

# Corowa High School

## Annual Report



2017



8308

## Introduction

The Annual Report for **2017** 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.

Mrs Ruth Winfield

Relieving Principal

### School contact details

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## 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

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.

At Corowa High School, we are focused on excellence in learning for all students. We use data and reflective practices to meaningfully assess improvements and to assist in decision-making that will further enhance our learning community. We promote positive, respectful relationships as part of our broader strategy to strengthen the links between student engagement and learning. Students are consistently taught to accept responsibilities for their behaviours through clearly defined behavioural expectations that create a positive teaching and learning environment. Students care for self, and contribute to the wellbeing of others and the wider community. Students access a diverse curriculum complemented by extra-curricular activities. Teachers differentiate curriculum delivery to meet the needs of individual students.

The school actively collects and uses information to support students' successful transitions. The school analyses internal and external assessment data to monitor, track and report on student and school performance. Parents are updated on the progress of their children

In the domain of teaching Teachers provide explicit, specific and timely formative feedback to students on how to improve. Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement by teachers and the school leadership team.

Executive, staff, faculty/stage, team and other meetings are used to review the currency of curriculum and to evaluate and revise teaching and learning programs. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. The school identifies expertise within its staff and draws on this to further develop its professional community through planned constructive feedback across career stages. There is

a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers understand and implement professional standards and curriculum requirements. Teachers are committed to their ongoing development as members of the teaching profession.

In the domain of leadership school priorities and practices are actioned through the promotion of: succession planning, distributed leadership and organisational best practice. The school acknowledges and celebrates a wide diversity of student, staff and community achievements clearly linked to improving student learning. Parents staff and students and community members have the opportunity to engage in a wide range of school-related activities and the development of the vision, values and purpose for the school. School programs are supported by communities of schools, other educational providers and other organisations. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. School staffing and workforce planning ensures that full curriculum implementation and delivery requirements are met supported by effective administrative practices. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. Accountability practices are tied to school development and include open reporting to the community.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

The use of 2LS (Secondary Learning Strategy) and ALARM (A Learning and Responding Matrix) in classrooms has been embedded across all faculty areas in order to develop literacy skills for the 21st century. Staff have a keen understanding of the methodology and have embedded these strategies in their teaching and learning programs. Staff have accessed and utilised the resources to embed 2LS and ALARM to best affect. There is evidence of an impact on student learning and literacy based on these strategies.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students have the skills and knowledge to enable them to participate successfully in the 21st century global context.	A Staff Mentor has been employed to support this strategy. The Literacy and Numeracy Committee and Technology Support Committee have guided whole staff engagement in this strategy.	A process for collecting and reviewing PLAN data has bene developed and refined.
All students and parents value the development of knowledge, understanding and education.	Employment of Community and Liaison Officer	Improvements made to communications with students and parents through parent teacher events, newsletter, facebook page and website

### Next Steps

The school has identified improvement measures as part of the evaluation of the 2015–2017 school plan. Next steps are outlined in the 2018–2020 plan.

## Strategic Direction 2

Fostering quality teaching and leadership

### Purpose

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

### Overall summary of progress

Staff have used the performance development framework to reflect on their teaching and learning skills as a continuous improvement process to ensure effective teaching and learning.

Leadership strategies have been reviewed with identified strategies for improvement in the next planning cycle.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students who are highly motivated in the classroom, have a passion for learning, community engagement and leadership.	Staff Development Days, Executive meetings, Faculty and team meetings	Innovative changes have been made to planned curriculum structures for 2018
Staff are expert practitioners who are actively engaged in a personalised, high quality Performance Development Framework and are engaged in explicit professional learning.	Staff Development Days, Executive meetings, faculty meetings, mentoring meetings	All staff actively participate in the processes identified in the Performance Development Framework

### Next Steps

The school has identified improvement measures as part of the evaluation of the 2015–2017 school plan. Next steps are outlined in the 2018–2020 plan.



### 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

A consistent approach to wellbeing and community values have been maintained. Students have accessed a range of wellbeing programs to address their needs at the school. Staff can identify and access resources based on their own personal and professional wellbeing. Community organisations have engaged with the school to support staff and student wellbeing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students showing positive behaviours for effective learning by 20%.	Programs actioned by the Community Liason Officer and Positive Behaviour for Learning team have been coordinated by the Deputy Principal and Principal.	A system for evaluating positive behaviour has been established using the Sentral system.
Staff are positive and cohesive, and productively support the endeavours of the school.	Programs actioned by the Community Liason Officer and Positive Behaviour for Learning team have been coordinated by the Deputy Principal and Principal.	Consistent processes for supporting school initiatives involving all staff have been established and maintained.

#### Next Steps

The school has identified improvement measures as part of the evaluation of the 2015–2017 school plan. Next steps are outlined in the 2018–2020 plan.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$6,561.00	Aboriginal background funding has been expended on the employment of support staff and tutors to maximise the learning engagement and achievements of our students.
<b>English language proficiency</b>	\$2,520.00	English language proficiency funding has been expended on the employment of staff to support the language acquisition and learning opportunities of our students.
<b>Low level adjustment for disability</b>	\$146,150.00	Low level adjustment for disability funding has been expended on the employment of Learning and Support Teachers and School Learning and Support Officers to support the learning and engagement of our students.
<b>Socio–economic background</b>	\$160, 442.00	Socio–economic background funding has been expended in a broad variety of ways to students in our classrooms. Some of the areas of expenditure include, staff professional learning, and the employment of a Community and Publicity Officer and a Technology Support Officer.
<b>Support for beginning teachers</b>	\$10,778.00	In 2017, Corowa had one beginning teacher with a reduced face-to-face teaching load and an allocated mentor who also had a reduced face-to-face teaching load. This staff member was also identified for specific support and professional learning to assist them in gaining their accreditation.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	221	195	183	164
Girls	215	178	166	157

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.2	89	93.4	92.5
8	90.5	93.1	88.8	89.8
9	91	90.4	87.7	85.7
10	90.4	90.6	88.1	89
11	87.7	88.1	89.1	83.3
12	91.7	89.1	85.4	91.3
All Years	90.7	89.9	89	88.6
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

The attendance of students is regularly reviewed across the school. Any concerns regarding non-attendance are managed by the Learning and Support Team and referred to the Home School Liason Officer for additional support when required.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	50	56	31
TAFE entry	0	13	9
University Entry	0	0	49
Other	50	25	7
Unknown	0	6	4

Corowa High School is proud of the support it provided to students in order to achieve their educational and employment goals. In 2017, 15 students exited Corowa High School in order to continue their studies at TAFE or another educational institution. In the same year, 29 students found full-time employment, apprenticeships or traineeships and a further 27 students were accepted into university.

### Year 12 students undertaking vocational or trade training

In 2017, vocational subjects offered at Corowa High School included Metals and Engineering and Hospitality – Kitchen Operations. There were a total of 122 senior students in 2017, 75% of whom studied a VET course.

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2017 a total of 53 students completed their HSC, with 25 gaining a Certificate II.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	5
Classroom Teacher(s)	23.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	7.58
Other Positions	1

\*Full Time Equivalent

Corowa High School in 2017 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	100
Postgraduate degree	0

### Professional learning and teacher accreditation

In 2017, the staff at Corowa High School undertook a broad range of professional learning to advance their understandings across the four career stages. All staff attended School Development Days dedicated to professional learning strengthened by 201 days of professional learning undertaken by teachers and 61 days of professional learning undertaken by SASS staff throughout the year. As part of our professional practice, all staff are mentored to identify and work towards achieving goals established in Performance and Development Plans.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>338,004</b>
Global funds	227,167
Tied funds	157,894
School & community sources	89,207
Interest	2,827
Trust receipts	10,523
Canteen	0
<b>Total Receipts</b>	<b>487,618</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	33,463
Excursions	34,510
Extracurricular dissections	12,107
Library	3,588
Training & Development	485
Tied Funds Payments	90,701
Short Term Relief	21,140
Administration & Office	52,972
Canteen Payments	0
Utilities	46,463
Maintenance	17,710
Trust Payments	12,434
Capital Programs	0
<b>Total Payments</b>	<b>325,572</b>
<b>Balance carried forward</b>	<b>500,050</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	950,152
Appropriation	875,093
Sale of Goods and Services	6,058
Grants and Contributions	67,893
Gain and Loss	0
Other Revenue	0
Investment Income	1,107
<b>Expenses</b>	-495,125
Recurrent Expenses	-495,125
Employee Related	-184,045
Operating Expenses	-311,080
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	455,027
<b>Balance Carried Forward</b>	455,027

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	4,218,608
Base Per Capita	53,731
Base Location	27,136
Other Base	4,137,742
<b>Equity Total</b>	315,673
Equity Aboriginal	6,561
Equity Socio economic	160,442
Equity Language	2,520
Equity Disability	146,150
<b>Targeted Total</b>	218,920
<b>Other Total</b>	150,998
<b>Grand Total</b>	4,904,199

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

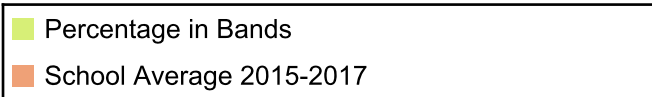
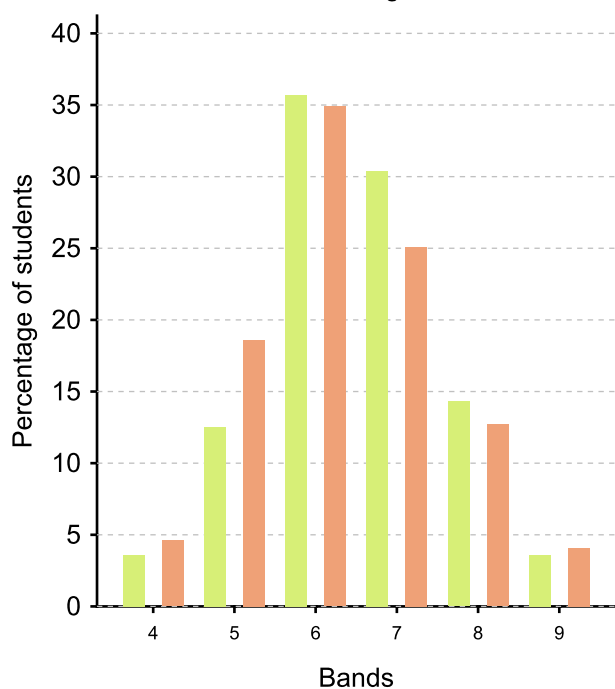
## School performance

### NAPLAN

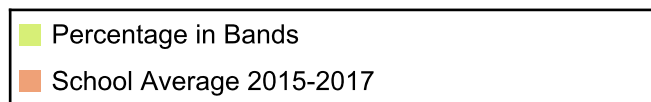
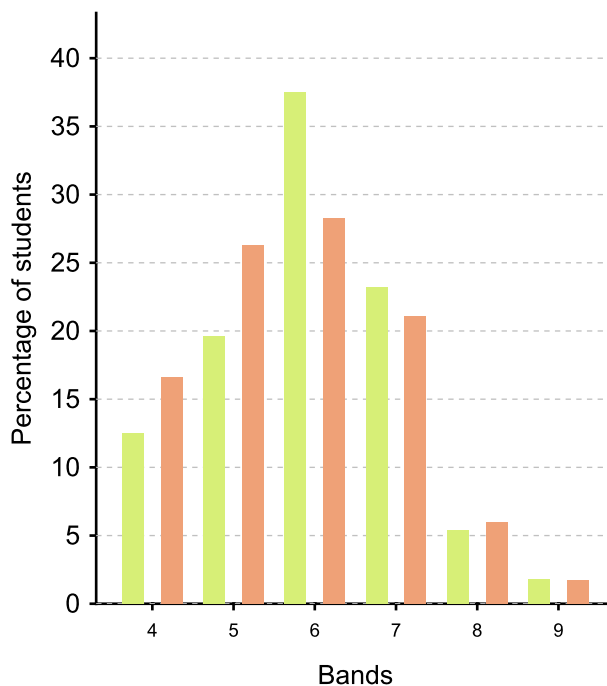
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The results in Year 7 Literacy indicate a positive shift from Bands 6 to 7 in reading, Bands 7 to 8 in spelling and Band 6 to 7 in Writing. This consistent shift across the three areas of literacy assessed is pleasing. The results in Year 9 Literacy indicate a positive shift from Band 8 to Bands 9 and 10 in writing. While there are some positive shifts across bands in Year 9 reading and spelling, the performance of students is spread more widely across all of the bands.

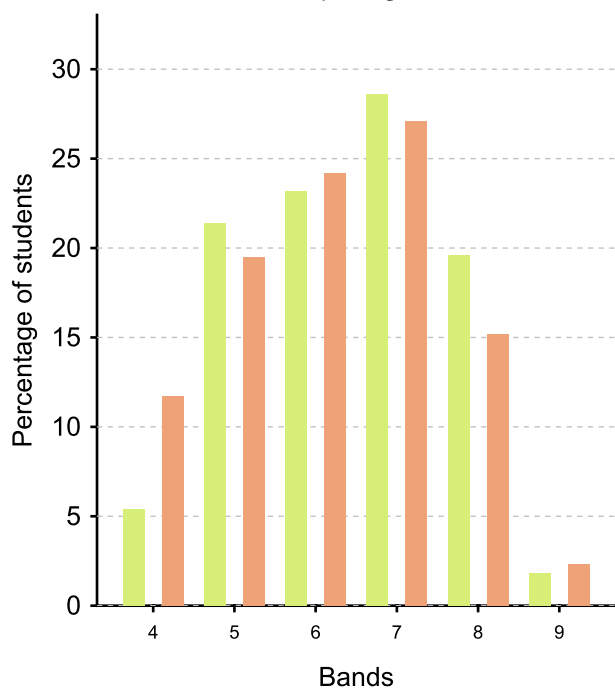
**Percentage in bands:**  
Year 7 Reading



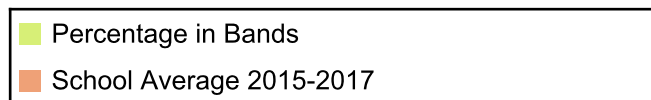
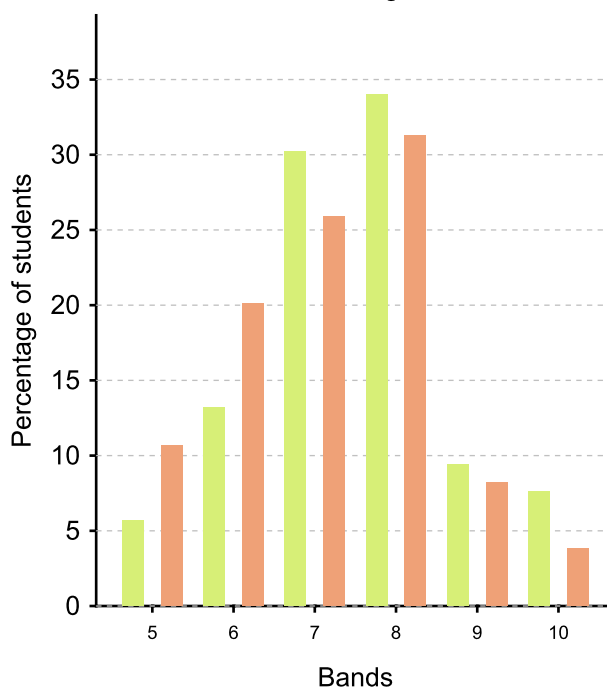
**Percentage in bands:**  
Year 7 Writing



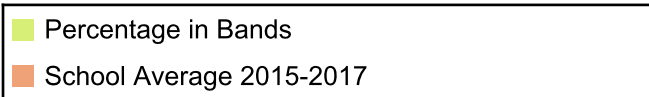
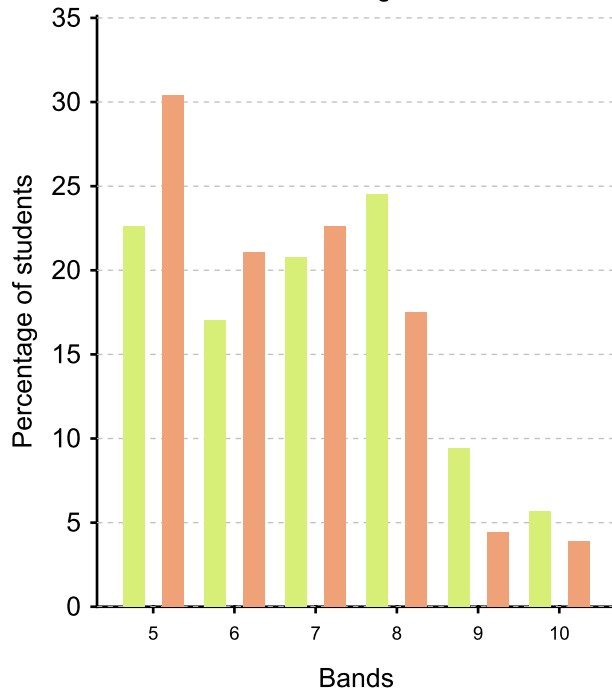
**Percentage in bands:**  
Year 7 Spelling



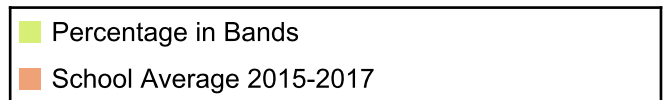
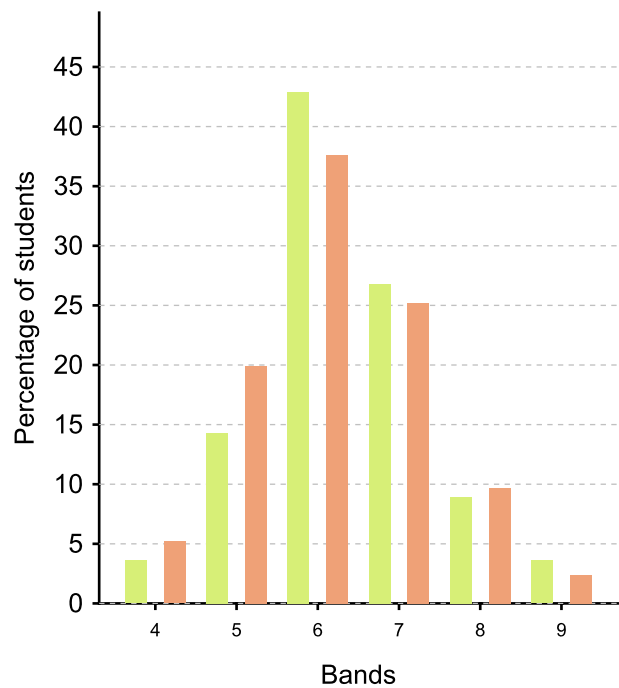
**Percentage in bands:**  
Year 9 Reading



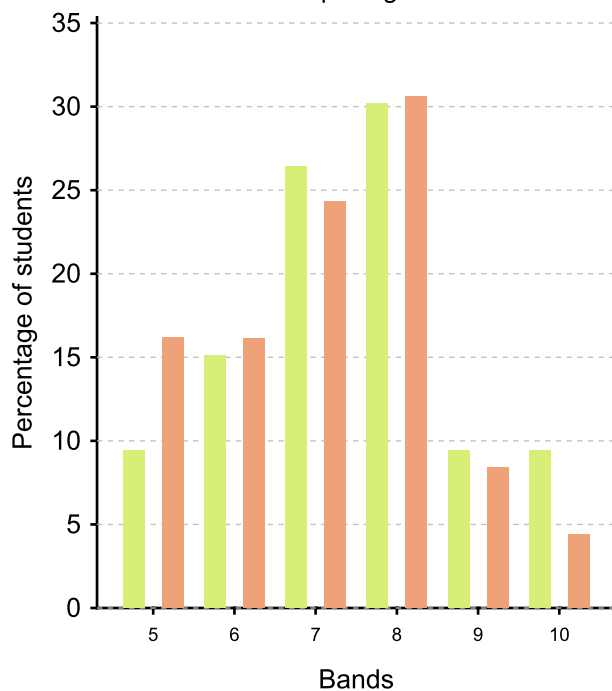
**Percentage in bands:**  
Year 9 Writing



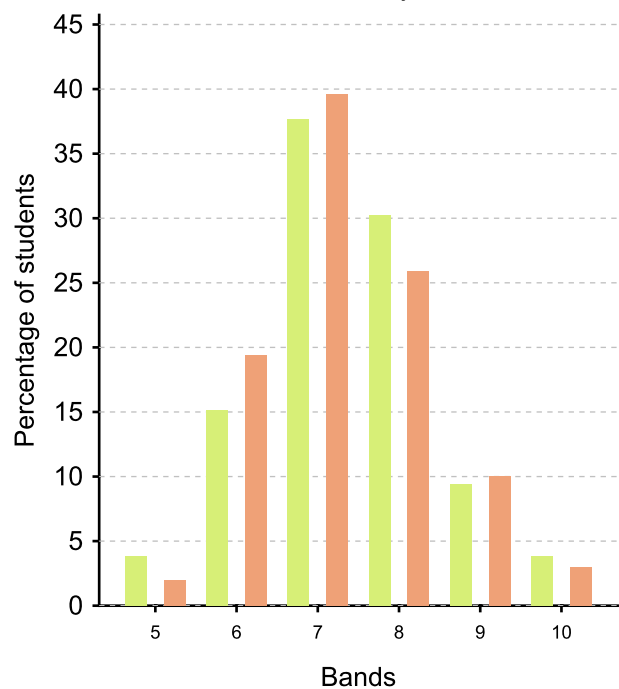
**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Numeracy



The results in Year 7 Numeracy indicate a negative shift from Band 6 to Band 5 and a positive shift from Band 6 to Band 7. The results across the other bands remain reasonably stable. The results in Year 9 Numeracy indicate a positive shift from Band 7 to Band 8 while the results in other bands remain reasonably stable.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access this information.

## Improving education results

In the HSC, students results indicate strong growth with results similar to the state average.

NAPLAN results indicate that student growth from Year 7 to Year 9 in reading and writing is stronger than similar schools and is moving more closely to align with the state average.

Students who achieved in the top two bands of Year 7 NAPLAN outperformed similar schools in the area of reading.

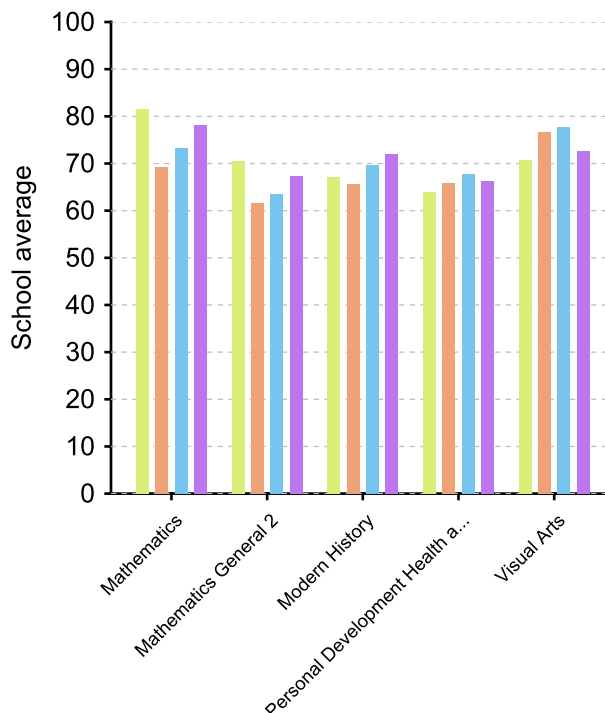
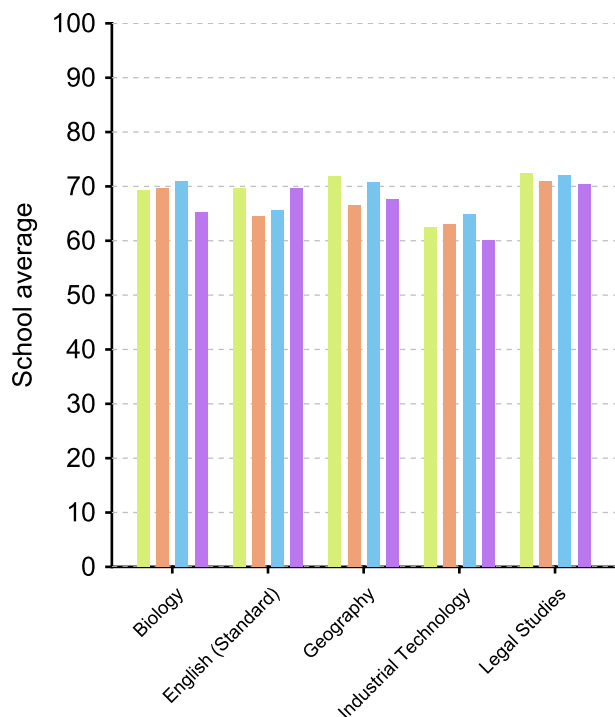
Similarly in Year 9 the growth in student results for the top two bands outperformed similar schools by an average of 4.4% in the areas of grammar, punctuation, reading, spelling and writing.

### State Priorities: Better services – Improving Aboriginal education outcomes

There has been a significant increase in NAPLAN results of Aboriginal students from Year 7 to Year 9 which reflects the trend of students overall. There has been a decline in overall NAPLAN results for Aboriginal students in Year 7.

## Higher School Certificate (HSC)

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



■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017

## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey provides feedback on a framework for assessing student engagement. Students were surveyed from Years 7–12.

### Social Engagement

Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Student feedback indicated that students met the NSW Public Schools norms for social engagement.

### Institutional engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort in doing homework. Student feedback indicates that they value school outcomes and school attendance more highly than other schools across the state.

### Intellectual engagement

Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills, to increase understanding, solve complex problems, and construct new knowledge. Feedback from Tell Them From Me indicates that

students meet the NSW Public school norms for making emotional and cognitive investment in their learning.

## Policy requirements

### Aboriginal education

All Aboriginal students have established high expectation goals through personalised learning pathways (PLP) which have been shared with teachers and families.

NAIDOC week was celebrated and acknowledged through cultural events incorporating sharing indigenous foods with the school community in order to build the knowledge and understanding of all students about Aboriginal histories and cultures.

Significantly, respect continues to be visibly displayed and demonstrated to our local Aboriginal community through the purchase of a second flagpole and flying the Aboriginal flag.

### Multicultural and anti-racism education

Staff are equipped to meet the specific needs of students and community members from culturally and linguistically diverse backgrounds as part of a broader strategy around student wellbeing. Staff are able to identify and address racism and discrimination in the learning and working environment. An Anti-Racism Contact Officer (ARCO) assists in resolving any complaints of racism and promotes anti-racism education in the school.