

Corowa High School

Annual Report

COROWA

High School

RESPECT | RESPONSIBILITY | ACHIEVEMENT



2018



8308

Introduction

The Annual Report for 2018 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 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 our self–assessment that reflects the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Dr 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

School background

School vision statement

At Corowa High School we prioritise the intellectual, social, physical and emotional growth of our students as they develop into caring and responsible adults. Our senior students benefit from unique and flexible Higher School Certificate pathways with wide subject choice and our school boasts exceptional student leadership and engagement programs that focus on building confidence, resilience and success.

Our professional, university-educated teachers encourage students to develop a love of learning and a desire to succeed. They maintain the highest integrity and concern for each child's wellbeing.

At Corowa High School our students, staff and parents are proud to be part of a strong, sharing community that is dedicated to our goal of creating successful learners, leaders and a community that is inclusive, informed and engaged.

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 eleven Minister's Awards 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 and an external validation process. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of our self-assessment indicate that, on balance, Corowa High School is 'Delivering' in the Learning and Teaching domains, and 'Sustaining and Growing' in the Leading domain.

Our self-assessment and the external validation 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

Innovation and Engagement in Learning

Purpose

We will support the intellectual and emotional wellbeing of students so they take responsibility for their learning and aspire to excel.

Overall summary of progress

Our Literacy and Numeracy Committee have undertaken regular (5 weekly) assessment for student learning in Years 7 and 8 and placed data on PLAN. These assessments indicated improving levels of consistent teacher judgement but there are concerns that the impacts of this information are not yet being seen or addressed in the classroom. The primary barriers to the successful change of practice we are wishing to see in the classroom include communication of both student outcomes (learning needs) to the broader staff and their change of practice. The primary data use, and that which was most helpful, was the student response to the systemic and authentic assessment developed by all faculty areas as part of the project. The dissemination of the skills around student literacy assessments (against the continuum – or the Progressions in 2019) across all staff and faculties is an area of ongoing skill development.

All Year 7 students have engaged in Science, Technology, Engineering and Mathematics (STEM) lessons, 3 periods per fortnight for the entire year. Our Science staff ran the STEM program and embedded in the teaching and learning framework was the concept of an Engineering Design Process. Over the course of the year, students complete 7 major projects involving robotics, design principals, complex reasoning, scientific assessments, problem solving and communication. Teachers were provided with professional learning in STEM when they attended a number of conferences throughout the year including the Regional STEM conference. Overall the program was well received by students who found many of the activities highly engaging, however barriers existed with regard to resourcing and program development. As the program develops and expands many of these issues will be overcome. Students were formally and informally assessed on all challenges and the data from this assessment informed teaching practices and student reports.

There have been a number of significant wellbeing programs embedded across the school in 2018. All students have accessed programs, and some students have accessed multiple programs depending on need and desire. Of note was the Gorgeous Girls Wellbeing Program which has had a marked and positive impact on student wellbeing and behaviour as evidenced by teacher observations and reports and a notable downturn in negative Sentral entries for participants. The Boys Mentoring program had a lesser impact and this may, in part, be due to both the structure (students taken from lessons to participate for short periods of time rather than enjoying whole or part days of sustained engagement), the cohort, and the method of presentation. The impact of the Girls Wellbeing Program was felt in the classroom and the playground and there was clear evidence of improved resilience and conflict resolution skills amongst participants.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. 8% increase in the proportion of students in the top two bands in NAPLAN (reading and numeracy).		In our Year 7 cohort there was a 5% increase in the number of students in the top 2 bands in reading and a 2% increase in numeracy. In Year 9 there was a 1% increase in numeracy and a 9% decrease in literacy. Whilst our Year 7 results are on-track for meeting this outcome in 2020 our Year 9 results reflect a need for further review.
2. 100% increase annually in the number of students whose literacy skills are assessed and analysed via the Continuum	Professional Learning funds for the Literacy and Numeracy Committee approx. \$1200	In 2017 all Year 7 student's literacy skills were recorded and assessed against the Continuum. In 2018 there was a 100% increase in this number to include all Year 8 students. This milestone has been achieved in 2018, however it is not anticipated that it will be met in 2019 as we move from the Continuum and PLAN data collection processes to the Progressions.
3. 15% of staff and students will be engaged in innovative	Professional Learning funds to engage with STEAM	In 2018 10% of our staff engaged in innovative teaching and learning programs including STEAM

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
teaching and learning programs, such as STEAM.	innovations approx. \$1800 Resource allocation \$5000	and Project Based Learning. This milestone is on-track for being achieved by 2020.
4. 10% decrease in the number of students with wellbeing referrals due to the implementation of anti-bullying and resilience programs.	Employment of staff for the purpose of managing wellbeing programs (0.2FTE) approx. \$28000 Resource allocation \$2000	In 2017 there were a total of 87 student wellbeing referrals related to bullying and in 2018 this had decreased to 55 marking a total decrease of 37%. This milestone has been met within the first year of the plan's implementation.

Next Steps

Our movement to the Progressions from the Continuum has begun in the context of some preliminary professional development but this will be a large part of our focus in 2019. The data indicates that areas of student learning targeted in the program demonstrated some marked improvements, however there was variability based on faculty, teacher and student engagement. We continue to work with our staff and extension classes to see a more marked and consistent improvement in our NAPLAN reading and numeracy results in 2019.

With regard to innovation in our teaching and learning practices, some of the changes that will occur in 2019 as a result of the successful implementation of STEM classes in 2018 include a greater focus on authentic tasks that reflect real-world challenges. In 2019, Year 8 students will also have 3 periods per fortnight of STEM taught by the TAS faculty, with a focus to be placed on technology.

Given these positive impacts of our Gorgeous Girls Wellbeing Program, this program will continue to be supported utilising school funds and staffing resources in 2019 and the Boys Mentoring Program will be revised, funded and supported in order to improve delivery and outcomes.



Strategic Direction 2

Innovation and Engagement in Teaching

Purpose

We will establish a culture of ongoing performance improvement so that our staff and school leaders are courageous, inspiring and affect the learning outcomes of our students, staff and community.

Overall summary of progress

As part of our improved customer service focus we have utilised significant school resources to employ a School Publicity and Promotions Officer 3 days per week. This position was focused on improving the frequency and quality of communications within and across our school community. As part of this process we have created and managed a school website, Facebook page, our fortnightly newsletter, the *Corovian* school magazine, as well as promoting school and student successes across our local media organisations. Analysis of online hits and feedback from staff, students and parents indicate an increased engagement with the school Facebook page and improvements in community perceptions about the quality and quantity of communications provided from the school. The Tell Them From Me survey provided only limited feedback as few parents engaged with this tool and students were not asked about customer service issues as part of their surveyed opinions. The benefits observed so far are that parents are less frequently complaining that they were not notified of events or were not informed of issues at school. Parents are also more aware of issues related to excursions, permission notes and requirements regarding payment deadlines.

All Year 7 students have engaged in at least one Project Based Learning (PBL) task in their STEM class this year. An important part of this process was ensuring that staff delivering STEM lessons had the skills necessary to implement PBL as part of the teaching and learning methodologies. To that end, a number of staff have engaged in professional learning to improve their understanding and this then has been shared with all teaching staff. The slow implementation of this program (one faculty and one year group per year) reflects the need to support and mentor staff in the implementation of this teaching method and our desire to 'get it right' rather than just 'get it done'.

In 2018 we successfully embedded an Extension Class in our Year 7 to 10 cohorts. Our original timeline asked for a more staggered implementation but the necessities of timetabling resulted in a single year implementation process for our junior school. The Extension class has been a welcome initiative from our staff, student and parent communities. It has contributed to our increasing enrolment numbers in Year 7 and our higher levels of retention in other year groups, it has also impacted on the learning, engagement and achievement levels for our highest achieving students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. 100% of teaching staff engage in ongoing professional development and meet Teacher Accreditation requirements.	Teacher Professional Development funding approx. \$48000	In 2018, 100% of all staff engaged in ongoing professional development and met Teacher Accreditation requirements. This milestone has been met in a single year.
2. 10% increase in parent feedback affirming the school's quality customer service and communication.	Employment of Promotions and Publicity Officer (0.6FTE) approx. \$34200	School surveys have tracked parental responses to school communication and customer service in 2018 and they indicate a positive trend. This data in 2019 will be further informed by the parent TTFM survey.
3. 10% improvement in student learning outcomes due to modification, extension and acceleration programs.	Employment of Learning and Support Teacher (1.0 FTE) approx. \$105000 Employment of Student Learning and Support Officers (2.1 FTE) approx. \$73000	In 2017 a total of 349 student academic achievement records were recorded for all classes on Sentral, in 2018 this increased to 406 for the extension classes alone. This is a 14% increase in the number of records of students demonstrating academic success. This milestone has been met in a single year.
4. 15% of staff and students will be engaged in innovative teaching and learning programs,	Teacher professional learning \$2500	In 2018 10% of our staff engaged in innovative teaching and learning programs including Project Based Learning. This milestone is on-track for

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
such as Project Based Learning, that challenge and extend students.		being achieved by 2020.

Next Steps

With regard to our communication and customer service focus, areas to address in 2019 include engaging more effectively within the wider Corowa community, such as promoting our school Facebook page more broadly, and utilising additional communication tools (we are installing an electronic school sign) to communicate with our school and community. Further data regarding parental perceptions of customer service and communication at our school will be gathered from the Tell Them For Me survey in 2019.

One of the key barriers to the successful implementation of Project Based Learning continues to be the lack of broader engagement with this teaching method across the whole school staff, but this was anticipated and indeed a planned part of this process. Another issue to be considered and addressed in the next two years are our methods for assessing the impact of Project Based Learning on student outcomes. This data is limited to date and this is an area for targeted development in 2019. In 2019 both Year 7 and Year 8 students will undertake at least 1 PBL task in their STEAM classes which are led by Science and TAS staff.

The anecdotal data supporting the implementation of our Extension classes needs to be bolstered by further data collected from both internal sources (school based assessments) and external sources such as NAPLAN. Areas for future focus and improvement include the need to provide professional learning for all staff around Gifted and Talented teaching and learning.



Strategic Direction 3

Innovation and Engagement in Leading

Purpose

We will recognise and nurture our leaders so that they can promote a culture of collaboration, innovation and high expectations across our school and community.

Overall summary of progress

Our consistent focus on improving student attendance and engagement this year was addressed through numerous newsletter articles, presentations at parent forums and through a closer monitoring of student attendance by our staff truancy officer. The impact of these measures however, appears to have been minimal. Utilising the TTFM survey and school attendance data as our primary data sources we sought feedback on whether student attendance patterns had shown any significant change over the course of the year and whether students themselves identified any higher levels of engagement at school or through the completion of homework and assignments. Both data sources confirmed that student attendance continues to sit at around 88% with Year 7 continuing to have the best attendance rates and Years 10 and 12 the poorest. This is consistent with the data of previous years. Additionally we considered data from TTFM which questioned student engagement with school and school work, enjoyment of said work and determination to do well. In all three measures Corowa High performed below state average and students consistently indicated that they were disengaged with school and had little inclination to try their hardest.

Nine staff members identified as aspiring leaders in 2018. Of those 9 staff (8 teaching and 1 SASS staff member) 2 accepted a whole school leadership roles; 4 relieved in Head Teacher positions; 1 accepted a relieving SAM position in a neighbouring school, 1 spent time as relieving DP; and 1 consolidated his leadership role as DP. Staff Professional Development funds were fully accounted in 2018, with 29% of all funding allocated to leadership learning for staff. Our aspiring leaders continue to discuss and engage in leadership opportunities and to build their capacity as the school works toward future proofing through succession planning in all areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. 10% improvement in community awareness of student engagement measures and a concurrent improvement in student attendance, homework completion and assignment submission.	Promotion at community and school events approx. \$600	Despite extensive publicity and promotion, this improvement measure continues to be elusive. Without more radical interventions this milestone is not due to be met by 2020.
2. 10% increase in the number of staff gaining experience in roles involving leadership and higher duties.		In 2017 14% of our staff gained experience in roles involving leadership and higher duties. In 2018 this increased to 18%. We are currently on-track for meeting this milestone in 2020.

Next Steps

In 2019 there will be a refocus and a reconsideration of how to address the broad issues of student attendance, engagement and positive work habits. These issues will need to be concurrently addressed with our school community and we anticipate the need for ongoing engagement beyond 2020.

With regard to leadership development, the area in greatest need of engagement and development is student leadership. Student leadership roles are limited to the Student Representative Council (SRC) and captains and student leadership participation rates are low. Students in the SRC report concerns as to their purpose and influence and there is a high level of apathy due, at least in part, to their perceived low levels of impact. This is an area of consideration and future development in 2019.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	195	183	164	156
Girls	178	166	157	156

Student attendance profile

School				
Year	2015	2016	2017	2018
7	89	93.4	92.5	89.5
8	93.1	88.8	89.8	90
9	90.4	87.7	85.7	88.3
10	90.6	88.1	89	88.8
11	88.1	89.1	83.3	86.8
12	89.1	85.4	91.3	84.1
All Years	89.9	89	88.6	88.2
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

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 Liaison 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	8	12.5	46
TAFE entry	0	0	7
University Entry	0	0	30
Other	4	5	5
Unknown	0	0	10

Corowa High School is proud of the support it provided to students in order to achieve their educational and employment goals. In 2018, 3 students exited Corowa High School in order to continue their studies at TAFE or another educational institution. In the same year, 23 students found full-time employment, apprenticeships or traineeships and a further 12 students were accepted into university.

Year 12 students undertaking vocational or trade training

In 2018, vocational subjects offered at Corowa High School included Skills for Work and Vocational Pathways and Construction Pathways. There were a total of 69 senior students in 2018, 40% of whom studied a VET course.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018 a total of 33 students completed their HSC, with 5 gaining a Certificate II in vocational courses.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	19.7
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.58
Other Positions	1

*Full Time Equivalent

Corowa High School in 2018 had one permanent full-time Aboriginal teacher. Corowa High School continues to build its links with local Aboriginal families and support networks.

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	4

Professional learning and teacher accreditation

In 2018, 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 159 days of professional learning undertaken by teachers and 11 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

Financial summary

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

	2018 Actual (\$)
Opening Balance	455,027
Revenue	4,906,561
Appropriation	4,765,124
Sale of Goods and Services	7,155
Grants and Contributions	128,980
Gain and Loss	0
Other Revenue	0
Investment Income	5,301
Expenses	-4,772,822
Recurrent Expenses	-4,772,822
Employee Related	-4,260,290
Operating Expenses	-512,531
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	133,739
Balance Carried Forward	588,766

- The financial management processes and governance structure are prepared in accordance and direction issued by the Department of Education and meet financial policy requirements. The financial management of the school is undertaken with the input from the Finance Committee, the School Management Plan and the School Administration Manager.
- Spending patterns were in accordance with the School Management Plan. Underspensing of the 2018 budget were a result of the introduction of new financial processes and familiarity with the requirements of the system also a number of planned projects were not expended during the year as well as savings for planned major expenditure.
- Intended use of funds include an ongoing project to improve the grounds/water maintenance to reduce water and labour intensity and replacement of aged infrastructure within the school.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,099,234
Base Per Capita	62,199
Base Location	26,035
Other Base	4,011,000
Equity Total	305,959
Equity Aboriginal	7,390
Equity Socio economic	148,450
Equity Language	1,534
Equity Disability	148,585
Targeted Total	22,469
Other Total	151,902
Grand Total	4,579,565

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

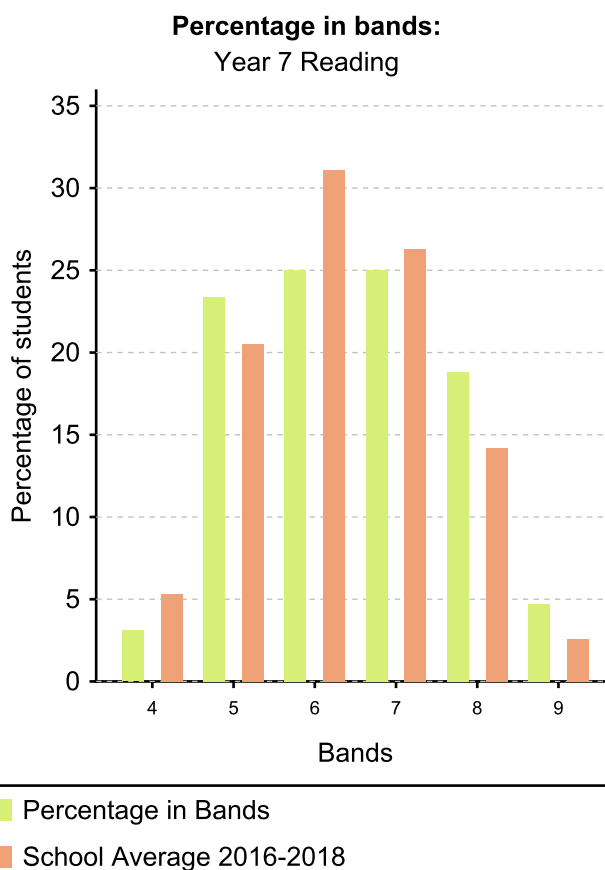
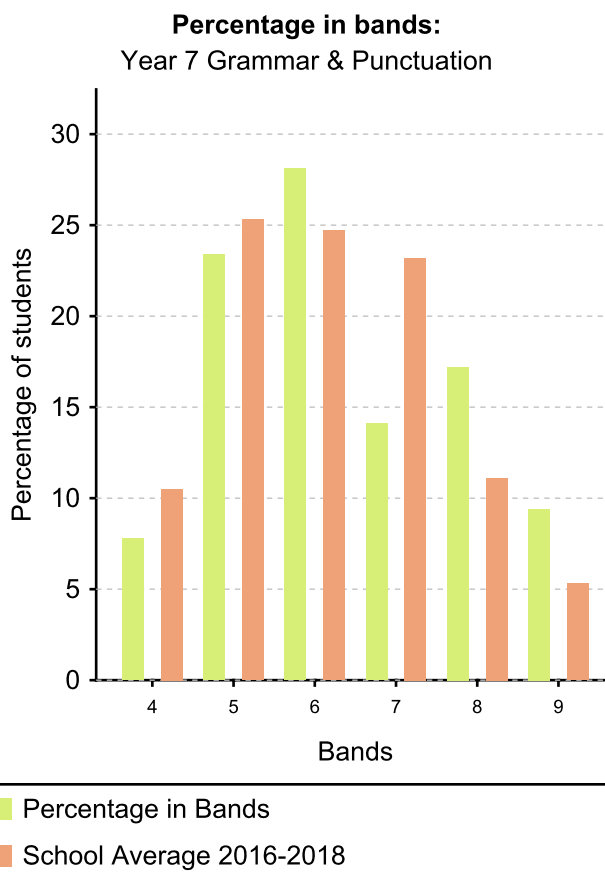
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

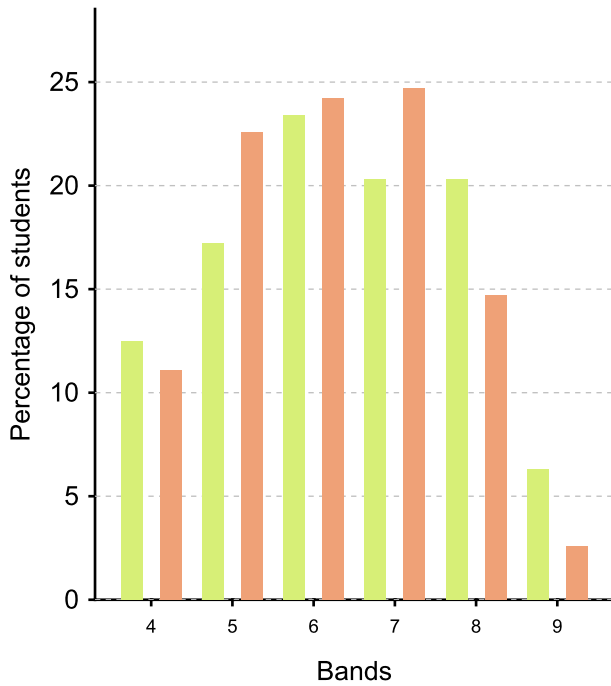
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

The results in Year 7 Literacy indicate a positive shift from Bands 6 and 7 to Bands 8 and 9. This consistent

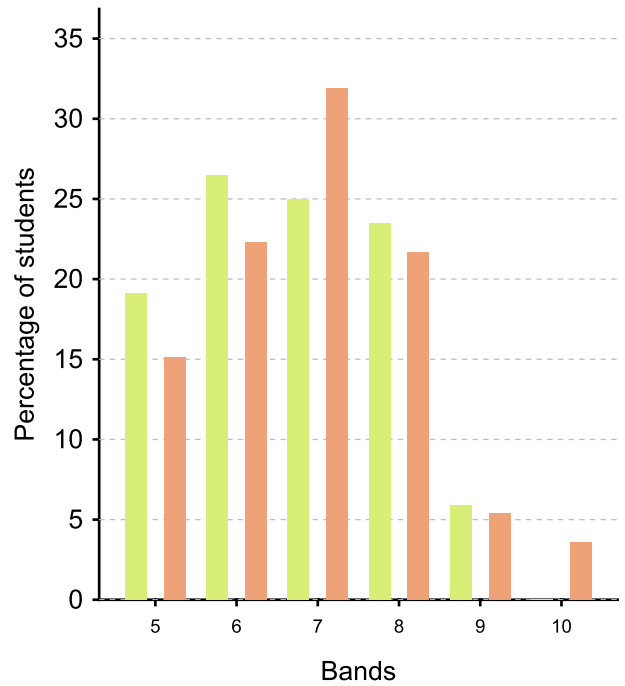
shift across the four areas of literacy is pleasing. However, the results in Year 9 Literacy indicate a downward trend as students underperformed in comparison to previous Year 9 cohorts. In both the Year 7 and Year 9 cohort too few students are achieving the highest bands and this will continue to be a focus for Corowa High School as part of our school plan in 2019 and 2020.



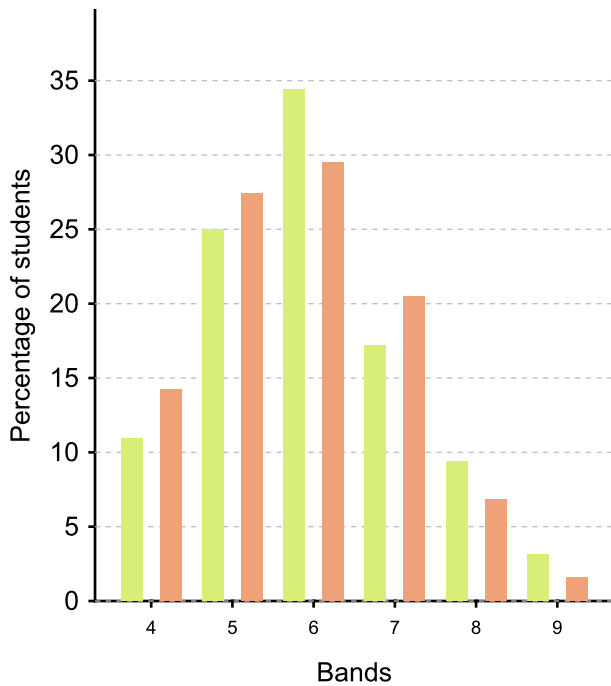
Percentage in bands:
Year 7 Spelling



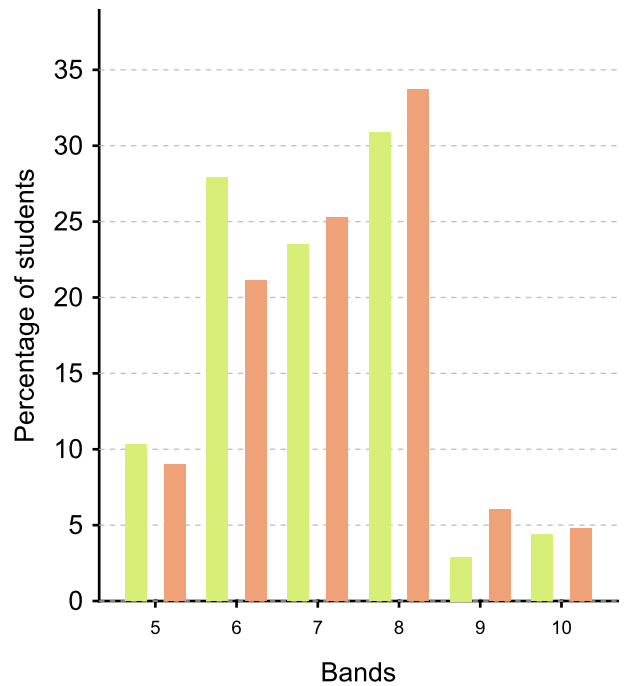
Percentage in bands:
Year 9 Grammar & Punctuation



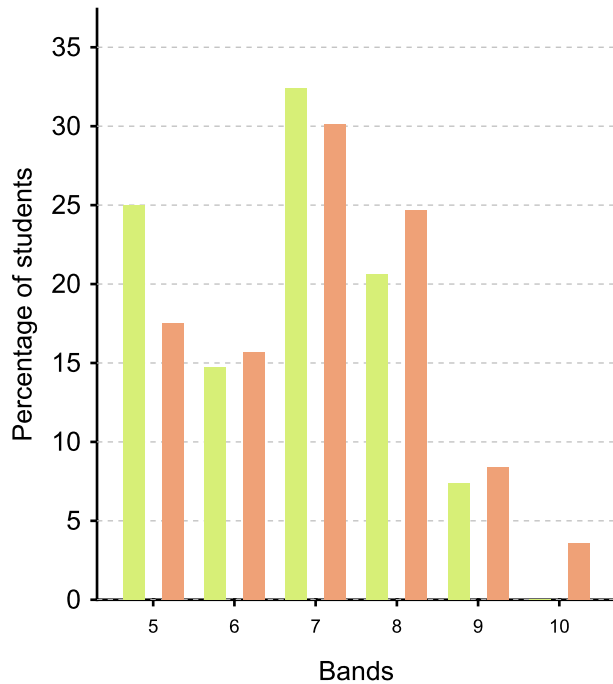
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Reading

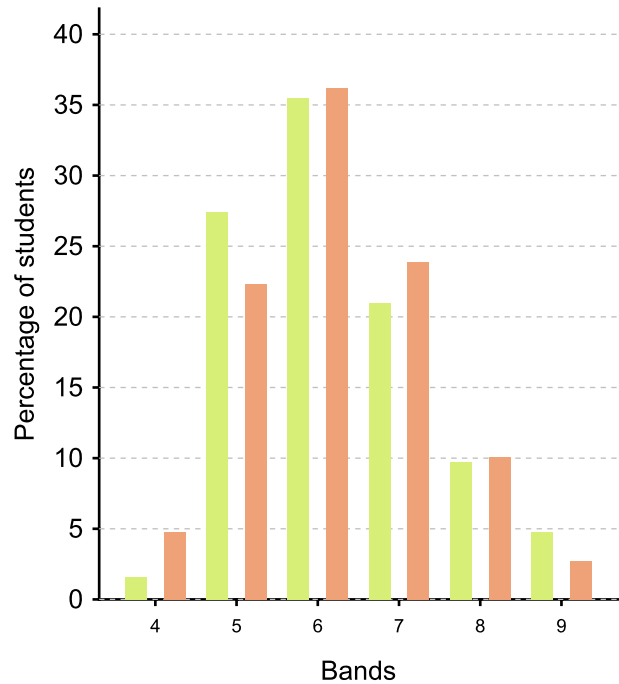


Percentage in bands:
Year 9 Spelling



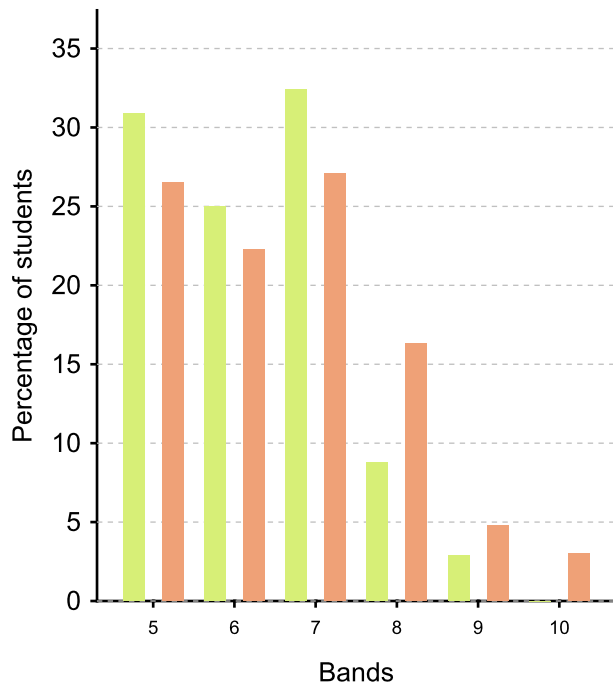
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Numeracy



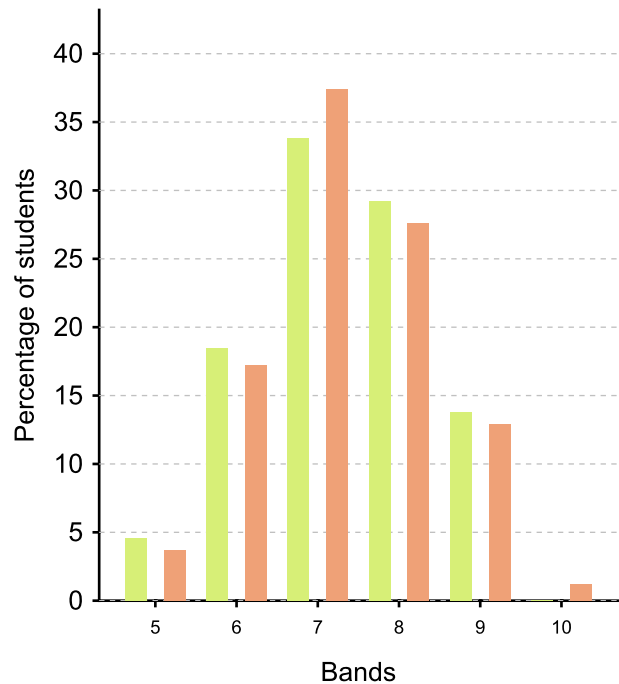
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

The results in both Year 7 and Year 9 Numeracy are consistent with previous years. The Year 7 results do indicate a slight shift away from the lowest bands; a consolidation in Bands 6, 7 and 8; and a slight increase in the number of students attaining a Band 9. Like in Literacy, the Numeracy results indicate a dearth of students attaining the highest bands (Band 10) and this is an area for continued development.

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

State Priorities: Improving education results

In 2017, 15.14% of students attained results in the top two bands in NAPLAN Reading and Numeracy assessments, in 2018 this number dropped slightly to 14.6%.

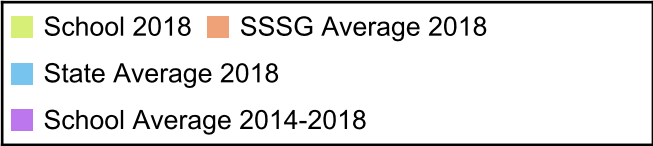
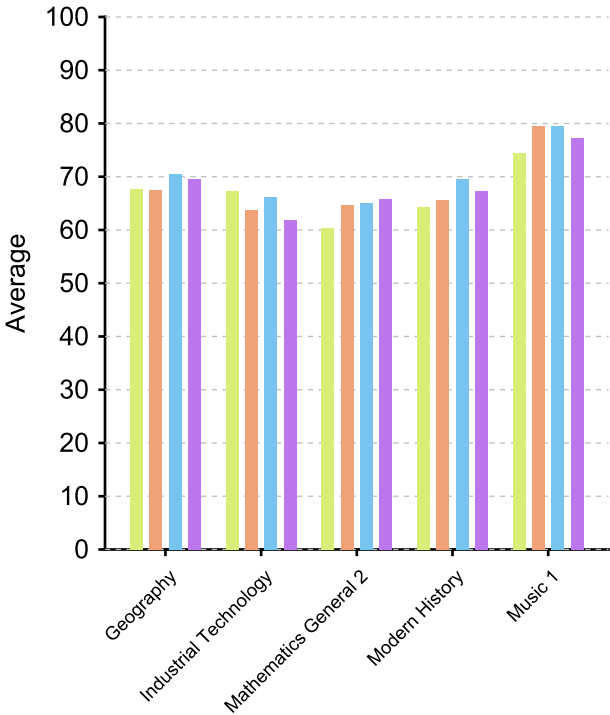
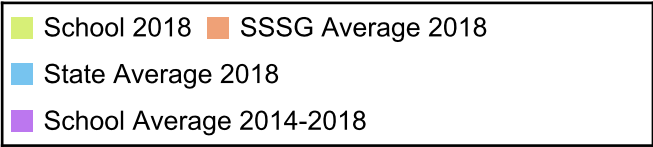
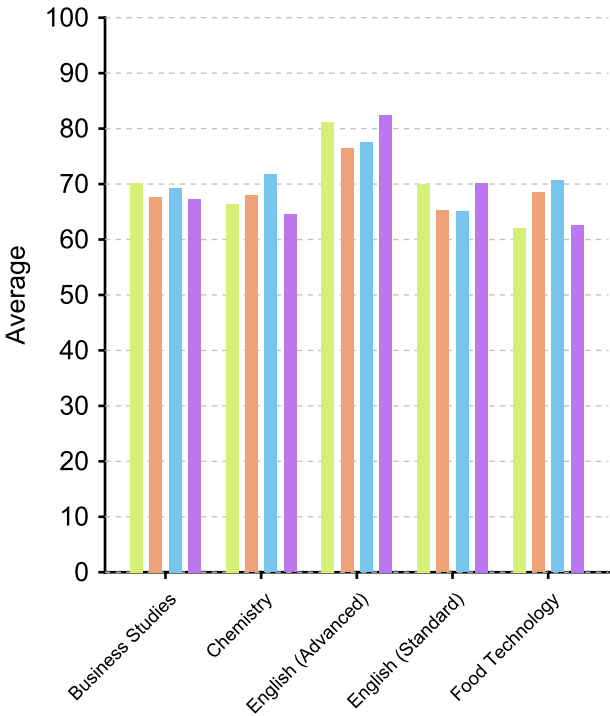
State Priorities: Improving Aboriginal education outcomes

We have a very small cohort of Aboriginal students across the school. In 2017 with a total of 5 Aboriginal students in these two year groups 20% of students attained results in the top two bands in NAPLAN Reading and Numeracy assessments. In 2018 with a cohort of 3 this percentage dropped to 0.



Higher School Certificate (HSC)

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



Corowa High School students continue to perform well in the HSC. In 2018 our students outperformed both the state and similar schools average in Advanced English, Standard English, Business Studies and Industrial Technology. Overall our results reflected the outcomes which had been achieved in past years, with slight improvements in subjects including Chemistry,

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey provides feedback for assessing student outcomes and school climate . Students were surveyed from Years 7–12 with a completion rate of 73%.

Social Engagement

This measures those students who are socially engaged, actively involved in the life of the school, and who 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 at Corowa High School did not meet the participation or engagement rates of other students across the state neither in the level of extra-curricular activities they participate in, nor in their positive engagement with school work or homework.

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 students at Corowa High School value their education and can identify the relevance of what they are learning to both their everyday lives and their future career aspirations.

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 the Tell Them From Me survey indicates that students at Corowa High School 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 in order to build the knowledge and understanding of all students about Aboriginal histories and cultures.

Significantly, respect continues to be clearly demonstrated to our local Aboriginal students and community through the Acknowledgement of Country at the beginning of all meetings and assemblies.

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.