

2022 Annual Report

Corrimal High School



8191

Introduction

The Annual Report for 2022 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.

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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 422 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 93 First Nations students, seven support classes and an increasing number (19%) 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 is one of the Illawarra Academy of STEM Excellence schools as part of the STEM Industry Schools Partnership (SISP) Initiative. A dedicated Aboriginal Learning & Engagement Centre ensures 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 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
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

Socio-economic background: \$111,838.00

Professional learning: \$9,200.00

English language proficiency: \$114,471.00

Low level adjustment for disability: \$189,034.00

Refugee Student Support: \$6,654.00

Integration funding support: \$174,780.00

Summary of progress

2022 resulted in significant growth in student learning achievements in both internal and external performance measures. This was achieved through consistent school wide approaches to identifying and analysing student learning gaps and achievements in order to inform student learning goals and teaching and learning practices.

The leadership team ensured a whole school approach through dedicated professional learning centred around utilising student data and evidence to inform practice and improve student learning outcomes. A whole school review of HSC and NAPLAN data identified strengths and areas for improvement to inform planning, teaching and targeted interventions. Targeted interventions and extension programs delivered in the Learning Hub and the Aboriginal Learning and Engagement Centre, ensured that support was tailored to individual student needs.

A whole school literacy and numeracy strategy ensured that all teachers explicitly taught literacy and numeracy across all subject areas. Professional learning and planning time was dedicated to this strategy, ensuring that all teaching staff had the skills to embed and explicitly teach literacy and numeracy strategies throughout their learning programs.

In order to ensure a sustained approach to improvement, the school leadership team engaged in research based professional learning, focused on improving student learning outcomes. Strategic resourcing resulted in staffing roles and responsibilities, tailored to meeting identified student learning needs. Small group tutoring sessions were conducted in the Learning Hub and the Aboriginal Learning and Engagement Centre. The Learning Support Teacher and the EALD teacher provided tailored support to students individually, as well as in team teaching sessions across the school. Furthermore, School Learning Support Officers provided in class support across the school.

Tailored support for growth in HSC results and attainment included professional learning delivered to Executive as well as professional dialogue focused on utilising and analysing Results Analysis Package data for HSC improvement in each subject area. The HSC Improvement Program continued, targeting explicit analysis and exam preparation and response techniques, writing skills, career information and HSC readiness.

To support the whole school literacy and numeracy strategy, the newly formed Numeracy team led professional learning within faculties around explicitly teaching and embedding numeracy across the curriculum. The Literacy team led whole school professional learning around embedding literacy strategies, focusing explicitly on improving writing practices and sentence structure.

As a result of our work in Strategic Direction 1, we have experienced a consistent upward trend in NAPLAN Value Add data as well as an upward trend in HSC results. Our self assessment according to the Self Assessment Framework demonstrates ongoing improvements in student performance measures, data use and learning culture.

Moving into 2023, we will continue extending our work in this area. Additional funding will be utilised to support growth in

our Learning Hub with an additional Learning Support Teacher. Our HSC Improvement Program will continue to be staffed and programming will take into consideration analysis of HSC data. We have employed a specialist EALD teacher who will provide individualised support to teachers and students, including in class support, professional learning and small group sessions. Our school will be implementing Professional Learning Communities, which will foster professional dialogue around data use, evidence based practice and literacy and numeracy strategies. We envisage that our upward trends in external assessment measures will continue, based on internal assessment data, as well as our strategic planning.

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, numeracy, to exceed the system identified baseline and trending towards the lower bound target.	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Uplift in the percentage of students to meet expected growth in NAPLAN, reading to exceed the system identified baseline and trending towards the lower bound target.	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
6.51% uplift in the percentage of students to achieve in the top two bands in NAPLAN Numeracy, to exceed the system identified baseline and meet the lower bound target.	<ul style="list-style-type: none"> • Uplift of 5.77% of students in the top two skill bands in NAPLAN for numeracy, indicating progress toward the lower bound target of the annual progress measure.
5.14% uplift in the percentage of students to achieve in the top two bands in NAPLAN Reading, to exceed the system identified baseline and meet the lower bound target.	<ul style="list-style-type: none"> • Uplift of 12.58% of students in the top two skill bands in NAPLAN for reading, exceeding the upper bound target of the annual progress measure.
Uplift in the percentage of First Nations students attaining year 12.	<ul style="list-style-type: none"> • The percentage of Aboriginal students attaining the Higher School Certificate in 2021, whilst maintaining their cultural identity has remained steady.
5.11% uplift in the percentage of students achieving in the top 2 bands in HSC to meet the system identified lower bound target.	<ul style="list-style-type: none"> • 12% of students attained results in the top two bands for HSC demonstrating progress toward the lower bound target.
4.01% uplift in the percentage of students achieving in the top 3 bands in HSC to meet the system identified lower bound target.	<ul style="list-style-type: none"> • An uplift of 11.87% of students attained results in the top 3 bands in the HSC from 2021, demonstrating that the school is on the trajectory to attain the lower bound target.

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

Socio-economic background: \$344,996.00

Professional learning: \$50,000.00

STEM Industry School Partnership Program: \$147,000.00

Summary of progress

Our focus for 2022 was to excel in curriculum delivery, using embedded assessment practices to respond to student learning needs. This was achieved through targeted focus around curriculum, planning delivery and assessment.

The leadership team ensured a whole school consolidated approach through ongoing professional learning, focusing on teaching and learning programs, differentiation, assessment and engagement. A whole school assessment review identified areas for improvement and adjustment, which ensure consistency and high expectations to promote learning excellence. Time was allocated to ensure individual learning needs, gaps and areas for extension were identified and responded to. Furthermore, professional learning was delivered around High Potential Gifted Education, ensuring that talent identification and high potential is recognised and promoted.

Learning excellence and responsiveness in meeting students needs is demonstrated through the Higher School Certificate Improvement Program. This program delivers weekly tuition to students undertaking HSC studies. Staffed by HSC teachers with expertise cross faculties, the program delivers skills based learning, including refining writing skills, accessing HSC questions, and study skills as well as subject specific revision and assessment task support.

Professional Learning funds were allocated for the HSC Strategy Professional Learning. This resulted in a number of HSC teachers engaging in the program, increasing the capacity of teachers to deliver effective and high impact HSC programs for student learning excellence.

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.

A Head Teacher Teaching and Learning was employed to support teachers with curriculum delivery, review and improve whole school assessment practices and build capacity of teachers to utilise formative assessment and feedback into their daily instruction.

These strategies and programs have resulted in an increase in student performance measures on both internal and external assessment measures. With ongoing teacher professional learning aimed at delivering expert and high impact curriculum and assessment practices, the school has achieved a more consistent approach to both formative and summative assessment.

After evaluation, the next steps to support our teachers and our students include; internal faculty validations to identify areas for growth and improvement, ongoing professional learning to build teacher capacity, specifically on curriculum delivery and engagement, High Potential and Gifted Education, HSC performance, literacy and numeracy. The implementation of Professional Learning Communities will focus on sharing expertise and building teacher capacity in these areas.

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 use of explicit formative assessment practices, consistently used school wide.	<ul style="list-style-type: none"> Professional learning was delivered on formative assessment practices. Time was allocated to embed these practices into teaching and learning programs to ensure they are used consistently, school wide. Formative Assessment is practiced daily to inform teaching to meet student learning needs.
School Excellence Framework elements of Curriculum and Assessment are assessed at sustaining and growing.	<ul style="list-style-type: none"> Self assessment found that in the area of Curriculum the school is at 'Sustaining and Growing' according to the School Excellence Framework. Self assessment found that in the area of Assessment the school is at 'Sustaining and Growing' according to the School Excellence Framework.
An uplift in student engagement in iSTEM in Stage 4 and 5.	<ul style="list-style-type: none"> The number of students in stage 4 engaged in STEM remained steady. There is an uplift in the engagement of students moving into Stage 5, with a STEM elective to run in 2023.



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 background: \$81,508.00

Socio-economic background: \$220,650.00

Aboriginal Learning & Engagement Centre: \$259,846.00

Summary of progress

This year our focus was to continue to build and foster connections with parents, carers and the broader community, in order to inform and support learning, wellbeing and employment pathways for every student.

Connections with parents and carers have been strengthened through the school's growing P&C Committee, community events, meet and greet sessions and parent information evenings. The school has seen an increase in parent and carer engagement at these events, building a strong foundation for sustained whole school improvement and strong partnerships with parents.

The Educational Pathways Program, alongside the school Careers Advisor, continued to provide connections for students into TAFE, transition to work programs and apprenticeships. Ten Students engaged in the Educational Pathways Program with one student successful in gaining an apprenticeship through this program.

Our continued commitment to embed and celebrate First Nations culture included staff engagement in a number of professional learning opportunities including 'Aboriginal Cultural Education - Let's take the first step together' and 'Aboriginal Cultural Awareness Training' whereby staff had the opportunity to visit local sites in the in area and learn about history, culture and reconciliation. Connecting to Country camp, further building staff knowledge.

Our Aboriginal Learning and Engagement Centre organised many cultural engagement opportunities including Woilyungah 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 as well as day to day support for students with their learning and wellbeing. Our Elder in Residence program provided ongoing support for First Nations students and for teachers embedding First Nation perspectives in their teaching and learning programs.

Our focus for 2022 was to ensure that every student felt a strong sense of belonging and connection to our school. Tell Them From Me survey results portrayed student wellbeing and belonging remained consistent to the year prior. During 2022 and beyond we are proactively working to strengthen our care continuum model to ensure that all students feel connected and a sense of belonging. 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.

During 2022 we continued our focus on building capacity of teachers so that there is a distributed instructional leadership model for ongoing school wide improvements in teaching and learning. Executive professional learning was embedded into the weekly calendar, ensuring time was dedicated to this model. This professional learning focused on building middle leadership capacity, data analysis, evidence based teaching strategies and evaluative practice. A number of teachers are committed to and pursuing higher levels of accreditation, and several teachers were successful applicants in permanent positions.

Moving into 2023, initiatives to continue to foster connection and culture have been planned. This includes meaningful community connection events, including Harmony Community day, the commencement of the Student Support Officer role, who will work within our wellbeing team to provide ongoing connection for all students and ongoing partnerships

with our First Nations community, through planned events and community days.

2023 will see the commencement of Professional Learning Communities. These will be embedded into the school meeting calendar, and will promote the sharing of expertise and a continuous focus on improvement of teaching and learning.

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">Partnerships grown and fostered in 2022 have resulted in an uplift in student apprenticeships to trade and industry. This fosters positive pathways to employment for students.
An uplift in Aboriginal culture and perspectives embedded in the curriculum. An uplift in cultural celebrations embedded in the school calendar. Reconciliation Action Plan has been designed and implemented.	<ul style="list-style-type: none">There has been an uplift in cultural celebrations in the school calendar, including NAIDOC events, Reconciliation Week events, Traditional Indigenous Games events as well as students and staff represented at Deadly Awards Ceremonies.Aboriginal culture and perspectives continues to be embedded in and across the curriculum, this is further supported through the Elder in Residence program.Tell Them From Me data shows that 70% of First Nations students feel that teachers have a good understanding of culture. Similarly, the data shows that 74% of First Nations students feel good about their culture when they are at school.
Uplift in the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School from the baseline by 2.7%	<ul style="list-style-type: none">Tell Them From Me data shows that students reporting positive wellbeing, in advocacy at school, in a sense of belonging and in expectations of success, has remained steady.
Uplift in the proportion of students attending 90% or greater from the baseline by 5.18% Decrease in the proportion of students attending <80% of the time	<ul style="list-style-type: none">The number of students attending greater than 90% of the time or more has decreased by 17.94%, however this figure was significantly affected by the public health orders.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$6,654.00</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>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"> • Tailored Support for Student Growth <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • engage with external providers and specialist to provide intensive language support to identified EAL/D students <p>The allocation of this funding has resulted in the following impact: Weekly English as an additional language or dialect (EAL/D) small group and individualised literacy tutoring sessions, targeted assessment support and assessment differentiation workshops with teachers. This has resulted in significant learning support for EAL/D students at an individual level and in the classroom.</p> <p>After evaluation, the next steps to support our students will be: Continuation of this program, as well as continuing to build and sustain relationships with cultural and linguistically diverse parents through engagement of interpreters. Welcoming students and families through Integration Week as well as through school based celebrations including Harmony Day.</p>
<p>Integration funding support</p> <p>\$174,780.00</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>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"> • Tailored Support for Student Growth <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Additional Student Learning Support Officers supported students in the classroom, which resulted in increased engagement in the classroom.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of funding will be adjusted, as needed, to specifically address each students learning support needs.</p>
<p>Socio-economic background</p> <p>\$677,484.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Socio-economic background</p> <p>\$677,484.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Evidence Informed Practice • Tailored Support for Student Growth • School Wide Assessment Practices • High Impact Curriculum • Building Connections • Whole School Literacy & Numeracy Strategy • Building Capacity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students with economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • professional development of staff through HPGE program, to support student learning • employment of additional staff to support Student Wellbeing initiatives. • employment of additional staff to support community engagement, students with additional learning needs. <p>The allocation of this funding has resulted in the following impact:</p> <p>Year 7 Reading NAPLAN results achieving in line with state and significantly above statistically similar school groups (SSSG)</p> <p>Year 7 Writing NAPLAN results achieving above statistically similar school groups (SSSG)</p> <p>Year 7 Numeracy NAPLAN results achieving above statistically similar school groups (SSSG)</p> <p>Year 9 Reading and Writing NAPLAN results achieving above state and statistically similar school groups (SSSG)</p> <p>Year 9 Numeracy NAPLAN results achieving above statistically similar school groups (SSSG)</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to engage the Learning and Support team, Wellbeing team, and Literacy and Numeracy team to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is a concern. Next year, the school will refine attendance procedures to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$81,508.00</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>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 Connections • Building Culture <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 (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <p>First Nations students and their families reported feeling welcomed and engaged with the school, as per informal surveys. First Nations students are supported in the classroom by First Nations SLSO staff who provided targeted support. First Nations SLSO staff provide support to families during meetings at school. Tell Them From Me data indicated that 74% of students feel good about their culture when they are at school.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Aboriginal background</p> <p>\$81,508.00</p>	<p>Strengthening support in the classroom by timetabling First Nations SLSO staff into classes with First Nations students.</p>
<p>English language proficiency</p> <p>\$114,471.00</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>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"> • Tailored Support for Student Growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Attainment of Higher School Certificate with one student attaining a Band 6 result. Students engaging in EAL/D stage 6 English Course through Distance Education, supported by the EAL/D teacher.</p> <p>After evaluation, the next steps to support our students will be: Employment of a specialist EAL/D teacher to deliver in class, small group and individualised support to EAL/D learners. Through professional learning, further build confidence of teachers to design differentiated units of work which reflect the needs of EAL/D students. Personalised and targeted professional development will be provided to teachers in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$189,034.00</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>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"> • Tailored Support for Student Growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified 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 the following impact: Significant upward trend in the average NAPLAN scores across all domains. The school has scored above state average in year 9 reading and writing NAPLAN scores. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of an additional Learning and Support Teacher.</p>

<p>Professional learning</p> <p>\$59,200.00</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 Corrimal 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"> • Evidence Informed Practice • High Impact Curriculum • Whole School Literacy & Numeracy Strategy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to analyse staff PDPs, school wide data and student work samples, in order to organise, drive and deliver professional learning. • staff release to engage in professional learning activities, including working with the Strategic School Support team. • engaging external professional learning providers to deliver specialised professional learning. <p>The allocation of this funding has resulted in the following impact: 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 2022 resulted in 90% 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>After evaluation, the next steps to support our students will be: 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>\$286,150.00</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 2022.</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/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups. • leading and providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: 93% of students in the program achieved their personal learning goals. Pre and post-testing data showed 70% of students improved their numeracy skills after the 10 weeks. 100% of students reported that they believe their skills had improved as a result of the program.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Aboriginal Learning & Engagement Centre</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Corrimal High School</p>

<p>\$259,846.00</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 Culture <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • 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. • engaging specialist staff to collaborate with classroom teachers to build capability to embed First Nations perspectives across the school. • 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 the following impact: 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>After evaluation, the next steps to support our students will be: 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>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"> • High Impact Curriculum <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • 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 & 5, as well as building Industry connections. <p>The allocation of this funding has resulted in the following impact: Units of work were modified and developed with the intention of being able to be delivered to all students across stage 4. Staff utilised skills and strategies developed across the range of Professional Learning sessions that were delivered by the STEM project officer. This allowed differentiated programs and lessons to be designed into order to provide support to the teaching staff and allow all students to access the course and achieve success in STEM. The unit lengths were modified to increase/maintain student engagement as well as provide students with a greater amount of projects to apply their skills and understanding towards. The STEM course was delivered to 180 students across stage 4.</p> <p>In addition to the stage 4 STEM course a group of 16 students participated in the SUBS in Schools Challenge and placed 1st and 2nd in the state. This involved a range of tasks including design, building, analysing and portfolio development. 25 students participated in the YICTE challenge where they were required to design and market a product to solve a technological issue.</p> <p>The delivery of these improved units of work was successful in engaging students and developing a passion within students to pursue STEM related subjects as a Stage 5 elective. It has seen the STEM elective implemented in stage 5 for the first time in the history of the school as well as Marine Science run again. Furthermore the STEM programs developed have been rolled out across all SISP schools for stage 4 STEM.</p> <p>After evaluation, the next steps to support our students will be: Continued support and professional learning from the STEM project officer</p>

STEM Industry School Partnership
Program

\$147,000.00

and the STEM coordinator to build staff capacity to deliver STEM programs.
Implementation of stage 5 STEM course.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	182	182	192	201
Girls	136	171	205	225

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.8	92.8	87.6	83.5
8	82.2	89.7	84.9	77.9
9	81.3	85.0	81.0	75.4
10	86.8	84.8	76.1	74.5
11	82.5	83.9	77.9	68.5
12	90.1	85.9	81.2	74.6
All Years	85.0	87.5	82.0	76.8
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	3	10
Employment	5	43	33
TAFE entry	1	0	7
University Entry	0	0	44
Other	0	0	0
Unknown	0	24	6

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Corrimal High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

96.7% of all Year 12 students at Corrimal High School expected to complete Year 12 in 2022 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)	34.2
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	3
School Administration and Support Staff	14.78
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	663,795
Revenue	10,917,545
Appropriation	10,719,484
Sale of Goods and Services	57,702
Grants and contributions	134,770
Investment income	2,876
Other revenue	2,713
Expenses	-11,365,146
Employee related	-9,199,541
Operating expenses	-2,165,605
Surplus / deficit for the year	-447,601
Closing Balance	216,194

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.

	2022 SBAR Adjustments (\$)
Targeted Total	181,435
Equity Total	1,062,579
Equity - Aboriginal	81,578
Equity - Socio-economic	677,494
Equity - Language	114,472
Equity - Disability	189,035
Base Total	7,037,155
Base - Per Capita	110,962
Base - Location	0
Base - Other	6,926,193
Other Total	1,122,021
Grand Total	9,403,190

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

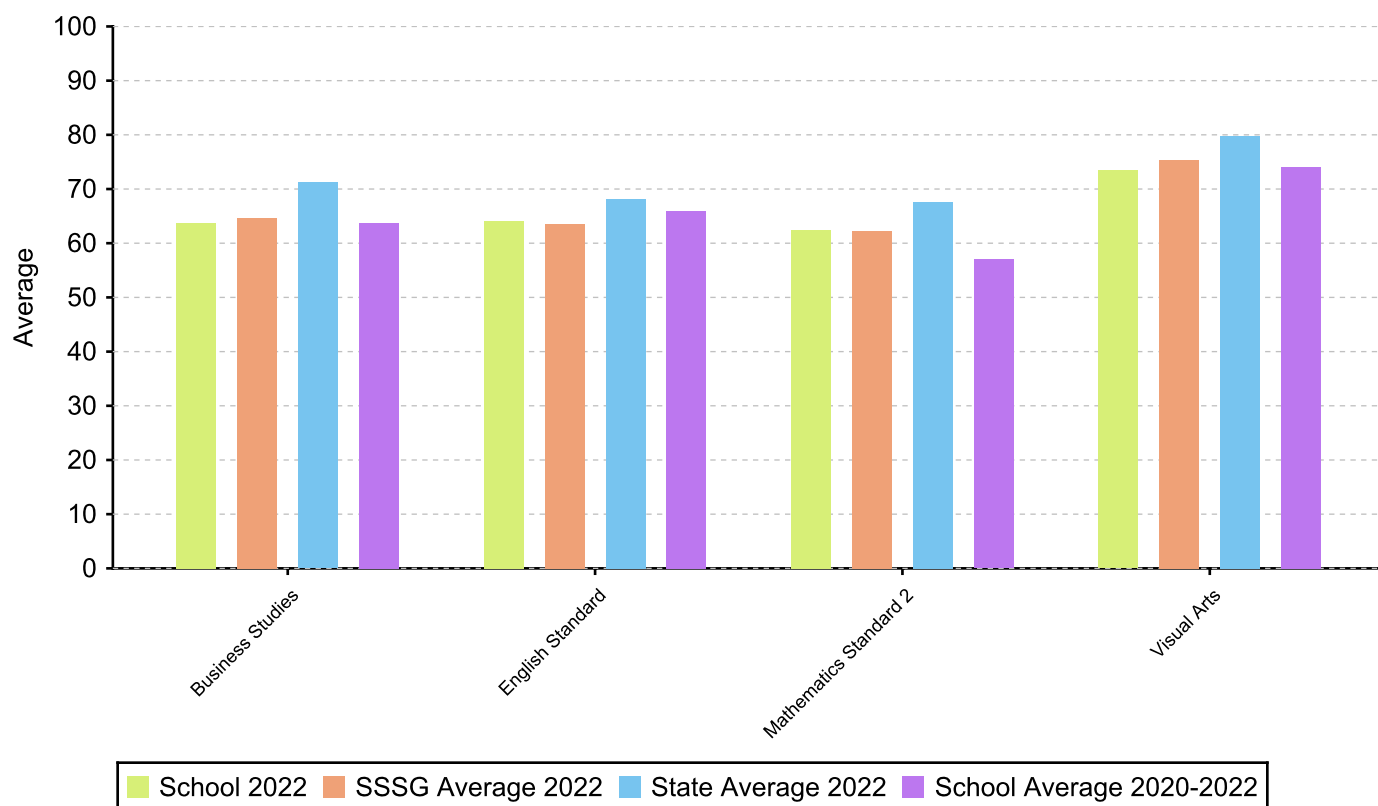
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Business Studies	63.7	64.6	71.2	63.7
English Standard	64.1	63.5	68.1	65.9
Mathematics Standard 2	62.5	62.3	67.6	57.0
Visual Arts	73.4	75.4	79.8	74.1

Parent/caregiver, student, teacher satisfaction

Parents and Caregivers Satisfaction

Parents and caregivers have indicated that they 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 at Parent Teacher evenings, community events and anecdotal feedback. This satisfaction and parent/caregiver trust in our school is further reflected in our enrolment growth.

Tell Them From Me data shows that 94% of parents who took part in the survey would recommend Corrimal High School to the parents of primary school students. 88% of parents agree that the physical environment is welcoming, furthermore the school facilities are regularly commented on by parents as being outstanding and overwhelmingly impressive.

Moving into 2023, the school plans to seek wider and more comprehensive feedback from parents and caregivers to ensure and underpin ongoing school improvement and community satisfaction.

The school has an active P&C which continues to grow. The P&C are active in discussions around feedback and areas for growth.

Student Satisfaction

Student satisfaction is sought through a range of means, including student focus groups, Tell Them From Me survey data, Student Representative Group meetings and Student Leadership meetings with the Principal.

Tell Them From Me data showed that 49% of students have a positive sense of belonging, while 76% of students have positive relationships with friends at school. Advocacy at school data shows that the school mean is higher than the NSW Government Norm, demonstrating that students at Corrimal High School feel they have someone at school that encourages them and students feel that they have positive teacher-student relations and that teachers are responsive to their needs.

Moving into 2023, the school will continue to work with students on their sense of belonging, but further developing the Peer Support program along with extra curricular programs focused on team building and connection.

Teacher Satisfaction

Teacher satisfaction is reflected in the 'People Matters Survey' with 77% of teachers indicating that they have 'Job Satisfaction'. This satisfaction is further reflected in the low staff turnover, with staff predominately moving on due to successful promotional and permanent staffing positions.

Tell Them From Me data shows that 87% of teachers indicated that morale amongst staff at Corrimal High School is good. 89% of teachers indicated that school leaders are leading improvement and change.

Moving into 2023, the school will provide time to teachers to continue to plan and refine curriculum and curriculum delivery. The school will provide learning opportunities and time for teachers to collaborate and share expertise, in the form of Professional Learning Communities.

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.