

# Corrimal High School

## Annual Report



2018



8191

## Introduction

The Annual Report for 2018 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.

### School contact details

Corrimal High School

Murray Rd

Corrimal, 2518

[www.corrimal-h.schools.nsw.edu.au](http://www.corrimal-h.schools.nsw.edu.au)

[corrimal-h.school@det.nsw.edu.au](mailto:corrimal-h.school@det.nsw.edu.au)

4285 1199

## Message from the Principal

2018 was an eventful year for Corrimal High School. Principal Mark King retired at the end of Term 2 and I commenced in the position at the beginning of Term 3. At my commencement, I was extremely impressed with the dedication that staff demonstrated towards improving student learning outcomes and striving for excellence. Students at Corrimal High School feel a very strong connection to their teachers and I feel that these strong relationships are imperative to the success of the students.

During Term 3, I challenged all staff to be educational risk takers and to ensure that they challenge students to be the same. I want all students to become responsible for their own learning, and become an active part of the education process. In order to facilitate this, I allocated over \$50,000.00 towards Innovation Grants. There were 37 Innovation submissions from staff, ranging from the purchasing of a new plasma cutter in the TAS department to allow for new types of work to be completed, to the Schoolyard Sisterhood program designed to promote and support our aspirational young women and encourage them to maintain their aspirations throughout high school and into their post school pathways.

This process involved staff planning and developing innovative ideas in order to change the way they teach, or how they support student learning. Progress on all of these grants will be monitored over the next year to gauge impact and outcomes. I am extremely excited about the future opportunities that these Innovation Grants will provide to our students.

Term 3 also saw the commencement of an Attendance and Engagement program at the school. This program is run by school staff and will be supported by District Office staff; targeting late arrivals and unexplained absences. Year Advisers focused on creating connections with parents and carers to remain up to date about student attendance and encourage improvements.

We commenced the school beautification process and with the assistance of City Serve group, we began working on outdoor learning spaces and gardens.

During Term 4, Corrimal High School experienced a most challenging and significant event, which brought to a halt, the progress we were rapidly making. On Saturday 3 November, we were advised that the schools Industrial Arts building was on fire and it was clear that it was beyond saving and had burnt to the ground. This event caused significant disruption to the school for the remainder of the year.

The following 6 weeks were spent relocated at Bellambi Public School and Corrimal East Public School. During this time, staff began the task of rebuilding resources, preparing work for students off site and beginning the process of rebuilding what was lost.

The support that we received from the entire community, the partnerships that we have built within our Community of Schools and the innovative practices that were developed as a result of the relocation; have placed us in an incredibly united and strong position moving forward into 2019 and beyond.

Corrimal High School is rising from this event to become a united, leading school in innovation and success and I very much look forward to watching our school grow and flourish.

Paul Roger

Principal

## School background

### School vision statement

**Corrimal High School is future focused in providing excellent educational opportunities for all of its students.**

Students are educated, challenged and inspired by quality staff to develop knowledge and skills that promote success within the classroom and into their future. Our school delivers programs and opportunities which facilitate student growth in all areas and builds connections to the wider world.

A leading school built on mutual high expectations of staff, students and community, Corrimal High School recognises that the development of the whole student is crucial to the achievement of these outcomes.

### 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, Corrimal East, 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 2018 is 356 students. 15% of our students identify as Aboriginal. 20% of our students come from a Language Background other than English, with the 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 their diverse learning needs within their classrooms.

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 growing in our use of Student Performance Measures, at CHS, we achieve level of excellence in value-added results and students show beyond expected growth on internal school performance measures. Our school achieves significant value-added results, with a trend towards Excelling, especially in years 9–12.

Our school has developed explicit processes to collect, analyse and report on internal and external student performance data and utilises this to inform planning for particular student groups and individual students. Literacy and numeracy data is collected on individual students and this data is used to guide teaching and learning programs across faculties. The



majority of students have Individualised Learning Plans which are developed by students, staff and carers. Through this process parents and carers are engaged and understand the learning process and how they can support students learning.

## Teaching Domain

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

An assessment of our Effective Classroom Practice illustrates that we are 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 reading and writing. 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 *sustaining and growing* in this area.**

Our school is committed to the development of leadership skills in staff and students. Staff have purposeful leadership roles based on professional expertise and are given professional learning and opportunities to develop their capacity as a leader. Links exist with communities of schools and a range of other organisations to support school programs and improve educational opportunities for students. 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.

School planning is a whole school, shared responsibility. Staff are committed to and can articulate the purpose of each strategic direction in the school plan. All staff have whole school responsibilities aligning with the strategic directions. There are clear processes with timelines and milestones directing school activity towards effective implementation of the school plan.

We provide opportunities for students and the community to provide constructive feedback on school practices and procedures and there are processes which exist to deliver services and information to strengthen parental engagement. This is inclusive of parent teacher nights, as well as the implementation of a parent portal and evaluative surveys after every event. We have implemented and insured continuity of a Community of Schools newsletter, to communicate with the wider school community and strengthen community partnerships.

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 our school plan, leading to further improvements in the delivery of education to our students.

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

Strive: Every student, teacher and leader continuously improves

### Purpose

To enrich student learning outcomes by demonstrating aspirational expectations of learning progress and achievement for all students equipping students with future focused skill sets. Staff engaged in collaboration and coaching, driving ongoing development of teachers and providing leadership opportunities to support expert teachers in gaining accreditation at Highly Accomplished and Lead.

### Overall summary of progress

**Data informed teaching and learning :** In 2018, Corrimal High School staff collected, analysed and evaluated formative and summative, internal and external data to determine student learning outcomes. This data was collated and provided the basis of Individual Learning Plans for every student in stage 4 and 5. These ILP's were created in consultation with parents and carers and teaching staff. These ILPs have been uploaded so that all staff have access to ILPs to inform teaching and learning programs and personalised learning programs.

Through this process, students were targeted for literacy and numeracy tutoring programs, providing support for underachieving students and providing extension and enrichment for gifted and talented students.

**Literacy and numeracy project:** Corrimal High School implemented strategies to drive improvements in teaching and learning strategies in literacy and numeracy, to ensure that all students have successfully obtained the literacy and numeracy minimum standards for the HSC. As part of this process, students who required additional support were given tutoring to build their capacity. Students demonstrated improvements in literacy and numeracy as well as high success rate for the minimum standards examination, allowing them to commence stage 6 with the appropriate skills and expertise in literacy and numeracy.

**Teacher development and leadership:** Corrimal High School facilitated collegiality and collaboration to drive ongoing development of teachers for maximum learning outcomes for the student. This was accomplished through educational rounds and teacher observations and feedback. Leadership opportunities were provided, including shadow roles and second in charge roles and expert teachers were supported in seeking accreditation at Highly Accomplished and Lead.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student has an ILP that is used and has been reviewed with parents every semester.	\$3000 for casual relief funds  PL time	All students in stage 4 & 5 have an ILP and all students in year 7 have a teacher mentor who will conduct cyclic reviews meetings to ensure students are on track with their goals.
All students are prepared with workplace skills and for the literacy and numeracy external assessment.	PL time  \$3,500 tutoring costs	Majority of students have successfully completed minimum standards testing. Students who require more assistance have individualised learning plans detailing their learning needs.
50% of staff are undertaking accreditation at higher levels.	PL funds  PL time embedded into staff meetings and faculty meetings.	One member of staff is actively seeking accreditation. Several staff members have voiced an interest in working towards higher levels of accreditation.

### Next Steps

**Data informed teaching and learning:** Incoming year 7 students have been assigned a mentor to complete their ILP. The ILP process has been evaluated and steps have been put into place to streamline the process to ensure the ILPs are active and working documents. Corrimal High School nominated to be a Best Start school and this data has been distributed to staff to guide teaching and learning and to ensure learning growth in all students.

**Literacy and numeracy project:** Continuation of literacy and numeracy tutoring and personalised support. Whole

school professional learning on the Literacy and Numeracy Progressions and how these can be incorporated into faculties throughout the school for a school wide approach to literacy and numeracy. Reading programs implemented in Learning and Support room led by the LaST. Continuation of Quicksmart program.

**Teacher development and leadership:** An external company has been employed to provide teacher professional development in areas of giving and receiving effective feedback. This company will further develop teacher capacity. Leadership opportunities, including development of leadership teams as well as positions including Head Teacher Wellbeing and RAM funded Deputy Principal have been developed, in order to continue to develop leadership capacity.



## Strategic Direction 2

Thrive: Every student is known, valued and supported

### Purpose

As leaders in wellbeing, evidence guided change is utilised for the management and support of wellbeing within the school. The wellbeing of students is comprehensive and, incorporates student assessment data, attendance, behavioural and socio cultural aspects of the individual. This is utilised to respond to, and maximise student engagement and growth.

### Overall summary of progress

#### ***Student wellbeing project:***

In 2018, all students in year 7 were matched to a teacher mentor. The purpose of this was to ensure that every student was able to discuss their learning needs, set learning and wellbeing goals and have a teacher that would provide them with support as they transition into high school. Teacher mentors were tasked with collaboratively creating Individual Learning Plans with students. Professional learning was provided to teachers about ILP processes.

Completing the ILPs with students was so successful, this process was extended for students in year 8 as well as students in year 11 and 12. Engaging students in their learning has been a very successful project, increasing the proportion of students reporting a sense of belonging and expectations of success and advocacy at school.

#### ***Wellbeing team project:***

In 2018, student wellbeing processes and practices were evaluated. It was determined through the evaluation, that systems needed to be streamlined. As a result, a 'Wellbeing Team' was established. This team met weekly in order to discuss and triage individual student referrals. The Wellbeing Team would then communicate actions and support plans back to staff at staff meetings. In 2018, there was a significant increase in student wellbeing referrals demonstrating that student wellbeing referrals were valued by staff. Professional Learning was delivered over the course of the year, to ensure that staff were familiar with the referral process and were familiar with the types of support that could be put in place for students.

This project resulted in greater personalised support for every student to ensure that every student is known, valued and cared for, and that student needs are catered for in a proactive manner.

#### ***Growth of support services:***

In 2018, Corrimal High School continued to develop and create partnerships with external support agencies, in order to maximise student engagement in learning. The School Chaplain, Mrs Begg, engaged support from City Serve group, to assist in school beautification, further Mrs Begg coordinated Shine and Strength programs, which help build resilience and positive relationships in junior girls and boys.

The Wellbeing Team engaged guest speakers from Mission Australia, St Vincent de Paul, Headspace, PCYC among others to introduce staff and students to the wide range of support services available to students.

The Learning and Support Wellbeing room was established, for students needing extra support. This support 'hub' provides an area for students to self-regulate or seek one on one learning support. It also provides an area for ESL students to meet with ESL support agencies and for Aboriginal students to connect with the Aboriginal Community Liaison Officer.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.	PL time for staff. \$5000 funding for staff release to develop ILPs	All students have a teacher mentor and an ILP to direct learning goals. All students were offered to attend wellbeing



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.	\$20,000 funding for wellbeing programs and excursions especially during the fire relocation.	excursions. These included team building and leadership camps and day excursions.
Referrals to the wellbeing team are reviewed for progress on a 5 weekly cycle.	PL time.	Wellbeing referrals are utilised by staff regularly to gain support and ensure student success.
Growth of support services that make up the comprehensive support network.	\$30,000 to set up Wellbeing Hub.  Staffing funding for Community Liaison Officer position.	Wellbeing Hub is set up and is a hub of support networks, accessed regularly by students.  Community Liaison Officer position was filled for entirety of term 4, to continue into 2019.

## Next Steps

### ***Student wellbeing project:***

Teacher mentoring and Individual Learning Plan process has been a successful project at Corrimal High School, which will continue into 2019. Evaluations determined the need to streamline the process to make the ILP document more engaging and user friendly. As such, planning has commenced around this. Teach Meet sessions will be incorporated into 2019 planning, giving teachers a chance to discuss their implementation of ILPs within their classrooms.

### ***Wellbeing team project:***

The Wellbeing Team continues to meet weekly to assess student needs. This is an ingrained process within the school. The Wellbeing Team has split into two teams, Learning and Support and Student Wellbeing, in order to manage the increase in student referrals. Both teams meet weekly and have different functions. Learning and Support Team caters for the personalised learning needs of students, while the Wellbeing Team caters for wellbeing needs as well as providing and engaging with proactive wellbeing support services. In 2019, an above establishment Head Teacher Wellbeing position has been created to lead the Wellbeing team, while an above establishment Head Teacher Teaching and Learning position is funded to lead the Learning and Support team.

Both teams are integral and vital teams within the school, driving student success and student wellbeing.

### ***Growth of support services:***

In 2019, Corrimal High School will continue to grow networks with support services. This includes partnership with 'Creating Chances' team, continuation of Shine and Strength programs as well as partnerships with City Serve.



### Strategic Direction 3

Connect: Every student connected to community and beyond into work

#### Purpose

To develop effective community partnerships connecting the COS and local community to enhance student outcomes and opportunities. Being dynamic and responsive to the needs and expectations of the greater Corrimal community. Fostering effective communication and engagement with community to establish and nurture positive partnerships, supporting students into work or tertiary study.

#### Overall summary of progress

##### ***Partnerships to support learning project:***

A key focus for Corrimal High School in 2019 was to engage parents and community members in a range of school related activities to cohesively support a culture of high expectations and to cater for the learning and wellbeing needs for all students. Transitions programs were evaluated and expanded. Parents and carers were invited and encouraged to attend the school for 'meet the teacher' evenings, parent teacher interviews, In2Uni evenings and open nights. Parent partnerships were further strengthened through the Individual Learning Plan process, setting high expectations and learning intentions for students. Partnerships were further developed within Community of Schools, Wollongong University, AECG and Bernados. 2018 also saw the development of a P&C, who met twice termly. Following the fire and during relocation, strong partnerships were developed within the Community of Schools and surrounding businesses. The community really pulled together to support the learning and wellbeing of students. This had a profound effect on strengthening partnerships within the community.

##### ***Student engagement and attendance project:***

In 2018, Corrimal High School developed partnerships with a number of external agencies to support student engagement and increase attendance. The goal was to ensure that students were engaged in their learning, which would improve attendance and ensure that every student was supported in their learning pathway. Partnerships with TAFE, UOW and local businesses ensured that senior students had opportunities to move into further education or the workforce.

Following the fire, attendance declined dramatically and it was difficult to maintain student engagement with minimal resources. With the support of local businesses, many excursions were donated and students were able to engage in a range of activities, including team building courses, Science Space excursions, hikes and sporting challenge days. This played a significant role in engaging many students during this time.

##### ***Success for ATSI students:***

This year Corrimal High School worked alongside our community to develop a range of targeted programs and school initiatives to foster cultural pride, leadership and strengthen our community partnerships. One such initiative was the establishment of the Koori Leadership Council – a school representative organisation at the same level as the SRC comprised of elected ATSI students. These students worked on school pride projects including the installation of three flag poles in the quad and the front CHS Welcome and Acknowledgment of Country signs. Additionally, the KLC and Aboriginal Education Team worked to develop proposals for a community yarnning circle which will be utilised by students and our wider community for significant events. Local art work was also commissioned to add to the culturally significant site that Corrimal High School is placed upon. All initiatives were done in partnership with local NIAECG representatives, artists, Lands Council representatives and community Elders. Additionally, opportunities for parents, carers, families and community to visit Corrimal High School and discuss curriculum wants and students needs was established and will continue in the future to further strengthen our community bonds.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent and student participation in the school, school events and in the community.	\$10000 funding for school events including open nights, parent teacher nights, transition evenings.	Increased proportion of parent participation in school events.  Increased proportion of participation in transition events.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased students' engagement and attendance through partnerships and project based learning.	\$2500 staffing relief  \$15,000 Innovation Grants and excursions	Attendance and engagement team established.  Attendance procedures reviewed, evaluated and modified.
Increased ATSI students/ parents/ community involvement in school initiatives	Staffing costs for Aboriginal Community Liaison Officer.  Professional Learning costs	Employment of ACLO.  Increased student/parent involvement in school initiatives driven by Aboriginal Education Team and ACLO.

## Next Steps

### **Partnerships to support learning project:**

Continuing into 2019, partnerships with the community and a range of external agencies, continue to be a key focus initiative. Corrimal High School continues to value and foster partnerships with Community of Schools, Curriculum Network Illawarra, University of Wollongong, TAFE, NIAGECG, local businesses and wellbeing agencies. Corrimal High School continues to value and engage parents and carers in educational partnerships to support learning plans of all students. Corrimal High School recognises the value of parents, carers and the community in ensuring that all students have the opportunity to reach their potential.

### **Student engagement and attendance project:**

In 2019 attendance is a main priority. Year Advisers and the Head Teacher Wellbeing have been tasked with following up on attendance and ensuring plans are in place to support students to improve their attendance. Positive reward systems will be in place to recognise students who have improved their attendance. Late arrivals will also be targeted to ensure that students will be at school, every day, on time.

Students will continue to engage in a range of academic and wellbeing programs to improve engagement at school. Corrimal High School will continue to develop partnerships with University of Wollongong and TAFE to provide opportunities for students to transition into post school studies.

### **Success for ATSI students:**

The KLC and Aboriginal Education Team will continue to work alongside our community to strengthen our bonds. Tutoring will be made available to Aboriginal students to support their learning needs, sporting and health programs and competitions will be investigated to support student interests, KLC representatives will be formally inducted at the school by local Elders and NIAECG representatives, parents, carers and community will continue to have the opportunity to speak to CHS Aboriginal Education Team staff to work on community programs that will support our students and their families. As always, Corrimal High School will continue to strengthen its commitment to Aboriginal Education and foster pride in our community.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Money and staff, students, NIAECG and community, CoS staff	<p>Establishment of the Koori Leadership Council</p> <p>Installation of three flag poles in the quad</p> <p>Front CHS Welcome and Acknowledgment of Country signs.</p> <p>Development of proposals for a community yarning circle.</p> <p>Local art work was also commissioned</p> <p>Opportunities for parents, carers, families and community to visit Corrimal High School and discuss curriculum wants and students needs</p>
<b>Low level adjustment for disability</b>	<p>SLSO staffing costs</p> <p>Teacher release</p>	<p>The Learning Support team and the Wellbeing team worked together to identify and cater for students who required adjustments to support teaching and learning.</p> <p>Assistance was provided through the employment of SLSO staff. The Learning and Support team along with the English faculty conducted reading and writing assessment and provided PL to faculties on how best to support the reading needs of students in classrooms. Remedial strategies were conducted, where necessary, by the LST, including tutoring and Multilit and small group programs.</p> <p>Each faculty was provided a folder with reading and comprehension strategies to support learning in their curriculum area.</p> <p>The Learning and Support team, alongside the transition team, profiled the learning needs of incoming year 7 students and plans were put in place to support additional learning needs.</p> <p>IEPs and IBPs were developed for all students with disability confirmations and PL was delivered for teachers to understand these needs.</p>
<b>Socio-economic background</b>	<p>Teacher salary</p> <p>\$208000</p> <p>Head Teacher Teaching and Learning salary</p> <p>Staffing release time</p> <p>Student Assistance</p> <p>Professional Learning funds</p>	<p>Additional staffing allowed smaller class sizes to facilitate personalised learning. Furthermore, additional staffing allowed for a wider senior curriculum to be offered to support post school aspirations, including university entry, TAFE and employment.</p> <p>A Head Teacher Teaching and Learning continued to be funded to drive teacher development to support teaching and learning.</p> <p>Staffing release time was funded to develop IEPs and IBPs to support teaching and learning across the school.</p> <p>Professional Learning funds supported</p>



<p><b>Socio-economic background</b></p>	<p>Teacher salary</p> <p>\$208000</p> <p>Head Teacher Teaching and Learning salary</p> <p>Staffing release time</p> <p>Student Assistance</p> <p>Professional Learning funds</p>	<p>teacher development to improve teaching, learning, engagement and behaviour management.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	218	194	195	186
Girls	182	150	130	130

In 2018 our breakdown of numbers were as follows:

Year 7: 54

Year 8: 48

Year 9: 46

Year 10: 29

Year 11: 27

Year 12: 32

Support Unit: 35

Student enrolment in junior years is increasing with projection for further increases in the future. Of the 316 student enrolment, 15% identify as Aboriginal or Torres Strait Islander and 11% have English as Second Language.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.1	87.7	89.2	87.8
8	89.5	84.1	87.1	85.2
9	84.1	86.6	80.9	85.2
10	81.7	80.7	77.9	82
11	78.7	75.7	79.5	82
12	86.3	86.7	86	86.4
All Years	84.6	82.6	83.1	84.9
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Student attendance at Corrimal High School in 2018 was largely affected by the fire which saw the school relocated to the local primary school. During this period of time, attendance was impacted.

Student absences are followed up in a timely and consistent manner. Year Advisers regularly communicate with parents of students who demonstrate patterns of non attendance or are absent for 3 or more days consecutively.

The Attendance and Engagement Team collects and monitors data, tracks attendance and late arrivals and is in constant communication with the Home School Liaison Officer, putting plans in place for students to improve their attendance.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	4	3	4
Employment	3	9	10
TAFE entry	1	2	12
University Entry	0	0	13
Other	6	6	7
Unknown	3	1	0

## Year 12 students undertaking vocational or trade training

The total number of students that undertook a VET subject or multiple VET subjects was 37. The breakdown per subject;

Construction – 9

Metals & Engineering – 6

Information, Digital Media and Technology – 16

Retail – 13

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

100% of our Year 12 students attained a HSC or equivalent vocational education qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	27.1
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	3
School Administration and Support Staff	11.98
Other Positions	2

\*Full Time Equivalent

In 2018, one member of the Corrimal High School teaching staff 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	8

## Professional learning and teacher accreditation

All teaching and non-teaching staff at Corrimal High School participated in professional learning in 2018, linked to their Professional Learning Plans goals.

Professional Learning (PL) built the capacity in staff to engage in Literacy and Numeracy strategies, Curriculum and Assessment, with a focus on Formative Assessment. School Development Days (SDD), Twilight sessions and staff meeting activities supported the Strategic Directions in the School Plan and other school priorities.

Mandatory Professional Learning such as Code of Conduct, CPR, E-care and Code of Conduct were delivered for all staff across the year through SDD's. All staff attended the Curriculum Networks Illawarra (CNI) SDD in Term 2 which catered for such Professional Learning as new syllabus implementation, assessment and teaching & learning practices. SDD Terms 3 and 4 focused on the School Plan and Assessment practices.

In total, \$45,858 was expended in Professional Learning in 2018. This included course costs and casual relief for both teaching and non-teaching staff.

In 2018, all pre-2004 teachers achieved Proficient Accreditation. These teachers moved into their Maintenance cycle, supported by a number of Professional Learning sessions. Two beginning teachers worked through their induction program and were supported by Head Teacher Teaching & Learning in the accreditation process from graduate to proficient. Staff interested in the higher levels of Accreditation were supported through staff mentors and local network groups. In 2018, one staff member was actively seeking accreditation as a Highly Accomplished Teacher.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	650,516
<b>Revenue</b>	7,107,562
Appropriation	6,956,449
Sale of Goods and Services	30,404
Grants and Contributions	117,907
Gain and Loss	0
Other Revenue	0
Investment Income	2,802
<b>Expenses</b>	-6,663,420
Recurrent Expenses	-6,663,420
Employee Related	-6,334,937
Operating Expenses	-328,483
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	444,142
<b>Balance Carried Forward</b>	1,094,658

The school finance committee met twice termly to discuss finance and meet financial policy requirements. External support was sought during the transferal to HR Payroll systems and SAP management systems and professional learning has been completed to support the ongoing governance of finance.

During term 4 the fire stalled spending on tied money. Funds were redirected to necessitate spending on core business – teaching / learning / resourcing / staffing / student & staff wellbeing activities. In Semester 2 a large amount of money was carried forward. This money has been tied to ongoing school improvements and additional resourcing, including;

Educational Innovation grants, school improvements, improved classroom learning spaces, additional staffing and resourcing, including extra positions; Deputy Principal, Head Teacher Teaching and Learning, Head Teacher Wellbeing, development of CAPA, improved student attendance and engagement and increased technology and technology based practices.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,249,882
Base Per Capita	69,075
Base Location	0
Other Base	4,180,807
<b>Equity Total</b>	702,832
Equity Aboriginal	58,116
Equity Socio economic	458,506
Equity Language	10,318
Equity Disability	175,892
<b>Targeted Total</b>	1,127,792
<b>Other Total</b>	493,939
<b>Grand Total</b>	6,574,445

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.

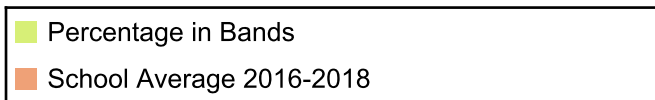
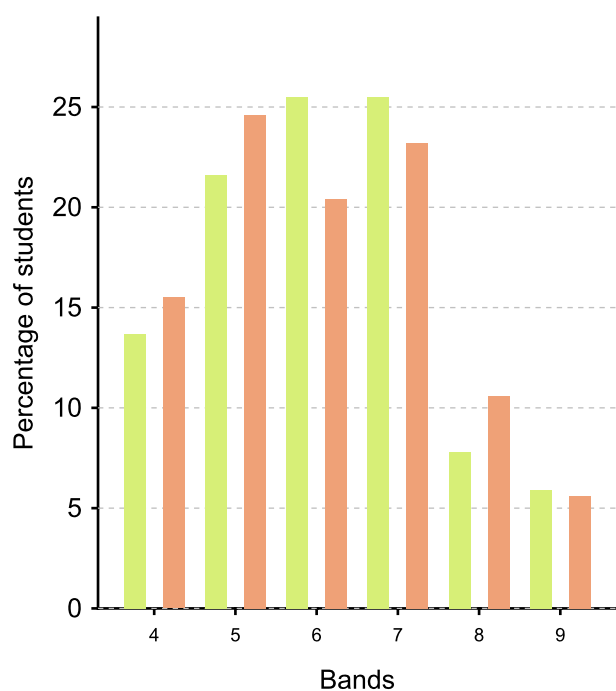
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

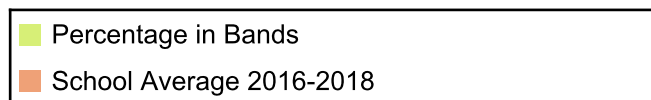
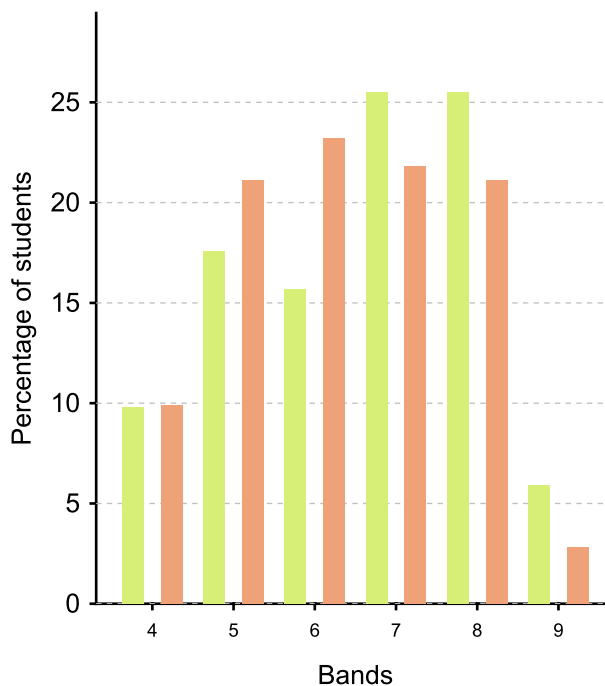
2018 NAPLAN literacy data illustrates a shift of the middle students towards higher bands. There is a need to increase the proportion of students in the top two bands and steps have been put into place to address this need; including data driven individualised learning programs, literacy tutoring, reading groups and whole school literacy strategies.



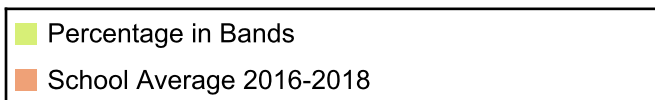
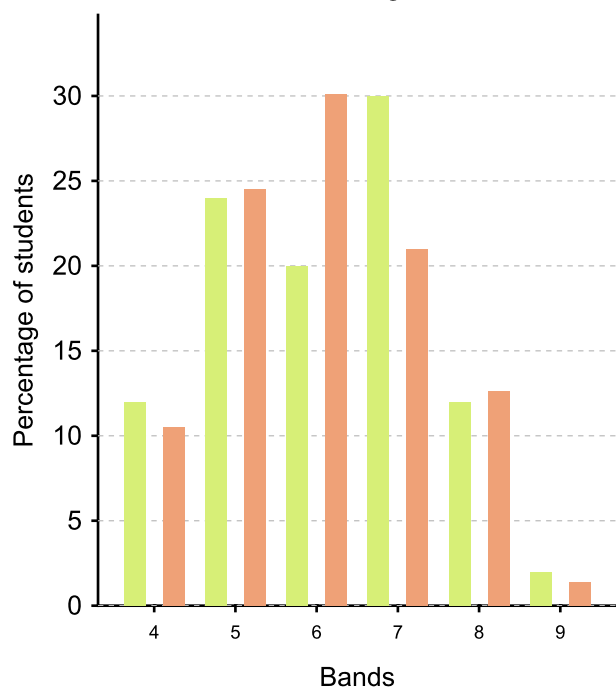
**Percentage in bands:**  
Year 7 Grammar & Punctuation



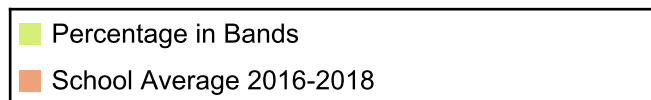
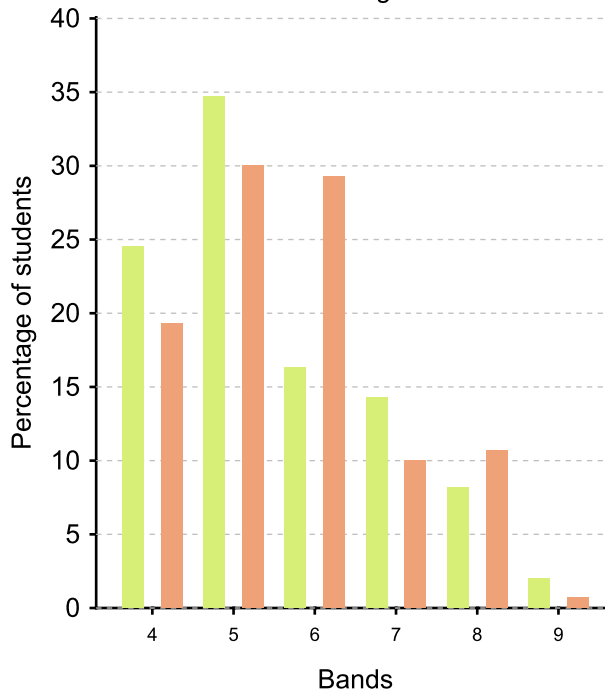
**Percentage in bands:**  
Year 7 Spelling



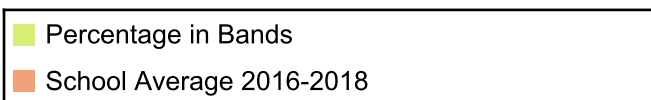
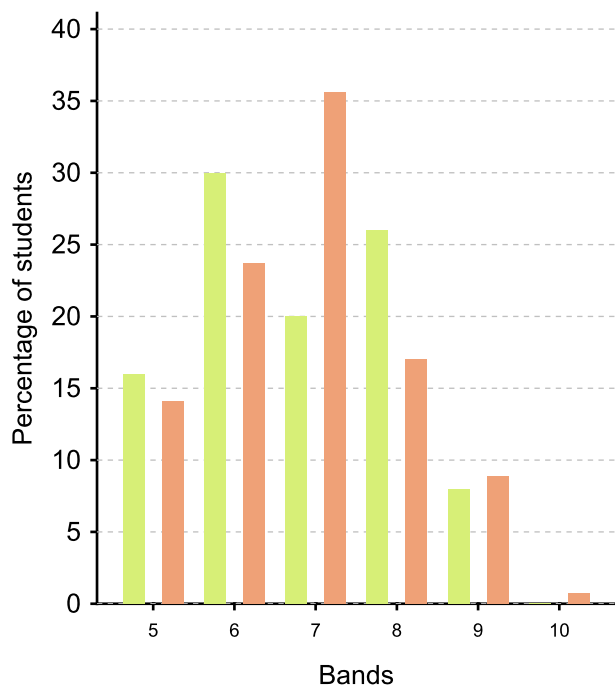
**Percentage in bands:**  
Year 7 Reading



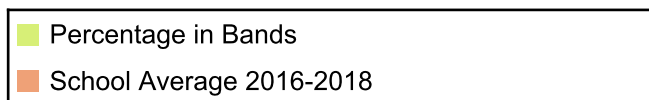
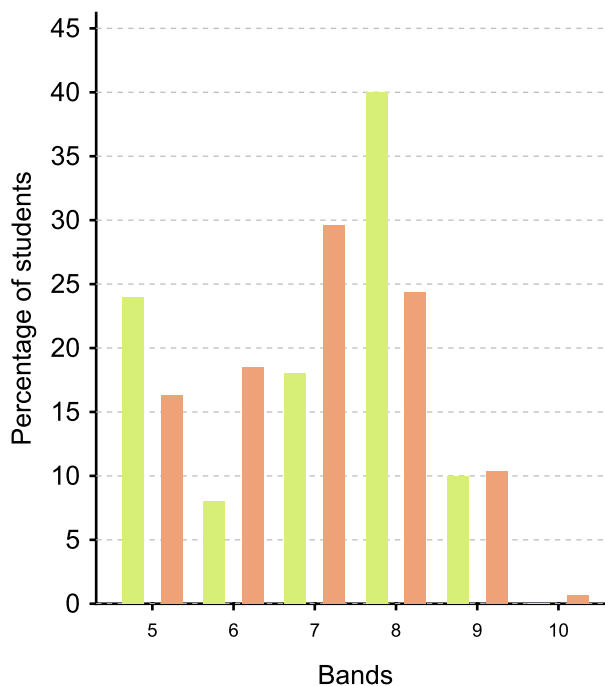
**Percentage in bands:**  
Year 7 Writing



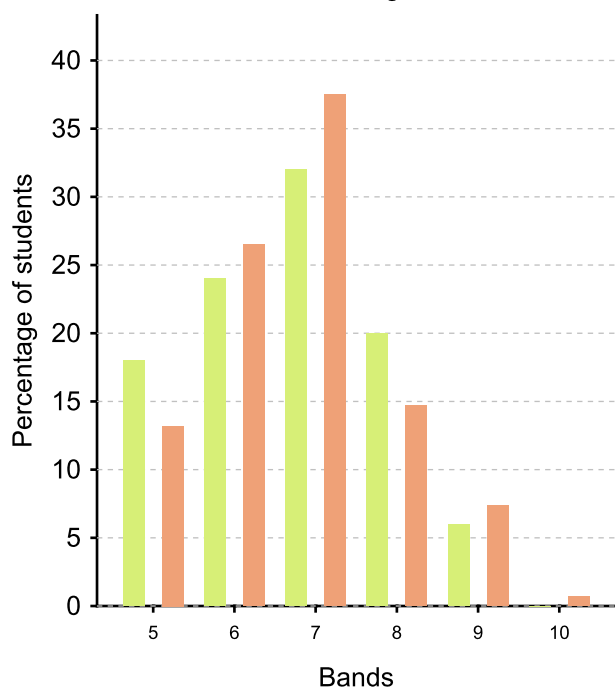
**Percentage in bands:**  
Year 9 Grammar & Punctuation



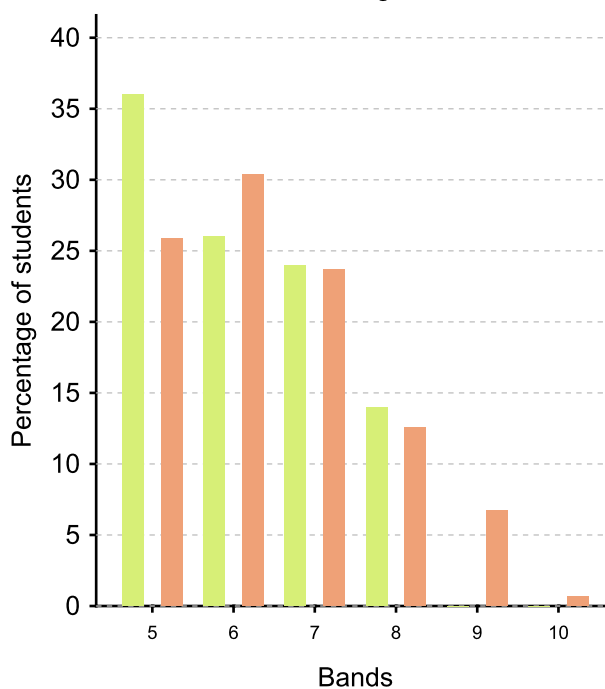
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading

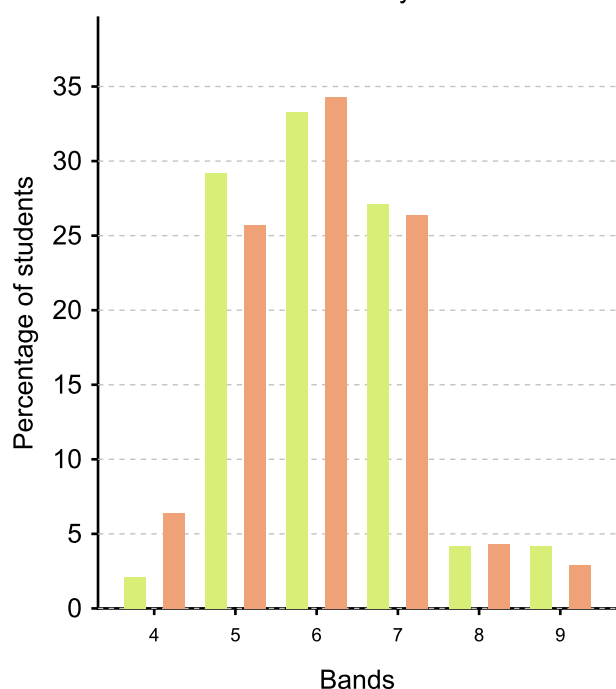


**Percentage in bands:**  
Year 9 Writing



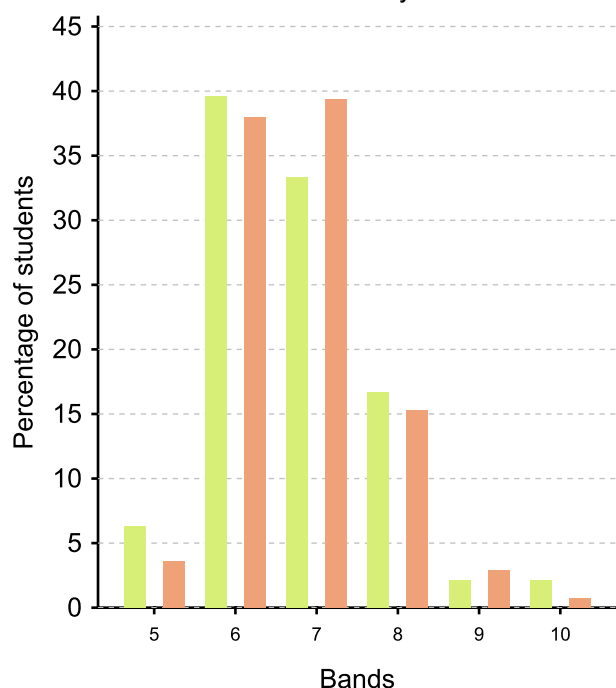
Both year 7 and year 9 NAPLAN numeracy data indicate a shift of middle students into the top two bands. The majority of students fall into the middle bands and steps have been put into place to move the middle to the top. Strategies include, but are not limited too; numeracy tutoring, numeracy program Quicksmart, and whole school numeracy strategies.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2016-2018

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

In order to address the *Premier's Priorities: Improving education results* by moving students into the top two

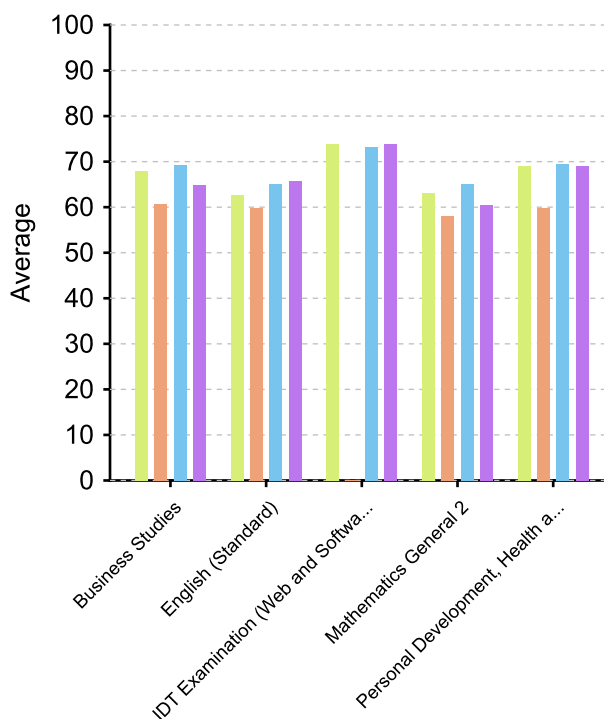
bands in literacy and numeracy in NAPLAN, Corrimal High School uses personalised, data driven learning programs to target the individual learning needs of students, to move students into higher NAPLAN bands. Programs including tutoring, reading groups, numeracy programs are offered to students. Enrichment class teaching and learning programs are influenced by gifted and talented strategies. Formative assessment strategies ensure deep knowledge and understanding.

In order to address *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, Corrimal High School engages with AIME tutoring and Aboriginal students engage in both AIME tutoring and literacy and numeracy tutoring. Aboriginal students in year 9 achieved significant value add.

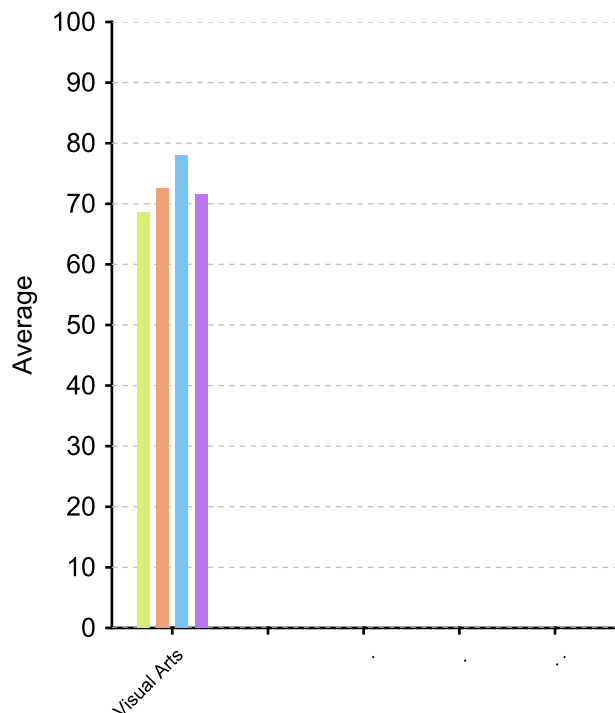
Professional learning has been delivered to all staff on how to use a range of data to drive teaching and learning programs. Staff have all completed Scout training and have been lead through Scout operations.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The achievement scale represents increasing levels of skills and understandings demonstrated in student assessments.



School 2018 SSSG Average 2018  
State Average 2018  
School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
Business Studies	68.0	60.6	69.3	64.9
English (Standard)	62.6	59.8	65.0	65.8
IDT Examination (Web and Software Applications)	73.8	0.0	73.2	73.8
Mathematics General 2	63.1	58.0	65.1	60.4
Personal Development, Health and Physical Education	69.0	59.8	69.5	69.0
Visual Arts	68.5	72.5	78.0	71.6

In 2018, Corrimal High School HSC results were significantly higher, in most subjects, than SSSG Averages. Most subjects were close to state averages. Most students achieved significant value add and exceeded their estimated results based on NAPLAN data predictions. All year 12 students had access to Edrolo (online learning modules) to consolidate their learning at home and help guide their studies. Further, all year 12 students had an Individual Learning Plan and had access to one on one tutoring by university

students. The Learning and Support team ran study skills sessions and provided individualised support to students.

## Parent/caregiver, student, teacher satisfaction

Parents and caregivers have indicated satisfaction with the direction of Corrimal High School as well as the high level of teaching and learning delivered. During the relocation, parents and caregivers indicated high levels of satisfaction with regards to the opportunities staff delivered to students during this time. The vast majority of parents and carers appreciated the many off site, learning excursions, offering students a range of experiences and hands on learning.

Students demonstrated their satisfaction through their engagement in learning and their engagement in the many opportunities and wide range of learning and wellbeing programs offered. Students were satisfied with the management of the relocation and the determination by staff to ensure learning outcomes were met.

Staff indicated a sound level of satisfaction with policies and procedures which were in place. Focus groups indicated areas for improvement, which has directed the planning for 2019.

## Policy requirements

### Aboriginal education

This year Corrimal High School worked alongside our community to develop a range of targeted programs and school initiatives to foster cultural pride, leadership and strengthen our community partnerships. One such initiative was the establishment of the Koori Leadership Council – a school representative organisation at the same level as the SRC comprised of elected ATSI students. These students worked on school pride projects including the installation of three flag poles in the quad and the front CHS Welcome and Acknowledgment of Country signs. Additionally, the KLC and Aboriginal Education Team worked to develop proposals for a community yarning circle which will be utilised by students and our wider community for significant events. Local art work was also commissioned to add to the culturally significant site that Corrimal High School is placed upon. All initiatives were done in partnership with local NIAECG representatives, artists, Lands Council representatives and community Elders. Additionally, opportunities for parents, carers, families and community to visit Corrimal High School and discuss curriculum wants and students needs was established and will continue in the future to further strengthen our community bonds.

Aboriginal author Kirli Saunders was employed to run workshops on creative writing, poetry and connection to land. All students participated in these workshops. Saunders' book 'The Flying Machine' was purchased as a class set and offered to year 12 students as a related text for their English studies. Year 12 students were



explicitly taught the features of her story and significance of land and voice. Students were so engaged by Kirli Saunders that she was invited to read poetry and speak at the school NAIDOC assembly.

The next steps include; The KLC and Aboriginal Education Team will continue to work alongside our community to strengthen our bonds. Tutoring will be made available to Aboriginal students to support their learning needs, sporting and health programs and competitions will be investigated to support student interests, KLC representatives will be formally inducted at the school by local Elders and NIAECG representatives, parents, carers and community will continue to have the opportunity to speak to CHS Aboriginal Education Team staff to work on community programs that will support our students and their families. Corrimal High School students were also elected into the newly formed Junior NIAECG and will be involved in the planning of future events in 2019. As always, Corrimal High School will continue to strengthen its commitment to Aboriginal Education and foster pride in our community.



### Multicultural and anti-racism education

Corrimal High School is an inclusive school environment, which values the contributions that all people bring to the community. As a school, Harmony Day is celebrated by assembly presentations and student voice films. 2019 will see Harmony Day celebrated on a bigger platform, with multicultural food stalls and music set up in the playground. Corrimal High School has an Anti Racism Contact Officer as well as an English as Second Language Learning and Support Teacher. Students utilise these staff members when necessary.

Staff professional learning was delivered around refugees and how to best support refugee students in the classroom. All students are valued and supported in an inclusive, caring and nurturing environment and anti racism education is woven through practices and policies.

### Other school programs

#### Sport

Corrimal High School had a successful year in sport in 2018 with outstanding students across a wide range of

sports. Our students have represented at Zone, State and National level.

Our school has had individual representatives in the following sports: Swimming, Cross Country, Cricket, Athletics, Football, and Rugby League.

Our most notable school sport performance for 2018 was the Open Boys Softball team who were crowned the South Coast Champions and then went on to represent the school at the NSW Championships.

We had two Illawarra Zone Blue recipients for 2018 which were Nathan Trebel (Boys Cricket) and Thomas Potts (Boys Football).

Excellent individual performances included Ruby-lee Paterson who received a Bronze medal in the 4 x 100m Relay at NSW CHS Athletics and Ramses Munro who placed 6th in Long Jump.

Our three major carnivals of Swimming, Cross Country and Athletics continue to produce fantastic performances by our students. The Cross Country Colour Run is always a popular event on the sporting calendar with students enjoying the colour run stations as they complete the course.

Corrimal High School continues to participate in the Premiers Sporting Challenge program with our Community of Schools (COS). This program encourages and prepares students from Stage 3 to Stage 6 to take up active leadership roles in school sport and other planned physical activities. This program also produces quality student sport leaders who volunteer at our COS sporting carnivals and events.

The Illawarra Grade Sport competition saw an increasing number of teams entered by Corrimal HS. Our students develop teamwork, communication, resilience and other social skills as a result of this competition. Students participated in such grade sports as Oz tag, soccer, volleyball, ultimate Frisbee, netball, darts and slow pitch softball. The central venues provide students opportunities for participation at quality venues in the Northern Illawarra. The Illawarra Darts Association once again volunteered their time to run the Darts Grade Sport competition at the Fraternity Club. This is a wonderful way to connect with our local sporting clubs.

Corrimal High School also received funding in 2018 to strengthen our sporting programs through the 'Sporting Schools' funding. This funding allowed Stage 4 students to gain coach delivered sporting sessions by the NSW Touch Association, Jack Newton Golf Foundation and NSW Netball.

#### Debating and Public Speaking

During 2018 Corrimal High School entered a number of speaking competitions. A debating squad formed and Mrs R Mahon, debating coach, ran several workshop days and along with the teams, attended two training and competition days at University of Wollongong. In the final competition at UOW in October, CHS was

represented by two junior teams and two senior teams.

Throughout the year Corrimal High School also entered a Year 7,8 and a Year 9,10 team in the Premier's Debating Challenge with both teams completing three debates. The Year 9,10 team became Zone champions and attended the Regional Final at the Mercure resort, Gerringong.

We also developed our public speaking with all students Years 7–12 engaging in public speaking in class assessments and 8 students entering the South Coast Public Speaking Competition held at Holy Spirit College in September with one student gaining third place.

### **Multi Lit**

In 2018 14 students were put through the MultiLit program which is an intensive literacy program that aims to assist students with reading and writing. It provides rapid learning for low progress students with a focus on phonics and sight words. Each student attended 3 x 20 minute sessions a week and completed a variety of tasks. Many found they improved their confidence and reading levels rose. They were also more confident reading aloud.

### **Chaplaincy**

In term 3 Mrs Leanne Begg started working as Chaplain at CHS under the Department's Student Well-being Support Program, for 2 days per week, to support the social, emotional and spiritual well-being of the students, their families and staff. Mrs Begg works closely with the Learning and Support Team and year advisors to identify any students who could benefit from individual support. Mrs Begg has assisted students who have experienced traumatic events in their lives eg: death, family breakdown, mental health issues, bullying and sickness as well as responding to questions they have. Mrs Begg seeks to be a caring and supportive listening ear, referring to year advisors, LST and counsellors when appropriate.

"Chaplain's Chats" have been a regular item in the CHS school newsletters covering topics such as grief, mental health, unhelpful thinking and a Christmas message. Mrs Begg has also been able to help out Mr Heugh with Big Band and vocal ensemble, singing and playing guitar, as well as introducing Zumba (before the fire) and helping out Mrs Organ with dance for sport.

### **Breakfast Club**

The profile of, and numbers at brekkie club on Tuesdays and Wednesdays have continued to grow in partnership with Paul and Emma Mather from the Salvation Army, Tarrawanna. Mrs Begg and volunteers, not only feed the kids but aim to provide safe, secure and nurturing morning interactions with the students.

### **Wellbeing programs**

Shine and Strength programs have run with volunteers from CityServe Illawarra for junior girls and boys to assist them in developing healthy relationships and

improve self-esteem and resilience. Unfortunately the fire interrupted the completion of these programs in 2018 but they will continue in 2019.

After the fire Mrs Begg was able to garner support from our local community to help run BBQ's for our school when we first met at Bellambi Public. Local businesses donated food and Mrs Begg had volunteers from the SRE/Chaplaincy board to help with the cooking.