

2021 Annual Report

Corowa High School



8308

Introduction

The Annual Report for 2021 is provided to the community of Corowa High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Corowa High School

Redlands Rd

Corowa, 2646

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

corowa-h.school@det.nsw.edu.au

6033 1889

School vision

At Corowa High School we are committed to ensuring that every student achieves their potential through the creation of an innovative and collaborative learning environment which fosters curiosity and supports wellbeing. We ensure our students are successful learners and leaders in our school and broader community and that they embody our school values of being inclusive, informed and engaged.

School context

Corowa High School is a comprehensive high school located on the traditional lands of the Bpangerang people in the NSW southern Riverina. Our student population sits at 366, with an enrolment increase of approximately 5% each year for the last five years. The school is working closely with the Department of Education and the Albury AECG to establish a sub-branch as a student AECG across the Bpangerang Learning Community.

Corowa High School offers an extensive curriculum featuring a diverse range of subjects from Years 7 to 12, a well-resourced and locally supported vocational education program and two trade training centres in Hospitality and Metals and Engineering. The school includes a support unit and Extension classes, which seek to further challenge and support all students across our community. Corowa High School has an Index of Community Socio-Educational Advantage (ICSEA) of 970, with 77% of our students appearing in the bottom two quartiles, and a FOEI of 118.

Extra-curricular activities in sport, science and technology, gifted and talented education, and the creative and performing arts provide our students with a broad range of experiences and opportunities to excel. At school, students participate in a wide range of learning experiences, with an increasing focus on Project Based Learning, with the intention of improving key employability skills in our students whilst also pursuing academic excellence.

Our school is deeply connected to the local community and our school culture is one of inclusion and excellence with students, staff, parents and the wider community strongly supporting the school's endeavours. We have fostered strong partnerships with local schools, businesses and community groups. Students have represented the school in key community events including ANZAC Day and Remembrance Day ceremonies and in Lions Youth of the Year Competitions. A total of 14 Minister's Awards for Academic Excellence have been awarded to students from Corowa High School.

Through our Situational Analysis we have identified a need to further utilise data to inform our teaching of literacy and numeracy. To achieve this, our staff will need to develop additional capabilities in data analysis and to master the translation of this information into the explicit teaching of skills to students. Professional learning will focus on the development of these explicit teaching skills and on improving the quality of the differentiated and individualised learning that is occurring across the school. Student skills will also be regularly assessed and their progress toward achieving individualised literacy and numeracy goals will be reported to them, and their parents, on a regular basis as part of our Progress Reports initiative.

Work will also take place on developing quality formative and summative assessment tasks in Project Based Learning and on improving student attendance and wellbeing through a range of new initiatives including those embedded in our Transition for Success program.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve student learning outcomes through the use of explicit teaching practices, informed by student assessment data and targeted professional learning.

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.

- Developing highly effective teaching practices

Resources allocated to this strategic direction

Professional learning: \$11,000.00

Low level adjustment for disability: \$152,978.00

Summary of progress

In 2021, there was a continued focus on improving teaching practices and ensuring that students excel in the classrooms of Corowa High School. Whole school professional learning schedule around the use of the Literacy and Numeracy progressions was created and teachers engaged in collaborative learning twice a term as well as on School Development Days. A map of 2021 Professional Learning indicated a focus on three key areas Literacy, Numeracy and Project Based Learning. Corowa High School also joined the Bpangerang Learning Community to share Literacy and Numeracy resources, skills and knowledge.

The implementation of tutoring sessions to directly address gaps in student achievements in literacy and numeracy with a focus on explicit teaching and intensive support was well implemented. An early evaluation of the program determined an increase in staffing would create an opportunity for further gains for students.

Next year the focus of this strategic direction will be ongoing high impact professional learning focused on the implementation and embedding of explicit teaching practices to support student growth.

Whilst there were numerous mitigating factors which contributed to the challenges faced in meeting our targets, the consistent long term implementation of the strategic school initiatives will see and improvement over the four years. In 2021 we have not met the system negotiated targets in either the percentage of students in the top two bands in NAPLAN nor, on most counts, the expected growth targets. These will, necessarily, be an ongoing focus in 2022.

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
NAPLAN Top Two Bands - Reading Increase the percentage of students in the top two bands in NAPLAN reading to 15.8% (an increase of 1.6%).	NAPLAN Top Two Bands - Reading The percentage of students in the top two bands in NAPLAN in reading increased by 0.96% from the system negotiated baseline.
NAPLAN Top Two Bands - Numeracy Increase the percentage of students in the top two bands in NAPLAN numeracy to 17.2% (an increase of 5%).	NAPLAN Top Two Bands - Numeracy The percentage of students in the top two bands in NAPLAN in numeracy decreased by 1.86% from the system negotiated baseline.
NAPLAN Expected Growth - Reading Increase the percentage of students	NAPLAN Expected Growth - Reading The percentage of students who achieved expected growth in NAPLAN

achieving expected growth in NAPLAN reading to 65.3% (an increase of 4.9%).	Reading decreased by 25% from the system negotiated baseline.
NAPLAN Expected Growth Numeracy Increase the percentage of students achieving expected growth in NAPLAN numeracy to 70.7% (an increase of 3.3%).	NAPLAN Expected Growth - Numeracy The percentage of students who achieved expected growth in NAPLAN Numeracy decreased by 28.58% from the system negotiated baseline.
HSC Top Bands Increase the percentage of students in HSC top two bands to 26.3% (an increase of 1%). Increase the percentage of students in HSC top three bands to 52.8% (an increase of 3.4%).	HSC Top Bands The percentage of students in HSC top two bands decreased by 2.28% from the system negotiated baseline.
HSC Top Bands Increase the percentage of students in HSC top three bands to 52.8% (an increase of 3.4%).	HSC Top Bands The percentage of students in the HSC top three bands decreased by 4.81% from the system negotiated baseline.

Strategic Direction 2: Assessment and Reporting

Purpose

We will use formative and summative assessments to identify student knowledge and skill acquisition. Through regular, effective feedback we will share these results with staff, students and parents in order to strengthen student outcomes.

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.

- Embedding innovative practices to improve student outcomes

Resources allocated to this strategic direction

Integration funding support: \$3,148.40

Socio-economic background: \$6,000.00

Professional learning: \$8,000.00

Location: \$9,150.62

Summary of progress

Both Project Based Learning and the introduction of Progress Reports are innovative and challenging initiatives to embed in the school and the staff and student community have been welcoming of both. 2021 marks the fourth year that Project Based Learning (PBL) is being delivered in junior classrooms across Corowa High School. In 2022, all staff members will be embedding PBL in their classrooms across every subject.

The introduction of summative and formative assessments in PBL was seen as an important next step in ensuring that the benefits of Project Based Learning continue to be broadened, as do staff skills, in this innovative teaching methodology. PBL tasks were designed and assessed to assist in tracking student progress and achievement against syllabus outcomes. From this, the introduction of Progress Reports have been a challenging initiative to create and embed but the plethora of positive outcomes that are a result of the initiatives has made all of the hard work worthwhile. Those who engaged in PBL with their classes reported a variance in their confidence in the implementation of formative assessment tasks (62% described themselves as confident or somewhat confident whilst 38% stated that they needed additional support or professional development in this area).

Student, staff and parent feedback continues to inform the Progress Reports and adjustments will continue to be made as these processes are refined in 2022. There have been a specific program created to support the development of the Progress Reports and have successfully issued 6 reports over the course of 2021. The school has also successfully embedded a method for collecting and collating the data in PLAN2 that then informs the production of the Progress Reports. In 2022 the goal is to double the number of students who will benefit from these reports by including all students in Year 8 as well.

The COVID Intensive Learning and Support Program (ILSP) funding has been essential in the formulation and implementation of the Progress Reports and we are pleased to have received ongoing COVID ILSP funding in 2022.

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
Assessment 25% of teaching staff will confidently implement formative and summative assessments as part of their Project Based Learning initiatives.	64% of teaching staff engaged in both formative and summative assessments as part of their Project Based Learning (PBL) initiatives indicating Corowa High School has significantly exceeded the annual progress measurement.
All students in Years 7 will receive regular individualized reports that informs them of their literacy and	In 2021 all Year 7 students with regular individualised Progress Reports in literacy and numeracy indicating achievement of the annual progress measure.

Strategic Direction 3: Transition and Wellbeing

Purpose

Our purpose is to establish effective transition and wellbeing programs that will support our students and enable them to thrive as learners.

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 staff capacity and student resilience

Resources allocated to this strategic direction

Aboriginal background: \$8,799.37

Low level adjustment for disability: \$1,821.47

Socio-economic background: \$6,400.00

Integration funding support: \$4,000.00

Summary of progress

Throughout 2021 the school has engaged in a number of wellbeing initiatives to help improve the outcomes for our students at Corowa High School. Staff also benefited from the professional learning around each of the initiatives.

A range of initiatives were delivered which included: a Youth Mental Awareness program, a Year 7 Girls Rebound and Thrive program, a Year 8 boys mentoring program, and a program called Future Proofing for Year 8 students. Peer Support for Year 7 and Year 9 students was very useful, as well as a series of Police Youth Liaison talks around safety and support. Two programs called ChangeUp and Love Bites for Year 10 students, and the Cool Heads and Life Ready initiatives for seniors assisted our older students to build on their resilience.

To facilitate an early-intervention/support approach, Corowa High School initiated an extensive transition program to support Year 4, 5 and 6 students in partner primary schools in feeling safe, comfortable and confident about coming to high school. The impact of these many supports is being observed in the classroom and is ratified through the data collected from internal surveys and through Tell Them From Me.

There are still areas for further development, most notably in attendance, but staff feel confident that these can be more effectively addressed and managed in 2022 especially if the same challenges are not presented in 2020 and 2021 when COVID, school closures and 'Learning from Home' had such an impact.

To create an understanding among students of the importance around continuity of learning as they transition between school sites we had planned an initiative focused on cross-school programming and units of work with our feeder schools. This did not occur in 2021 largely due to government COVID restrictions around school and cohort separations. It is hoped there will be the opportunity to re-engage in this in 2022.

In 2022, the school will investigate the establishment of a Wellbeing In-Reach Nurse to continue to increase the supports available to students and families. Corowa High School will continue to undertake professional learning and provide a range of supports for wellbeing prevention and postvention.

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
Transition Transition for Success will result in 50% of Year 6 students: stating they 'feel confident about coming to high school'; being able to identify someone to 'support or advocate on their behalf' at	The percentage of students indicating that they 'feel confident about coming to high school' was 84%, and the percentage of students being able to identify someone to 'support or advocate on their behalf' was 91%, indicating achievement of the annual progress measure.

CHS; and participating in cross-school units of work that represent a continuum of learning.	
Positive Wellbeing Increase the percentage of students reporting positive wellbeing, based on the three indicators from the Tell Them From Me Survey (belonging, advocacy and expectations), to 60.8% (an increase of 1.1%).	The percentage of students reporting positive wellbeing, based on the three indicators from the Tell Them From Me Survey (belonging, advocacy and expectations), increased to 71.22%, indicating achievement of the annual progress measure.
Attendance Increase the percentage of students attending school 90% of the time to 57.7% (an increase of 5%).	The percentage of students attending school 90% of the time or more has decreased by 5.9% indicating progress still to be made towards this annual progress measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$35,166.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Corowa High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embedding innovative practices to improve student outcomes • Building staff capacity and student resilience • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • School Learning and Support Officers employed to support students and their individual learning needs as part of the COVID ILSP program. • Supporting students with complex needs as they transition from primary to high school. • Employment of SLSOs to support the learning needs of individual students in the classroom. <p>The allocation of this funding has resulted in: students with complex needs receiving individualised support during transition, in the development of key literacy and numeracy skills and whilst in the classroom. Employment of SLSOs to assist individual students in classrooms allowed students to work towards goals articulated in the PLSPs with high levels of support focused on their learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to increase the professional learning available to staff in providing further modifications to learning materials and supports for students with complex needs.</p>
<p>Socio-economic background</p> <p>\$230,136.14</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Corowa High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embedding innovative practices to improve student outcomes • Building staff capacity and student resilience • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff including: a Technology Support Officer (0.6 FTE) to support in the management and maintenance of technology across the school site; a Publicity and Promotions Officer (0.4) to support our students and parent community through the creation of clear and regular communication including newsletters and social media; and additional employment of grounds staff (0.4 FTE) for the maintenance of school grounds and facilities. • The creation and implementation of Progress Reports for students in Year 7 including the provision of staff for tutoring, assessment and data analysis processes. • Staffing and resources for a range of extra-curricular programs including gifted and talented programs, student wellbeing programs, student leadership programs, student assistance programs, promotional materials, and whole school licences to a range of digital learning programs. <p>The allocation of this funding has resulted in: students having equitable access to opportunities and resources across the school, whether in the form of staff to support their learning and</p>

<p>Socio-economic background</p> <p>\$230,136.14</p>	<p>engagement or in the form of physical resources, technology and communication.</p> <p>After evaluation, the next steps to support our students with this funding will be: to ensure that these human and physical resources continue to be used to meet the needs of our students, parents and school community.</p>
<p>Aboriginal background</p> <p>\$8,799.37</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Corowa 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building staff capacity and student resilience <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: all Aboriginal students receiving support through the development and implementation of a personalised learning pathway which was regularly reviewed and updated. Individual student needs were supported in the classroom through the use of student learning and support officers. The establishment of a Bpangerang Student AECG was initiated and welcomed by the students.</p> <p>After evaluation, the next steps to support our students with this funding will be: connections to community and elders continues to be a challenge for the school to pursue and further mentoring from within the staff to support student engagement would be beneficial.</p>
<p>English language proficiency</p> <p>\$3,363.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Corowa High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: students receiving individualised support as it relates to both the classroom and to tasks (such as homework and assessment tasks) that require linguistic interpretation and support in completion.</p> <p>After evaluation, the next steps to support our students with this funding will be: provide ongoing supports for these students as they move into senior years with subjects that utilise technical terms and jargon which is often difficult to interpret and master.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$154,799.47</p>	<p>students at Corowa High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Developing highly effective teaching practices • Building staff capacity and student resilience <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • the development of programs and the employment of staff to facilitate support and attendance programs for targeted students. • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: students have received the necessary targeted support from either a Learning and Support Teacher or a School Learning and Support Officer to ensure that they are attending, engaging in their learning and demonstrating growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: this funding will be utilized for a similar purpose in future years as it continues to benefit the students and their learning.</p>
<p>Location</p> <p>\$29,762.62</p>	<p>The location funding allocation is provided to Corowa High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embedding innovative practices to improve student outcomes • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • professional learning for staff <p>The allocation of this funding has resulted in: staff engaging in a broad range of online learning activities to support student learning and engagement. The purchase of resources to support the management of school administration processes.</p> <p>After evaluation, the next steps to support our students with this funding will be: in 2022 it is hoped that more of these resources can be prioritized as some professional learning was impacted by COVID in 2021.</p>
<p>Professional learning</p> <p>\$35,855.65</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 Corowa High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Developing highly effective teaching practices • Embedding innovative practices to improve student outcomes • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Professional learning</p> <p>\$35,855.65</p>	<ul style="list-style-type: none"> • Every Week 3 and Week 8 Staff Meeting has been dedicated to a focused professional learning program dedicated to understanding a) the Progressions and building staff confidence on utilising data from the literacy and numeracy programs to effect change in the classroom, and b) developing a strong level of proficiency with Project Based Learning across the whole staff. <p>The allocation of this funding has resulted in: teachers engaging in targeted professional learning, delivered by their colleagues who have increasing levels of expertise in this area.</p> <p>After evaluation, the next steps to support our students with this funding will be: to engage in broader professional learning opportunities, especially in Project Based Learning, which have been very limited in 2021 due to COVID. Whilst the school continues to build on our internal resources and expertise in this space, access to other professionals/teachers/schools that are also engaging would widen our understanding and skills.</p>
<p>School support allocation (principal support)</p> <p>\$20,716.84</p>	<p>School support allocation funding is provided to support the principal at Corowa High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • This funding has been used to employ a Publicity and Promotions Officer for Corowa High School 3 days per fortnight. <p>The allocation of this funding has resulted in: our Publicity and Promotions officer is integral to the management of communication with our parents and broader school community. They create and maintain both traditional (newsletters, local newspaper reports, emails, etc) and non-traditional communication pathways (social media, school signage, etc) so that our parents are engaged and informed.</p> <p>After evaluation, the next steps to support our students with this funding will be: this funding will continue to be utilised in this fashion so as to ensure that quality communication remains one of our key priorities.</p>
<p>COVID ILSP</p> <p>\$185,849.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • releasing staff to analyse school and student data to monitor progress of student groups • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: the implementation of a comprehensive literacy and numeracy tutoring program, the tracking of student achievement data against the Progressions, the development of resources which has enabled the communication of student progress to parents and the employment of tutors for this purpose.</p>

COVID ILSP \$185,849.00	After evaluation, the next steps to support our students with this funding will be: this is a program we are eager to sustain and will prioritize funding for this purpose in 2022.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	156	156	158	151
Girls	156	153	182	187

Student attendance profile

School				
Year	2018	2019	2020	2021
7	89.5	90.9	89.8	88.4
8	90	86	87.7	86
9	88.3	84.1	82.5	85.7
10	88.8	84.2	82.8	83.5
11	86.8	85.8	82.9	81.2
12	84.1	87.1	86.9	85.6
All Years	88.2	86.3	85.5	85.4
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	0	0	0
Employment	0	18	32
TAFE entry	0	4	16
University Entry	0	0	42
Other	0	0	0
Unknown	0	0	10

Year 12 students undertaking vocational or trade training

33.75% of Year 12 students at Corowa High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

95.7% of all Year 12 students at Corowa 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)	5
Classroom Teacher(s)	23.7
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.98
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	1,118,558
Revenue	6,072,656
Appropriation	5,987,564
Sale of Goods and Services	6,807
Grants and contributions	61,870
Investment income	549
Other revenue	15,867
Expenses	-6,009,284
Employee related	-5,324,591
Operating expenses	-684,694
Surplus / deficit for the year	63,372
Closing Balance	1,181,931

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 SBAR Adjustments (\$)
Targeted Total	21,166
Equity Total	407,099
Equity - Aboriginal	8,799
Equity - Socio-economic	240,136
Equity - Language	3,363
Equity - Disability	154,800
Base Total	4,918,268
Base - Per Capita	83,766
Base - Location	29,763
Base - Other	4,804,739
Other Total	333,644
Grand Total	5,680,176

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

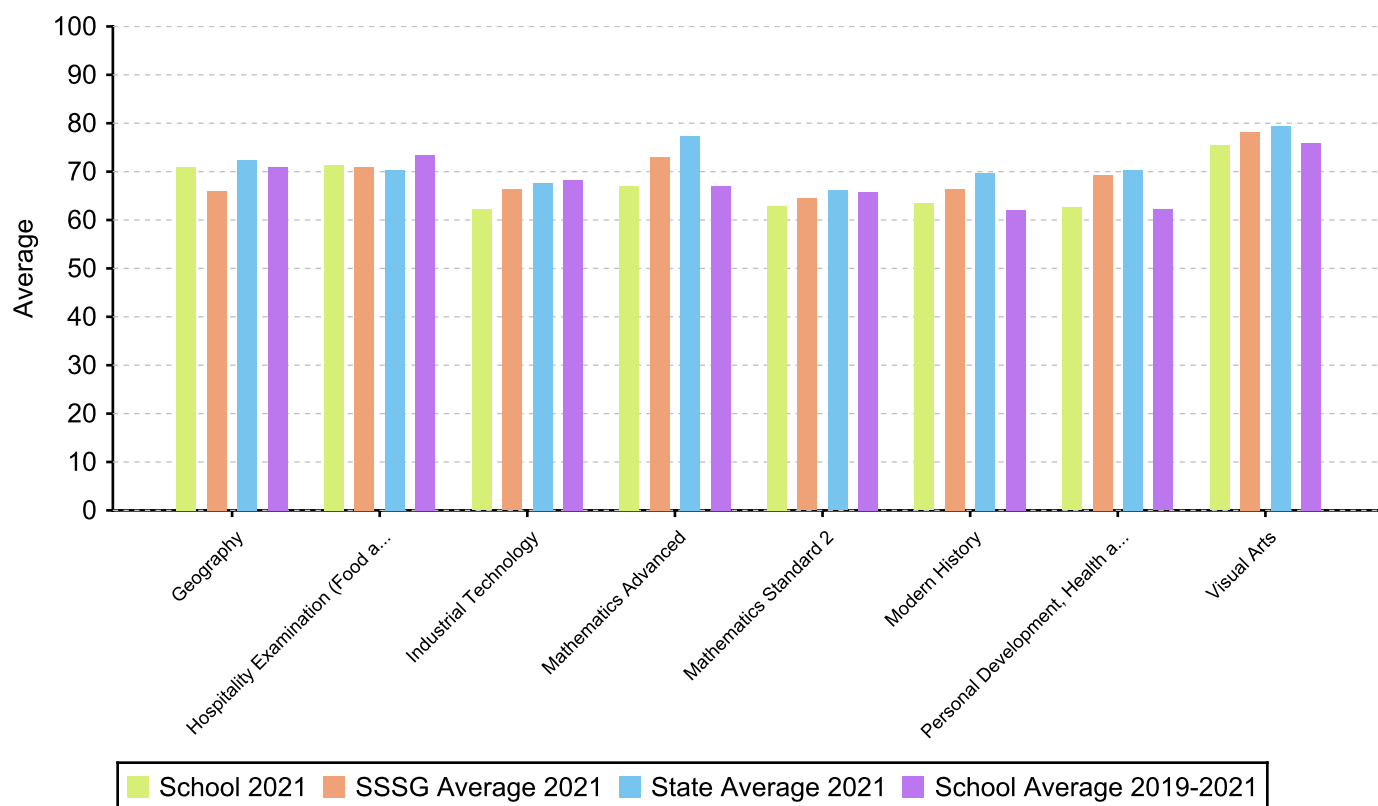
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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
Geography	71.0	66.0	72.4	71.0
Hospitality Examination (Food and Beverage)	71.4	71.0	70.3	73.4
Industrial Technology	62.2	66.3	67.7	68.3
Mathematics Advanced	67.1	73.0	77.4	67.1
Mathematics Standard 2	62.9	64.4	66.1	65.9
Modern History	63.4	66.4	69.7	62.1
Personal Development, Health and Physical Education	62.6	69.2	70.3	62.2
Visual Arts	75.4	78.2	79.4	75.9

Parent/caregiver, student, teacher satisfaction

We have engaged in a number of consultative processes to gauge parent, student and teacher satisfaction in 2021. These include external surveys including the Tell Them From Me Survey and a range of internally developed surveys and satisfaction measures.

The Tell Them From Me survey provides insight to guide school planning and to identify school improvement measures. Students were surveyed from Years 7-12 with a completion rate of **94%** up from **73%** in 2020.

Socio-Emotional Outcomes

This measures those students who are socially engaged, actively involved in the life of the school, and who are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Feedback indicated that students at Corowa High School exceeded the participation and engagement rates of other students across the state in a variety of school based and extra-curricular activities including sports. Furthermore, they exceeded the state mean in terms of their positive behaviour, their intellectual engagement, their positive relationships at school and the value they place on their schooling, however, they continue to be below the state mean in their attitude toward homework and the levels of interest, effort and motivation whilst at school.

Institutional engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort in doing homework. Student feedback indicates that Corowa High School students are well above the state mean in believing that "classroom instructions are relevant to their daily lives" and that "classroom instructions are well-organised, with a clear purpose and with immediate feedback that helps them learn". They also reported that "important concepts are taught well, classroom time is used efficiently and that homework and evaluations support class objectives" at Corowa High School. As part of the survey students were asked to rank the value of the skills they acquire at school and collectively they placed the greatest value on skills such as the ability to work as part of a team, problem solving, critical thinking, and their capacity to communicate effectively with others.

Parent Survey

We again engaged in the Tell Them From Me parent survey in 2021. The parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. In 2021 only 17 parents completed the survey, down from 34 in 2020, with the vast majority being parents of Year 7 and Year 8 students. Of those surveyed they indicated that they felt welcome in the school and believed that the school supports student learning. They were also satisfied with the quality and quantity of communication provided, identifying that the most useful communication tools are social media sites, emails and school newsletters whilst the least useful is the P&C. All parental respondents indicated that they rarely, if ever, engaged in volunteer or fundraising work for the school and most were concerned about the capacity of their children to develop positive peer relationships at school.

Teacher Survey

The Teacher Survey had a total of 22 respondents which is similar to the number completed in previous years. The areas recognised as the greatest strengths by our staff included our collaborative school culture, access and use of technology, our inclusiveness and our leadership practices. The area which remains our ongoing concern, as it has been flagged in all previous surveys, is parental involvement in the school with the question of whether parents are asked to 'review and comment on student work' receiving the lowest score of all questions. Overall, the teacher survey results indicated that Corowa High School remains broadly within or above the state mean in all areas with the exception of parental involvement.

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.