

2022 Annual Report

Corowa High School



8308

Introduction

The Annual Report for 2022 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.

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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 | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| 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 | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | 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, targeted professional learning and resource development.

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
- Creating spaces and resources that facilitate collaboration and excellence

Resources allocated to this strategic direction

Socio-economic background: \$8,000.00

Low level adjustment for disability: \$159,104.00

Integration funding support: \$31,622.00

Location: \$31,121.00

Professional learning: \$44,206.00

Summary of progress

In 2022, Corowa High School has implemented a range of measures to improve student learning outcomes including focusing on systemic data analysis, explicit teaching and undertaking evidence-informed professional learning. We also continued with our implementation of tutoring sessions to directly address gaps in student achievements in literacy and numeracy with a focus on explicit teaching and intensive support. An mid-cycle evaluation of this program has determined that an increase in staffing would create an opportunity for further gains for students.

Planning has begun around the creation of spaces and the purchase of resources which will facilitate collaboration, both for students and staff. The implementation of this project has been slow due to delays in plan development and approval from Assets.

In 2023 we hope to finalise a number of projects including the creation of the collaborative hub and the introduction of specific programs to address achievement in the HSC.

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 |
|---|---|
| Increase the percentage of students in the top two bands in NAPLAN reading to be at or above the lower bound system-negotiated target of 17.8% (an increase of 3.6%). | The percentage of students in the top two bands in NAPLAN in reading increased by 1.2% in Year 7 which is 4.9% below the system negotiated target and decreased by 2.58% in Year 9 which left a gap of 7.3% from the system negotiated target. |
| Increase the percentage of students in the top two bands in NAPLAN numeracy to be at or above the lower bound system-negotiated target of 19.2% (an increase of 7%). | The percentage of students in the top two bands in NAPLAN in numeracy increased by 14.8% in Year 7 which is 9.6% above the system negotiated target and decreased by 2.58% in Year 9 which left a gap of 10.1% from the system negotiated target. |
| Increase the percentage of students achieving expected growth in NAPLAN reading to be at or above the school's lower bound system-negotiated target of 67.3% (an increase of 6.9%). | Student growth could not be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. |
| Increase the percentage of students | Student growth could not be calculated for 2022 as the NAPLAN test was |

| | |
|--|---|
| achieving expected growth in NAPLAN numeracy to be at or above the school's lower bound system-negotiated target of 72.7% (an increase of 5.3%). | not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. |
| Increase the percentage of students in HSC top two bands to be at or above the school's lower bound system-negotiated target of 26.3% (an increase of 1%). | The percentage of students in HSC top two bands is 15.4% below the system negotiated target. |
| Increase the percentage of students in HSC top three bands to be at or above the school's lower bound system-negotiated target of 53.8% (an increase of 4.4%). | The percentage of students in HSC top two bands is 8.4% below the system negotiated target. |

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
- Creating innovative spaces to improve student outcomes

Resources allocated to this strategic direction

Socio-economic background: \$180,268.00

Professional learning: \$1,000.00

Per capita: \$86,616.00

Summary of progress

2022 marks the fifth year that Project Based Learning (PBL) is being delivered in junior classrooms across Corowa High School and the first year that it has been delivered across all subjects.

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. Staff reported a variance in their confidence in the implementation of formative assessment tasks (69% described themselves as confident or somewhat confident whilst 22% stated that they needed additional support or professional development in this area, with 9% being neutral).

Student, staff and parent feedback continues to inform the Progress Reports and adjustments will continue to be made as these processes are refined. 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 2023 the goal is to increase the number of students who will benefit from these reports by including all students in Year 9.

In 2022 we have introduced four innovative learning spaces which enable and facilitate team work and collaborative projects. In 2023 the school aims to double the number of such spaces across the school.

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 Assessment is planned and undertaken regularly in all classes and data is systematically collected. | 86% 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 and 8 will receive regular individualized reports that informs them of their literacy and numeracy progress | In 2022 all Year 7 and Year 8 students received 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

New Arrivals Program: \$6,900.00

Aboriginal background: \$6,600.00

English language proficiency: \$2,789.00

Socio-economic background: \$51,490.00

Student support officer (SSO): \$96,058.00

Summary of progress

Throughout 2022 Corowa High School has engaged in a number of wellbeing initiatives to help improve the outcomes for our students including: a Youth Mental Health Awareness program, a Year 7 Girls Rebound and Thrive program, Love Bites in Year 10, the Cool Heads and Life Ready initiatives for seniors and targeted mentoring programs for students in need.

To facilitate an early-intervention/support approach, Corowa High School continued to build on the highly successful 'Transition for Success' 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 which has not rebounded to the levels experienced prior to COVID. In 2023, the school will continue to push to increase the supports available to students and families which may include the engagement of additional wellbeing staff.

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 for Success will result in 55% of Year 6 students stating they 'feel confident about coming to high school' and are able to identify someone to 'support or advocate on their behalf' at CHS. | The percentage of students indicating that they 'feel confident about coming to high school' was 90%, and the percentage of students being able to identify someone to 'support or advocate on their behalf' was 86%, indicating achievement of the annual progress measure. |
| 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 be at or above the school's lower bound system-negotiated target of 62.8% (an increase of 3.1%). | The percentage of students reporting positive wellbeing, based on the three indicators from the Tell Them From Me Survey (belonging, advocacy and expectations), decreased to 59%, which is 3.8% below the system negotiated target. |
| Increase the percentage of students attending school 90% of the time to 59.7% (an increase of 7%). | The percentage of students attending school 90% of the time sits at 26.3% which is 33.4% below the system negotiated target and an area in which gains are still to be made. |

| Funding sources | Impact achieved this year |
|---|---|
| <p>New Arrivals Program</p> <p>\$6,900.00</p> | <p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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"> • Building staff capacity and student resilience <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: supported the student to develop English skills with a particular focus on metalanguage in preparation for Senior subjects.</p> <p>After evaluation, the next steps to support our students will be: ongoing support in 2023 with a focus on assessment and language support in Senior subjects.</p> |
| <p>Integration funding support</p> <p>\$31,622.00</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"> • Developing highly effective teaching practices <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: supporting students with complex learning needs in mainstream classrooms and through additional Intensive Tutoring and Support program.</p> <p>After evaluation, the next steps to support our students will be: ongoing re-evaluations of students requiring support and facilitation of individualized supports as needed.</p> |
| <p>Socio-economic background</p> <p>\$239,758.00</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"> • Developing highly effective teaching practices • Embedding innovative practices to improve student outcomes • Building staff capacity and student resilience • Creating innovative spaces to improve student outcomes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of 0.6 SAO (Publicity and Promotions Officer) • resources for the purpose of supporting successful student transition programs • Design and development of improved outdoor learning spaces |

| | |
|--|---|
| <p>Socio-economic background</p> <p>\$239,758.00</p> | <p>The allocation of this funding has resulted in the following impact: improved communications with our students, parents and school community. Improvements to the outdoor learning spaces available to our students - projects are due for completion in 2023. Quality communication and resource development for our Transition for Success program.</p> <p>After evaluation, the next steps to support our students will be: the completion of outdoor learning spaces and to seek feedback and undertake a review of our communication with community.</p> |
| <p>Aboriginal background</p> <p>\$6,600.00</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"> • Student wellbeing programs to support inclusion <p>The allocation of this funding has resulted in the following impact: students in Years 7-10 have engaged in a number of Wellbeing programs which have facilitated inclusion.</p> <p>After evaluation, the next steps to support our students will be: the continuation of these programs to see them embedded as part of our Student Wellbeing Plan.</p> |
| <p>English language proficiency</p> <p>\$2,789.00</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"> • 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"> • Student wellbeing programs to support inclusion <p>The allocation of this funding has resulted in the following impact: students in Years 7-10 have engaged in a number of Wellbeing programs which have facilitated inclusion.</p> <p>After evaluation, the next steps to support our students will be: the continuation of these programs to see them embedded as part of our Student Wellbeing Plan.</p> |
| <p>Low level adjustment for disability</p> <p>\$159,104.00</p> | <p>Low level adjustment for disability equity loading provides support for 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 <p>Overview of activities partially or fully funded with this equity loading</p> |

| | |
|--|--|
| <p>Low level adjustment for disability</p> <p>\$159,104.00</p> | <p>include:</p> <ul style="list-style-type: none"> • Employment of SLSO (0.8) to support student engagement in the intensive tutoring support program. <p>The allocation of this funding has resulted in the following impact: students with additional learning needs have been able to access support as necessary.</p> <p>After evaluation, the next steps to support our students will be: consideration on how to prioritize SLSO support given absence of LAST teacher to manage the process.</p> |
| <p>Location</p> <p>\$31,121.00</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"> • Creating spaces and resources that facilitate collaboration and excellence <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Development of a space that will facilitate staff collaboration given complexities around accessing professional learning external to the school. <p>The allocation of this funding has resulted in the following impact: project has been planned and developed - awaiting AMU works to begin.</p> <p>After evaluation, the next steps to support our students will be: completion of project.</p> |
| <p>Professional learning</p> <p>\$45,206.00</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 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"> • Embedding innovative practices to improve student outcomes • Creating spaces and resources that facilitate collaboration and excellence <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Development of a space that will facilitate staff collaboration given complexities around accessing professional learning external to the school. • Purchase of professional learning resources, including course costs • Staff release to engage in targeted professional learning <p>The allocation of this funding has resulted in the following impact: staff skills and understandings have improved notably in areas such as data analysis, project based learning, Literacy and Numeracy Progressions and PLAN 2. Plans for the PL and Resources Hub are underway but have not yet come to fruition.</p> <p>After evaluation, the next steps to support our students will be: allocation of PL will be directed, at least in part, by our staffing circumstances in 2023 but, if possible, focus will continue to fall on literacy, numeracy and data analysis.</p> |
| <p>COVID ILSP</p> <p>\$148,680.00</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</p> |

| | |
|---|---|
| <p>COVID ILSP</p> <p>\$148,680.00</p> | <p>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"> • releasing staff to analyse school and student data • providing targeted, explicit instruction for student groups in literacy and numeracy • development of Progress Reports <p>The allocation of this funding has resulted in the following impact: students who have participated in the Intensive support program have demonstrated marked improvements in their literacy and numeracy skills and this data has been tracked through PLAN2 and shared with our staff, student and parent community via our Progress Reports.</p> <p>After evaluation, the next steps to support our students will be: should staffing allow, our tutoring programs, data analysis and Progress Reports will again expand to include Year 7 and Year 8</p> |
| <p>Per capita</p> <p>\$86,616.00</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Creating innovative spaces to improve student outcomes <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase of classroom furnishings and resources that facilitate future focused learning based on team work, collaboration and innovation. <p>The allocation of this funding has resulted in the following impact: updated and refreshed classrooms have been welcomed by staff and students and are utilised frequently to support student learning and engagement.</p> <p>After evaluation, the next steps to support our students will be: additional classrooms to be targeted for resourcing and refurbishment in 2023.</p> |
| <p>Student support officer (SSO)</p> <p>\$96,058.00</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Building staff capacity and student resilience <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • A variety of staff were employed against the SSO position in 2022 as it was unable to be filled on a permanent basis. These staff provided a range of wellbeing supports including breakfast club programs and student mentoring. <p>The allocation of this funding has resulted in the following impact: the program was effective in ensuring that students were provided with a basic level of support, but it was far too sporadic to be truly impactful.</p> <p>After evaluation, the next steps to support our students will be: engage a full time SSO to provided targeted individual and small group supports for students at point of need, and to run a range of programs which meet the needs of cohorts including gender based programs, age based programs and specialized programs of support.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 156 | 158 | 151 | 157 |
| Girls | 153 | 182 | 187 | 159 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| 7 | 90.9 | 89.8 | 88.4 | 87.7 |
| 8 | 86.0 | 87.7 | 86.0 | 80.0 |
| 9 | 84.1 | 82.5 | 85.7 | 78.3 |
| 10 | 84.2 | 82.8 | 83.5 | 81.3 |
| 11 | 85.8 | 82.9 | 81.2 | 76.6 |
| 12 | 87.1 | 86.9 | 85.6 | 73.7 |
| All Years | 86.3 | 85.5 | 85.4 | 80.1 |
| 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 | 0 | 0 |
| Employment | 4 | 10 | 26 |
| TAFE entry | 0 | 0 | 10 |
| University Entry | 0 | 0 | 58 |
| Other | 0 | 0 | 0 |
| Unknown | 0 | 0 | 6 |

Year 12 students undertaking vocational or trade training

2.82% of Year 12 students at Corowa High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

88.5% of all Year 12 students at Corowa 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) | 5 |
| Classroom Teacher(s) | 22.1 |
| Learning and Support Teacher(s) | 1 |
| Teacher Librarian | 1 |
| School Counsellor | 2 |
| School Administration and Support Staff | 8.58 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 | 947,704 |
| Revenue | 6,540,720 |
| Appropriation | 6,467,968 |
| Sale of Goods and Services | 5,954 |
| Grants and contributions | 61,695 |
| Investment income | 5,003 |
| Other revenue | 100 |
| Expenses | -6,527,636 |
| Employee related | -5,135,348 |
| Operating expenses | -1,392,287 |
| Surplus / deficit for the year | 13,084 |
| Closing Balance | 960,788 |

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 | 31,622 |
| Equity Total | 408,252 |
| Equity - Aboriginal | 6,600 |
| Equity - Socio-economic | 239,758 |
| Equity - Language | 2,789 |
| Equity - Disability | 159,105 |
| Base Total | 4,779,112 |
| Base - Per Capita | 86,616 |
| Base - Location | 31,121 |
| Base - Other | 4,661,375 |
| Other Total | 557,567 |
| Grand Total | 5,776,552 |

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

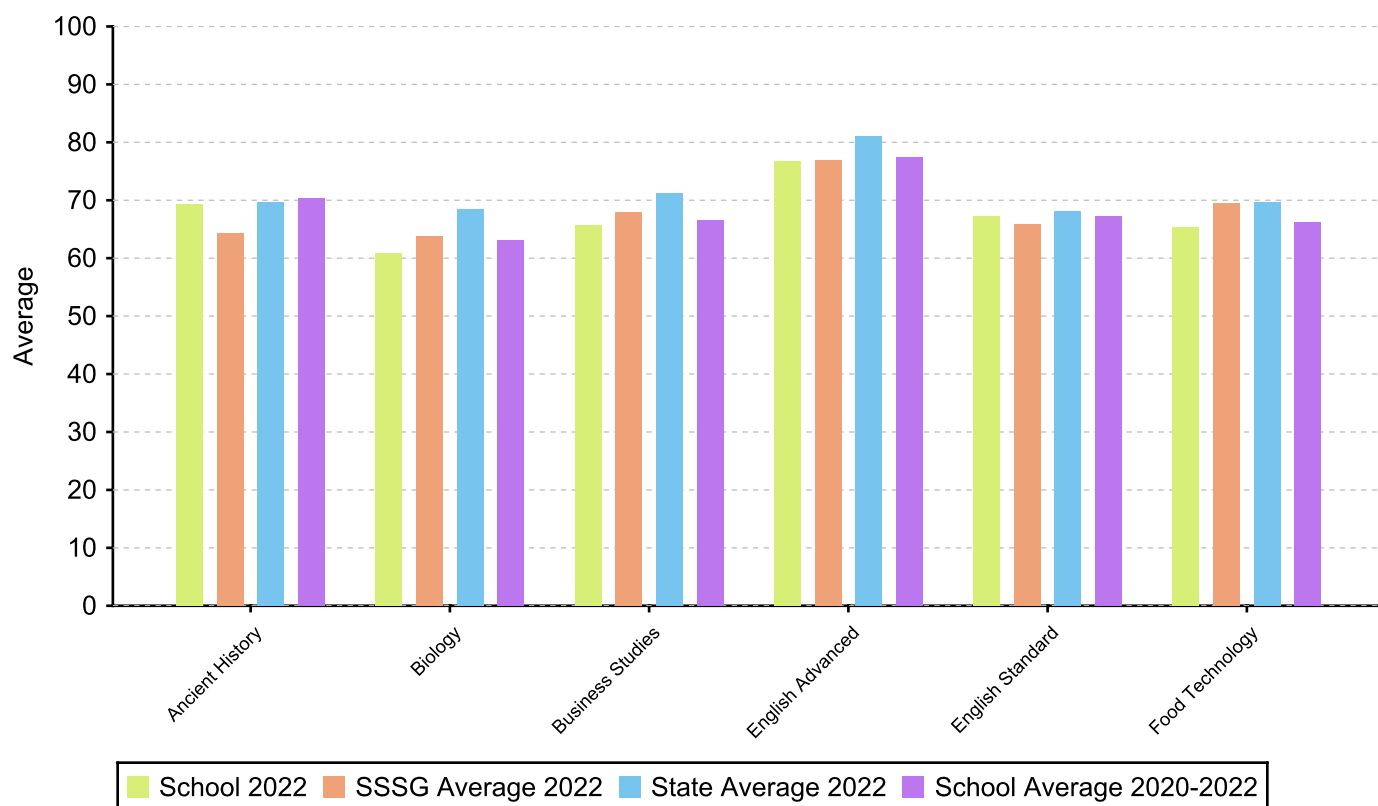
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 |
|------------------|-------------|------|-------|--------------------------|
| Ancient History | 69.3 | 64.3 | 69.6 | 70.3 |
| Biology | 60.8 | 63.8 | 68.5 | 63.2 |
| Business Studies | 65.7 | 67.9 | 71.2 | 66.5 |
| English Advanced | 76.8 | 76.9 | 81.0 | 77.4 |
| English Standard | 67.2 | 65.9 | 68.1 | 67.3 |
| Food Technology | 65.3 | 69.5 | 69.7 | 66.3 |

Parent/caregiver, student, teacher satisfaction

We have engaged in a number of consultative processes to gauge parent, student and teacher satisfaction in 2022. These included 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 **81%** down from **94%** in 2021.

Socio-Emotional Outcomes and Institutional Engagement

This measures those students who are socially engaged, actively involved in the life of the school, and who are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Feedback indicated that students at Corowa High School are below state average in their participation and engagement rates in a variety of school-based and extra-curricular activities including sports. Furthermore, they were below the state mean in value they place on their education and their levels of 'institutional' engagement, that is they have a sense that the learning they are undertaking 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. However, Corowa High School students met or exceeded the state mean when it comes to the factors that are consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate, and teacher expectations for success.

Parent Survey

We again engaged in the Tell Them From Me parent survey in 2022. 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 2022, 54 parents completed the survey, up from 17 in 2021, with a slim 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 emails, text messages 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 19 respondents which is below the level of engagement in previous years. Of the eight drivers of student learning recognised in the survey, staff at Corowa High School identified that our greatest strengths continue to be 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.