

2020 Annual Report

Corrimal High School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 was a year which brought many challenges to the Education system. The impact of COVID on all school activities and initiatives was significant with students and staff prevented from engaging in most of the planned activities throughout the year. As a school, Corrimal implemented a mixed approach to educational continuity which incorporated teaching face to face with students who attended school, as well as the provision of printed learning packs along with digital delivery of teaching and learning resources for students who were involved in learning from home.

Significant challenges were faced in this regard due to the lack of availability of technology for many of our students. This was overcome with the provision of school laptops to students to ensure that they could work from home. Additional challenges were faced with staff having to develop and implement new ways of teaching and learning. For teachers, this also meant the learning of new technological resources in a very short period of time. Full credit must go to the teaching and support staff for the way in which this was managed throughout the Learning from Home phase of the COVID crisis. Acknowledgement must also be given to the parents and carers who became teachers helping to implement the learning from home. Students also demonstrated their resilience during this time as they overcame many challenges which they had not faced before.

Corrimal High School also continued to strengthen our position within the local community. Work went into developing strong and productive relationships with the 5 feeder schools, ensuring that local families know what Corrimal can provide for their students. Growth in community confidence and perception is evidenced in increased enrolments again in 2020 from 340 to 362 students.

In 2020, Corrimal High School was announced as one of the three high schools in the Illawarra Academy of STEM Excellence. Joining with Lake Illawarra and Warrawong High Schools in the STEM Industry in Schools Partnership, will see the school support STEM based learning and career development in our school, as well as provide links with major Industry partners like BlueScope and the CSIRO.

Confirmation of the inclusion of an Aboriginal Learning & Engagement Centre in 2021 will provide our school with the opportunity to further engage and support our Aboriginal & Torres Strait Islander students.

In 2020, Corrimal High School also underwent an External Validation. This is an evaluation based on the School Excellence Framework. The school rated itself against as Sustaining and Growing across all set criteria in the SEF. This was supported by the EV panel which also increased the rating to Excelling for Professional Standards, Wellbeing and Resourcing. While we were moved back to Delivering for Assessment and Curriculum, these are areas that the school had already identified and had a planned focus and approach in place moving forward.

School vision

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 2020 is 362 which is up from 2019 where enrolments were 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 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

The 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)
<ul style="list-style-type: none">Through the Innovation Projects teachers were supported to implement innovative and future focused teaching and learning strategies across the school, which provided students with a range of learning opportunities and experiences. This included opportunities to experience working on a laser cutter, alpacas, wellbeing programs, computerised baby dolls, 4x4 Land Rover in Schools program, Learning Hub upgrades, STEM activities, virtual reality glasses set, cloud room for maths, online learning platforms, and sustainable aquaculture.TTFM data shows that 68 percent of students agree or strongly agree that technology helps them learn in classrooms around the schoolOur resources have promoted reinvigorated partnerships within our community. We have hosted pre school and primary school transition visits to our Agriculture farm which have mutually benefitted students and the wider community.Students and parents have provided positive feedback about the learning opportunities provided through the Innovation Projects.These resources and projects have resulted in positive perceptions in the community, which in turn has resulted in increased student numbers in 2020.	<p>Staffing: Principal and project leaders</p> <p>Innovation projects funded from funds carried forward</p> <p>Funding Sources:</p> <ul style="list-style-type: none">Professional learning (\$2200.00)

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)
<ul style="list-style-type: none">Above establishment positions have contributed to a school wide culture of high expectations. Students have benefited from the planned approach to wellbeing, teaching and learning and learning environments as a result of these positions.External Validation assessed Corimal High School at Excelling in the element of Learning: Wellbeing; and Sustaining and Growing in all areas of the Leading Domain and Leading: Resources assessed as Excelling. This is	<p>Staffing: 0.5FTE HT Wellbeing, 0.5FTE HT Teaching and Learning, Relieving HT English, 1.0FTE Deputy Principal.</p> <p>Professional Learning funds to support leadership development.</p>

Progress towards achieving improvement measures

a direct impact of the Building Leadership Project.

- The involvement of staff in a range of teams contributed to development of staff capacity and leadership, fostering a culture of teamwork and shared responsibility. This resulted in high performance and streamlined management practices and processes across the school in a number of domains.

Funding Sources:

- Socio-economic background (\$319500.00)
- Professional learning (\$6000.00)

Process 3: Performance Development Program: Deliver professional learning aimed to build staff capacity to 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 build and foster high performing teams and how to foster a culture of collective efficacy and learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The leadership team has created a Performance and Development Framework model in which the Performance and Development Policy is implemented to create a culture of high expectations. A whole school approach has been developed to improve professional practice. The collation and mapping of staff Professional Learning goals from PDP's has enabled the school to plan specific Professional Learning opportunities for staff. Professional Learning such as 'Trauma Training' has been delivered, providing all staff with an increased understanding of connecting with a wide variety of students, as well as forming connections with outside agencies. The mapping of staff goals has also enabled the PL committee to distribute funds across the school for PL that meets staff needs. Staff have received PL on formative assessment and how to implement these strategies into their teaching practice. As a result, staff are regularly engaging with a variety of formative assessment strategies that increase understanding of student needs and guide future lesson planning• External Validation in 2020 assessed our school at Sustaining and Growing in the area of Teaching: Professional Standards and Teaching: Learning and Development. This can be attributed to our work in our Performance Development Program.	<p>Professional Learning Funds</p> <p>Funding for 0.5FTE HT Teaching & Learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$23800.00)• Socio-economic background (\$74000.00)

Next Steps

- To implement evidence based teaching practices in every classroom, including Learning Sprints, Dylan Williams, James Nottingham, Learning Intentions and Success Criteria
- Focus on distributed instructional leadership to build capacity of staff and maintain ongoing professional development. Build staff capacity and leadership attributes through professional learning and through modelling the instructional leadership culture. Establish a PL community of sharing of expertise, where staff share ideas and expertise in a collaborative environment, building a strong pipeline of leaders.
- Continue to support teachers to implement innovative teaching projects so that students are engaged in high impact future focused learning opportunities.



Students engaging with the Alpaca Assisted Intervention program as part of the Innovation Project

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)
<ul style="list-style-type: none">Planned transition events were cancelled due to COVID restrictions.The Annual DEC transition day for year 6 was successfully held. Feedback from COS schools, year advisers, teachers, students and parents was that this was a successful day.Staff liaised with primary schools to collect student learning and wellbeing data and information. This was successful and teaching staff were able to use this information to effectively plan their teaching and learning.Transition to senior studies onsite information sessions were cancelled due to COVID restrictions, but an online information video was made by teachers and distributed to parents. This provided information to students and parents about senior courses and expectations. While this is not our preferred delivery of information, it was suitable in supporting students with this transition.	<ul style="list-style-type: none">Transition budgetStaffing release to run transition events <p>Funding Sources:</p> <ul style="list-style-type: none">Socio-economic background (\$10000.00)

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)
<ul style="list-style-type: none">We have a strategic and planned approach to support the wellbeing of all students.77 per cent of our student population have indicated on our Tell Them	<ul style="list-style-type: none">Funding for 0.5FTE HT WellbeingFunding for Creating ChangesFunding for Wellbeing programs

Progress towards achieving improvement measures

From Me data that they can identify a staff member to whom they can confidently turn to for advice and assistance.

- Through our range of wellbeing and learning programs, most students are engaged with and meet regularly with staff members who provide advice, support and assistance.
- We have collected and analysed data, including student, parent and staff feedback, to monitor and refine a whole school approach to wellbeing and engagement to improve learning.
- Our Head Teacher Wellbeing position, which has been funded above establishment, coordinates our wellbeing programs and practices; including programs, initiatives, case meetings and year adviser meetings.
- Wellbeing initiatives have resulted in a decline in bullying referrals and a increase in student engagement. Internal survey data showed that 93 per cent of year 7 students felt that Corrimal HS promotes and expects that students are respectful towards each other, evidencing our proactive approach to wellbeing.
- External Validation in 2020 assessed our school to be at Excelling in the area of Learning: Wellbeing.

Funding Sources:

- Socio-economic background (\$94000.00)

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

- The implementation of our personalised attendance monitoring and improvement processes have successfully enhanced communication and consultation with parents and carers and initiated access to other internal and external support services, resulting in improvements in student attendance.
- Clear roles and responsibilities have been established to monitor attendance and provide interventions where needed.
- Attendance awards have been successful in promoting positive attendance.
- Our late arrival program saw a 50 per cent average reduction to the number of students arriving to school late.

Funds Expended (Resources)

0.2 staffing allocation supports late arrival program

Funding for positive rewards program

Funding Sources:

- Socio-economic background (\$30000.00)

Next Steps

- Continuation of HT Wellbeing Role
- Continuation of Attendance project
- Continuation of Wellbeing programs and initiatives.



Brainstorm Productions presents 'The Hurting Game': A proactive Wellbeing initiative designed to teach students about the impact of bullying.

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)
<ul style="list-style-type: none">• There has been increased parent and community involvement, which has resulted in positive perceptions within the community, which in turn has resulted in increased student numbers. We have embedded a culture of ongoing evaluative practices and are responsive to community needs and feedback. Our school is increasingly improving its image, both in physical learning spaces and within the community, as the local school of choice. Our year 7 student intake increased to 76 in 2020 with increased enrolments in 2021. We foster and appreciate our small, but active P&C Committee.• COVID restrictions effected our ability to host community events and engage with COS schools.• Evaluation of the Community Liaison Officer position showed that it was effective in 2020. Role statement and responsibilities will be changed for 2021 with the commencement of the Aboriginal Learning and Engagement Centre.	<p>0.5 FTE CLO funding</p> <p>Community engagement events</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$22883.00)

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)
<ul style="list-style-type: none">• Classroom audit project has continued to facilitate ongoing school learning environment improvements. Basketball court refurbishment has been completed and is a well frequented sports facility. External gardens continue to be improved. Learning Hub has been refurbished to be a flexible future focused learning environment. Our Pleasance area has been upgraded and is used to host community events, professional learning lunches, outdoor classroom spaces, staff gatherings and senior study groups.• Our technology spaces have been upgraded and most faculties have a laptop trolley to facilitate online learning activities. Computer labs were refurbished and a laser cutter purchased and set up for student use. TTFM data shows that 45 per cent of our students agree that learning spaces help	<p>School Improvement and technology upgrade funded out of funds carried forward</p>

Progress towards achieving improvement measures

them to learn at Corrimal High School and that 68 per cent agree that the technology helps them learn.

- Staff, student and community appreciation of improved learning spaces has increased the sense of pride in the school.

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)
<ul style="list-style-type: none">• The move to the Sentral Education platform has improved communication methods. The parent portal has allowed parents to connect to student learning and to access student reports.• There has been an increased parental engagement on social media platform Facebook and this was a result of moving to online learning during COVID. This has opened up opportunities to connect with parents on a regular basis about school events and opportunities.• The rebranding of Corrimal High School has been successfully recognised by the community and this is reflected in feedback from community members, parents and students.	<p>Sentral Education</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Next Steps

- A classroom audit was undertaken based on the physical appearance and how optimal it is for learning. As a result, classroom spaces have been ranked by need and 2021 will continue to see updated and well maintained classrooms spaces.
- Continue to promote Corrimal High School as the local school of choice.
- Our new Industrial Arts building is due to be commenced in 2021 and CHS will become a firstclass learning facility which will provide high quality service delivery as well as many options for students undertaking Industrial Arts courses.



Pleasance upgrade as part of the Building Quality Learning Environments project

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Employment of Aboriginal SLSO to work in the Learning Hub supporting all Aboriginal students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$27 883.00) 	<p>Employment of an Aboriginal identified SLSO had significant impact on student connection and achievement through 2020. This was particularly relevant this year as a result of the COVID pandemic. The SLSO was able to maintain contact with all Aboriginal families, ensuring that they felt supported and connected to school during this time.</p> <p>The continued emphasis 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. Key focus areas like connection to country were further enhanced with the commencement of the construction of a Yarning Circle at the school.</p> <p>Many activities were developed including a didgeridoo program, dance and weaving program, however, due to restrictions, these were not able to be held.</p> <p>CHS decided not to engage with AIME in 2020. Too much uncertainty with program and staffing. Limited benefit for students - students identified no interest in engaging again in 2020. The school was meant to establish an Aboriginal Alternative Learning Centre, however after a couple of unsuccessful interview processes, the original funding was withdrawn for 2020.</p> <p>Work completed with DEL, AECG and Aboriginal Education Directorate and alternative funds sourced to set up an Aboriginal Learning & Engagement Centre in 2021. Interviews held and successful applicants appointed. This position will bring in approximately \$250,000 each year with the employment of a Head Teacher Transition & Engagement, an Aboriginal SLSO and a temporary teacher..</p>
English language proficiency	<p>Staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$73 646.00) English language proficiency (\$21 877.00) 	<p>English language proficiency was spent on staffing to support EAL/D students. Staff roles and responsibilities included; profiling the learning and wellbeing needs of EAL/D students. Connecting with families; linking families to external support agencies as required; supporting students with assessment tasks; differentiating assessment tasks and classwork; supporting students in the classroom; creating resources to build basic English skills; supporting and connecting EAL/D students with EAL/D distance education English stage 6 course; professionally developing teachers on EAL/D strategies and programming. In 2020, 3 year 12 EAL/D students successfully completed minimum standards and received their HSC. Two of these students were supported to complete the distance education EAL/D English course. Two students in year 11</p>

English language proficiency	<p>Staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$73 646.00) • English language proficiency (\$21 877.00) 	<p>successfully completed the Preliminary EAL/D English course. Across the school there were 10 EAL/D students who required intensive support. Our EAL/D program was successful in supporting students both academically and from a wellbeing perspective also.</p>
Low level adjustment for disability	<p>Learning & Support Teacher funded 0.8 to work in the Learning Hub</p> <p>EAL/D Staff member funded 0.4 to work in the Learning Hub</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$54 119.00) • Low level adjustment for disability (\$131 261.00) 	<p>In 2020 low level adjustment for disability funds were used to staff the Learning Hub with a Learning Support Teacher and an EAL/D teacher. In term one this staffing supported the move to online learning and differentiating work packs so that they could be accessed from home for all students. These staff worked with teachers to differentiate and individualise work packs according to learning needs.</p> <p>Across the year, staff in the Learning Hub profiled students literacy and numeracy needs and used this data to create individual learning plans and to work collaboratively with staff to make adjustments to teaching and learning programs. Intensive reading groups were run and literacy and numeracy programs were delivered. This resulted in growth in student literacy and numeracy results.</p> <p>In 2020 the Learning Hub was accessed by students for support with assessment tasks, reading groups, intensive literacy and numeracy support.</p> <ul style="list-style-type: none"> • Term Two: 123 students accessed this space a total of 523 times. • Term Three: 121 students accessed this space a total of 455 times. • Term Four: 128 students accessed this space a total of 615 times.
Socio-economic background	<p>Outdoor gym funded through a grant.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$41 000.00) 	<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 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 our positive behaviour strategy. Implementation of CHAT reward system, reward tokens and gift vouchers. School funded Jamberoo reward excursion was cancelled due to COVID restrictions and replaced with school celebration days, which positively impacted belonging and wellbeing.</p> <p>The lease of two school buses and training for staff to get their bus license has significantly reduced the costs associated with travel for excursions, making them more accessible for all students. Having more staff qualified with appropriate licenses ensures</p>

Socio-economic background	<p>Outdoor gym funded through a grant.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$41 000.00) 	<p>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. This can be attributed to 0.2 staffing used to release year advisers to monitor and follow up late arrivals. Not only did this decrease late arrivals significantly, but it highlighted some wellbeing concerns that we were then able to support.</p> <p>The Corrimal High School Scholarship program saw scholarship winners announced for CoS and Corrimal High School students. These scholarships 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> <p>The purchase of 60 new laptops to support student online learning during COVID was successful as many students did not have access to technology from home. This allowed all students to access learning from home.</p> <p>The purchase of outdoor gym equipment will provide students with the ability to access fitness equipment, will be used as part of a wellbeing initiative and supports PDHPE lessons. Community response to this has been positive and student feedback has been positive.</p> <p>The extension of the Agriculture Farm has been positive as it has allowed more students to access this space and has assisted the implementation of the Alpaca program. Students take a sense of responsibility and pride in this space, which in turns creates a positive sense of belonging to school.</p>
Targeted student support for refugees and new arrivals	<p>SLSO staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$4 281.00) 	<p>SLSO employment to support refugee students both in the classroom and in the Learning Hub was successful.</p>



Students working in the Learning Hub

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	195	186	182	182
Girls	130	130	136	171

Student attendance profile

School				
Year	2017	2018	2019	2020
7	89.2	87.8	88.8	92.8
8	87.1	85.2	82.2	89.7
9	80.9	85.2	81.3	85
10	77.9	82	86.8	84.8
11	79.5	82	82.5	83.9
12	86	86.4	90.1	85.9
All Years	83.1	84.9	85	87.5
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	N/A
Employment	N/A	2.5	34.6
TAFE entry	2	5	11.5
University Entry	N/A	N/A	42.3
Other	N/A	N/A	N/A
Unknown	N/A	27.5	11.5

Year 12 students undertaking vocational or trade training

41.38% of Year 12 students at Corrimal High School undertook vocational education and training in 2020.

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 2020 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)	6
Classroom Teacher(s)	27.7
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	0.2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Staff engaged in a professional learning event

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,412,060
Revenue	7,918,214
Appropriation	7,787,429
Sale of Goods and Services	49,934
Grants and contributions	77,169
Investment income	934
Other revenue	2,748
Expenses	-7,990,631
Employee related	-6,946,697
Operating expenses	-1,043,934
Surplus / deficit for the year	-72,418
Closing Balance	1,339,643

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.

	2020 Approved SBA (\$)
Targeted Total	76,367
Equity Total	903,863
Equity - Aboriginal	54,905
Equity - Socio-economic	568,055
Equity - Language	95,523
Equity - Disability	185,380
Base Total	5,736,892
Base - Per Capita	86,615
Base - Location	0
Base - Other	5,650,277
Other Total	692,330
Grand Total	7,409,452

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.

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.

2020 NAPLAN

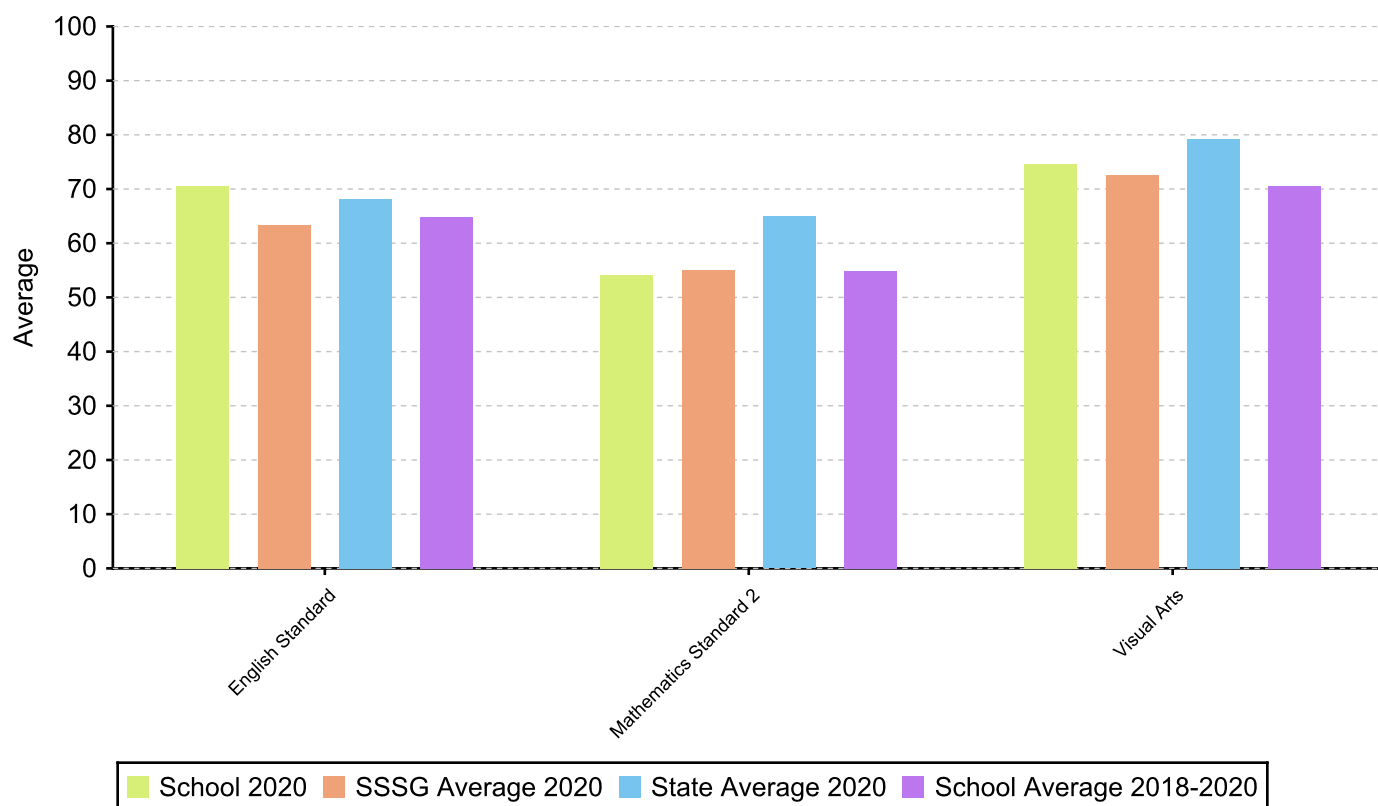
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
English Standard	70.5	63.4	68.1	64.8
Mathematics Standard 2	54.1	55.1	64.9	54.9
Visual Arts	74.6	72.5	79.2	70.5



Student artwork
'EXQUIS' by Ryan Grimm - Year 12

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 is measured through survey responses, which reflects high levels of satisfaction, anecdotal evidence from parents expressing their satisfaction at school events and in the community, as well as emails from parents highlighting parent satisfaction.



Students enjoying the new basketball courts

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.