

Corowa High School

Annual Report



2016



8308

Introduction

The Annual Report for **2016** is provided to the community of **Corowa 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.

Joanne Bellette

Principal

School contact details

Corowa High School
Redlands Rd
Corowa, 2646
www.corowa-h.schools.nsw.edu.au
corowa-h.School@det.nsw.edu.au
6033 1889

Message from the Principal

Corowa High School is a wonderful place to work and learn.

Our school recognises that students are our future and we have a proud tradition of academic, sporting and creative excellence. At Corowa High School we are focused on helping students realise their potential and on the development of the whole person in a safe and nurturing environment. The belief that learning should be a challenging, affirming and joyful experience is a tenet of our school.

In addition to our students, who possess a wide range of talents and abilities, our dedicated and highly qualified staff are our greatest resource. The environment which we foster at Corowa High is one of intellectual curiosity through shared endeavour and collaboration. Together we strive to 'seize the day' – Carpe Diem.

School background

School vision statement

To promote the school community values through a strong focus on learning, high expectations, building on tradition, leadership and a positive attitude to change.

School context

Corowa High School is a dynamic learning institution with excellent facilities and a fine reputation for providing an outstanding education for the young people of the southern Riverina. Proudly comprehensive, Corowa High School caters for the needs of an energetic and diverse rural community and offers a broad curriculum and special programs which cater for the learning, emotional and social needs of all students.

In 2014 a Senior College Program was established providing a greater range of subject choice to students in Years 11 and 12 as well as providing an improved platform for learning. The school has an excellent record of sporting and cultural achievement and has strong links to the local community and partner primary schools through the ongoing success of the Bangerang Learning Community.

A comprehensive welfare and discipline system which focuses on positive reinforcement and self-discipline provides staff and students with a safe, ordered and caring environment which is conducive to working and learning.

Since 2006 Corowa High School has received ten Minister's Award for Excellence in Student Achievement, six CHS Sporting Blues and two Director General's Awards for our Literacy and Leadership programs.

The school has excellent facilities including a Trade Training Centre (Commercial Kitchen), Metals and Engineering Centre, extensive sporting grounds, vineyards and agricultural areas, specialist rooms and computer laboratories. The school prides itself as a Positive Behaviour for Learning school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

Last year, our school undertook a 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.

In 2015 Corowa High School began to understand and develop a plan to build on the strengths and skills across our school and, by the end of the year, Corowa High School was assessed as 'Working Toward Delivering' high quality practices in the three domains of Learning, Teaching and Leading.

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 visit:

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

Strategic Direction 1

Raising the quality of student learning

Purpose

Develop confident students who have the 21st Century literacy/numeracy and technology strategies and skills, which enable them to effectively move onto further learning and/or the workplace of their choice.

Overall summary of progress

Significant achievements have been made in this strategic direction in 2016 with staff gaining a greater understanding of key literacy strategies and embedding them in classroom practice. Another significant achievement has been the use of technology to support teaching and learning across all faculties and stages.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students have the skills and knowledge to enable them to participate successfully in the 21st century global context.	Whilst all staff have received training in literacy strategies, key staff are instrumental to their ongoing use across all faculties and increased use in classrooms should be an ongoing goal. Google Docs and Google Classroom are regularly utilised within the English/History faculty, as well as Science, PDHPE and TAS. Employment of a TSO has supported the ongoing delivery of technology across the school.	Employment of (0.4 FTE) peer teacher to support embedding key literacy strategies Employment of (0.7 FTE) Technology Support Officer in the school Regular staff professional development has been offered around the literacy continuum and technology in the classroom.
All students and parents value the development of knowledge, understanding and education.	The Multi-Categorical Class has been introduced to the school with mixed results. Issues around student behaviour and class structure has resulted in complex outcomes. The structure of the class and student participation will need to be reviewed in 2017. Parents/carers have participated in regular meetings on student progress and additional supports have been implemented to address issues and areas of concern.	Support class establishment funding Employment of (1.0 FTE) Special Education teacher Employment of (1.0 FTE) Student Learning Support Officer

Next Steps

In 2017 we aim to improve our communication with our parents and the broader community through the introduction of a Community Liaison Officer (0.6) and the implementation of more regular communication methods including fortnightly newsletters and greater utilisation of social media forums. We will also continue to work on student literacy skills through the ongoing analysis of student literacy data to inform our teaching and learning.

Strategic Direction 2

Fostering quality teaching and leadership

Purpose

To engender quality leadership and effective teaching & learning that aligns with Australian Professional Standards, where teachers engage professionally and collaboratively.

Overall summary of progress

In 2016 Corowa High School implemented a range of key initiatives to support our students effectively engaging in the classroom and achieving their educational goals. A large part of these funds were expended on teacher professional learning around the ongoing implementation of literacy strategies to improve student outcomes in junior and senior years. Toward this end, all staff members have received both collective professional development and individualised support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students who are highly motivated in the classroom, have a passion for learning, community engagement and leadership.	Student voice and community engagement has been strengthened through improved communication between school and home. Our school Facebook page has supported parental engagement and, whilst our newsletter continues to only be produced twice a term, the school has supported parental engagement through the implementation of four parent/teacher nights in 2016.	Utilisation of SASS staff to support student and parental engagement through promotions and publicity (0.4 FTE)
Staff are expert practitioners who are actively engaged in a personalised, high quality Performance Development Framework and are engaged in explicit professional learning.	All staff have completed a Performance and Development Plan and engaged in learning on the value and implementation of strategies for improved literacy outcomes. Professional development on these literacy strategies, as well as range of other professional development practices and resources, have been provided at every school development day in 2016 and at additional staff meetings throughout the year. PLAN data and the literacy continuum has also been explained at these meetings and teachers have had a number of opportunities to engage with these resources.	Professional learning funds to ensure staff expertise in a range of teaching and learning strategies

Next Steps

In 2017 all staff professional development will be aligned to their identified goals on their performance and development plans. These goals will reflect both individual, faculty and school directions with a focus on impact in the classroom.



Strategic Direction 3

Achieving a strong culture of wellbeing and community values

Purpose

To work with our community to grow strong values, supportive cultures and resilient participants, enhancing personal and collective wellbeing.

Overall summary of progress

As in previous years, 2016 has seen Corowa High School staff and students actively engage in a board range of staff and student wellbeing programs including the introduction of a School Chaplaincy program, Cool Heads, Peer Support, Positive Behaviour for Learning and an active staff support network. Engagement with the Bangerang Community of Schools has also resulted in many successful cross-school events including Education Week and transition programming.

Corowa High School has a highly successful student behaviour and rewards program called Positive Behaviour for Learning. This program explicitly teaches students the behaviours expected of them within the school and community and rewards those who demonstrate these behaviours across the school. This program has continued to grow and expand in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of students showing positive behaviours for effective learning by 20%.	In 2016 there was a 15% increase (or a total increase of 199) in positive student reports in comparison to those made in 2015.	Funding to ensure access to the student behaviour records management system (Sentral) Funding to provide students with access to Rewards Excursions to recognise outstanding achievements and behaviours.
Staff are positive and cohesive, and productively support the endeavours of the school.	All staff have developed an understanding of the PDP process and engaged with their Head Teachers in professional conversations around support and development. Staff cohesion and support is positively impacted by the social networking and professional guidance they offer one another in the workplace.	Teacher Professional Learning funding has been expended on staff professional development Early Career Teacher funding has been expended to reduce face-to-face teaching time (4 periods per cycle) and provide support through a mentor teacher (2 periods per cycle).

Next Steps

Corowa High School has some highly effective wellbeing programs and policies that meet the needs of the school and the broader community. These programs will continue to be implemented in 2017 and a review will be conducted at the end of the year to inform future goals and directions.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal background funding has been expended on the employment of support staff and tutors to maximise the learning, engagement and achievements of our students.	\$10158
English language proficiency	English language proficiency funding has been expended on the employment of staff (0.2 FTE) to support the language acquisition and learning opportunities of our students.	\$5216
Low level adjustment for disability	Low level adjustment for disability funding has been expended on the employment of Learning and Support Teachers (1.1 FTE) and School Learning and Support Officers (1.8 FTE) to support the learning and engagement of our students.	\$147957
Socio-economic background	Socio-economic background funding has been expended in a broad variety of ways to support the effective engagement of all students in our classrooms. Some of the areas of expenditure include: staff professional development, employment of a Technology Support Officer (0.7 FTE), employment of additional SASS staff, faculty resource purchasing, school resource maintenance and development and technology acquisition.	\$67119
Support for beginning teachers	In 2016 Corowa High School had one beginning teacher with a reduced face-to-face teaching load (reduction of four periods per cycle) and an allocated mentor who also had a reduced face-to-face teaching load (reduction of two periods per cycle). This staff member was also identified for specific support and professional learning to assist them in gaining their accreditation.	\$13377



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	235	221	195	183
Girls	239	215	178	166

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.8	95.2	89	93.4
8	92.3	90.5	93.1	88.8
9	89.7	91	90.4	87.7
10	91.7	90.4	90.6	88.1
11	88.9	87.7	88.1	89.1
12	91.2	91.7	89.1	85.4
All Years	90.9	90.7	89.9	89
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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment	27	63	43
TAFE entry		19	24
University Entry			31
Other	63	6	7
Unknown	10	12	2

Corowa High School is proud of the support it provides to students in order to achieve their educational and employment goals. In 2016, 14 students exited Corowa High School in order to continue their studies at TAFE or another educational institution. In the same year 32 students found full-time employment, apprenticeships or traineeships and a further 17 students were accepted into university.

Year 12 students undertaking vocational or trade training

In 2016, vocational subjects offered at Corowa High School included Construction, Hospitality, Electro-Technology and Human Services. There were a total of 110 senior students in 2016, 29% percent of whom studied a VET course.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 a total of 49 students completed their HSC, with 25 also gaining a Certificate II in either Hospitality, Construction, Human Services or Electro-Technology.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	19.6
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	7.98
Other Positions	5.2

*Full Time Equivalent

Corowa High School in 2016 had one permanent full-time Aboriginal teacher and one part-time Teacher's Aide. Corowa High School has a close relationship with the Bangerang local Aboriginal Educational Consultative Group.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	91
Postgraduate degree	9

Professional learning and teacher accreditation

In 2016 the staff at Corowa High School undertook a broad range of professional learning activities, from mandatory child protection, anaphylactic and non-crisis intervention training to workshops specific to subjects and curriculum areas. In total, all staff attended four School Development Days dedicated to professional learning and a further ninety-six days of professional learning were undertaken by staff at various times throughout the year. As part of our professional practice all teachers must now identify and work toward achieving Performance and Development Plans (PDP) and early career teachers have a reduced teaching allocation to support their capacity to meet teaching accreditation requirements. In 2016, all staff at Corowa High School completed a PDP and the school had only one early career teacher with a reduced teaching load and she was also supported through the allocation of a mentor teacher. Her accreditation report will be due in 2017.

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

Financial information

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

Income	\$
Balance brought forward	245 934.32
Global funds	453 234.31
Tied funds	276 587.79
School & community sources	166 897.46
Interest	7 059.05
Trust receipts	20 015.39
Canteen	0.00
Total income	1 169 728.32
Expenditure	
Teaching & learning	
Key learning areas	106 230.43
Excursions	63 838.06
Extracurricular dissections	59 624.19
Library	6 640.07
Training & development	8 164.99
Tied funds	270 303.36
Short term relief	98 583.01
Administration & office	80 628.91
School-operated canteen	0.00
Utilities	75 652.84
Maintenance	37 850.29
Trust accounts	24 208.40
Capital programs	0.00
Total expenditure	831 724.55
Balance carried forward	338 003.77

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

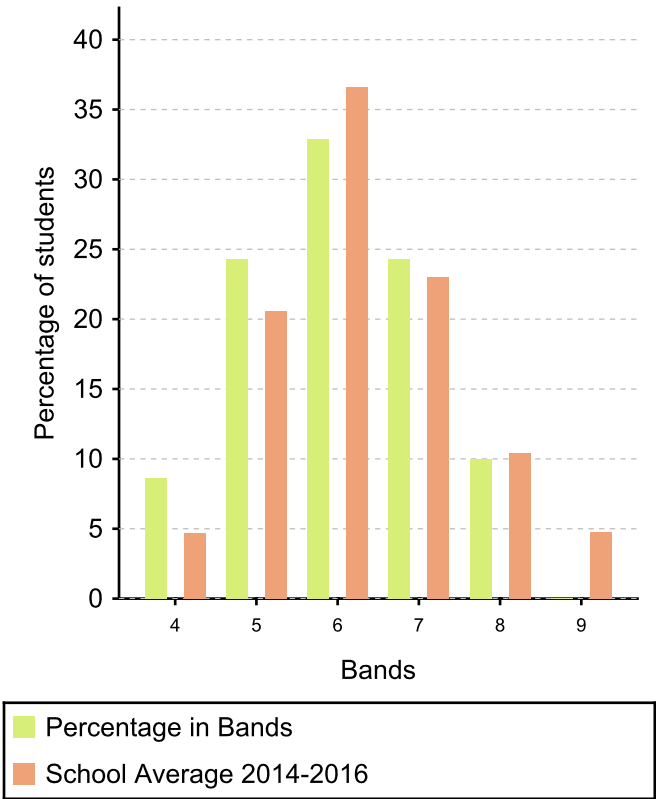
NAPLAN

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.

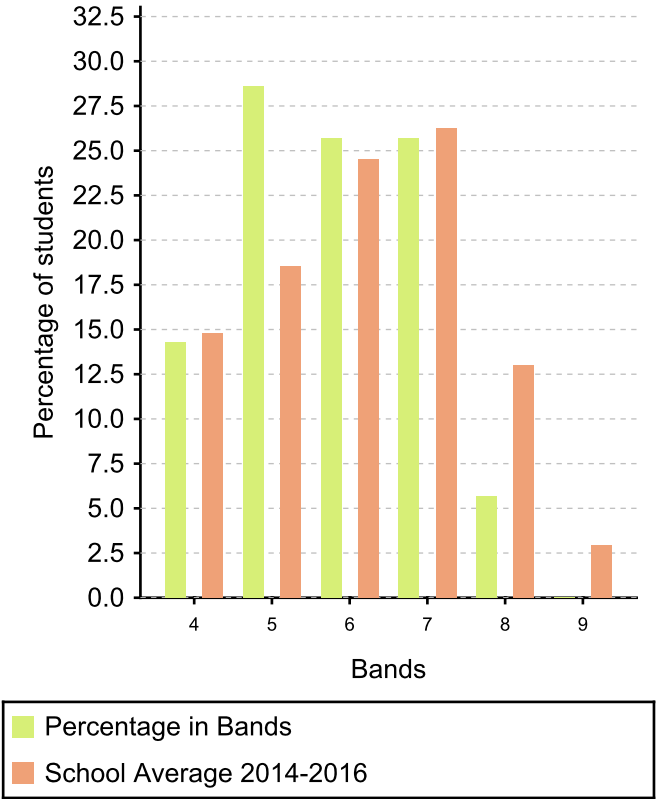
Student results in Year 7 NAPLAN Reading, Writing and Spelling tests remain relatively consistent over the period of 2014 to 2016. The most marked shift has been in Spelling where 27.5% of students were assessed at Band 5, this marks a downward trend as only 5% of students are assessed at Band 8 or above, something the school will look to address in future years.

Year 9 Reading and Spelling demonstrates similar trends to previous years but, again, with a slight downward shift in average band scores as most students are represented in Bands 7 and 8. It is pleasing to note improvements in Year 9 Writing, with fewer students represented in Band 5 than in previous years and more appearing in the top two bands. This result, however, is tempered by an awareness that more than half of our students continue to sit in a Band 5, 6 or 7 in Writing.

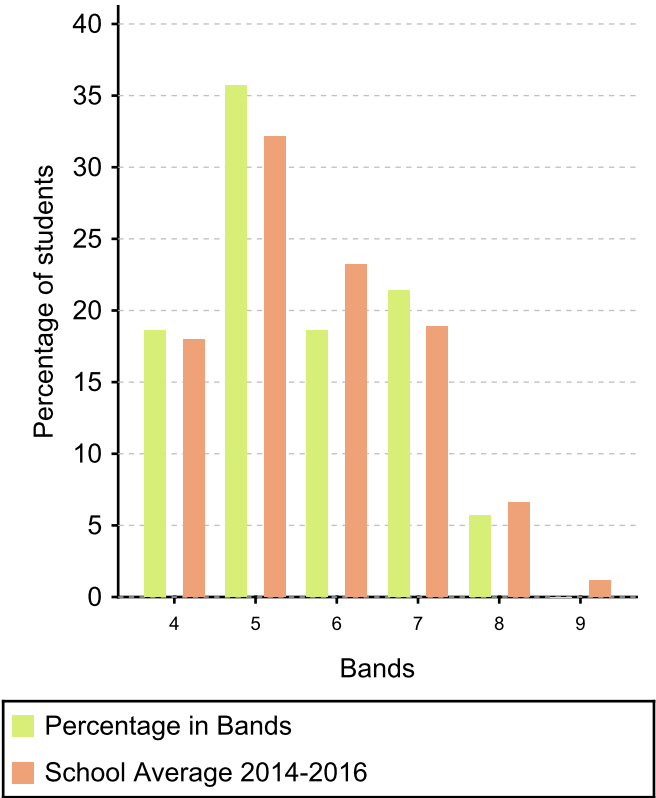
Percentage in bands:
Year 7 Reading



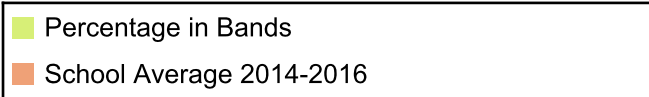
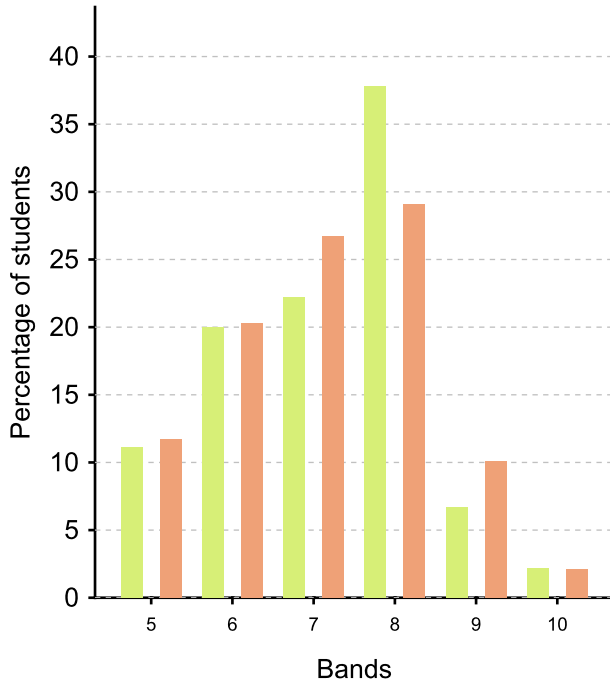
Percentage in bands:
Year 7 Spelling



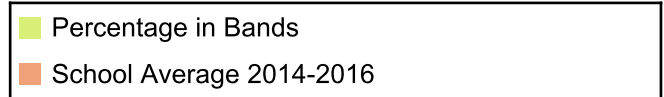
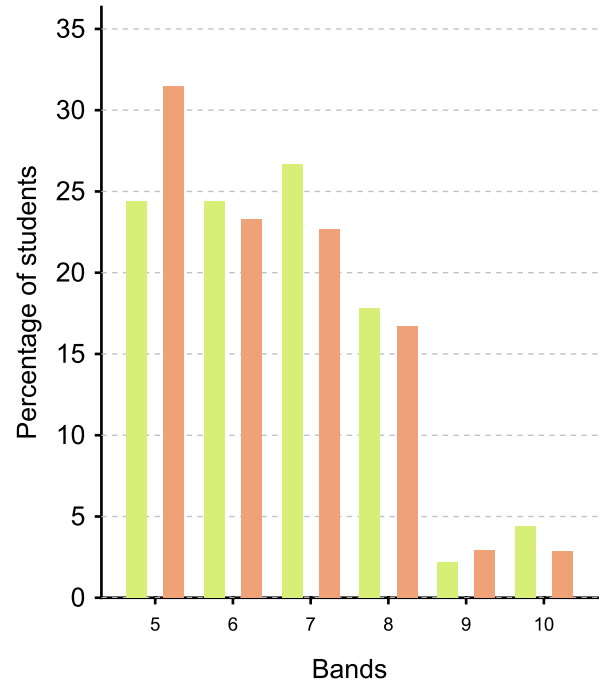
Percentage in bands:
Year 7 Writing



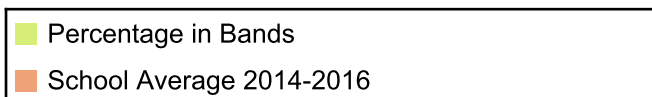
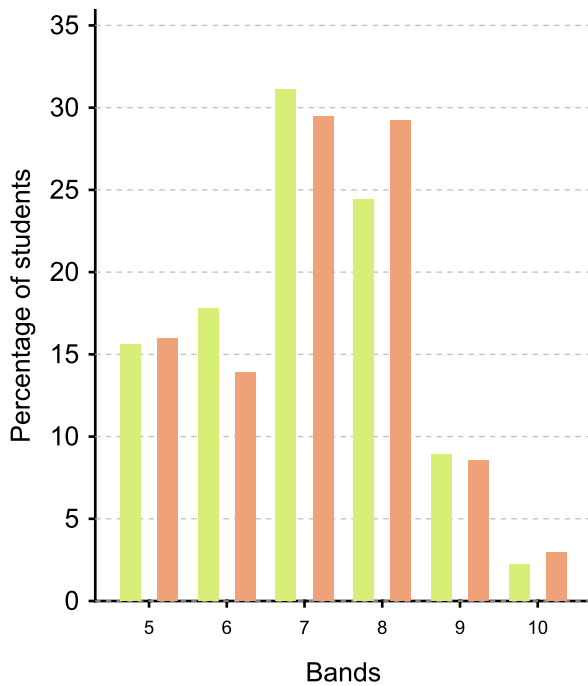
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

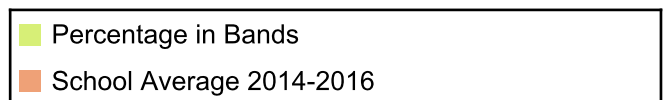
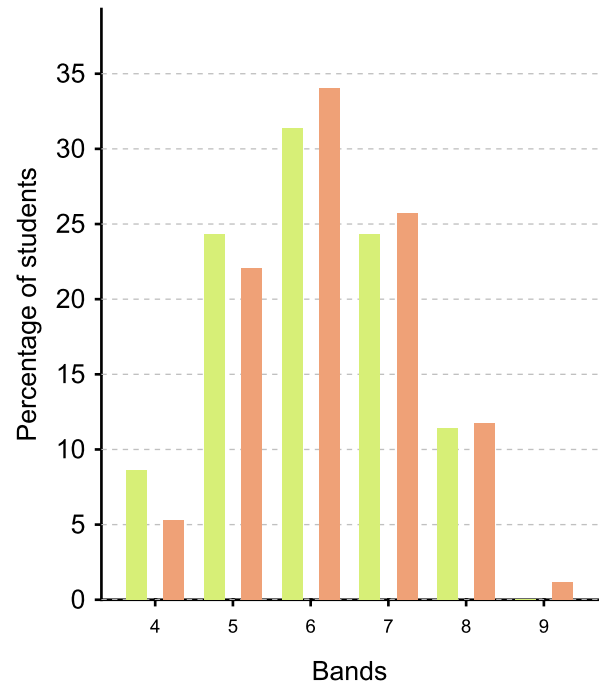


Percentage in bands:
Year 9 Spelling

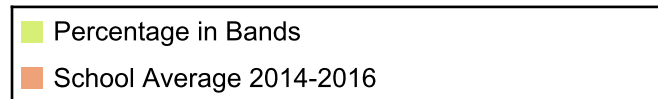
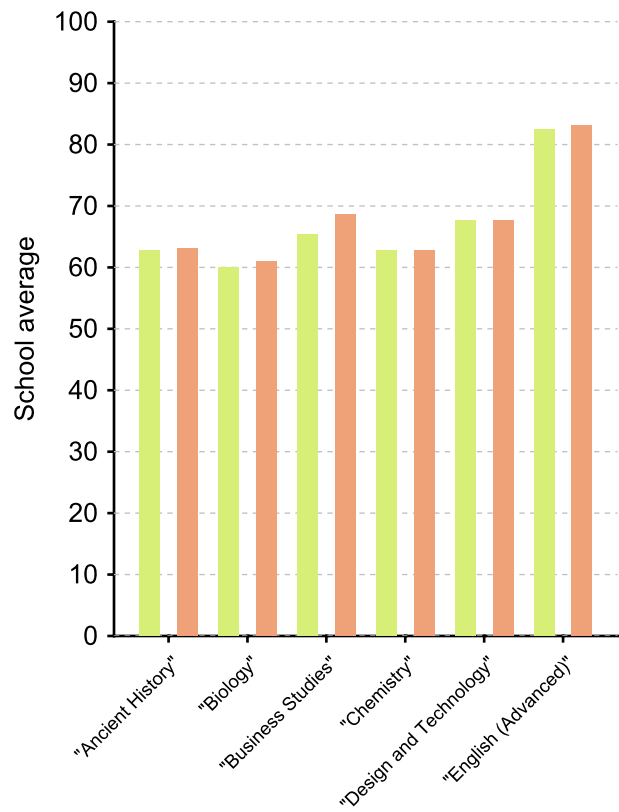
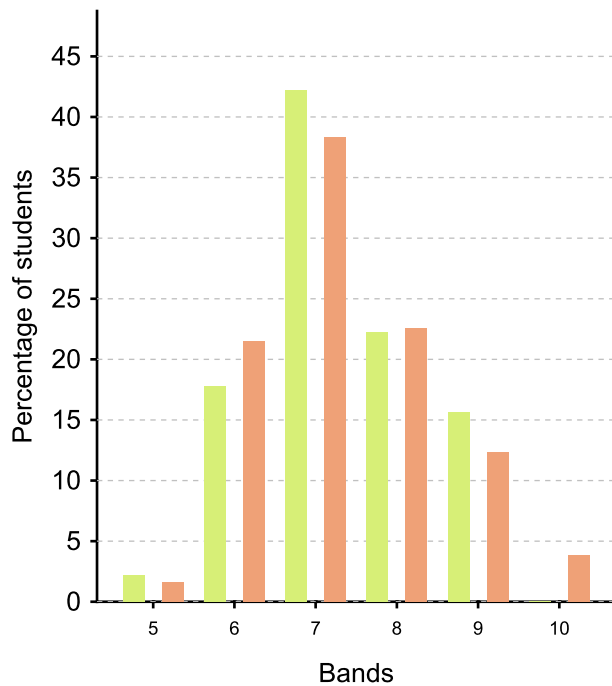


Fewer students in both Year 7 and Year 9 Numeracy attained the higher band scores than those in previous years, with the largest representation of students in Year 7 attaining a Band 6 and in Year 9 a Band 7.

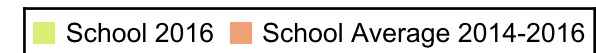
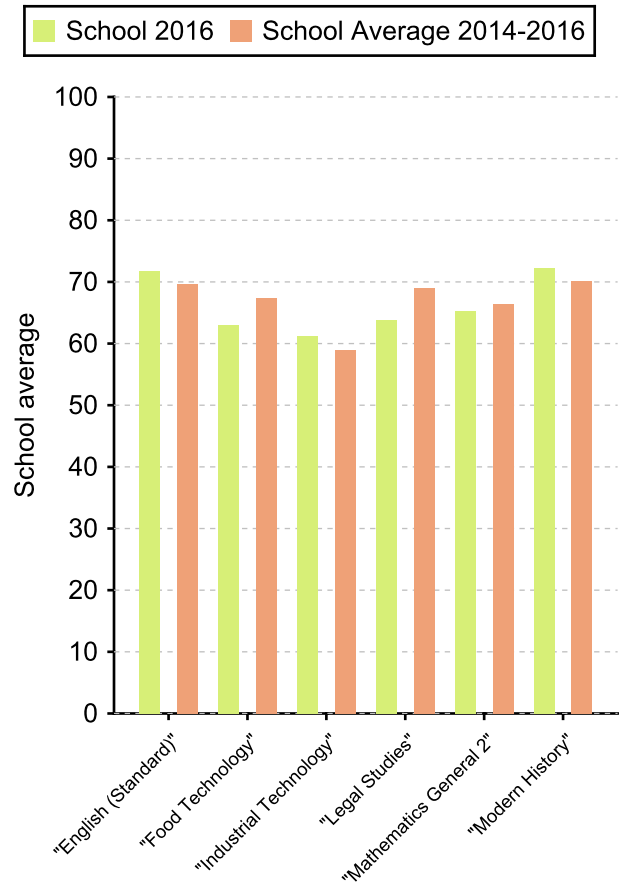
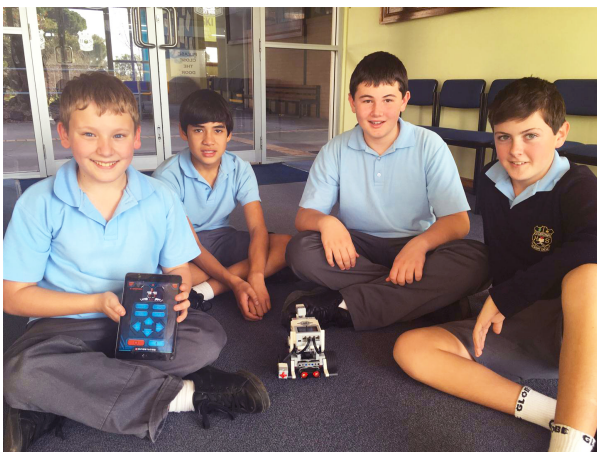
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy

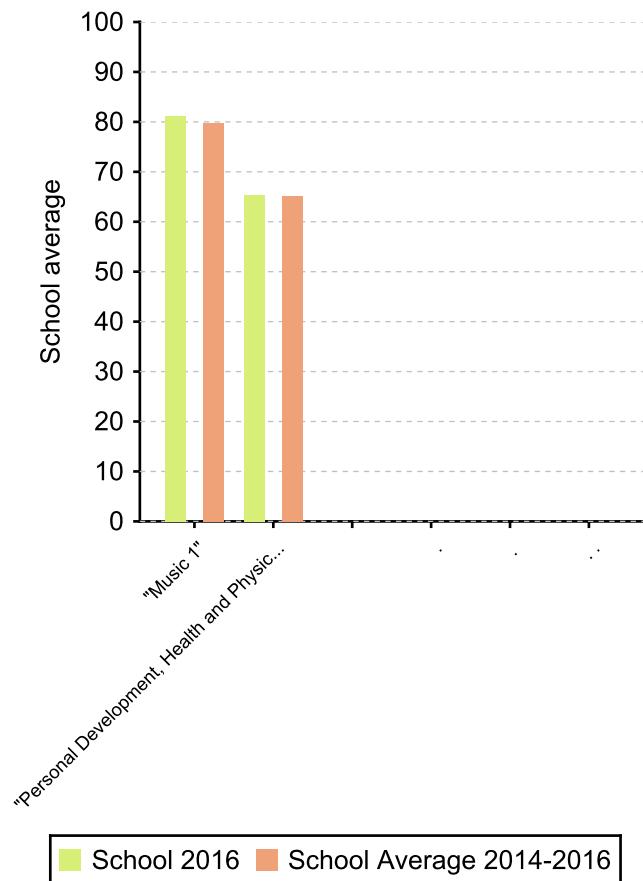


Corowa High School again achieved some outstanding results in the HSC, most notably in the following subjects: English Advanced and English Standard, Music 1 and Modern History. Subject scores remain consistently high and our students continue to out-perform like schools from across the state.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Parent/caregiver, student, teacher satisfaction

In 2016, Corowa High School did not participate in the Tell Them From Me Surveys, but did engage in a range of consultative and feedback processes which sought in–put from staff, students and the community on school satisfaction markers. The responses were as follows: when staff were asked if they thought Corowa High School was a good school all but one answered mostly or always; surveyed students demonstrated an enjoyment of school both for the academic outcomes and the opportunity for social engagement, and they were also able to demonstrate a clear connection between school and career opportunities with a higher than average proportion intending to pursue further education either through a trade qualification or university degree. Parental feedback indicated that students typically felt safe at school and that teacher expectations of students was high.

In 2017 Corowa High School will engage in a range of surveys, forums and other methods for seeking feedback from students, teachers and the community on the impact of our 2015–2017 strategic directions to help understand the future directions for our school.



Policy requirements

Aboriginal education

Corowa High School in 2016 had 11 students identifying as Aboriginal. The Bangerang Community of Schools, which is made up of Corowa High School and its partner primary schools, continued to liaise with the AECG to advise schools on how best to support Aboriginal students and Aboriginal education. A number of initiatives were undertaken to enhance our Aboriginal Education Policy in 2016.

- Joint Aboriginal Education Coordinators continued to support students and staff to ensure that Aboriginal cultural and content is taught across all curriculum areas
- At the beginning of all formal occasions a “Welcome to Country” is performed and our Aboriginal students chaired a special NAIDOC week assembly.
- All Aboriginal students have a personalised learning plan which identifies their future goals and the supports being offered by school and home.
- An Aboriginal representative is included on the Student Representative Council.
- Corowa High School SRC fundraised sufficient money to ensure the installation of a new flagpole for the front of the school which will fly the Aboriginal flag.



Multicultural and anti-racism education

Whilst the school has only 8 students from non-English speaking backgrounds, we work hard at creating an understanding of the multicultural nature of Australian society. In 2016 Corowa High School continued to have a trained staff member to deal specifically with issues relating to racism.

Japanese continued to be taught as the language to study for Languages Other than English (LOTE) in the junior school. At the end of 2016 a Year 9 and 10 elective Japanese class was established for 2017. A permanent teacher, with experience in Japanese language and culture, continues to teach Japanese.

In 2016 we had one exchange student from Denmark who attend our school for Year 10 and was sponsored by the Corowa Rotary Club. In 2017 Corowa High School will continue to look for initiatives to develop Multicultural Education. All Key Learning Areas (KLA) will include a multicultural perspective to their curriculum, for example students studying Food Technology have again learned about a diverse range of foods and customs from around the world. They have learned to understand the close links between Australia's immigration program and the diversity of foods that are now available in this country.