Corndale Public School
Annual School Report

2011

1656
Our school at a glance

The two thousand and eleven school year again presented some challenges for the school, staff, students and the community at Corndale Public School. We maintained our reputation for sporting and artistic excellence despite a much smaller student population of sixteen. Changes to the school staff created vacancies which presented new problems for the school and students, however, these changes were met with a positive attitude and enthusiasm for the future. Corndale Public School continues to be a happy and exciting learning community of students, staff and parents.

Messages

Principal’s message

This is to be my third and final Annual School Report I write on behalf of Corndale Public School.

As I look back and reflect upon my three years at the school I find it hard to believe the huge changes to this school and other schools involving technologies for teaching and learning and changes to the school infrastructure.

While change has occurred in the school infrastructure it has also been evident in the changes to our staff members. I began at the school with Julie Partridge, the School Administrative Manager and during the year Julie was the successful applicant for a promotion to the SAM’s position at Teven- Tintenbar P.S. Julie was a wonderful asset to our school and we wished her well in her new school. We welcomed Susan Vidler to the school for the last two terms of 2011 as the School Administrative Manager.

During term four I announced my retirement from teaching and we began to prepare for yet more change to our small school.

Despite these constant changes over the period I have been at Corndale P.S. the attitude and spirit remains high and positive. The children are the heart of the school and drive the school to provide programs for improvement and excellence.

A Relieving Principal will be employed at the school to teach for terms two, three and four in 2012. I hope that the successful applicant will have as rewarding a working experience as I have had at Corndale P.S.

I would like to thank all past and present students, parents, staff members and community members for all the support and friendship they have extended to me over the past three years.

I will miss Corndale so much and wonder what it will be like when I don’t see the children each morning. They quite simply “make my day”.

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

2011 was another good year for Corndale Public School, but in saying this we are losing Ros Collins our Principal as she is retiring after three years at our school. On behalf of the P&C at Corndale P.S. we would like to wish Ros all the best in her retirement years.

I would also like to welcome Jane Johns, our new School Administrative Manager, who took over from Susan Vidler who was acting SAM for terms three and four.

I would like to thank all our P&C members for their fund raising efforts throughout the year. This consisted of our Cross Country event which was unfortunately affected by rain towards the end of the senior races. That affected our sales for the day. The Bunnings BBQ was also affected by rain but was still a great success. We had a Lamington Drive and Two Pie Drives which proved quite profitable for the P&C.

We farewelled Rachael Hunter who left to begin her senior schooling at Richmond River High School.

I would like to thank Adam Osborne for his duties as treasurer of the P&C and also welcome Fiona Eggler as our new treasurer and other new members David Havilah as Vice President, Therese McDermott as secretary and Amanda Fitzgerald as our canteen co-coordinator.
I would like to thank all our Parents and friends for their support with fundraising throughout the year.

David Hunter

President, 2011, Corndale P&C

Student representative’s message

The Student Representative Council (SRC) for 2011 was Rachael and Sam. The fundraisers and games that we organized this year were aimed to get the whole school involved and active, as well as raising money for the end of year gift. This present is traditionally given as a leaving gift by the year six students.

Decorating Cup Cakes

On the night before the decorating day Mrs. Osborne and Sam set to work baking 48 cupcakes for the following day. That meant that each child could decorate three cakes each. On the day Tracey Hunter, Catherine Osborne, Rachael and Sam set up two tables. One table was for the icing and the other table was for the lollies to decorate the cakes. Everyone chose their own decorations. The day was a huge success and great fun and all the children were able to participate in the activity.

Popcorn and Movie Day

On the last day of term three we had a Popcorn and Movie day. Rachael and Sam were kept extremely busy popping corn to fill a bag for each child. The day was very relaxing.

DISCO

On Friday 2nd of November The SRC and mums organized a Disco which was held at the Corndale Hall. The dress-up theme was come as a rock star. Amanda Harris was the D.J. for the evening and she provided music, flashing lights and a smoke machine. We had a great group of people who came to dance and have fun.

Leaving Gift

Every year the SRC made up of the year six students give a gift, as a thank you, to the school. Over the years the SRC has given outside furniture a clock a student decorated plate among the many gifts. The gift chosen in 2011 was two large pots for plants to sit on either side of the entrance doors. The pots look like they have been stuck together with rocks and concrete. The pots look great! Along with the pots a great range of new games were given to improve the lunchtime game supply as many of the game pieces had been lost.

The parents who helped the SRC with their fundraising efforts deserve a big “thank you”.

Also a huge thank you goes to Mrs. Collins, Mrs. Partridge and Mrs. Vidler for their help to organize activities.

The SRC of 2011 did an excellent job.

Sam Osborne for the 2011 SRC

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 2011 there were eighteen students enrolled at Corndale Public school. Two students left the school at the end of the first term to return to school in Queensland. The student numbers remained stable for the remainder of the year. The school continues to hold most of the student numbers in the upper grades.
Management of non-attendance

Student enrolment

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Student attendance profile

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Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

The following table is an indicator of the changing nature of the school population with the most children in the primary classes. The kindergarten enrollments over the past three years have been very small. There has only been one or two students enrolled for each year.

Class Sizes

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<th>Roll class</th>
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<th>Total in year</th>
<th>Total In class</th>
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<td>18</td>
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Structure of classes

The class structure maintained during 2011 was a K-6 classroom on all days except where a special program was chosen. The music/drama program was operating on Monday and the classroom operated using a team teaching approach with Mrs. McEwan presenting the music/drama program and Mrs. Collins covering Literacy and Numeracy. Mrs. Mueller taught computer skills and application using a team teaching approach on Tuesday afternoon from twelve o’clock to three o’clock.

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 changed dramatically during 2011. Julie Partridge, the School Administrative Manager successfully applied for the SAM position at Teven-Tintenbar...
P.S. and she left Corndale P.S. at the end of term two. Susan Vidler relieved as the SAM for terms three and four. Jane Johns was appointed to the school and commenced as the SAM at the beginning of 2012. Helen White left the school at the beginning of the year and Debbie Watts filled the role as RFF teacher for the remainder of the year. Joy Mueller filled the role of Computer co-coordinator and taught the students on Tuesday afternoons.

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>
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</thead>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2011 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 2011
Achievements
Arts
Visual, creative and performing arts activities continue to be highly valued at Corndale P.S. Cathy McEwan worked with the students to improve their recorder playing, drama and singing skills.

- The school again participated in the lantern making workshop and all students made a lantern to carry and participate in the Lismore Lantern Parade. The students really love this creative activity.
- All the students from our school were excited participants in the Lismore
Performing Arts Festival in 2011. The students performed a comedy sketch to accompany a song called the “Aussie BBQ.” It was very funny with many iconic Australian snippets such as “flies stuck to the margarine,” “the bread has gone rock hard,” and of course had to include reference to toilets with “on the family potty with a tum that’s grotty.” We had great fun!

- During the year the students and Mrs. McEwan prepared a concert to celebrate the BER and to farewell Julie Partridge. The concert included drama, song and recorder pieces.
- Our end of year concert was again a great success. The students presented a play called The Great Santa Claus Mystery and they enjoyed performing before their parents, grandparents and community members.
- The students continued to produce excellent art works which we sent to the district office to brighten the workplace.

**Sport**

Our strong sporting traditions continued in 2011 and the students were involved in a wide range of sporting activities. Their sporting activities continued to focus on fun, teamwork, skills development and good health and fitness. This provides a rich range of opportunities and achievements for all students. These included:

- Our PP6 swimming relay team of Sam Osborne, Breana Hunter and Nicholas and Andrew Eggler qualified to swim at the state PSSA swimming Championships at Homebush. However, the team did not compete at Sydney.
- Mr. Roberts organized and presented an excellent sporting day based around Aboriginal games. The students enjoyed the day and learned many of the strategies that make aboriginal sportsmen such skillful players.
- The Cross Country event for the students who enjoy long distance running was held traditionally at Corndale at the beginning of term two. Unfortunately rain washed out the event during the final race; however, there were many fine running efforts from all participants.

- Our PP6 Athletics Relay team of Ellie and Grace Price, Nick Eggler and Sam Osborne qualified for the State PSSA Athletics Championships at Homebush. However, the team did not compete in Sydney.
- Friday morning tennis lessons continued to be a valuable sporting experience. The lessons are provided by a professional tennis coach and the children improve their skills through her excellent tuition.
- Corndale P.S. again participated in the Channon Teams Day with great enthusiasm.
- Many of our students achieved excellent results at the Athletics Carnival and many students tried out to be included in knockout competitions and PSSA sporting teams for cricket, tennis and hockey. It was an excellent year of sporting achievement.

**School Initiatives**

Corndale P.S. has been involved in the Water Watch program provided by Rouse Water. This has included the testing of water quality, oxygen content, and salt content of our local creek. We were also participants in the Water Watch congress at Slaters Creek and this program continues to provide excellent learning opportunities related to the local environment.

The children spent a day learning about Bike Safety and this was an excellent program which was very well presented to the students in a fun way.

In 2011 the year four, five and six students spent five excellent days at the Lake Ainsworth Sport and Recreation Camp. Apart from the activities provided such as canoeing, sailing, camping out and snorkeling the students met students from many other schools. This provides a wonderful experience for our students who are in such a small school environment.
**Academic**

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.

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)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In year 2011 three year five students and three year three students sat for the NAPLAN tests.

**Literacy – NAPLAN Year 3 and 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 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. Writing continues to be a difficult task for many students. Improvement in writing is a focus of the 2012 Corndale P.S. Management Plan. The students were involved in a Public Speaking program which involved students from other schools. This was a valuable learning experience to consolidate ideas about persuasive writing. The students are reading at their appropriate reading level and kindergarten, year one, two and older students are listened to each day.

**Progress in numeracy**

Accuracy when recording mathematics investigations or algorithms continues to be a problem for some students. Hands on and practical math’s activities provides the best way to learn for the students. The students are active learners when investigating or problem solving. The interactive whiteboard has proved to be an excellent tool for consolidating math’s concepts.

**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.

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<th><strong>Minimum Standards data</strong></th>
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<td><strong>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</strong></td>
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<tr>
<td><strong>Reading</strong></td>
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<td><strong>Writing</strong></td>
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<tr>
<td><strong>Spelling</strong></td>
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<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
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<td><strong>Numeracy</strong></td>
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<table>
<thead>
<tr>
<th><strong>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</strong></th>
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<td><strong>Spelling</strong></td>
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<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
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<tr>
<td><strong>Numeracy</strong></td>
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</table>

**Significant programs and initiatives**

**Aboriginal education**

At the commencement of the 2011 school year a special day was organized by Mr. Roberts to introduce to the students a range of games played by aboriginal children. Sport plays an
important role in our school so this program was a significant way to help us understand different aspects of the indigenous culture. We have maintained this investigation through the Water Watch program. We continue to read and talk about aspects of the Aboriginal culture and the significance their culture has been in the shaping of Australian culture in general.

Multicultural education
Corndale Public School in an inclusive school community and positive attitudes to difference are promoted through literature, discussions, and school visitors or through visits to places of interest. We address the problems associated with cultural difference, language barriers, religious difference and even the difference in the foods eaten or clothes worn by different cultural groups through discussion and investigation.

Respect and responsibility
Respect and responsibility are promoted daily at Corndale P.S. A unit of study was undertaken in 2011 about how we relate to each other and by focusing upon personal and interpersonal relationships that reinforce fairness, cooperation, respect and accepting responsibility for actions. We introduced the Virtues Project at Corndale P.S. in 2010 as a means of focusing our attention on developing a culture of character building where respect, patience, self-discipline, tolerance and happiness are the main focus. We focus upon those positive characteristics when issues of lack of respect are apparent in our daily lives.

Connected learning
Both the students and the teachers have become more confident users of the interactive whiteboard. We are still experiencing difficulties with the video conferencing equipment as the plasma T.V. was stolen a second time and thieves brought their hacksaw to make sure they completed the job. The interactive whiteboard is used for singing, art appreciation, mathematics, science and H.S.I.E investigations, publishing and handwriting.

Community Use of School Facilities
Corndale P.S. continues to be used to support community engagement. The tennis and games court is used by local residents as are the cricket nets. The local Historical Society uses the school to meet and store archival material. The school and P&C are investigating the residence being used to run a Playgroup or after school care program.

Progress on 2011 targets
Target 1
Raising the standard of writing for each student. Student growth in NAPLAN results equals or exceeds regional growth.

Our achievements include:
- Students work samples demonstrate that they can analyse and edit their work.
- Students are using NAPLAN writing criteria to focus on their own writing.
- Individual students work samples demonstrate they are applying identified strategies to improve their writing.

Target 2
Raise numeracy standards with a strong emphasis on working mathematically.

Our achievements include:
- Using a range of technologies to practice skills.
- Recording accurately after practical investigations.
- Applying mental calculations before recording.

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 2011 our school carried out evaluations of School and Community Partnership and P.D.H and P.E.

Educational and management practice
The focus for investigation in 2011 was the Partnership between the School and the Community. This was a particular problem as the parent body was thirteen families in 2010 and it fell to ten families in 2011. This may not seem significant but represents a problem when we
consider the impact on the school and the community.

Background

Corndale Public school has always had a strong commitment from the community and parent body. The partnership between the school and the community is particularly important in a small place such as Corndale where the school is the hub of the community. The school provides not only the educational programs and facilities but it provides some aspects of the social life in the community. There are only the Corndale Hall and the school to provide a venue for the local activities.

Findings and conclusions

- All families surveyed felt the school kept them informed about school happenings. Some families felt that there was a lack of communication between the community and its members and that the P&C was ineffective.
- All those surveyed loved the small school family atmosphere, they knew the teachers and other parents, that their child was “not lost in a bigger school” and that their child was happy at school. They were pleased that they knew family members both past and present and that past families were still involved in the school.
- There was a suggestion that there should be more community involvement in local activities organized by the hall committee and that the school should be more vocal in the V.J. and the Gazette.
- There was a feeling that the school should be more active in local communities such as nursing homes, hospitals or refugee homes, where we could provide school visits to entertain or involve them in other activities.

Future directions

All parents need to feel that they have a stake in the school; all felt that the school provided that feeling but the community lacked that ability to bond its members. After school hours care should be investigated as most parents worked and needed that help. The school needs to consider the current arrangements for scripture and review the current practice and consider a study of other religions to meet this need. We could show a more active role in the community through such activities as Clean Up Australia Day. There was a suggestion that we should have a welcome BBQ for new parents and a new sign at the front of the building to inform the whole community about up-coming activities and future significant events.

Curriculum

The school chose PDHandPE for our investigation of a curriculum area in 2011. This has not been a KLA that needed to be discussed in the past, however, sport remains a very high profile subject at Corndale and we need to discuss the other aspects of this Key Learning Area.

Background

This Key Learning Area has a focus of Personal Development, Health and Physical Education. Most of the time allocated to this KLA is taken up with the Physical Education aspect of the subject and we need to consider this and the other two strands of the subject. Both the Personal Development and Health aspects need to be appropriately addressed. How can we best achieve a balanced outcome for our students?

Findings and conclusions

When asked about attitudes to the amount of time students should be out of school at sporting events there was a mixed response:

- Some parents felt that their child missed too much school when they went to sporting trials.
- Another response felt out of school trials were an opportunity for country kids to have a go.
- Yet another response was that the PE aspect of the PD and PE subject should be about fun, success and team building and not an over emphasis on competition.

When asked about the Personal development and Health aspects of the KLA the responses included:

- Role play should be used to investigate problems such as teasing, bullying and cyber bullying.
• Health studies should include “how bodies work”

Future directions
The Key Learning Area of Personal Development, Health and Physical Education covers a very wide range of topics which need to be investigated. The time allocated to this KLA should include time for the Health and Personal Development aspects. The themes for investigation are very important and can be incorporated in all KLA’s, through the Canteen, Science, Mathematics and Literature. All parents and caregivers should be aware of the PDH and PE curriculum and they should be able to participate in ways to support the learning in this KLA.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. In 2011 the aspects of parent, student and teacher satisfaction remained very similar to those voiced in the previous year.

Low student numbers remains a constant worry for the staff and parents at our school. We had an enrollment of four students to commence Kindergarten in 2012 and this has been a huge improvement from the previous four years. The four new “kindy” girls are the first girls we have enrolled since 2007. This was a source for great enthusiasm and excitement when the girls attended the Orientation days in term four.

All parents and staff members feel very involved and committed to the school, they felt that the school generated a “family” feeling, that everyone knew each other and that the teachers and staff members knew all the children, this created a very caring atmosphere.

One parent suggested that we should have a Welcome Day for new parents. All parents felt that their child or children were happy at school which was a cause for their own positive attitude to the school.

All the parents spoke in positive terms about the school and the only words of complaint were for the P&C which some people felt was not inclusive and they felt did not communicate well with its members.

Professional learning
During 2011 the staff attended a range of professional learning activities including:
• Anti-Bullying
• SASS training for Adobe computer use.
• Principal attending Community of Schools training days.
• CPR training.
• Retirement training for Principals

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Work samples demonstrate improvement in identified problem areas according the NAPLAN marking criteria.

2012 Targets to achieve this outcome include:
• Raising the standard of writing for each student.
• Student growth in NAPLAN results equals or exceeds regional growth.

Strategies to achieve these targets include:
• Analyse individual work samples and NAPLAN writing results to identify specific needs.
• Link analysis to explicit teaching.
• Each student’s plan for improvement is explicit and achievable.
Explicitly teach editing skills.

School priority 2

Outcome for 2012–2014

Students applying working mathematically strategies to solve problems.

2012 Targets to achieve this outcome include:

- Raise numeracy standards through application of working mathematically strategies.
- Raise numeracy standards by embedding CMIT strategies.
- Student growth in NAPLAN results equals or exceeds regional growth.

Strategies to achieve these targets include:

- Using SENA 1 and SENA 2 assessments to identify student strengths and areas for improvement.
- Using Best Start to assess students.
- Using CMIT activities to apply working mathematically strategies to focus student attention on solving number 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.

Ros Collins School Principal
Julie Partridge School Administrative Manager
Susan Vidler Relieving SAM

School contact information

Corndale Public School
647 Corndale Road
Corndale NSW 4305
Ph: 02 6628 4305
Fax: 02 6628 4131