p.school@det.nsw.edu.au  
School Code: 1656

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: