Corrimal High School

Annual Report

2016

8191

Introduction

The Annual Report for **2016** is provided to the community of **Corrimal High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mark King

Principal

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Message from the Principal

I am extremely proud of our wonderful, comprehensive school and our Corrimal Community of Schools. Our students thrive within a culture which drives academic success by individualised learning and innovative teaching. Our staff work relentlessly to provide students every opportunity to succeed and excel in their education and prepare them for post school education or workforce.

Teaching staff go above and beyond to ensure students are given opportunities to shine not only academically and also in sporting, leadership, performing arts and social justice areas.

The work the school have done in conjunction with you as parents in developing personal learning plans for every student has driven student ownership of learning goals. We have done extensive work in improving Literacy and Numeracy results for students by plotting every student on these continuums and using this data in developing individualised teaching and learning programs so that every student can reach their potential.

We have employed staff to run intensive reading programs, a QuickSmart Numeracy program and we have a team of University students employed to provide small group literacy tutoring. The positive results of these programs will continue to be reflected in our NAPLAN growth and our HSC achievements.

We have strong partnerships in our Community of Schools and we foster successful transitions for all students from year 6 into year 7. We are engaged in a learning partnership with the University of Wollongong and this fosters successful transitions for our students moving into tertiary education.

I am extremely proud of our vertical learning space classrooms, which is leading the way in Mathematics teaching and our staff have presented their successes to schools and universities around NSW.

Our innovative and individualised teaching and learning programs, our community partnerships and our local setting, makes Corrimal High School an outstanding public school.

I would like to thank our local community, our parents, our students and our staff in a very successful 2016 and I am very excited to continue to watch our school grow and lead the way in excellence in education.

School background

School vision statement

Corrimal High School fosters an inclusive learning environment in which students and staff *strive for excellence,* and is committed to providing a wide range of educational programs which promote individual development, both academically and socially.

Our community school's purpose is to challenge, motivate, excite and extend our students in a respectful, happy and nurturing environment.

Everything we do as a school is based on a strong belief in, and commitment to, the core values of public education – integrity, responsibility, respect, care, excellence, co–operation, participation, fairness and democracy.

School context

Corrimal High School is a co–educational comprehensive secondary school, which also incorporates five Special Education classes. It is situated in northern Wollongong and it draws students from the Corrimal, Bellambi, Towradgi and Tarrawanna areas.

The school is engaged in an alliance with surrounding Wollongong high schools for the Curriculum Network Illawarra, and in a learning partnership with the University of Wollongong.

The school enrolment in 2016 is 395 students. 9% of our students identify as Aboriginal. 14% of our students come from a Language Background other than English, with the two largest groups being Maori and Italian.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Learning Domain

Within the domain of Learning, we found that we are predominately in the category of ***sustaining and growing***.

There is a demonstrated commitment in our school community to strengthen and deliver on learning priorities, strengthening our Learning Culture. We foster positive and respectful relationships within our community and this is evident among students and staff. Teachers know their students and cater for the diverse learning needs within their classrooms.

We have undertaken a review of our merit system and have introduced a revised system to reward positive behaviour. We are a Positive Behaviour for Learning (PBL) school and teach PBL values, this in turn creates a positive teaching and learning environment.

We assess our school to demonstrate strong commitment to Curriculum and Learning. We are sustaining and growing our strong learning alliances with other schools, including our CoS group and the Curriculum Network Illawarra (CNI). We have a transition team who liaise with and collect data from surrounding primary schools and we have CNI representatives across all disciplines.

Our processes for Assessment and Reporting are strong and we believe that our school is sustaining and growing in this area. As a school, we analyse performance data and contextual information and we use this to reflect on and modify our teaching and learning practices.

We have assessed our school to be delivering in our use of Student Performance Measures, at CHS, we achieve value–added results and students show expected growth on internal school performance measures.

Teaching Domain

Within the domain of Teaching, we have self assessed our practices and have placed our school predominately in the category of *sustaining and growing*.

At CHS, we have assessed our Effective Classroom Practice and believe us to be sustaining and growing in this area. Our teaching and learning programs are regularly reviewed and teachers provide students with explicit direction of outcomes covered in each lesson. Teachers utilise student performance data and other student feedback to conduct valuations of the effectiveness of teaching and learning programs. Teachers provide explicit, specific and timely formative feedback on how students can improve their results. Teachers analyse and use student assessment data to understand the learning needs of students and guide programming. Professional learning is regularly provided to support teachers in the effective use of data. Data analysis informs the school's learning goals and the school leadership team regularly uses data to inform key decisions.

At CHS, we recognise the necessity of Collaborative Practice. We believe that we are primarily sustaining and growing, although in some areas it is evident that we are excelling. Teachers at CHS, work together to improve teaching and learning. Teachers provide and receive planned constructive feedback from peers and school leaders to improve their teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. This is evident in our cross faculty literacy approach, which ensures consistency in teaching writing. Our Learning and Support team work effectively across faculties to ensure consistency in differentiation. There is a particular focus on improving teacher capabilities in teaching methods in literacy and numeracy and professional learning activities are focused on building these capabilities across the school. We have a literacy and numeracy team with faculty representatives who are trained and coached in teaching strategies, and a school wide approach to explicit teaching of literacy and numeracy.

Leading Domain

Within the Leading domain, we have self assessed our school to predominately be *delivering* in this area.

Our school is committed to the development of leadership skills in staff and students. Links exist with communities of schools and a range of other organisations to support school programs and parents have opportunities to engage in a wide range of school related activities.

Our school has productive relationships with external agencies, particularly the University of Wollongong as well as industries and community organisations. Our physical learning spaces are used flexibly and technology is accessible to staff and students, with most rooms having an interactive whiteboard and a technology coordinator who works fluently around the school.

At Corrimal High School, we pride ourselves on our commitment to striving for excellence in teaching and learning and providing a wide range of education opportunities for all students. Our focus is on students and we strive to nurture, guide, inspire and challenge our students.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework

Strategic Direction 1

Individualised Learning

Purpose

To collaboratively develop individualised learning pathways that build the skills and understandings of each student and guide teaching practices in order to meet student needs, enhance self–motivation and raise student responsibility for learning.

Overall summary of progress

Individualised learning pathways have been created and are used for every student in years 7 to 12. Students in stage 4 and 5 have collaboratively developed individualised learning goals with parents and staff, which are mapped to the Literacy and Numeracy Continuum. All of our stage 6 students have Individual Learning Plans which guide them to their post school goals. These plans inform teaching and learning practices across the school, in order to meet student needs, enhance self–motivation and raise student responsibility for learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students in Stage 4 show improvements in their responses to the critical aspects of Reading Texts and Aspects of Writing as identified by the Literacy continuum.	Targeted students based on their individual learning plans were tutored and showed a marked improvement in their responses as measured by increased NAPLAN scores	S18 500
All students showing progress in their digital portfolios towards being successful learners, confident and creative individuals and active and informed citizens.	All students in Years 7 and 8 have been plotted against he Literacy and Numeracy continuums.	$2 000
Improve the attendance, engagement and attainment levels of Aboriginal students to match or better statistically similar schools.	All indigenous students have individual learning plans that are used by the school community, and have attendance at or better than similar schools	$14 000
Increase number of students seeking university or TAFE entry and students seeking ATAR in their HSC.	Students have successfully engaged with Links to Learning Programs and have remained enrolled at school	

Next Steps

2017 will see continued emphasis on Individualised Learning for all students, embedded in teaching and learning culture, and driving academic success. Steps include:

- Instructional Leader driving and embedding individualised and differentiated programming across the school.
- Professional Learning on the Literacy and Numeracy Continuum so that staff can continue to embed cluster markers in their programming and assessment
- Continued transfer of academic information for year 6 into 7 students, so that teaching and learning practices are differentiated for student needs and strategies are in place to support students in their transition to high school.
- Digitalise learning portfolios

Strategic Direction 2

Innovative Teaching

Purpose

To build staff capability through self–reflection on learning outcomes based on evidence, feedback and focused professional learning.

To collaboratively develop and articulate the professional goals, strategies and support required to achieve improvement in student learning and continued development of all staff.

Overall summary of progress

All teachers have completed a Performance and Development cycle, including peer observations, which have developed knowledge, skills and capabilities. During this process, staff have built on their strengths and recognise areas for future development. These areas have been mapped to the professional development opportunities accessed throughout the school year. We have established project based learning environments, offering an innovative co–curricular learning program that is differentiated, with explicit outcomes. This program has resulted in an improvement in attendance, engagement, academic outcomes and improved work ethic.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• All teachers have completed a performance and development cycle to develop knowledge, skills and capabilities, building on strengths.	All teachingstaff have completed a PDP cycle developing knowledge, skills and capabilities,building on strengths. Teachers have completed lesson observations to provide evidence for self–reflection on teaching practice.	$3 000
• Increasing number of teachers accessing and obtaining higher levels of the Australian Professional Standards for teachers	AITSL and BOSTES accreditation professional learning including AITSL Teacher self–assessment tool used to guide PDP.	
• Aspiring leaders actively engaging in L–INKS; (Leadership –Illawarra Networks Key Stakeholders) program	AITSLand BOSTES accreditation professional learning including AITSL Teacherself–assessment tool used to guide PDPs	$7 500

Next Steps

2017 will see a continuation of Teaching Staff Accreditation support through focused professional learning.

All school staff including support staff staff will have PDPs and teaching staff will continue to have opportunities to explore the Australian Professional Teaching Standards and the BOSTES Accreditation processes.

Teacher Collaborative Support: To continue to support collaborative professional development through the Illawarra Curriculum Network Initiative.

There will be 2 beginning teachers to support in 2017 and support to temporary teachers will be formalised.

Strategic Direction 3

Idealised school of choice for our community

Purpose

To provide the local communities with excellent school education demonstrating adaptive teaching and learning, meeting the needs of our students.

Effective communication and processes will engage students in meaningful purposeful learning to become confident and creative individuals, and active and informed citizens.

Overall summary of progress

In 2016 our focus on being the idealised school of choice for our community was addressed by 3 key projects

Community of School combined plan: The school enhanced its partnership between local partner public schools by the combined establishment of a plan for our

Integration of STEM activities from K–12: Develop a common understanding of STEM based learning for whole school community

Communication Team:

CHS has expanded strongly its presence on social media, giving the community the opportunity to engage in a wide range of school–related activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Effective Transition practices and COS students are engaged in learning experiences in the high school setting so students enrolling in year 7 is increased by 10%.	Year 6 into Year 7 transition team established and working within CoS on a frgular basis	$9 000
• Support of cross curricula and targeted programs like STEM and Extension classes to meet the needs of all students and improving academic results in external testing and HSC.	The running of CoS STEM projects including F1 racing, and a combined CoS teaching afterschool workshop on coding.	$6 000
• Corrimal High communicates clearly to school community about school practices and expectations.	Data has shown increased numbers of community members visiting our social media sites. The school also received positive feedback from the CoS regarding information nights.	

Next Steps

The establishment of STEM programs in our partner schools at the year 4 & 5 levels, and support of the many programs as per our CoS plan

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All indigenous students have an individual and personalised learning plan that are used by the school community and students are making progress across the literacy and numeracy continuums. Funding has also been expended to employ an Aboriginal Education worker.	$21 750
English language proficiency	Employment of a Learning and Support teacher for 1 day per fortnight to allow students to improve their skills and understandings.	$8 000
Low level adjustment for disability	Employment of School Learning and Support officers (SLSO) to work with students identified by the schools Learning and Support team requiring additional support.	$34 460
Socio–economic background	Employment of a Head Teacher Administration and Deputy Principal to support school based initiatives. Purchase of technology to support in class programs. Additional funds used to support students from low socio–economic backgrounds to attend school initiatives, such as school camps and excursions, as well as the support of school uniforms where necessary.	$215 861
Support for beginning teachers	The beginning teacher was given a reduction in their teaching load and allocated a mentor. The Head Teacher was given a reduction in their teaching load to spend time working with the beginning teacher. School based induction course was successfully completed. The beginning teacher attended a variety of professional learning including classroom and behaviour management and was successful in submitting their accreditation report.	$3 000

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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	249	242	218	195
Girls	222	195	183	150

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93	91.3	91.1	87.7
8	87.6	89.5	89.5	84.1
9	84.5	84.9	84.1	86.6
10	81.5	81.3	81.7	80.7
11	84.8	77.3	78.7	75.7
12	89.4	84.9	86.3	86.7
All Years	86.3	84.5	84.6	82.6
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

CHS uses a variety of strategies to manage non–attendees, including our SMS messaging services alerts to parents, two day absence letters, phone calls to parents and families by year advisers, and/or intervention by the Home School Liaison Officer.

Teachers mark electronic rolls each period allowing accurate and detailed analysis of student partial attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	17	67	17
Employment	0	16	17
TAFE entry	33	9	34
University Entry	0	0	27
Other	50	3	5
Unknown	0	5	0

All students who received an offer for university placement completed the University Preparation program at UOW, with most accepting an early entry offer.

Year 12 students undertaking vocational or trade training

In 2016 Corrimal High had 33 students enrolled a school based VET course, with 27 students completing the course.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 all of our 41 students (100%) Year 12 students received their HSC. Seventeen students received an ATAR.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	21.8
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	11.98
Other Positions	8.8

*Full Time Equivalent

1 member of the school's workforce identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

All members of the teaching and administration staff participated in professional learning in 2016, based on their Professional Learning Plans.

Professional Learning included strategies to build capacity of staff to achieve key outcomes of Literacy and Numeracy; Curriculum and Assessment; included combining with other schools in the Curriculum Networks Illawarra meetings to support syllabus implementation and programing.

Total school expenditure on Teacher professional development was $38 674.

Both permanent and casual teaching and administrative staff participated in school development days. Term 1's focus was on mandatory updates on Child Protection and Code of Conduct. The focus for Term 2 was working with other high schools in the Curriculum Networks Illawarra. Term 3 and 4 staff development days focused on the School plan for 2015–2017.

There are 18 teaching staff working towards Board of Studies Teaching and Educational Standards accreditation either at proficient level or maintaining accreditation at proficient level.

No teachers were voluntarily seeking accreditation at highly accomplished or lead teacher level in 2016.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

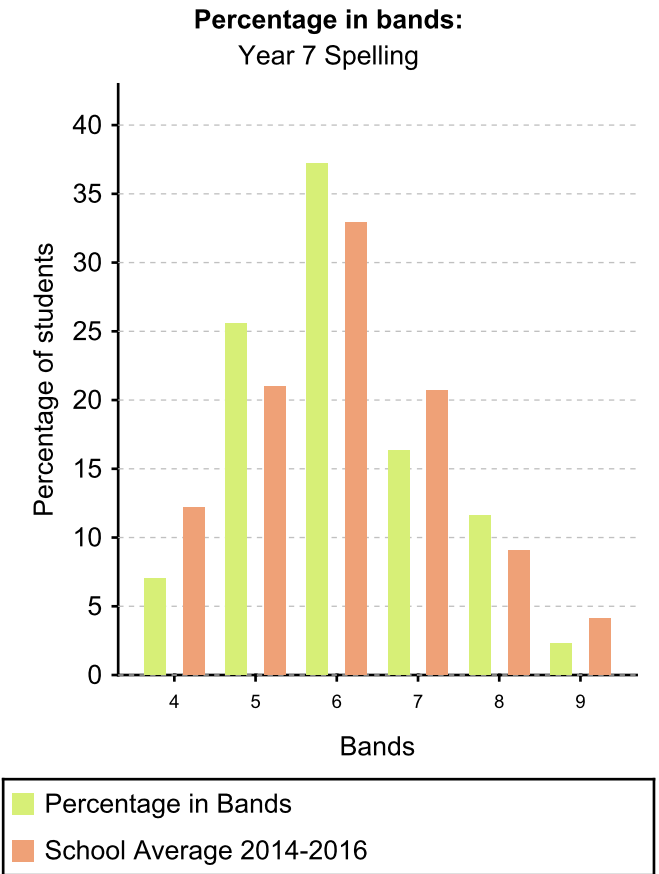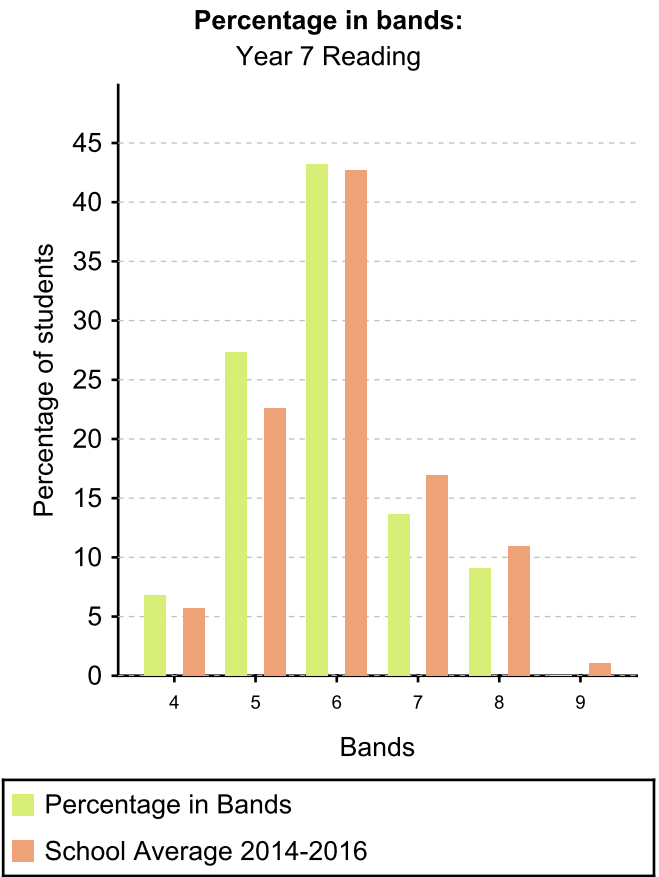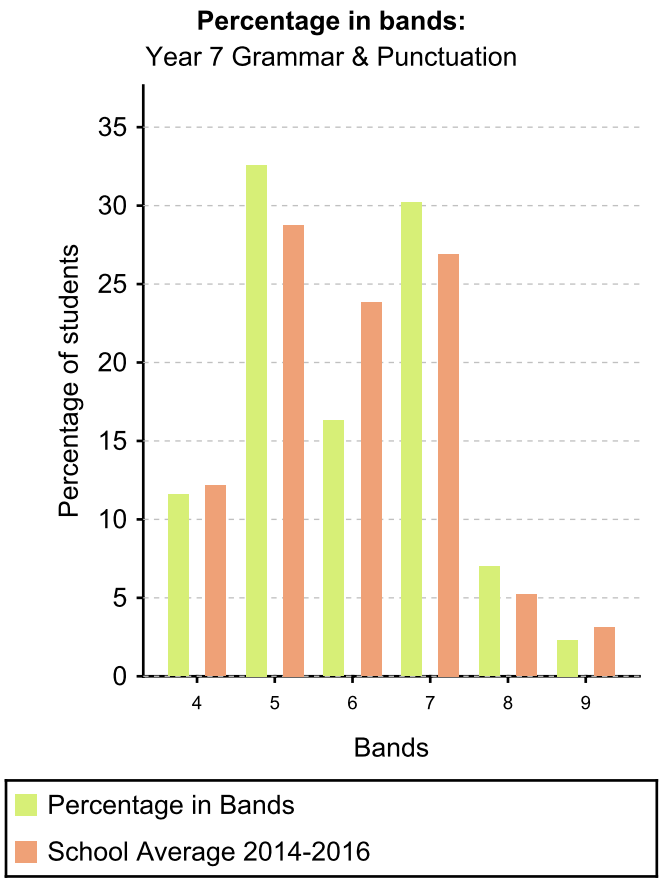| Income	$
Balance brought forward	**687 859.94**
Global funds	401 552.44
Tied funds	597 898.69
School & community sources	158 270.79
Interest	14 692.52
Trust receipts	17 457.60
Canteen	0.00
Total income	1 877 731.98
Expenditure	
Teaching & learning	
Key learning areas	35 941.59
Excursions	38 334.19
Extracurricular dissections	86 060.34
Library	8 276.60
Training & development	0.00
Tied funds	723 920.58
Short term relief	119 568.95
Administration & office	130 850.58
School-operated canteen	0.00
Utilities	78 538.86
Maintenance	62 438.58
Trust accounts	14 363.55
Capital programs	328.74
Total expenditure	1 298 622.56
Balance carried forward	**579 109.42**

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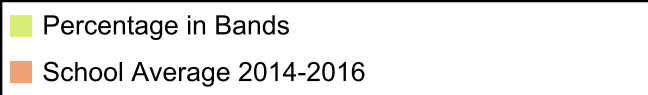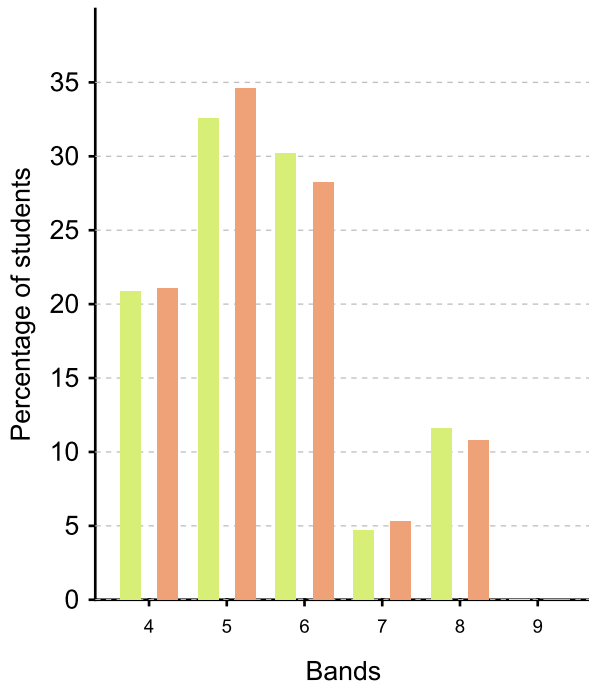
School performance

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.

There is a pleasing movement of students into the higher bands this year in Year 9 especially in Writing, Spelling and Reading reflecting the effort that has gone into supporting students Individual Learning plans with the use of tutors.
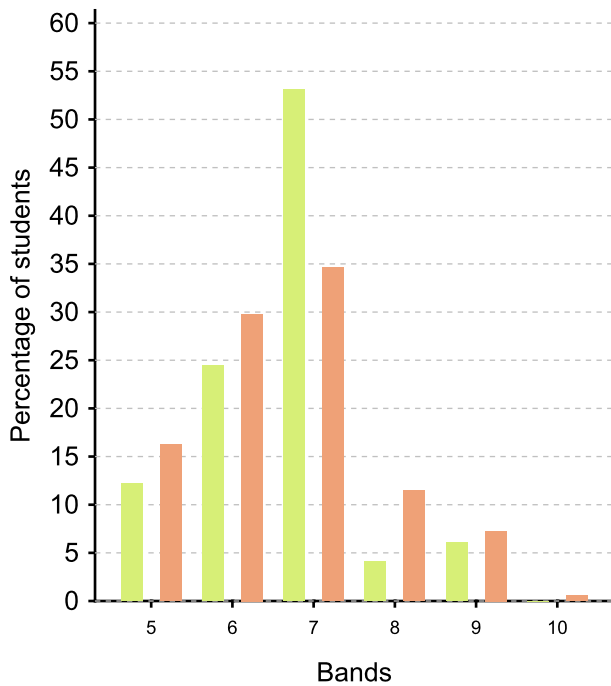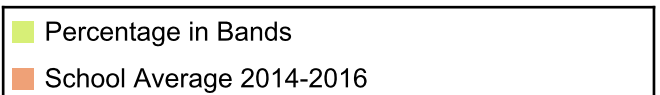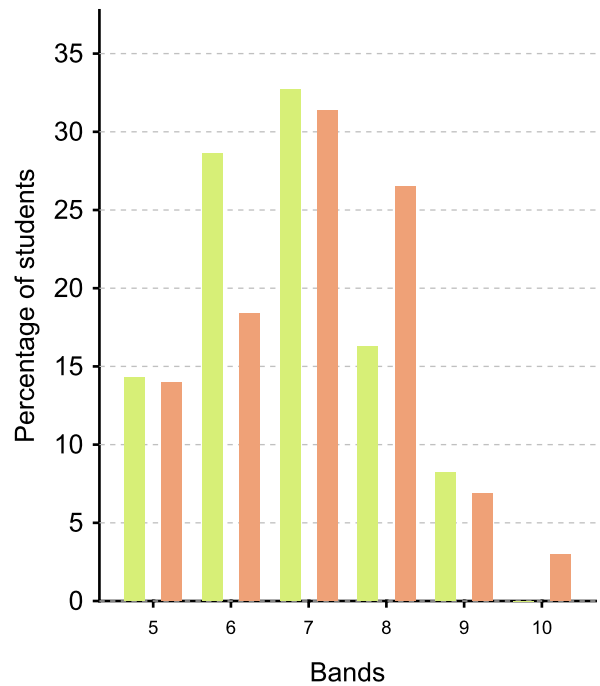
Percentage in bands:
Year 7 Reading

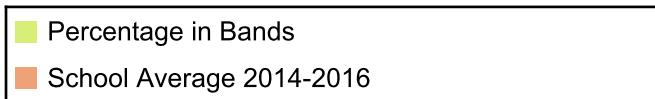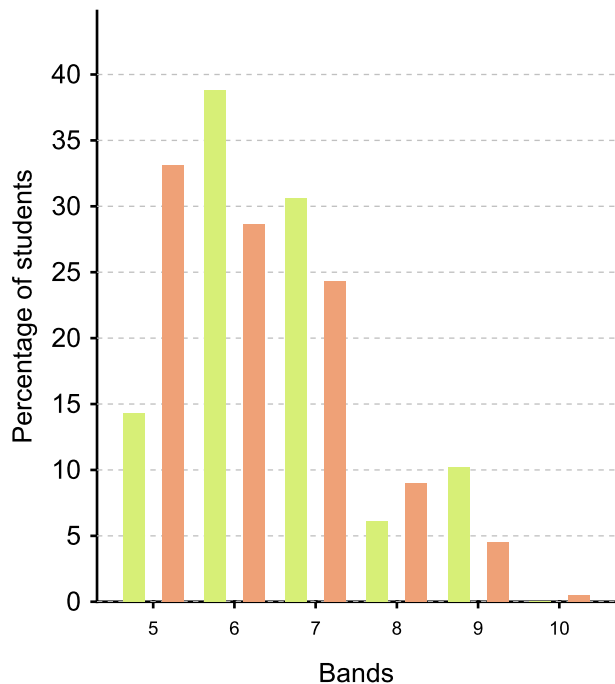**Percentage in bands:**
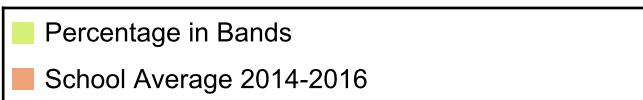Year 7 Grammar & Punctuation

Percentage in bands:
Year 7 Spelling

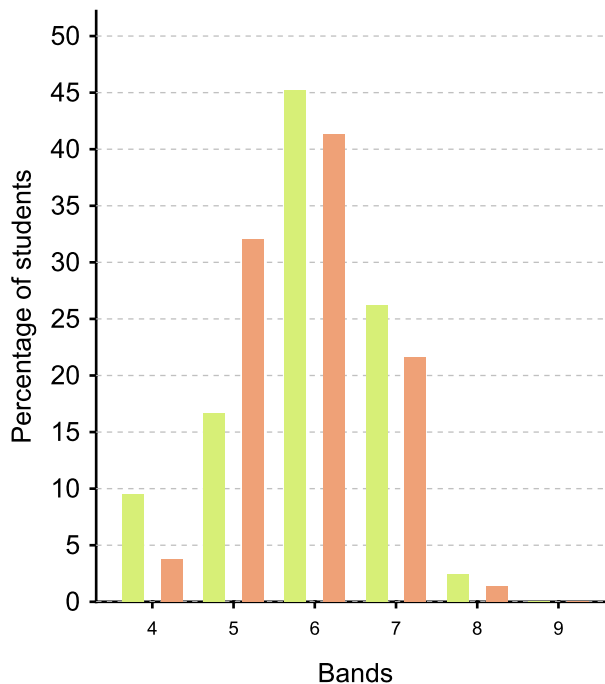## Percentage in bands:
Year 7 Writing

- Percentage in Bands
- School Average 2014-2016

Percentage in bands:
Year 9 Reading

- Percentage in Bands
- School Average 2014-2016
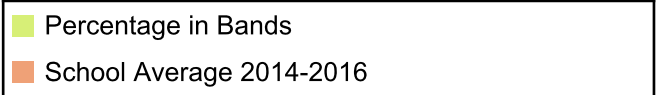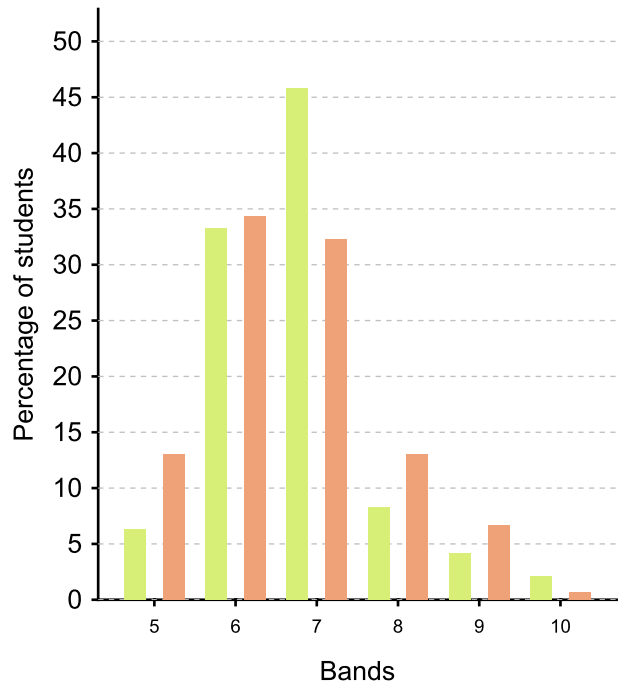
Percentage in bands:
Year 9 Grammar & Punctuation

- Percentage in Bands
- School Average 2014-2016
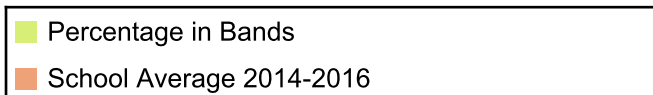
Percentage in bands:
Year 9 Spelling

- Percentage in Bands
- School Average 2014-2016

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Printed on: 3 May, 2017

Percentage in bands:
Year 9 Writing

Percentage of students (y-axis)
Bands (x-axis): 5, 6, 7, 8, 9, 10

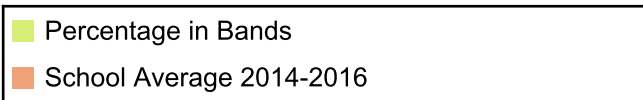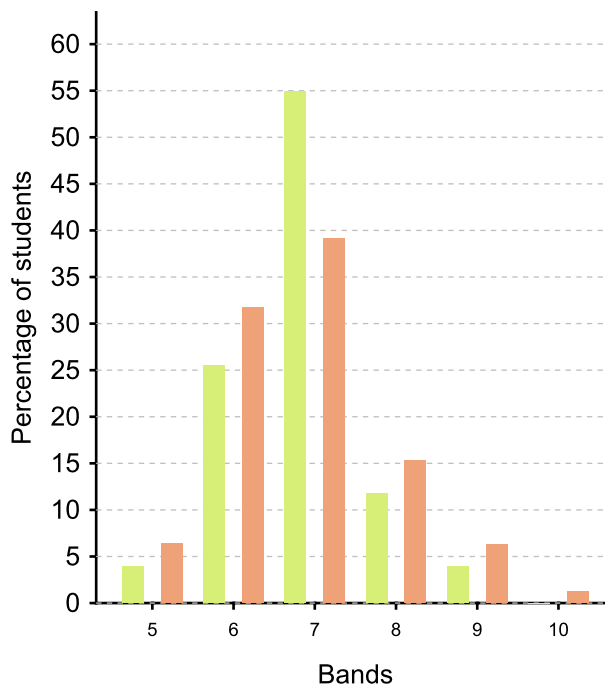Legend:
- Percentage in Bands
- School Average 2014-2016

Again the movement of students into higher bands in the Year 9 NAPLAN is a reflection of the successful QuickSmart program running at Corrimal High School

Percentage in bands:
Year 7 Numeracy

Percentage of students (y-axis)
Bands (x-axis): 4, 5, 6, 7, 8, 9

Legend:
- Percentage in Bands
- School Average 2014-2016

Percentage in bands:
Year 9 Numeracy

Percentage of students (y-axis)
Bands (x-axis): 5, 6, 7, 8, 9, 10

Legend:
- Percentage in Bands
- School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy

testing. Click on the link http://www.myschool.edu.au and insert the school name in the Find a school and select GO to access the school data.

In accordance with the ***Premier's Priorities: Improving education results***, schools are required to reporttheir student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 7students in the top two bands for reading is 9.1% and 2.4% for numeracy.

The percentage of Year 9 students in the top two bands for reading is 6.3% and 3.9% for numeracy.

Another reporting requirement from the ***State priorities: Better services – Improving Aboriginal education outcomes*** is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

No Year 7 Aboriginal students were in the top two bands for reading and there were no Year 7 Aboriginal students in the top two bands for numeracy at Corrimal High School.

The percentage of Year 9 Aboriginal students at Corrimal High School in the top two NAPLAN bands was 25% for reading and there were no Aboriginal students in the top two bands for numeracy.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).
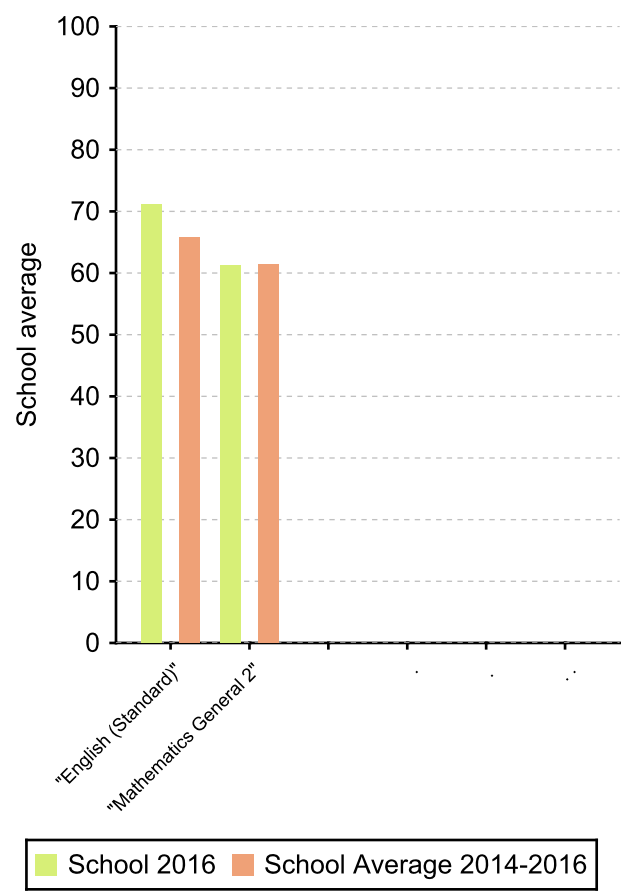
14 % of our Year 12 students have at least 2 band 5–6 results.

The following subjects have results above state average:

English (Standard); Chinese (Beginners); Construction; Hospitality (Food and Beverage) and IDT (Web and Software Applications)

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of community stakeholders in regards to the school. In 2016, students, teachers and parents took part in the Tell Them From Me survey. A summary of some of the responses is outlined below.

Students value our schooling outcomes

The majority of our students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 77% of students in this school valued School Outcomes. The NSW Department of Education norm for students is 72%.

Our students are Intellectually Engaged.

Our students are intellectually engaged and find learning interesting, enjoyable, and relevant. 52% of students in this school are intellectually engaged. The NSW Department of Education norm for these year levels is 46%.

Our classes have effective learning time

Our students believe that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. In this school, students rated Effective Classroom Learning Time 6.6 out of 10. The NSW Department of Education norm for these years is 6.3.

Our classes have rigour

Students find the classroom instruction is well–organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn. In this school, students rated Rigour 6.3 out of 10. The NSW Department of Education norm for these

Policy requirements

Aboriginal education

Staff members are encouraged to participate in activities organised around significant Aboriginal dates and days.

CHS has been involved in the celebration and commemoration of a variety of significant Aboriginal days including Harmony Day, Mabo Day, Reconciliation Week and NAIDOC Week at both a school level and a regional level. Many students, both Aboriginal and non–Aboriginal, have had contact with Elders and Aboriginal guests who have spoken about Aboriginal culture to develop an awareness and respect for that culture.

NORTA NORTA and AIME programs have been utilised to assist students who are struggling in subject areas or need assistance with homework and assessment tasks. AIME mentoring has also been apart of the retention plan for Aboriginal students and

The school employed an Aboriginal Education Worker to support both staff and students in increasing literacy and numeracy outcomes and enhancing retention and engagement through the development of individual education plans.

Multicultural and anti-racism education

The main thrust of the school multicultural education policy has been through the curriculum and through the consolidation and continued refinement of the bullying and harassment programs.

Through the anti–bullying and anti–harassment programs the understanding of other cultures is nurtured and the need for tolerance of all individual difference is stressed.

Multiculturalism as an important aspect of Australian society is promoted and supported through curriculum perspectives, particularly in Languages, Human Society and Its Environment(HSIE), Visual Arts, Home Economics and English.