

Corowa High School

2019 Annual Report



RESPECT | RESPONSIBILITY | ACHIEVEMENT



COROWA HIGH SCHOOL

2019 Annual School Report



8308

Introduction

The Annual Report for 2019 is provided to the community of Corowa High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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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

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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

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.

Improvement Measures

1. 8% increase in the proportion of students in the top two bands in NAPLAN (reading and numeracy).
2. 100% increase annually in the number of students whose literacy skills are assessed and analysed via the Progressions
3. 15% of staff and students will be engaged in innovative teaching and learning programs, such as STEAM.
4. 10% decrease in the number of students with wellbeing referrals due to the implementation of anti-bullying and resilience programs.

Progress towards achieving improvement measures

Process 1: We will collect and assess data on an ongoing basis in order to understand student literacy and numeracy needs and identify targeted areas for further development.

Evaluation	Funds Expended (Resources)
Literacy and Numeracy Committee have translated their knowledge of student progress on the Continuums to the Progressions and have familiarised themselves with the new PLAN2 program. Data collected from student assessments indicate 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 the capacity of all staff to address these issues given the crowded curriculum. The primary data use, and that which was most helpful, were student responses to the systemic and authentic assessments developed by faculty areas as part of the project. The dissemination of the skills around student literacy assessments (against the Progressions) across all staff and faculties is an area of ongoing skill development. Movement to the Progressions from the Continuum has been somewhat problematic with much of the knowledge and understanding residing with the few and needing a broader understanding and dissemination amongst the whole school staff. 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. Our primary focus for 2020 will be the establishment of an Intensive Literacy and Numeracy group in Year 9 which will pilot an explicit teaching model to address student deficits amongst students who could achieve in the top 2 bands in NAPLAN.	Resources were primarily targeted: at Teacher Professional Learning; facilitating data analysis and resource development by the Literacy and Numeracy Committee; and supporting cross-school engagement in literacy and numeracy initiatives. Total funds expended – (approx) \$9200

Process 2: We will develop programs that adopt innovative teaching and learning strategies and build 21st century learning skills in students.

Evaluation	Funds Expended (Resources)
All Year 7 and Year 8 students have engaged in STEM lessons, 3 periods per fortnight for the entire year. In 2019 Science staff ran the Year 7 STEM program and the TAS faculty ran the Year 8 program and embedded in the teaching and learning framework was the concept of an Engineering Design Process. Over the course of the year students completed a variety of projects involving robotics, design principals, complex reasoning, scientific	Funds have been expended in the following ways: Teacher Professional Learning; STEM resource purchase and development. Total funds expended: (approx)

Progress towards achieving improvement measures

assessments, building and engineering, computer technology, coding, problem solving and communication. Teachers were provided with professional learning in STEM when they attended a number of conferences throughout the year. 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. Some of the changes that will occur in 2020 as a result of the teaching and learning practices this year include a greater focus on authentic tasks that reflect real-world challenges. In 2020, Year 9 students will have 3 periods per fortnight of STEM taught by the Mathematics faculty.

\$21,800

Process 3: We will educate our whole community about bullying and anti-social behaviours and develop programs to support student resilience and wellbeing.

Evaluation	Funds Expended (Resources)
There have been a number of significant Wellbeing programs embedded across the school in 2019. All students have accessed programs, and some students have accessed multiple programs depending on need and desire. Of note was the 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 has significantly improved this year and has been adapted and changed by the teacher in charge to meet the changing needs of our community and its cohort. The impact of both programs was felt in the classroom and the playground and there was clear evidence of improved resilience and conflict resolution skills amongst participants. Given these positive impacts, both programs will continue to be supported utilising school funds and staffing resources in 2020.	Funding has been expended on the following basis: employment of temporary staff to implement student wellbeing programs (0.7 FTE); Teacher Professional Learning; support student and family engagement through school resource provision (clothing, learning equipment, excursions) and promotion of parental engagement policy. Total funds expended: (approx) \$76,400

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.

Improvement Measures

1. 100% of teaching staff engage in ongoing professional development and meet Teacher Accreditation requirements.
2. 10% increase in parent feedback affirming the school's quality customer service and communication.
3. 10% improvement in student learning outcomes due to modification, extension and acceleration programs.
4. 15% of staff and students will be engaged in innovative teaching and learning programs, such as Project Based Learning, that challenge and extend students.

Progress towards achieving improvement measures

Process 1: We will collect and assess data on an ongoing basis that reflects the quality of our services and communication with students, staff, parents and the broader community. This data will then inform future processes and practices.

Evaluation	Funds Expended (Resources)
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, fortnightly newsletter, 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. An important new addition to our communication toolkit in 2019 has been the construction and utilization of new electronic signboards on Redlands Road – this has been met with a positive response from parents and community alike. The Tell Them From Me Survey provided only limited feedback on our customer service in 2019 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. Areas to address in the future 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.	Funds have been expended in the following ways: employment of SASS staff for the purposes of communication, promotion and publicity (0.6 FTE); employment of teaching staff to support and facilitate cross school promotional programs (0.2 FTE); online school profile development and maintenance; fortnightly promotion and publicity in local newspaper; collection and analysis of data; SASS professional learning; installation of new electronic signage at front of school. Total funds expended: (approx) \$128,200

Process 2: We will learn about and implement teaching methodologies, including Project Based Learning, that promote the development of future focused learning skills for our students.

Evaluation	Funds Expended (Resources)
All Year 7 and Year 8 students have engaged in at least one Project Based Learning task in their STEM classes this year. An important part of this process was ensuring that staff delivering STEM lessons had the skills necessary to implement Project Based Learning as part of the teaching and	Funds have been expended in the following ways: Teacher Professional Learning; purchase of resources; resource development; employment of

Progress towards achieving improvement measures

learning methodologies. To that end, we paid for Bianca Hewes from Manly Senior College to support our staff in understanding PBL and developing PBL projects in Term 2 2019. The slow implementation of PBL at Corowa High School 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'. The barriers to success continue 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. Our methods for assessing the impact of this teaching and learning method on student outcomes is limited to date and this is an area for targeted development in 2020. In 2020 both four faculties (English, Mathematics, Science and TAS) will be actively engaged in Project Based Learning across 3 year groups – Year 7, Year 8 and Year 9.

specialised staff (Bianca Hewes) to support the implementation of PBL at Corowa High; allocation of an additional HT above establishment to support the implementation of PBL and other initiatives.

Total funds expended: (approx)
\$46,700

Process 3: We will develop and support a curriculum structure that enables students to be challenged and to flourish irrespective of their needs or abilities. This system will include the establishment of an Extension Class in each year group and two (or more) non-streamed classes thereafter.

Evaluation	Funds Expended (Resources)
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. In 2019 it has contributed to our increasing enrolment numbers 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. Further data to support this early evidence needs to be collected from both internal sources (school based assessments) and external sources such as NAPLAN. Areas for future focus in 2020 include the need to provide professional learning for all staff around GATS teaching and learning.	Funds have been expended in the following ways: Teacher professional learning, resource development, resource purchasing, promotion and publicity. Total funds expended: (approx) \$4700

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.

Improvement Measures

1. 10% improvement in community awareness of student engagement measures and a concurrent improvement in student attendance, homework completion and assignment submission.
2. 10% increase in the number of staff gaining experience in roles involving leadership and higher duties.

Progress towards achieving improvement measures

Process 1: We will promote the importance of education and student engagement in order to strengthen community perceptions of school and its capacity to change student outcomes.

Evaluation	Funds Expended (Resources)
The 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 Tell Them From Me 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 high 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 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 perform below state average and students consistent indicated that they were disengaged from school and had little inclination to try their hardest. Consequently, there will have to be a refocus on this area in 2020 and a reconsideration of how to address these broad issues in the school, amongst both students and staff, and more broadly across the parent community. On a positive note, and despite student feedback to the contrary in the TTFM surveys, the vast majority of students at CHS do complete all homework and assignments and engage appropriately at school which means that our Rewards Excursions are filled to capacity and students see that as a positive recognition for their achievements that year.	Funds have been expended in the following ways: Teacher Professional Learning; publicity and promotion. Total funds expended: (approx) \$3800

Process 2: We will identify, support and develop our future leaders so that they have the necessary skills to adopt leadership roles.

Evaluation	Funds Expended (Resources)
8 staff members have identified as aspiring leaders in 2019. Of those 8 staff (78 teaching and 1 SASS staff member) 1 accepted a whole school leadership role; 4 relieved in Head Teacher positions; 1 accepted a relieving SAM position in a neighbouring school, and 2 spent time as relieving DPs in nearby schools. Staff Professional Development funds were fully accounted in 2019 with 24% 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. 2019 almost marked a significant increase	Funds have been expended in the following ways: Teacher Professional Learning; mentoring programs; support for staff to engage in higher duties roles at increased levels of RFF; resource development and program implementation. Total funds expended: (approx)

Progress towards achieving improvement measures

in the number of students interested and engaged in leadership roles. This was reflected in an increase in nominees for our SRC and school captaincy roles. It was also supported by the implementation of a new Stage 5 Leadership elective.

\$19,000

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	LAST, SLSO, Learning and Support Team, students, parents, partner primary schools and Yer Advisors.	This program has been implemented and refined over a number of years and now efficiently and effectively addresses student needs. The greatest area of weakness still existing in this process is around the identification of students needing additional funded support (through online access requests) and the timely completion of this process to ensure these students receive the support they need. This will be an area of development in 2020.
Socio-economic background	<p>Financial resources including the purchase of various technologies equaling approximately \$60,000</p> <p>Facilitating opportunities through excursions and rewards recognition – approx \$20,000</p> <p>Student assistance – approx \$10,000</p> <p>Engagement in unique programs in wellbeing, mentoring and skill development – approx \$15,000</p> <p>Girls Wellbeing Program coordinator (1 day per week), Boys Wellbeing Program coordinator (2 days per week), Boys Mentor (variable)</p>	We have addressed a broad range of student interest and needs through the use of socio-economic background funding. As a result of this funding students have been able to access and utilise new technologies (eg. laser cutters and digital printers) at the school as well as gain readier access to frequently used technologies such as laptop computers. We have engaged in a broad range of programs that have promoted work-ready skills such as Project Based Learning, Tournament of Minds and STEM programs. We have also funded a number of student wellbeing programs including small group initiatives and mentoring programs. Finally, we continue to promote and encourage positive behaviour through a rewards program which has had a significant impact on both normalised student behaviours and their engagement in unique settings such as the NAPLAN test. Overall, these resources have been well utilised to support students from low socio-economic backgrounds and most of these programs will continue into 2020.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	183	164	156	156
Girls	166	157	156	153

Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.4	92.5	89.5	90.9
8	88.8	89.8	90	86
9	87.7	85.7	88.3	84.1
10	88.1	89	88.8	84.2
11	89.1	83.3	86.8	85.8
12	85.4	91.3	84.1	87.1
All Years	89	88.6	88.2	86.3
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	0	0	5
Employment	13	27	39
TAFE entry	2	2	11
University Entry	0	0	32
Other	0	0	7
Unknown	0	0	3

Year 12 students undertaking vocational or trade training

26.51% of Year 12 students at Corowa High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

96.4% of all Year 12 students at Corowa 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)	5
Classroom Teacher(s)	20.2
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

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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	588,766
Revenue	5,200,381
Appropriation	5,083,276
Sale of Goods and Services	5,828
Grants and contributions	107,062
Investment income	3,847
Other revenue	368
Expenses	-5,019,331
Employee related	-4,424,792
Operating expenses	-594,539
Surplus / deficit for the year	181,050

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 Approved SBA (\$)
Targeted Total	109,633
Equity Total	324,160
Equity - Aboriginal	7,604
Equity - Socio-economic	162,313
Equity - Language	985
Equity - Disability	153,258
Base Total	4,191,398
Base - Per Capita	73,207
Base - Location	27,521
Base - Other	4,090,670
Other Total	287,381
Grand Total	4,912,572

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.

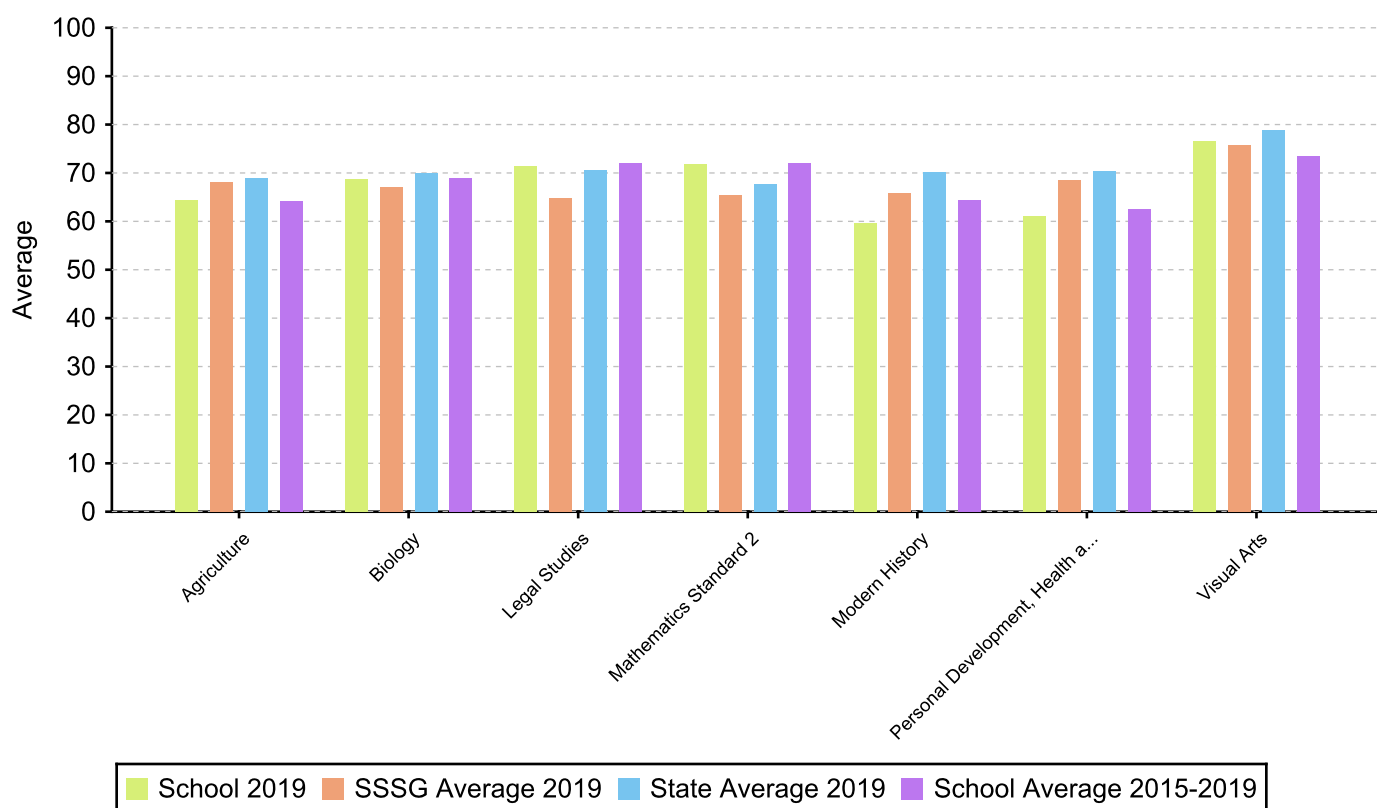
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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
Agriculture	64.3	68.0	69.0	64.3
Biology	68.7	67.1	69.9	69.0
Legal Studies	71.3	64.9	70.6	72.0
Mathematics Standard 2	71.9	65.5	67.7	71.9
Modern History	59.7	65.8	70.2	64.3
Personal Development, Health and Physical Education	61.0	68.4	70.5	62.6
Visual Arts	76.5	75.6	78.8	73.5

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. Feedback indicated that students at Corowa High School exceeded the participation and engagement rates of other students across the state in a variety of school based and extra-curricular activities including sports. Furthermore, they exceeded the state mean in terms of both their positive behaviour at school and their intellectual engagement, however, they continue to be below the state mean in their attitude toward homework and the value they place on their schooling.

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 broadly recognise the value of their education and the skills they acquire and place the greatest value on skills such as the ability to work as part of a team and their capacity to communicate effectively with others.

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 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.