

# Corrimal High School

## 2019 Annual Report



8191

## Introduction

The Annual Report for 2019 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

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4285 1199

## 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 six 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 2019 is 332 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

| Elements   | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Sustaining and Growing |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Sustaining and Growing |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | Sustaining and Growing |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Sustaining and Growing |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Sustaining and Growing |
| LEADING: Educational leadership                        | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources                              | Sustaining and Growing |
| LEADING: Management practices and processes            | Sustaining and Growing |

## Strategic Direction 1

Strive: For excellence and innovation in education

### Purpose

To enrich student learning outcomes by demonstrating aspirational expectations of learning progress and achievement for all students, equipping them with future focused skill sets and expertise in literacy and numeracy. Equipping staff to deliver high quality programs which target individual needs of students to drive educational outcomes.

### Improvement Measures

Students are engaged in innovative teaching and learning projects, resulting in enriched learning and adding value across all aspects of their education.

Increase the proportion of staff collaboratively driving the school plan for student success.

Staff utilise feedback to drive learning and changes in practice.

### Progress towards achieving improvement measures

**Process 1:** *The Innovation Project:* Staff applied for funding grants to pursue innovation in technology and teaching and learning practices. Successful submissions demonstrate a change in practice that positively impacts student learning outcomes and increases student engagement in education. Each project has SMART goals and will be evaluated regularly, mapping impact on student value add..

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| The Innovation Project has been a positive whole school program which has highlighted innovative teaching and learning practices. Students have been engaged in a wide variety of programs such as the 'Boys 2 Men' program and the 'Alpacas'. The use of innovative technology has been evident in the 'Laser Cutting' project. where students have been exposed to the latest technology. As a school, these projects have created valuable community connections and strengthened relationships between staff and students. | Principal and project leaders<br><br>37 submissions for Innovation Projects totalling \$148000.00 Some funded completely, some partially and some held over. \$65000.00 allocated to this program.<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$65000.00)</li></ul> |

**Process 2:** *Building Leadership Project:* The school leadership team has been expanded to include a second Deputy Principal and a Head Teacher Wellbeing. Both of these positions have been created to drive educational success for every student. Teams have been established to ensure staff are actively involved in whole school systems and processes and are working alongside the leadership team to drive excellence in education so that all teachers are leaders.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| With the addition of three leadership positions (DP #2, HT Teaching & Learning and HT Wellbeing) in the school, there has been additional support to drive quality teaching and learning practices across the school. A number of systems and processes including HSC monitoring and PDP timelines have been implemented to provide staff with additional support. Improved processes and additional structure has made systems within the school more efficient e.g. Transition and Professional Learning. Staff have had the opportunity to join a team, highlighting leadership aspirations. | Staff<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$226000.00)</li></ul> |

**Process 3:** Performance Development Program: The school leadership team have partnered with external course provider EduInfluencer, as well as other agencies and resources to deliver professional learning throughout 2019. This learning will include follow up activities with the following projected outcomes: to

## Progress towards achieving improvement measures

**Process 3:** use feedback to drive learning and changes in practice. To provide all staff with professional learning that can be differentiated to meet individual learning needs. To obtain additional professional learning opportunities for staff in their areas of personal and professional development. To increase collaborative practice and engagement amongst peers that is practical, transparent and leads to greater impact on student learning outcomes. For teachers to be encouraged to collaborate rather than compete. For teachers and leaders to understand the hallmarks and importance of high performing teams and how to foster a culture of collective efficacy and learning.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <p>Staff engaged in a number of Professional Learning sessions that promoted innovative teaching and collaborative practice. Even though the Eduinfluencer PL did not meet our needs, it was empowering to see staff recognise it's limitations and move forward with PL that better suited our school needs. As a result, some staff presented PL workshops to their peers on such topics as 'Trauma Training', 'Learning Sprints' and 'Accreditation'. The evaluation from these workshops was overwhelmingly positive.</p> | <p>Staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional Learning (\$20000.00)</li></ul> |

## Strategic Direction 2

Thrive: Every student is known, valued and supported

### Purpose

To build and sustain the wellbeing of the whole school community to ensure that each and every student is given the opportunity to thrive and excel. To build a positive school culture which is centred upon respectful relationships and to ensure optimum conditions for student learning across the whole school. Programs offered across the school will be targeted at a range of student wellbeing needs; including attendance, engagement, leadership, developing maturity, transition to high school and work and teamwork. Paramount to student educational success is student wellbeing. These programs will support student wellbeing so that students can reach their potential at school.

### Improvement Measures

Surveys show an increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Survey from parents and Community of Schools indicates smooth transitions from primary to high school.

Increase in students actively involved in a range of programs to support wellbeing.

Increase student attendance.

Decrease student late arrivals.

### Progress towards achieving improvement measures

**Process 1:** *Pathway Project:* The pathway project aims to target student needs at various transition points of education. This is inclusive of year 6 into 7 transition, transition to senior curriculum, transition to work or study. The transition team will collaboratively partner with Community of Schools, UOW, TAFE, Careers Adviser, HT Wellbeing and the curriculum team, to deliver effective transition programs, processes and procedures for successful student outcomes.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| The annual NSW DEC transition day for Year 6 was held with the assistance of Peer Support leaders. The day involved testing of students in the areas of Literacy and Numeracy to establish needs for 2020 and to help with class allocations and Learning and Support needs. The feedback from Year Advisers and the Learning Support team was that this was a successful day. An evaluation occurred across the school via a Google survey regarding the amount of transition days held. the results indicated that staff felt there were too many transition days and some students were doubling up on activities across the various KLA's. Staff also indicated that the extra transition days took them away from their regular classes and that we could reduce the number that we do each year. the executive team took this feedback on board and discussed that two half days plus the whole annual transition day would be more practical. the transition team have acted on this and have reduced the days for the future. The positive of the Transition program was the amount of collaboration that occurred between the COS primary schools and Corrimal HS. | Staff, student peer support leaders<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$2000.00)</li></ul> |

**Process 2:** *Student Wellbeing Project:* Wellbeing programs will be established to support wellbeing needs of students, to increase engagement and attendance. Some programs are delivered through external providers, while other programs are delivered by staff as part of school funded innovation projects. Creating Changes is an external provided program which is focused on engaging students through sport and mentoring, Schoolyard Sisterhood and Boys to Men programs are wellbeing programs established by staff. These programs will support student wellbeing to ensure that every student can thrive in their education.

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
|            |                            |

## Progress towards achieving improvement measures

Well being team evaluated current programs in Well being team meetings and staff meetings. Anecdotal evidence was collected. Mid year review of CHATS system was completed in focus team meetings and well being team meetings. Staff and students were positive about the introduction of the CHATS system. Regular draws have been held at school assemblies to distribute additional prizes to students who have accumulated CHATS for exercising the school values of Respect, Responsibility and Safety. This has lifted the morale of students and has motivated them to strive to achieve.

Staff

### Funding Sources:

- Socio-economic background (\$8000.00)

**Process 3:** *Attendance Project:* An attendance team has been established to increase student attendance to state average or higher. This team will monitor attendance, work collaboratively with parents, carers and community providers to support students to be regular attenders. Staff will support the attendance team by ensuring accountability for students to attend their classes regularly and the wellbeing team will wrap support networks around students to ensure improved attendance.

## Evaluation

### Funds Expended (Resources)

The attendance team review attendance data on a weekly basis. Year Advisers also spend one morning a week during Period 1 at the front office to have direct contact with late arrivals. Often important conversations are had regarding attendance issues, family issues and mental health issues. As a result of this strategy, attendance increased across the school year and the number of late arrivals decreased considerably. The processes put in place by the attendance team ensure that all relevant staff have a role defined and implement appropriate strategies where needed. The regular phone calls home established a positive connection between the school and the home environment of students. the weekly attendance meetings proved successful at keeping communication open among various staff regarding student attendance issues.

Staff, data

### Funding Sources:

- Socio-economic background (\$20000.00)



### 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. To facilitate quality learning environments which are supported with well-resourced facilities to ensure student wellbeing and academic growth.

#### Improvement Measures

Increased parent and student participation in the school, school events and in the community.

Increase student enrolment

Improved facilities are recognised to support student learning as reflected in TTFM survey data and parent surveys.

#### Progress towards achieving improvement measures

**Process 1:** *Community connection project:* The Community Engagement team develops systems and processes to engage parents and community in school events and in the celebration of student achievement. The creation of a Community Liaison Officer position supports community connections. Connections are established and maintained with early education groups and Community of Schools team so that the school is an integral part of the Corrimal community.

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| All survey data, attendance at events data, parent feedback surveys were analysed by the executive team. These were refined for ongoing improvement and plans established with; Aboriginal Education team, Transition team, Wellbeing team, to ensure optimum engagement in events and community connections. Funding for CLO will continue in 2020 and roles and responsibilities will be refined to suit school needs. | <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$38510.00)</li></ul> |

**Process 2:** *Building quality learning environments project:* Establishment of a school building team to evaluate the range of learning and wellbeing spaces in the school and strategically plan for improvements, so that the school provides quality learning spaces and is recognised in the community as a school which has the faculties to provide top quality learning experiences for students.

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| Additional 6 classrooms painted, 2 classrooms recarpeted, 2 classrooms with new furniture. School hall has also received a complete overhaul, with a new roof as part of insurance work complemented by a new paint job internally as well as new windows and blinds. External gardens have also been improved with new signage into and around the school to further enhance the aesthetic of the school. Program has continued throughout the year as projects are completed. This program will continue into 2020. Staff, student and community appreciation of improved learning spaces has increased sense of pride in school. | School budget allocated for the purpose of improving whole school infrastructure<br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$120000.00)</li></ul> |

**Process 3:** *Communication Improvement Project:* Evaluate communication and promotion methods and materials and refine to ensure Corrimal High School is promoted as the high quality learning environment that it is, and that the community is updated and informed about the events and opportunities available.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| Communications team and executive team continue to review communications procedures. These plans will continue into 2020, as while | <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background</li></ul> |

### Progress towards achieving improvement measures

our school community has access to several platforms for communications, these are not consistently updated at a whole school level. Our communications and promotions have improved significantly and this is reflected in our parent survey responses and our TTFM data. We still have improvements to make, including opening the SENTRAL parent portal.

(\$11000.00)

| Key Initiatives                            | Resources (annual)  | Impact achieved this year  |
|--|---|--|
| <b>Aboriginal background loading</b>       | <p>Over \$120,000 has been allocated to supporting Aboriginal students in 2019. This included money that was allocated in 2019, as well as money carried over from 2018.</p>  | <p>Employment of additional support staff had significant impact on student connection and achievement through 2019. Value add data for Year 7–9 for Aboriginal students indicates that there was significant growth for these students in reading and numeracy. This was achieved through the work of the additional tutoring that was provided to individual students.</p> <p>The establishment of the Koori Leadership Council strengthened the schools approach to Aboriginal Educational outcomes and further supported the need to develop and sustain the leadership capacity of our Aboriginal students.</p> <p>CHS decision not to engage with AIME again in 2020. Too much uncertainty with program and staffing. Limited benefit for students – students identified no interest in engaging again in 2020. This decision also impacted by the successful grant application for the Alternative Learning Centre.</p> <p>Appropriate location sourced within school for the placement of the Aboriginal Alternative Learning Centre. This position will bring in approximately \$250,000 in funding over 2 years. ALC to be located in Library. Delay on getting approval to implement EOI. Need to hold over to term 1, 2020</p> |
| <b>Low level adjustment for disability</b> | <p>Additional EALD staffing and SLSO support – \$42686</p> <p>Tutors employed to coordinate and implement Multilit and Quicksmart tutoring \$66,000</p> <p>Learning Hub reinvigoration – \$25000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$66 000.00)</li> <li>• English language proficiency (\$21 343.00)</li> <li>• Integration funding (\$21 343.00)</li> <li>• Socio-economic background (\$25 000.00)</li> </ul> | <p>Indicative data suggests that the tutoring programs have been extremely successful at engaging students in their learning, and improving on identified areas of deficiency. Students are identified through internal and external testing measures. These students have on average achieved 2 –3 years growth in their results.</p> <p>Tutoring is to continue in 2020 utilising the same model. Learning and Support team to identify student participants based on new data for 2020</p> <p>Learning Hub evaluation indicates a drop in referrals to the Learning Hub from staff, but an increase of self referrals from students. Learning Hub is being utilised more effectively for individual and small group support. Students are no longer using the space just as an excuse to get out of doing something that they don't like. High level of student satisfaction on the support that they have received.</p>  |
| <b>Socio-economic background</b>           | <p>Additional staffing – HT Wellbeing, HT Teaching &amp; Learning, 2nd Deputy Principal all funded above establishment – \$223,000</p> <p>School improvement</p>  | <p>Additional executive positions implemented effectively to coordinate and monitor all wellbeing programs, teaching, learning and assessment, as well as the management and support of students. Additional Deputy Principal distributed the workload for the senior executive and further reinforced school</p>  |

|   |  |   |
|---|--|---|
| <p><b>Socio-economic background</b></p> | <p>program – \$226,000</p> <p>Engagement and Wellbeing programs – \$16,000</p> <p>New buses – \$45000 per year.</p> <p>New reward tokens and gift cards purchased. In Wellbeing budget.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$45 000.00)</li> <li>• Socio-economic background (\$3 000.00)</li> <li>• Socio-economic background (\$2 000.00)</li> <li>• Socio-economic background (\$465 000.00)</li> </ul> | <p>expectations to support staff and students. Impact of these positions has been a coordinated and structured approach to whole school improvement. This is evidenced by the significant improvements shown in the school over the past year.</p> <p>implementation of planning for complete review of positive behaviour strategy. Implementation of CHAT reward system, reward tokens and gift vouchers. School funded Jamberoo reward excursion implemented for students who have achieved high levels of success in the rewards program.</p> <p>Take possession of buses. Work on development of hiring protocols and pricing structures. 9 staff currently possess bus licence. Identify additional staff wanting to get bus licence. Put steps in place for this to happen in 2020. Bus pricing structures set up so that the maximum students would have to pay would be \$30 for a trip over 800km. The new pricing structure will significantly reduce the costs associated with travel for excursions, making them more accessible for all students. Having more staff qualified with appropriate licences will ensure that the buses are utilised frequently.</p> <p>Review of attendance data completed – CHS maintained an improvement on late arrivals by approximately 50% on the year compared to previous data that had been completed.</p> <p>First round of scholarship winners announced for CoS and Corrimal High School students. These scholarships will provide \$300 for each successful student. This will incorporate subject fees for the year, as well as money towards other educational expenses – uniform, excursions etc.</p> |
|---|--|---|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2016       | 2017 | 2018 | 2019 |
| Boys     | 194        | 195  | 186  | 182  |
| Girls    | 150        | 130  | 130  | 136  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2016 | 2017 | 2018 | 2019 |
| 7         | 87.7 | 89.2 | 87.8 | 88.8 |
| 8         | 84.1 | 87.1 | 85.2 | 82.2 |
| 9         | 86.6 | 80.9 | 85.2 | 81.3 |
| 10        | 80.7 | 77.9 | 82   | 86.8 |
| 11        | 75.7 | 79.5 | 82   | 82.5 |
| 12        | 86.7 | 86   | 86.4 | 90.1 |
| All Years | 82.6 | 83.1 | 84.9 | 85   |
| State DoE |      |      |      |      |
| Year      | 2016 | 2017 | 2018 | 2019 |
| 7         | 92.8 | 92.7 | 91.8 | 91.2 |
| 8         | 90.5 | 90.5 | 89.3 | 88.6 |
| 9         | 89.1 | 89.1 | 87.7 | 87.2 |
| 10        | 87.6 | 87.3 | 86.1 | 85.5 |
| 11        | 88.2 | 88.2 | 86.6 | 86.6 |
| 12        | 90.1 | 90.1 | 89   | 88.6 |
| All Years | 89.7 | 89.6 | 88.4 | 88   |

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment   | N/A       | N/A       | 10        |
| Employment   | 4         | 5         | 40        |
| TAFE entry   | 4         | 3         | 16        |
| University Entry   | N/A       | N/A       | 26        |
| Other  | 4         | N/A       | 3         |
| Unknown  | 4         | 5         | 5         |

### Year 12 students undertaking vocational or trade training

70.73% of Year 12 students at Corrimal High School undertook vocational education and training in 2019.

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

100% of all Year 12 students at Corrimal High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 1     |
| Head Teacher(s)                         | 7     |
| Classroom Teacher(s)                    | 28.1  |
| Learning and Support Teacher(s)         | 1.2   |
| Teacher Librarian                       | 1     |
| School Counsellor                       | 3     |
| School Administration and Support Staff | 12.98 |
| Other Positions                         | 2     |

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 7.20%   |
| Teachers       | 3.30%                  | 2.90%   |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2019 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 1,094,658               |
| <b>Revenue</b>                        | 8,367,974               |
| Appropriation                         | 8,198,420               |
| Sale of Goods and Services            | 49,310                  |
| Grants and contributions              | 116,421                 |
| Investment income                     | 2,620                   |
| Other revenue                         | 1,202                   |
| <b>Expenses</b>                       | -8,050,572              |
| Employee related                      | -6,926,406              |
| Operating expenses                    | -1,124,166              |
| <b>Surplus / deficit for the year</b> | 317,402                 |

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.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

|                         | 2019 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 1,356,685                     |
| <b>Equity Total</b>     | 826,589                       |
| Equity - Aboriginal     | 67,023                        |
| Equity - Socio-economic | 537,470                       |
| Equity - Language       | 40,925                        |
| Equity - Disability     | 181,171                       |
| <b>Base Total</b>       | 4,383,576                     |
| Base - Per Capita       | 81,659                        |
| Base - Location         | 0                             |
| Base - Other            | 4,301,917                     |
| <b>Other Total</b>      | 703,394                       |
| <b>Grand Total</b>      | 7,270,244                     |

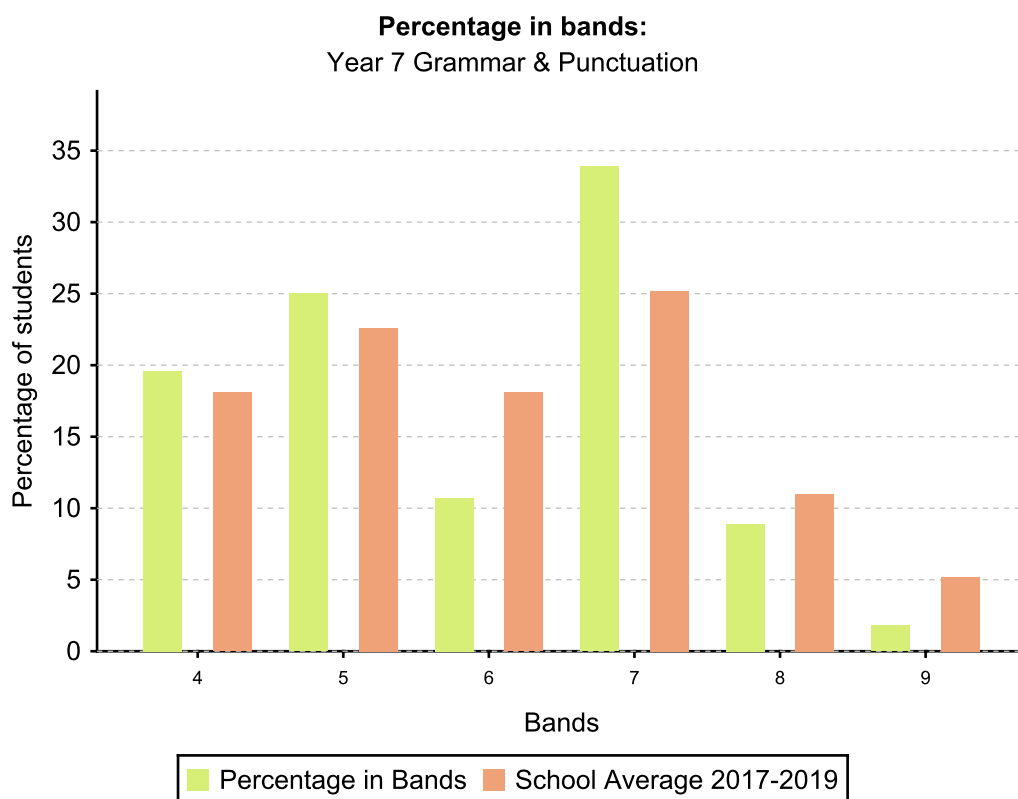
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

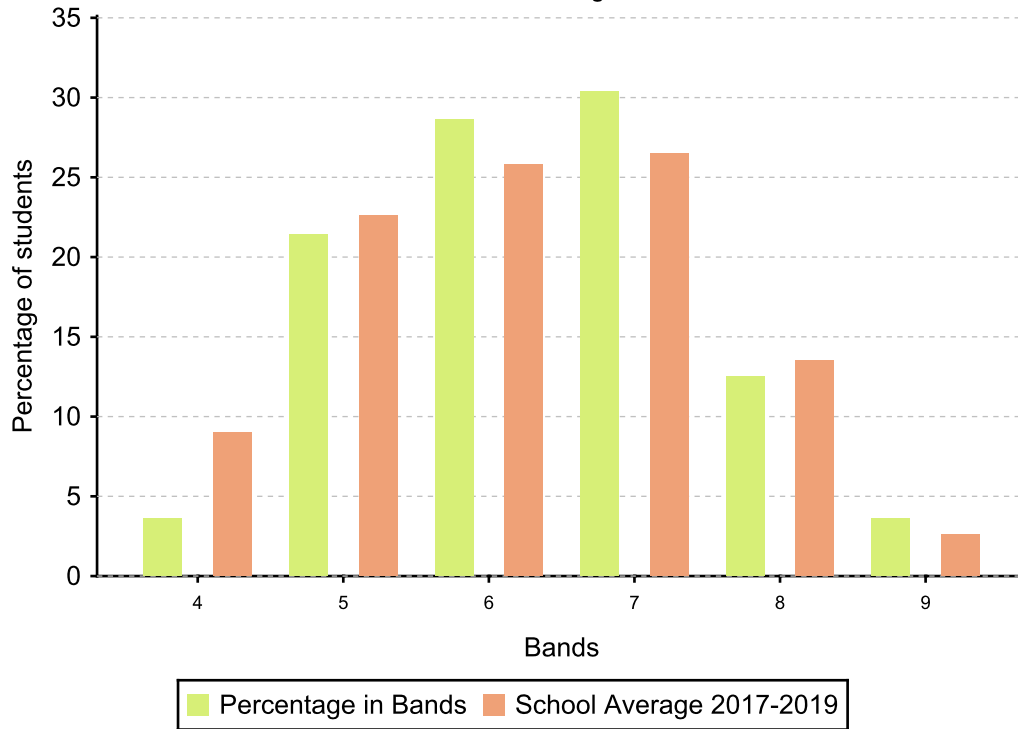
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



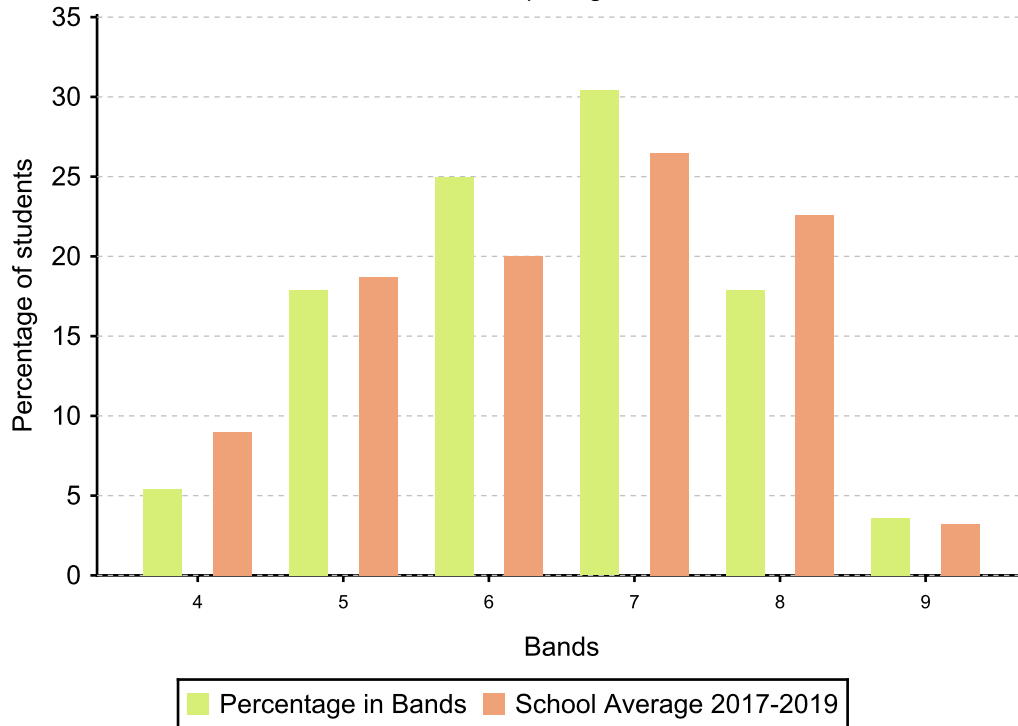
| Band                   | 4    | 5    | 6    | 7    | 8   | 9   |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 19.6 | 25.0 | 10.7 | 33.9 | 8.9 | 1.8 |
| School avg -2019       | 18.1 | 22.6 | 18.1 | 25.2 | 11  | 5.2 |

**Percentage in bands:**  
Year 7 Reading



| Band                   | 4   | 5    | 6    | 7    | 8    | 9   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 3.6 | 21.4 | 28.6 | 30.4 | 12.5 | 3.6 |
| School avg -2019       | 9   | 22.6 | 25.8 | 26.5 | 13.5 | 2.6 |

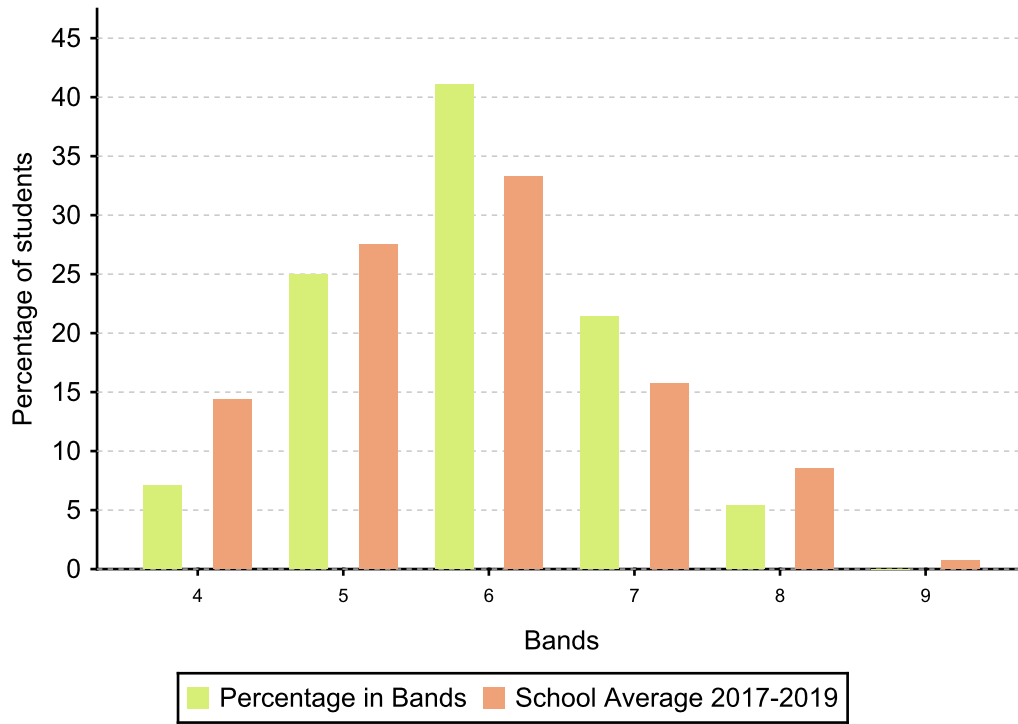
**Percentage in bands:**  
Year 7 Spelling



| Band                   | 4   | 5    | 6    | 7    | 8    | 9   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 5.4 | 17.9 | 25.0 | 30.4 | 17.9 | 3.6 |
| School avg -2019       | 9   | 18.7 | 20   | 26.5 | 22.6 | 3.2 |

### Percentage in bands:

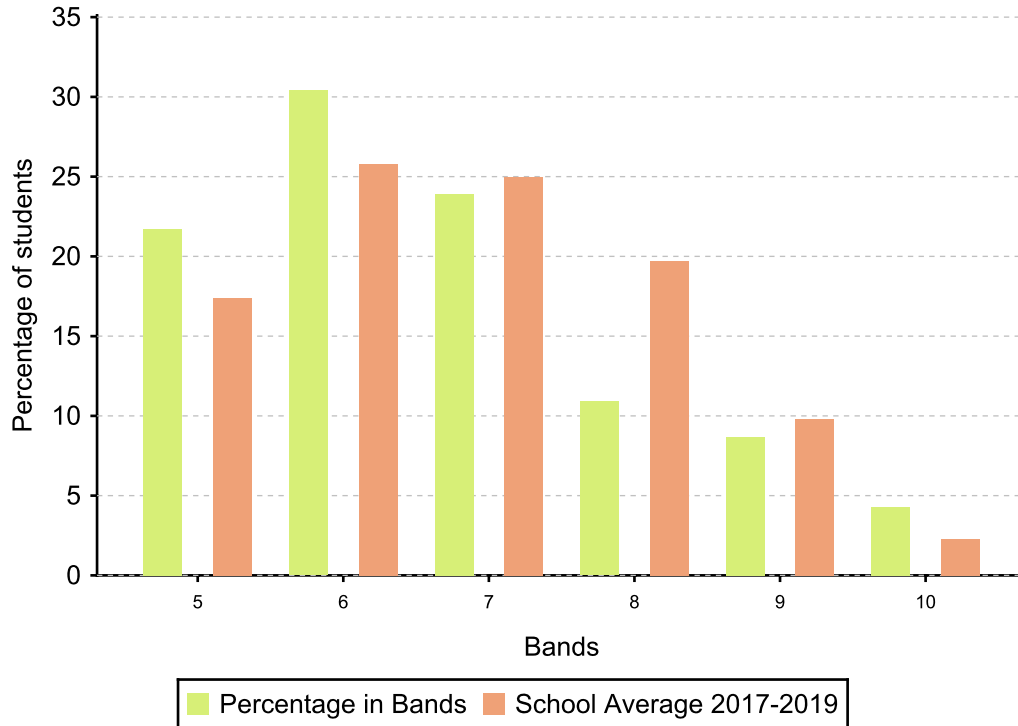
#### Year 7 Writing



| Band                   | 4    | 5    | 6    | 7    | 8   | 9   |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 7.1  | 25.0 | 41.1 | 21.4 | 5.4 | 0.0 |
| School avg -2019       | 14.4 | 27.5 | 33.3 | 15.7 | 8.5 | 0.7 |

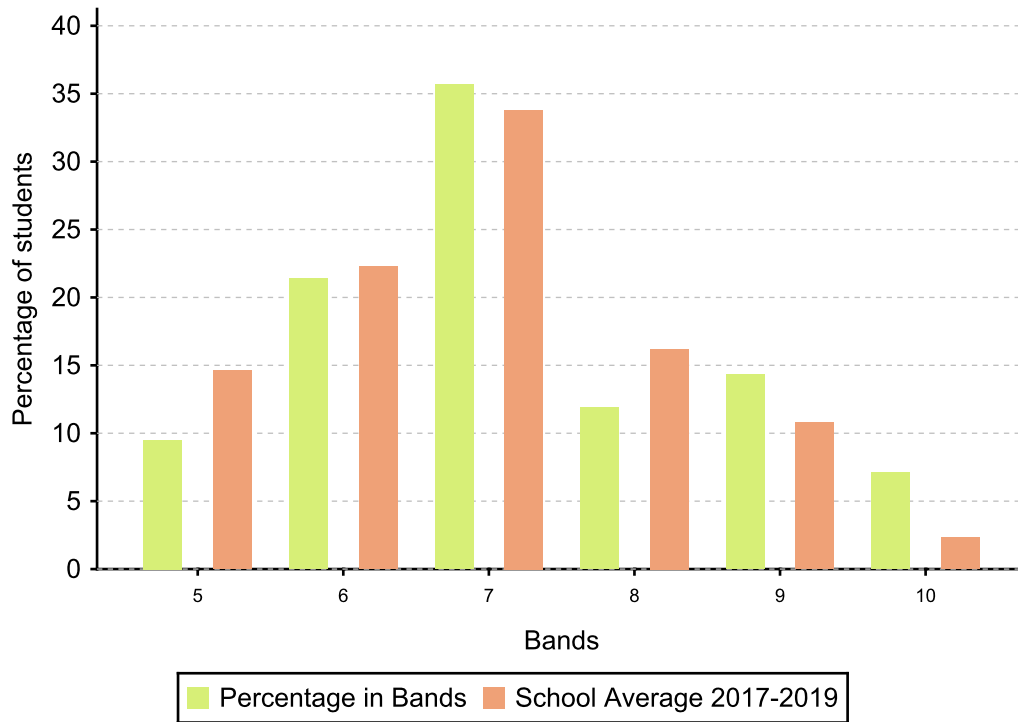
### Percentage in bands:

#### Year 9 Grammar & Punctuation



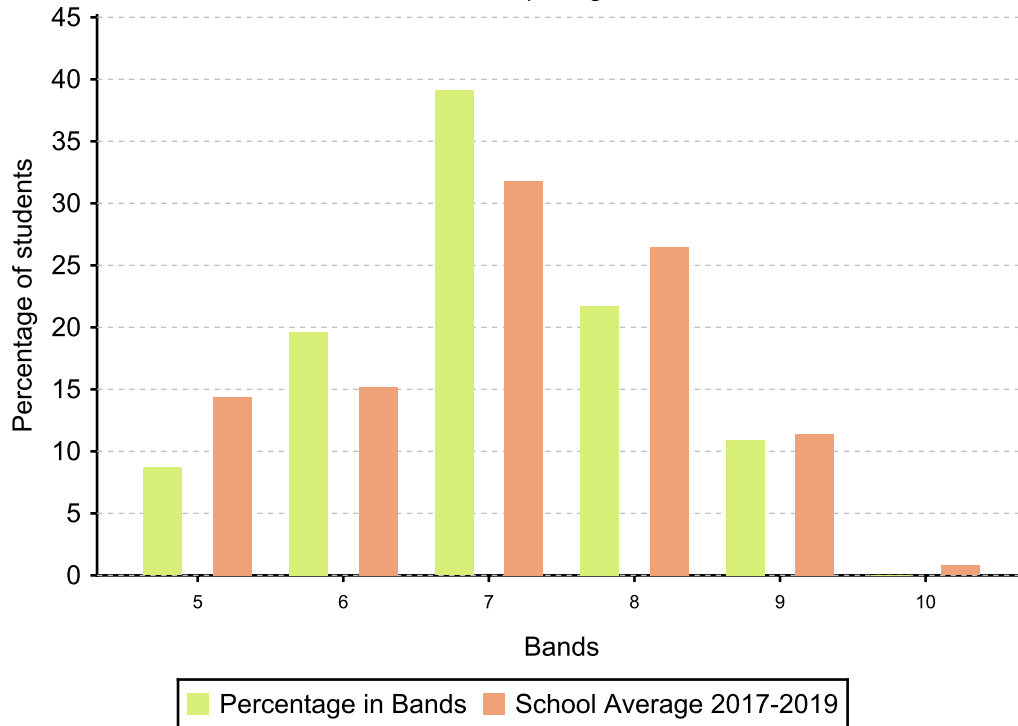
| Band                   | 5    | 6    | 7    | 8    | 9   | 10  |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 21.7 | 30.4 | 23.9 | 10.9 | 8.7 | 4.3 |
| School avg -2019       | 17.4 | 25.8 | 25   | 19.7 | 9.8 | 2.3 |

**Percentage in bands:**  
Year 9 Reading



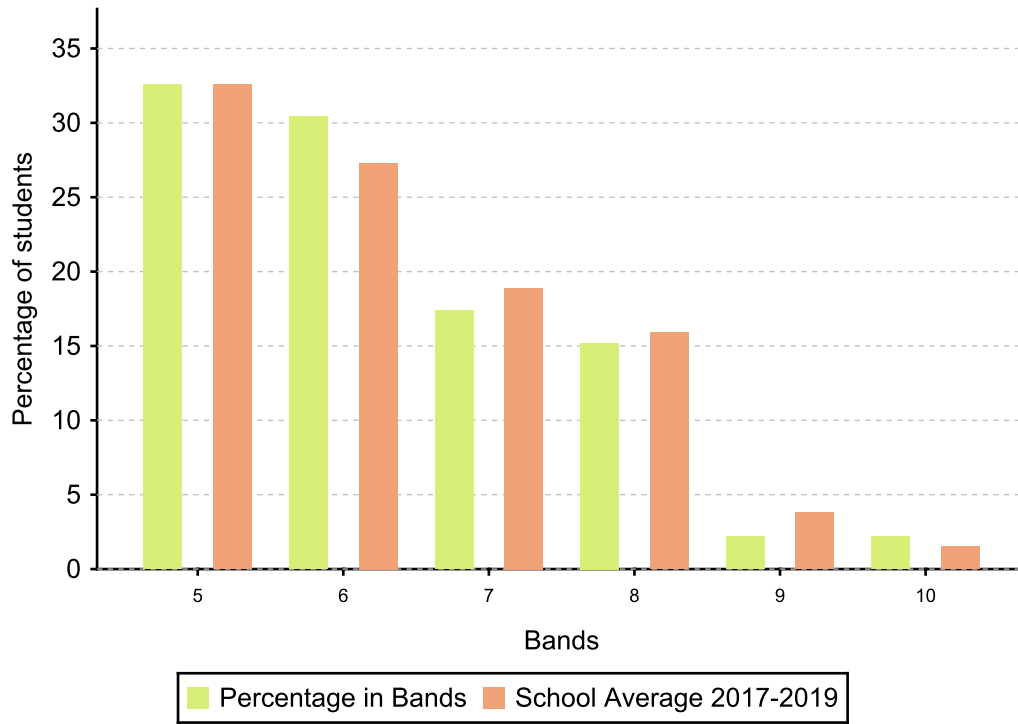
| Band                   | 5    | 6    | 7    | 8    | 9    | 10  |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 9.5  | 21.4 | 35.7 | 11.9 | 14.3 | 7.1 |
| School avg -2019       | 14.6 | 22.3 | 33.8 | 16.2 | 10.8 | 2.3 |

**Percentage in bands:**  
Year 9 Spelling



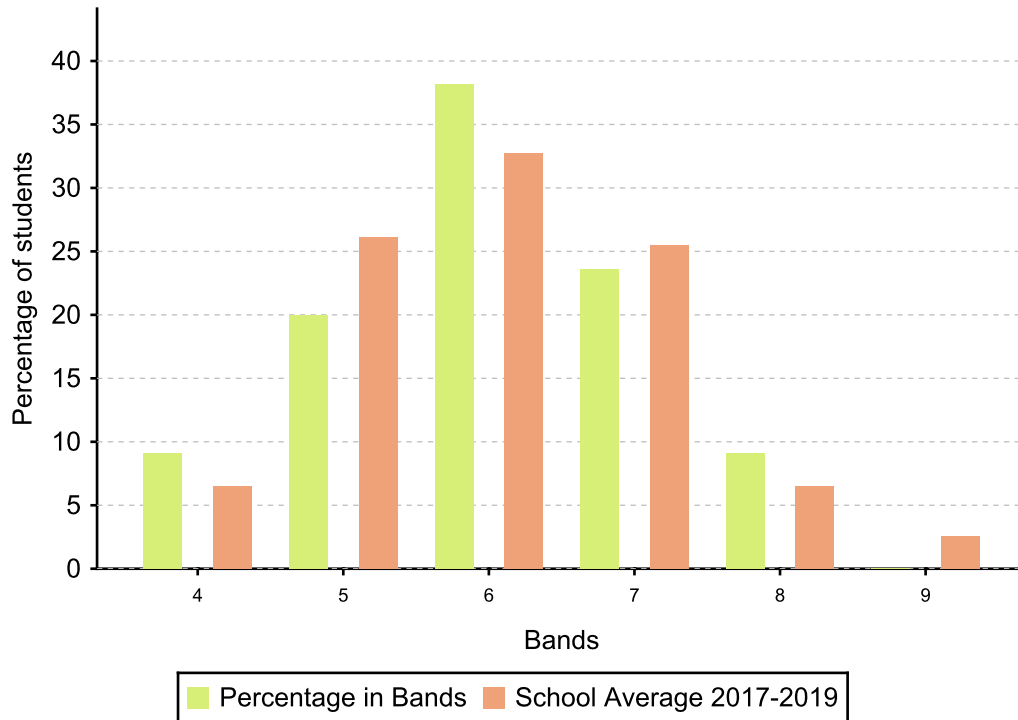
| Band                   | 5    | 6    | 7    | 8    | 9    | 10  |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 8.7  | 19.6 | 39.1 | 21.7 | 10.9 | 0.0 |
| School avg -2019       | 14.4 | 15.2 | 31.8 | 26.5 | 11.4 | 0.8 |

**Percentage in bands:**  
Year 9 Writing



| Band                   | 5    | 6    | 7    | 8    | 9   | 10  |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 32.6 | 30.4 | 17.4 | 15.2 | 2.2 | 2.2 |
| School avg -2019       | 32.6 | 27.3 | 18.9 | 15.9 | 3.8 | 1.5 |

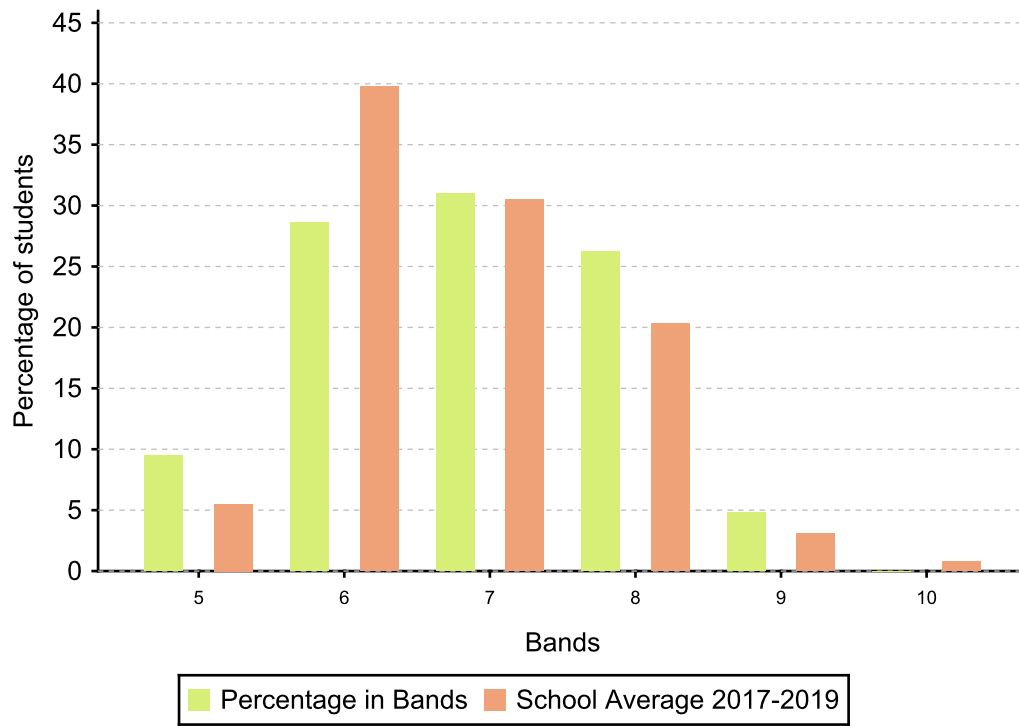
**Percentage in bands:**  
Year 7 Numeracy



| Band                   | 4   | 5    | 6    | 7    | 8   | 9   |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 9.1 | 20.0 | 38.2 | 23.6 | 9.1 | 0.0 |
| School avg -2019       | 6.5 | 26.1 | 32.7 | 25.5 | 6.5 | 2.6 |

### Percentage in bands:

#### Year 9 Numeracy

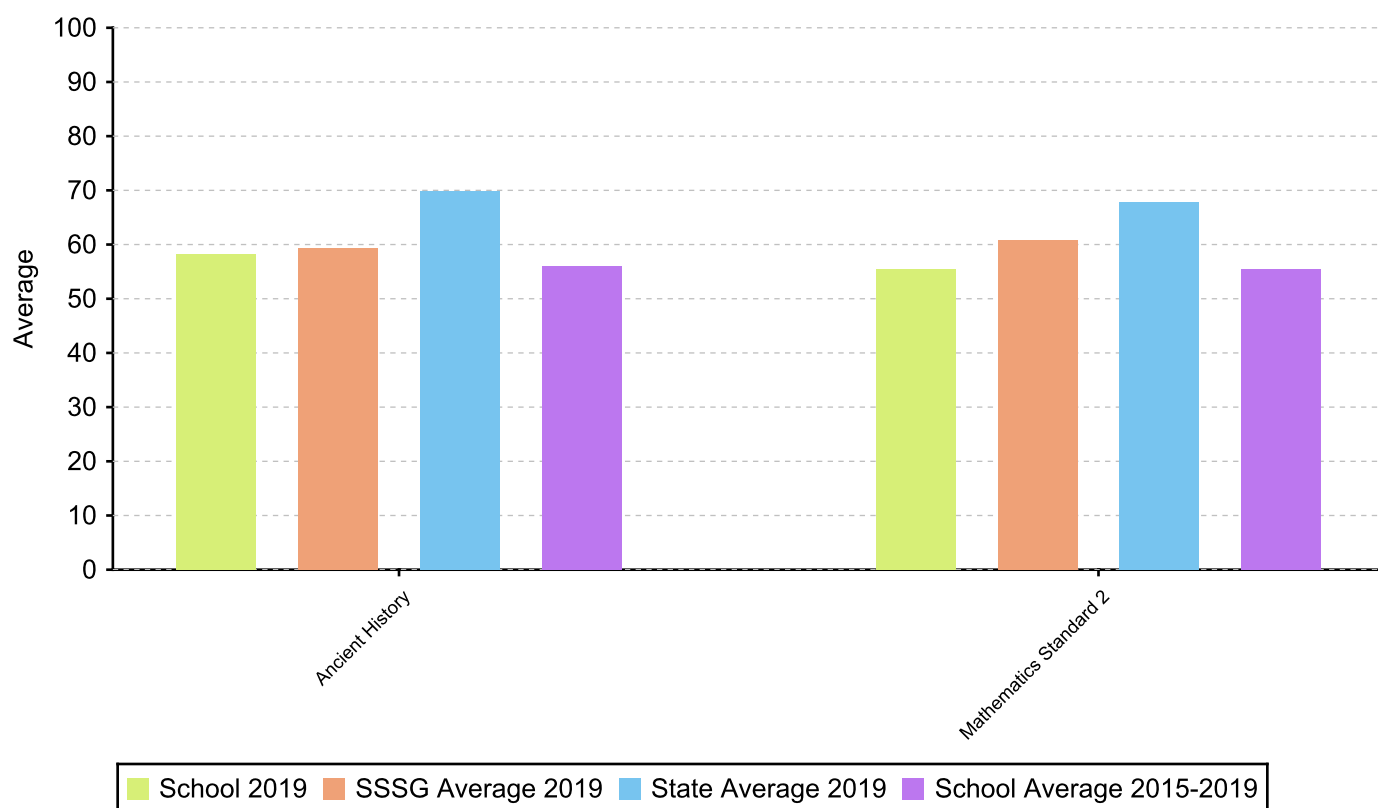


| Band                   | 5   | 6    | 7    | 8    | 9   | 10  |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 9.5 | 28.6 | 31.0 | 26.2 | 4.8 | 0.0 |
| School avg -2019       | 5.5 | 39.8 | 30.5 | 20.3 | 3.1 | 0.8 |

## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



| Subject                | School 2019 | SSSG | State | School Average 2015-2019 |
|------------------------|-------------|------|-------|--------------------------|
| Ancient History        | 58.3        | 59.4 | 69.9  | 56.0                     |
| Mathematics Standard 2 | 55.4        | 60.8 | 67.7  | 55.4                     |



## Parent/caregiver, student, teacher satisfaction

Parents and caregivers have indicated a high level of satisfaction in the ongoing school improvements at Corrimal High School. Our community has increased confidence in our school and this is evident in the increase in student enrolments. We continuously solicit feedback from our community, including teachers, parents and students and we endeavour to respond to the feedback for ongoing school improvement. Our Tell Them From Me data illustrates satisfaction from parents and students in our educational delivery and gives us areas to refine and action.

Students demonstrate their satisfaction through their engagement in learning and their engagement in the many opportunities including a wide range of learning and wellbeing programs offered. Our Parent and Community Committee is a small, but active group who work alongside the school to develop policies and procedures which are satisfactory for the entire school community.

Parent satisfaction can be measured through survey responses, which reflect high levels of satisfaction, anecdotal evidence from parents expressing their satisfaction at school events and in the community, a ministerial from a parent outlining her gratitude for our teachers and our entire school community in working with her family, as well as emails which highlight parent satisfaction.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.