

# 2021 Annual Report

## Corrimal High School



8191

# Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

---

Corrimal High School

Murray Rd

Corrimal, 2518

<https://corrimal-h.schools.nsw.gov.au>

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

4285 1199

## School vision

Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global community.

Our vision is to ensure that every student is known, valued and cared for. Every student is inspired and challenged in a safe and inclusive environment so that they can develop their knowledge and skills to be successful in their transition to their future learning and/or employment endeavours.

Our vision is to build a school culture based on a strong foundation of high expectations and consistency in all that we do so that we can change the educational outcomes not just for our students, but for our entire school community.

Our vision is for Corrimal High School to be the school of choice for local students.

## School context

Corrimal High School is situated on the northern beaches of Wollongong and provides high quality comprehensive education for 424 students from Year 7 to Year 12. With a strong Learning Hub, the school places a high emphasis on data-informed, personalised learning, including high quality instruction in literacy and numeracy, to enhance the educational achievements of all students, including 67 Aboriginal students, seven support classes and an increasing number (20%) of students from language backgrounds other than English.

The school enjoys positive relationships within its community of schools and has developed strong networks across the Illawarra. Corrimal High School has recently been named as one of the Illawarra Academy of STEM Excellence schools as part of the STEM Industry Schools Partnership (SISP) Initiative. The development of a dedicated Aboriginal Learning & Engagement Centre will ensure that we are all working towards reducing the gap in education for all of our Aboriginal students. Strong links with the NIAECG have been fostered and will continue to guide the cultural, academic and wellbeing success of our students.

A school Agricultural farm enables the school to cater effectively for student learning and engagement in hands on activities for students in mainstream and support classes. The construction of a new Industrial Arts / Technology building will bring modern teaching infrastructure to the school and will future proof skills based learning for all students with the inclusion of a Trade Training Centre for both Construction and Metals & Engineering.

Our Situational Analysis conducted in 2020 highlighted a need for a consolidated and consistent approach to teaching, learning and assessment in order to deliver school wide high impact curriculum to support academic excellence. The school is a pivotal hub for its community and is operating in the context of significant demographic and pedagogical change, supported by a dedicated, caring staff and an aspirational parent community. Parent consultation has identified student wellbeing as a key priority for their children at Corrimal High School. Significant levels of financial and human resourcing have been allocated to teaching, learning and wellbeing in order to achieve positive outcomes and the holistic development of each child.

Significant improvement in student growth and value add continues to be the trend for NAPLAN at Corrimal High School with outstanding results in Reading in particular. Engagement in the Strategic School Support model for Numeracy will also see Numeracy results strengthen. Ongoing positive changes in student demographics also supports improvement and growth in external testing including NAPLAN & the HSC. The development and implementation of a new HSC Improvement Program in Year 11 sees a focused approach to supporting senior students with the provision of a dedicated mentoring / tutoring and wellbeing framework to guide students.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise the learning achievements and growth of every student, by providing individualised and tailored learning programs, designed to engage students in rich learning experiences. The regular use of data driven evidence guides reflection on teaching effectiveness, student progress and improved attendance strategies. Data driven practices will continue to be utilised for ongoing school improvement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence Informed Practice
- Tailored Support for Student Growth
- Whole School Literacy & Numeracy Strategy

### Resources allocated to this strategic direction

**Professional learning:** \$10,680.00  
**Socio-economic background:** \$166,838.00  
**English language proficiency:** \$156,966.00  
**Low level adjustment for disability:** \$134,541.00  
**Refugee Student Support:** \$6,461.00  
**Aboriginal Learning & Engagement Centre:** \$500.00  
**Integration funding support:** \$154,608.00

### Summary of progress

The focus for 2021 was to utilise internal and external assessment data to plan for individualised student learning needs. Executive and teaching staff analysed data and used this to inform teaching practices and to evaluate effectiveness of teaching strategies. Professional learning on collecting and utilising data to inform practice, was delivered and every teacher conducted class profiling, to identify areas of need, to inform programming. Tailored support in the classroom, the Learning Hub and through extension programs, supported the individual needs of students.

Whole school literacy and numeracy strategies were designed and implemented, ensuring that literacy and numeracy are consistently and explicitly taught by teachers in every subject. The school engaged in Strategic School Support services for Numeracy. The engagement in this program, although impacted by disruptions in term 3, resulted in the formation of a Numeracy team, as well as professional learning around embedding explicit numeracy strategies in all Key Learning Areas. The literacy team utilised data to design professional learning around a whole school writing program, however, this was also impacted by disruptions during term 3 and will be carried into 2022.

Professional learning was provided on utilising Results Analysis Package data for HSC improvement. The HSC Improvement Program was established, targeting explicit analysis and exam preparation and response techniques, writing skills, career information and HSC readiness.

Staffing has been strategically aligned to support individualised learning needs. This includes our Learning Support Teacher, EAL/D teacher, and SLSO staff who support at need students in the classroom.

As a result of our work in Strategic Direction 1, Value Add data for year 7-9 has moved from Sustaining and Growing to Excelling, according to the School Excellence Framework.

Moving forward, in 2022, we will continue extending our work in this area. We will be focusing on continuing our work on HSC improvement as well as literacy and numeracy growth. Data informed practice will continue being a key focus for Strategic Direction 1: Student growth and attainment.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

Uplift in the percentage of students to meet expected growth in NAPLAN, reading and numeracy, to exceed the system identified baseline and meet the lower bound target.	<ul style="list-style-type: none"> <li>• Uplift of 4.44% of students achieving expected growth in (NAPLAN) for reading and an uplift of 6.02% for numeracy, indicating progress toward the annual progress measure.</li> </ul>
Uplift in the percentage of First Nations students attaining year 12.	<ul style="list-style-type: none"> <li>• The percentage of Aboriginal students attaining the Higher School Certificate in 2021, whilst maintaining their cultural identity has remained steady.</li> </ul>
<p>Uplift in the percentage of students achieving in the top 2 bands in HSC to be above system identified baseline.</p> <p>Uplift in the percentage of students achieving in the top 3 bands in HSC to be above the system identified baseline.</p>	<ul style="list-style-type: none"> <li>• 6.31% of students attained results in the top two bands for HSC demonstrating progress toward the lower bound target.</li> <li>• 26.13% of students attained results in the top 3 bands in the HSC demonstrating progress toward the lower bound target.</li> </ul>
Uplift in the percentage of students achieving in the top 2 bands in NAPLAN in reading and numeracy to exceed the system identified baseline.	<ul style="list-style-type: none"> <li>• Uplift of 2.58% of students in the top two skill bands in NAPLAN for reading and an uplift of 3.37% for numeracy, indicating progress toward the annual progress measure.</li> </ul>



## Strategic Direction 2: High Impact Curriculum and Assessment

### Purpose

To create and nurture adaptive, responsive and highly skilled learners who will become influential, informed and active citizens of society in an ever changing environment. This will be achieved by designing and delivering high impact curriculum experiences through responsive, continual and informative assessment which measure impact of learning and drives future learning opportunities.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- School Wide Assessment Practices
- High Impact Curriculum

### Resources allocated to this strategic direction

**Professional learning:** \$26,806.00

**Socio-economic background:** \$98,199.00

**STEM Industry School Partnership Program:** \$147,000.00

### Summary of progress

Our focus for 2021 was to review our curriculum and assessment practices and make data informed adjustments to ensure that teaching and learning promotes excellence and is responsive to student needs.

Professional learning was delivered to build capacity of staff in formative and summative assessment practices. An assessment review was commenced to evaluate school wide assessment practices to ensure they are used to evaluate student learning and respond to individual student needs. A teaching and learning audit was commenced to determine programming needs in each faculty.

The Higher School Certificate Improvement Program was initiated, building a school culture of high expectations for student learning, exam preparation and HSC readiness. This program supported students in refining writing skills, accessing HSC verbs, and study skills. Evaluative data shows that this program has been successful and well received. It will continue in 2022 with a strong focus on transferring knowledge to written responses.

STEM continued to grow, through partnership with STEM in Schools Program and through development and delivery of the STEM curriculum. Corrimal High School continues to be a STEM School of Excellence.

Staff engaged in Professional Learning and planning time to modify teaching and learning practices, with the shift to online learning. Assessment practices were reviewed and modified to adjust to the online learning environment. As a positive result of online learning, both teachers and students developed their capacity in utilising online environments and technology.

Moving into 2022, the focus on curriculum and assessment practices will continue. The school will utilise evaluations conducted along with research based practices to continue to develop in this area. Systems and processes will be embedded in school organisation to ensure that there is a strong focus on the ongoing improvement of curriculum and assessment, resulting in learning achievements for all students.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Uplift in the professional learning opportunities focused on formative assessment practices, to support teachers to embed this into teaching and learning programs.	<ul style="list-style-type: none"><li>• Formative assessment professional learning sessions were conducted, however, there was a delay in implementing this initiative in Term 3, requiring this work to be postponed to 2022.</li></ul>

An uplift in professional learning opportunities focused on high impact curriculum planning and delivery.	<ul style="list-style-type: none"> <li>• Analysis of learning programs indicate evidence of high impact teaching and learning strategies. Further work in this area was delayed in term 3. This work is continuing into 2022.</li> </ul>
An uplift in PL opportunities for staff in iSTEM	<ul style="list-style-type: none"> <li>• Delay in implementing initiatives, due to STEM in Schools Program staffing changes, have required this work to be postponed to 2022.</li> <li>• There has been an increase of staff engaging in professional learning opportunities related to iStem.</li> </ul>



## Strategic Direction 3: Building Connections, Capacity and Culture

### Purpose

---

Building the capacity of staff and students through educational leadership and continuous school improvement. Connecting with parents and carers in active learning partnerships to maximise their children's educational outcomes, so that our students can engage in the community as productive, effective and successful citizens.

### Initiatives

---

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building Connections
- Building Culture
- Building Capacity

### Resources allocated to this strategic direction

---

**Aboriginal Learning & Engagement Centre:** \$289,846.00

**Socio-economic background:** \$325,047.00

**Professional learning:** \$22,000.00

**Beginning teacher support:** \$14,845.00

**School support allocation (principal support):** \$8,869.00

### Summary of progress

---

Our focus for 2021 was to strengthen our community and external agency connections, in order to actively engage our parent and carer community and to engage a suite of wellbeing and career pathway services. Whilst some partnerships were formed, these were unable to be strengthened and nurtured, due to the term 3 disruptions. Moving into 2022, Corrimal High School is in a really strong position to further engage in and strengthen agency partnerships, with the implementation of the Educational Pathways Program, as well as the Elder in Residence program. This continues to be a priority for Corrimal High School, enhancing student learning outcomes and post school learning and work opportunities.

Our school commitment to embed First Nations cultures and perspectives commenced with a number of professional learning opportunities. Staff engaged in 'Histories and Cultures' and 'Turning Policy into Action' and 'Personalised Learning Pathways' professional learning in term 4. Senior Executive and Head Teacher Transition and Engagement, Aboriginal Learning and Engagement Centre, attended the Reconciliation Conference and embedded key learning initiatives into school planning and commitments. A number of staff attended the Connecting to Country camp, further building staff knowledge.

With the implementation of the Aboriginal Learning and Engagement Centre, there was an uplift in cultural engagement opportunities including Woolyungah Indigenous Centre workshops, student involvement in Aboriginal Educational Consultative Group meetings, Rugby League School to Work and facilitation of a Cultural Immersion day for Community of Schools.

Our focus for 2021 was to ensure that every student felt a strong sense of belonging and connection to our school. Whilst the Tell Them From Me survey results portrayed a decline in student wellbeing and belonging, follow up internal school surveys demonstrated that, in fact, during term 3 and beyond, students indicated a strong sense of belonging and connection at Corrimal High School. Students feel that they have teachers that are supportive and know, value and care for them. Corrimal High School has a suite of strong wellbeing initiatives and it is our commitment to continue to strengthen these and to continue to ensure our students feel a strong sense of belonging, feel known, valued and cared for.

In 2021, we had a number of teachers committed to and pursuing higher levels of accreditation, and we had several teachers who were successful applicants in promotional positions. Building Capacity of our staff and students continues to be a strong commitment in 2022, as we strengthen our Student Leadership groups and provide leadership opportunities for staff to continue to broaden their skill set.

### Progress towards achieving improvement measures

---

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Uplift in connections with business partnerships fostering transition to work pathways for students.	<ul style="list-style-type: none"> <li>• Delay in implementing initiatives in term 3 have required this work to be postponed to 2022.</li> </ul>
<p>An uplift in professional learning opportunities for staff focused on First Nations culture.</p> <p>An uplift in cultural engagement opportunities for First Nations students.</p>	<ul style="list-style-type: none"> <li>• Staff engaged in a range of professional learning opportunities in term 4.</li> <li>• Uplift in cultural engagement opportunities including Woolyungah Indigenous Centre workshops, student involvement in Aboriginal Educational Consultative Group meetings, NRL School to Work, facilitation of a Cultural Immersion day for Community of Schools.</li> </ul>
An uplift in staff seeking accreditation at higher levels.	<ul style="list-style-type: none"> <li>• An uplift of 8% of teaching staff seeking accreditation at higher levels.</li> </ul>
Uplift in the percentage of students who have a positive sense of wellbeing to exceed the system identified baseline.	<ul style="list-style-type: none"> <li>• 62.29% of students reporting positive wellbeing outcomes has decreased by 0.6% across the positive wellbeing measures.</li> </ul>
An uplift in attendance data of the percentage of students attending more than 90% of the time to exceed the system identified baseline.	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% of the time or more has decreased by 0.96%.</li> </ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$6,461.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Tailored Support for Student Growth</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The delivery of individualised learning support for refugee students. Students can successfully access learning tasks, through additional support and guided scaffolding provided through additional staffing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of individualised tutoring and support for refugee students, for maximised learning and engagement outcomes.</p>
<p>Integration funding support</p> <p>\$154,608.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Corrimal High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Tailored Support for Student Growth</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Tailored support for students, both in the classroom and in individualised tutoring groups. The impact of this tailored support has resulted in growth in value add data, measured at excelling according to the School Excellence Framework. Furthermore, there has been a decrease in N Warnings and N Awards for senior students and a decrease in behavioural referrals for targeted students. Student voice feedback acknowledges the support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued tailored support for students, both in the classroom and in individualised tutoring groups.</p>
<p>Socio-economic background</p> <p>\$590,084.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Corrimal High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Informed Practice</li> <li>• Tailored Support for Student Growth</li> <li>• Building Connections</li> </ul>

<p>Socio-economic background</p> <p>\$590,084.00</p>	<ul style="list-style-type: none"> <li>• School Wide Assessment Practices</li> <li>• High Impact Curriculum</li> <li>• Building Culture</li> <li>• Building Capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support identified students with additional needs both in the classroom and in the Learning Hub.</li> <li>• additional staffing to implement the targeted reading program to support identified students with additional literacy needs</li> <li>• equitable access to specialist resources.</li> <li>• professional development of staff through to support student learning</li> <li>• employment of additional staff to support wellbeing, connection and culture.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• engage with external providers to support student engagement and retention</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional support for teaching, learning and wellbeing for students on a school wide level. This has been facilitated through extra funded positions and the programs and initiatives that have been made available through these. This is inclusive of additional Head Teacher Teaching and Learning, Head Teacher Wellbeing and an additional Deputy Principal. The implementation of Literacy and Numeracy programs and Wellbeing initiatives have resulted in positive growth in the schools 7-9 value add data, and increased sense of wellbeing according to internal student voice surveys. High impact curriculum has been supported by the inclusion of programs, including Edrolo, Education Perfect, Numeracy Lab and Quicksmart. These programs provided additional support for student learning, ensuring all students have access to extra learning resources.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to fund additional staffing to support student learning and wellbeing. Continue to invest in additional programs to support teaching and learning and ensure that all students have access to learning support and high impact curriculum delivery. Continue to strengthen and grow literacy, numeracy and wellbeing initiatives.</p>
<p>Aboriginal background</p> <p>\$47,641.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Corrimal High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased student support in the classroom which has facilitated engagement in learning. Decreased behaviour referrals for First Nations students. Increased connection to school, as reflected in student and parent survey responses.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue employment of First Nations SLSO to support First Nations</p>

<p>Aboriginal background</p> <p>\$47,641.00</p>	<p>students in the classroom and to support the work of the Aboriginal Learning and Engagement Centre.</p>
<p>English language proficiency</p> <p>\$156,966.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Corrimal High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Tailored Support for Student Growth</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Increased support for EALD students in the classroom and individualised student support through tutoring initiatives and scaffolded support for differentiated access to learning tasks. Furthermore, an increase in teacher confidence and awareness of individualised learning needs and adjustments, supported through delivery of professional learning and modelled teaching. Students have indicated in internal surveys and exit slips that they are satisfied with the ongoing support provided and feel supported with learning and wellbeing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued support for EALD students in the classroom and in the Learning Hub. Continued delivery of professional learning and team teaching/modelling.</p>
<p>Low level adjustment for disability</p> <p>\$188,660.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Corrimal High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Tailored Support for Student Growth</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions]</li> <li>• employment of LaST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>Low level adjustment for disability</p> <p>\$188,660.00</p>	<p>Targeted individualised support for identified students, both in class and through the Learning Hub. Data analysis of individual learning strengths and weaknesses, which is used to differentiate teaching and learning programs, for maximum learning outcomes. Delivery of individualised and small group data driven, targeted literacy and numeracy programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of the programs and processes in place, including ongoing data analysis to guide differentiated teaching and learning programs.</p>
<p>Professional learning</p> <p>\$59,486.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Corrimall High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Informed Practice</li> <li>• School Wide Assessment Practices</li> <li>• High Impact Curriculum</li> <li>• Building Connections</li> <li>• Building Culture</li> <li>• Whole School Literacy &amp; Numeracy Strategy</li> <li>• Building Capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to analyse staff PDPs, school wide data and student work samples, in order to organise, drive and deliver professional learning.</li> <li>• engaging external professional learning providers to deliver specialised professional learning.</li> <li>• staff release to engage in professional learning activities, including working with the Strategic School Support team.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Building staff capacity to deliver research informed best practice strategies, to work towards meeting school targets and progress measures, including but not limited to Literacy, Numeracy, First Nations education, STEM, Curriculum delivery. This has resulted in improved teaching and learning practices and student learning outcomes. The professional learning and development delivered in 2021 resulted in 85% of staff indicating that they have received the training and development they need to do their job well, according to the 'People Matters Survey'.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to build capacity of staff, based on school and staffing needs, to continue to foster and enhance quality teaching and learning practices.</p>
<p>COVID ILSP</p> <p>\$238,540.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of 2.0 FTE teaching staff SLSO staff to run small group tutoring sessions for students across all year groups.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>COVID ILSP</p> <p>\$238,540.00</p>	<p>Measured student growth and literacy and numeracy improvement in both internal and external data sources. Parent satisfaction and appreciation for the extra learning support delivered. Value add data measured at excelling according to the School Excellence Framework.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of this program and staffing arrangements, according to funding allocation.</p>
<p>Aboriginal Learning &amp; Engagement Centre</p> <p>\$290,346.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Corrimal High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Tailored Support for Student Growth</li> <li>• Building Connections</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• engaging a Head Teacher for the Aboriginal Learning and Engagement Centre to work with individual students and in a case management role within the whole school setting.</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability to embed First Nations perspectives across the school.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved attendance, engagement and educational outcomes for First Nations students. Improved literacy and numeracy results in internal and external assessments. Increased cultural engagement opportunities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation and further development of the programs and staffing.</p>
<p>STEM Industry School Partnership Program</p> <p>\$147,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Corrimal High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> <li>• additional staffing, STEM Project Officer (HT Designation) to work across three schools in the Illawarra Academy of STEM Excellence) for targeted interventions to support student learning, development of STEM pedagogy for implementation across Stage 4 &amp; 5, as well as building Industry Connections.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An increase in the number of students across Stage 4 &amp; Stage 5 who engaged in STEM related activities. This included in timetabled STEM lessons as well as Industry presentations provided on site and at school. STEM lending library was established across the three High School settings and additional STEM resources were purchased to support student engagement and high impact curriculum delivery. An additional 5 staff were provided with the opportunity to engage in Professional Learning with the STEM Project Officer and staff from the other two high schools. This provided for the development of common teaching and learning resources to be shared across the schools. This improved the delivery of teaching and learning programs for optimum student engagement and learning outcomes.</p>



STEM Industry School Partnership  
Program

\$147,000.00

**After evaluation, the next steps to support our students with this funding will be:**

Continuation of the STEM Academy through the allocation of a STEM Project Officer. Continued collaboration on the development and implementation of high quality STEM learning resources to be shared between the three schools and the broader SISP program, so that students are provided with high impact embedded STEM learning opportunities.



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	186	182	182	192
Girls	130	136	171	205

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	87.8	88.8	92.8	87.6
8	85.2	82.2	89.7	84.9
9	85.2	81.3	85	81
10	82	86.8	84.8	76.1
11	82	82.5	83.9	77.9
12	86.4	90.1	85.9	81.2
All Years	84.9	85	87.5	82
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### 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	1	6	5
Employment	12	28	61
TAFE entry	0	5	14
University Entry	0	0	14
Other	5	1	0
Unknown	0	0	6

### Year 12 students undertaking vocational or trade training

---

54.35% of Year 12 students at Corrimal High School undertook vocational education and training in 2021.

### 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 2021 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)	30.7
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	1
School Counsellor	3
School Administration and Support Staff	13.38
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,339,643
<b>Revenue</b>	8,817,283
Appropriation	8,667,582
Sale of Goods and Services	51,775
Grants and contributions	94,291
Investment income	381
Other revenue	3,255
<b>Expenses</b>	-8,968,770
Employee related	-8,226,049
Operating expenses	-742,721
<b>Surplus / deficit for the year</b>	-151,487
<b>Closing Balance</b>	1,188,156

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	180,519
<b>Equity Total</b>	992,914
Equity - Aboriginal	47,641
Equity - Socio-economic	596,990
Equity - Language	159,622
Equity - Disability	188,661
<b>Base Total</b>	6,196,948
Base - Per Capita	96,137
Base - Location	0
Base - Other	6,100,811
<b>Other Total</b>	914,683
<b>Grand Total</b>	8,285,064

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.

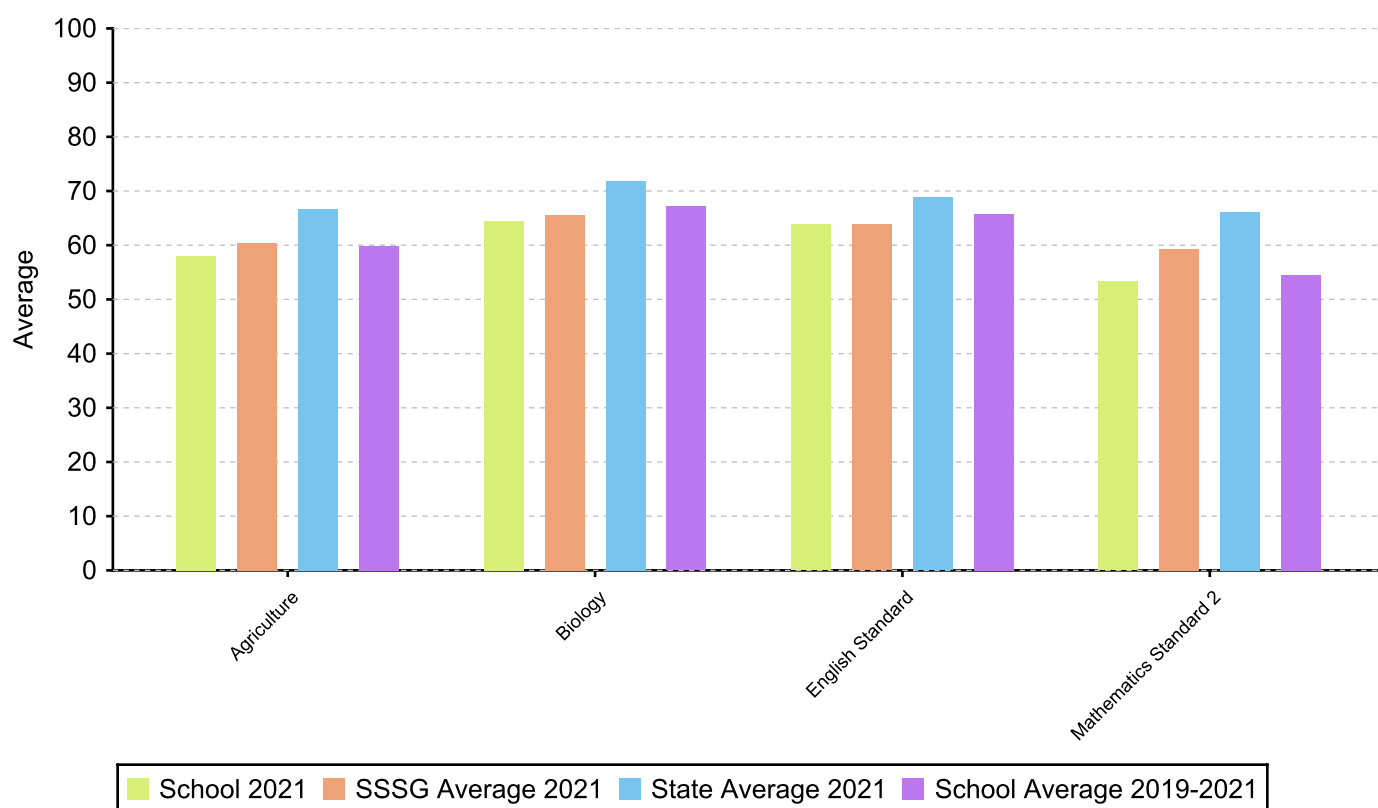
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## 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 2021	SSSG	State	School Average 2019-2021
Agriculture	58.0	60.4	66.7	59.8
Biology	64.5	65.6	71.9	67.2
English Standard	63.8	63.8	68.8	65.7
Mathematics Standard 2	53.3	59.3	66.1	54.5

## Parent/caregiver, student, teacher satisfaction

Parents and caregivers are satisfied with the level of care and educational delivery provided at Corrimal High School. This feedback is captured through Tell Them From Me survey responses, feedback obtained during term 3, anecdotal feedback as well as feedback sent directly to the school. This satisfaction and parent/caregiver trust in our school is further reflected in our enrolment growth.

Student satisfaction levels are high, as ascertained through our regular communication and feedback sessions during term 3, as well as through internal and external student voice surveys.

Teacher satisfaction is reflected in the 'People Matters Survey' with 94% of teachers indicating that they have 'Job Satisfaction'. This satisfaction is further reflected in the low staff turnover, with staff only moving on due to successful promotional positions.

Corrimal High School is receptive to and active in addressing any feedback in our continual journey to excellence across all domains. As such, suggestions and feedback are always welcomed.

Corrimal High School continues to be the local school of choice and this is reflective of high levels of parent/carer, student teacher and community 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

---

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.