**Our school at a glance**

**Students**

Corrimal High School is a co-educational comprehensive, secondary school catering for the full range of student abilities. Our students are drawn largely from our partner primary schools of Corrimal, Corrimal East, Bellambi, Towradgi and Tarrawanna. Corrimal High School incorporates a Support Unit with students coming from a diverse range of backgrounds.

**Staff**

The teaching staff at our school is a mixture of experienced, qualified teachers and recently appointed graduates. The executive is a mixture of experienced and recently promoted Head Teachers and remains committed to providing quality teaching to our students.

All teaching staff meet the professional requirements for teaching in NSW public schools.

**Significant programs and initiatives**

Corrimal High School is supported by a range of equity programs that attract significant additional funds and increased staffing to the school.

The funds provided enable the school to access additional support for our student’s academic and social development through projects targeting literacy, numeracy, student engagement, Aboriginal education, connected learning and quality teaching, often employing additional staff to support specific aspects of the projects.

The increased staffing provided allows the school to maintain relatively small class sizes while still providing a broad range of subject choices in Years 9 - 12.

**Student achievement in 2010**

The results of the 2010 NAPLAN tests for students in Years 7 and 9 were as follows:

In Year 7, approximately 87% of students performed above the National Minimum Standard in Literacy and 85% in Numeracy.

In Year 9, 87% of students’ performed above the National Minimum Standard in Literacy, while in Numeracy this figure rose to 94%.

Excellent results were achieved by students in the School Certificate examination with bands 5 and 6 being achieved in English, Mathematics, Science and Australian History, Geography and Civics and Citizenship. Overall, the results showed that students were moving from the lower bands to the middle and upper bands.

The same pattern was evident in students’ result in the Higher School Certificate examination, where the majority of students moved from the lower bands (bands 2-3) to the middle bands (bands 3-4) and students from the middle bands (bands 3-4) to the upper bands (5-6).

**Messages**

**Principal’s message**

The Annual School Report of Corrimal High School 2010 is designed to provide a description of the school community of students, staff and parents/carers; an overview of the resources, facilities and programs of the school; a summary of student progress and performance; and an outline of reviews conducted by the school and the progress it is making on school targets. I encourage all community members to read and reflect on the contents of this report and to become involved in the ongoing development of our school.

Corrimal High School has an inclusive learning environment in which students and staff “strive for excellence”. It is committed to providing a wide range of educational programs which promote individual development, both academically and socially. Our excellent academic, sporting, artistic, cultural and welfare programs contribute to a student’s overall development.

We have been successful in developing a supportive and harmonious school culture that provides our students with the opportunity to reach their full potential.
We have committed and experienced staff who work very hard to serve the students and their families. Amongst staff, there is a strong tradition of school evaluation and professional development, leading to innovative programs which address the specific needs of our students.

Corrimal High has strong links with its local community and enjoys the support of an active and effective Parents and Citizens’ association (P&C). There has been a particular emphasis on the development of links with our primary community of schools. These links will be further developed over the next three years to ensure strong development of the community of schools approach.

Many of our students experience a significant degree of under privilege in their lives. To address this socio-economic disadvantage Corrimal High School is supported by a range of equity programs which attract additional funds. With these additional monies the school is able to reduce class sizes, offer a broader range of subject choices, employ additional staff for special programs and provide additional support for our students’ academic and social development. In 2010, the major funding programs included the National Partnership – Low Socio-Economic Schools program, (NPLSES) and Priority Schools Program, (PSP).

The proactive nature of our school is most evident in its involvement and adoption of the Positive Behaviour for Success program (PBS). This program is a systems approach to preventing and responding to school and classroom problems and issues. Over the next three years it will allow us to develop school wide systems that support learning and promote positive behaviours in all students.

In 2009 the school introduced phase one of this program which involved developing our core values and sharing this with all stakeholders of our school community. In 2010 we reinforced these core values by applying them to non-classroom areas including school corridors, the canteen area, sports fields and playground areas.

Everything we do as a school is based on a strong belief in, and commitment to, the core values of public education – integrity, responsibility, respect, care, excellence, cooperation, participation, fairness and democracy.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Kem Rakiposki
Relieving Principal

P & C message

The Parents and Citizens (P&C) committee at Corrimal High School is very active. We take great interest in all aspects of school life and our members are involved in activities, committees and fundraising projects which directly assist the school.

In 2010 the P&C purchased ten school blazers to be worn by our Corrimal High School leadership team at formal occasions and by representative debaters and public speakers. We were also able to support a student, who represented New South Wales in football, purchase a laptop computer for P&C use and institute a $40.00 Angus and Robertson P&C award.

The P&C communicates with the parent/carer body via the Community Newsletter. Invitations to attend our meetings are published in the newsletter and members of staff are invited to attend the meetings to update parents on activities and programs in the school. The school Principal attends all meetings.

P&C members are encouraged to participate in various school committees. These include student welfare, finance and curriculum development. The P & C has a representative on merit selection panels and took part in a number of panels throughout the year. Parent involvement is vital to the success of these committees.

Mrs. C Lane
P&C President
Student Representative Council’s Message

The Student Representative Council (SRC) held weekly meetings using recognised meeting procedures, so that each of our committees could report on the progress they have been making. This worked quite well with Cameron McLeod chairing the meetings; Rikki-Lee Fuller took minutes as secretary whilst Matija Burrett acted as treasurer. Each student was part of a committee and was responsible for at least one project throughout the year.

SRC Camp Jamberoo

The SRC undertook to raise funds for school based projects through Valentine’s Day sales, a Talent Quest competition, a number of sausage sizzles and mufti days with varying degrees of success.

We also focused on a commitment to community service through fund raising activities for Loud Shirt Day, Genes for Jeans and an awareness program for Amnesty International. The students contributed to improving life for their peers and the school community generally by spending three terms helping in the canteen during recess and lunch. They ran the Volunteers’ luncheon and escorted visiting principals around the premises. They also attended the Year 6 into Year 7 information evening to assist parents in locating relevant teachers and locations.

The SRC administered the running of the weekly assemblies and the captains and vice-captains conducted a number of formal assemblies throughout the year. All of the SRC participated in leadership programs specifically through the Jamberoo camp, run by Optimum Experiences. This was a wonderful success for all members and extremely worthwhile in terms of building group cohesion, defining goals and reinforcing the SRC roles and responsibilities. Two students from the school’s SRC, Aedan Chaseling and Matija Burrett attended forums in Burrill Lake as part of the regional SRC. Senior students Cameron McLeod, Daniel Nutter, Rikki-Lee Fuller and Jamileh Abdullah attended a four day leadership course at the University of Wollongong, called ‘Elevate – Young Leaders’ Program’. The graduation ceremony took place on Thursday 25th November, 2010.

Team work activity at Leadership camp

We also had our failures unfortunately. After surveying the students to gauge their level of interest two groups attempted to organise
student discos; one for Years 7 and 8 and another for Years 9 and 10. Ticket sales were very disappointing and both ventures failed.

The purchase of plants for the quadrangle, using SRC funds was another successful venture as was the Uniform Rewards program which fostered an awareness of correct uniform. Nominated students would receive a canteen voucher each week at the SRC’s expense. The vouchers were presented on the school assembly.

Palm trees donated through SRC funds

Our school captains conducted the ANZAC DAY ceremony for our school and attended the Remembrance Day ceremony at the Corrimal cenotaph as representatives of our school.

Finally, the SRC ran the elections for school captains and SRC members for the 2010/2011 term of office, followed by the Induction ceremony to finalise the positions and award the outgoing captains and members with a certificate of appreciation. At this event the incoming officials were presented with their badges and recited their oaths of office.

Jamileh Abdullah received an award from the Parents and Citizens for outstanding service to the school community. This was in recognition of her hard work and dedication as part of the SRC over a number of years. Maddison Todman and Matija Burrett also demonstrated leadership and commitment to the SRC by volunteering to perform a quality musical item at the Induction ceremony.

Cameron McLeod abseiling at the Leadership Camp.

This has been another successful year of hard work, team work, fun and adventure by a group of our students who strive to live up to our school’s motto, ‘Ad Altiora’.

C.Cook and C.Mulder and SRC
School context

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>269</td>
<td>255</td>
<td>239</td>
<td>226</td>
<td>242</td>
</tr>
<tr>
<td>Female</td>
<td>272</td>
<td>269</td>
<td>267</td>
<td>261</td>
<td>245</td>
</tr>
</tbody>
</table>

Student enrolments have declined from 541 in 2006 to 487 in 2010. Student enrolments have stabilized since 2009. Reasons for the decline in overall numbers include a demographic decline in the number of students coming through primary school; parents deciding to take up positions at selective or specialist highs school and private providers.

The growth in the number of Vocational Education courses available for senior students, access to TVET and alternative senior pathways has also helped address attendance issues in years 11 and 12. Regular monitoring of attendance in weeks five and nine of each term has identified students at risk and enabled support programs to be put into place to address identified issues and therefore improve attendance rates.

The overall focus remains that students need to be engaged and curriculum must be relevant and meaningful, delivered in a timely fashion and utilising a broad spectrum of methodologies.

Management of non-attendance

The school uses a variety of strategies to manage non-attendees, including our SMS messaging services alerts to parents/carers, two day absence letters, phone calls to parents/carers and families by school appointed attendance teacher and year advisers, and/or intervention by the Home School Liaison Officer.

The figures above clearly show that overall attendance rates between 2007 and 2009 are below that of our region and state. In 2010, however, student attendance rates increased by approximately 2 percentage points from 85.6% to 87.4%.

A broad range of support programs targeting individual students were implemented in 2010. This includes appointing a teacher part-time to monitor student attendance, using an SMS message system to notifying parents of student absences and individual phone calls home to parents of chronic non-attendees.

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Retention to Year 12

<table>
<thead>
<tr>
<th>School</th>
<th>SC04-HSC08</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEG</td>
<td>51.8</td>
<td>45.2</td>
<td>49.3</td>
<td>46.6</td>
<td>99.6</td>
</tr>
<tr>
<td>State</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>92.7</td>
</tr>
</tbody>
</table>

Proportion Staying On (SC to HSC)

Post-school destinations

Corrimal High School had forty nine (49) students receive a Higher School Certificate (HSC) in 2009. Nineteen (19) of these students were boys and thirty (30) were girls.

There was an unusually high number of students (25) attending Technical and Further Education (TAFE) courses or Private Providers in 2009. This trend is likely to continue due to the increase in the number of Vocational Education and Training (VET) courses being offered and further funding support for the Corrimal High School regional metal skills centre. There were sixteen (16) students continuing with their VET studies after the HSC. Many of our school Band 6 results are from VET subjects, providing clear evidence of the potential of these courses for our students.

The comprehensive education offered at Corrimal High School affords students multiple opportunities for an ATAR (old UAI) and university entry. The number of students applying to university for 2010 represents an increase over past years. The 2009 cohort had eleven students receiving an offer from universities and all eleven accepting their offer. We have students at Wollongong University studying: Bachelor of Physical & Health Education, Bachelor of Arts/Commerce, Bachelor of Arts (Psychology), Bachelor of Education English/History, Bachelor of Nursing, Bachelor of Engineering (Materials), Bachelor of Computer Science (Software Engineering), Bachelor of Engineering (Electrical), Bachelor of Commerce. One student is attending Western Sydney University studying for a Bachelor of Business/Commerce.

It should be noted that Corrimal High School also has students attending TAFE to progress to university. This practice of completing a Certificate III/IV and/or a Diploma first at TAFE then transferring to university is becoming a highly sought after career pathway. Many employers are now asking for the practical skills available at TAFE in addition to studies available from university. Employment aspects are greatly enhanced by combining the two. TAFE enrolment covers a wide range of courses and many times a student has continued their Vocational Education studies obtained at Corrimal High School.

Course studies include – Business Administration, Music Production, Hospitality, Real Estate, IT Web Development, Childcare, Event Management, Graphic Design, and Electrical.

Year 12, 2009 have eight students working full-time in the food services industry. Four of these students have indicated they have also applied to the Police Force, Defence Force and TAFE and are awaiting results.

There were two students who obtained apprenticeships in 2010.

A special mention should also be made about our very successful Disability Students Program and the wonderful work the support team at Corrimal High School have done. Students participated in Personal and Work Programs to help their career Pathways.

Mr. Mathiesen
2010 Career Initiatives

For the fourth year running Corrimal High school was involved with the Australian Block and Brick Laying Association and Illawarra TAFE in running a one week program for our students to learn the skills in Brick and Block Laying. Trade and valuable information regarding the industry was also obtained. Students were issued with a TAFE Certificate of Attainment for completion of the course.

In 2010, a post-school certificate program was organized for students in year 10. The program ran for two weeks after the School Certificate examination and was designed to engage Year 10 students in worthwhile career and information sessions.

Some of these sessions included the NRMA and Office of Fair Trading on car purchase and maintenance, loans, debts and credit cards, senior first aid, Dragons skill days, apprenticeship and traineeships and senior school taster courses to name a few.

2010 also saw a strong focus on work experience for students to gather worthwhile information on career choices. Work experience was arranged at different times of the year and is a highly recognised component of a student’s resume.

Further involvement in courses included BlueScope Snapshot Day, Illawarra Careers Expo, Discovery Day at Wollongong University, RSA, RCG and Bar Skills Courses, Uni Connect Day – Year 10, International Women’s Day Conference, OH&S White card courses and timetabled careers classes for all year 10 students.

Corrimal High School has long established links with TAFE through our VET subjects. One example is the involvement of brick and block programs run by TAFE within our school.

Many projects have been completed throughout the school, the latest being the development of an outdoor brick and block teaching facility for future instruction of VET Construction students. Students participated in the digging of the footings, laying of the concrete slab, brick laying and fencing installation.
Staff information

Corrimal High School has an experienced teaching staff and exceptional support staff. Over half the staff are experienced HSC markers, bringing key insights to students about the quality of work required for success in the HSC and 25% of the staff have qualifications and/or industry experience from outside teaching, bringing important workplace knowledge to all our students, in particular, our VET students.

In addition, the school employed a number of temporary part-time teachers at various times during the year to support programs under NPLSES and PSP.

The teaching staff is organised into faculties (or subject departments) with a Head Teacher responsible for each faculty. These faculties are English & History; Mathematics; Science; Social Science; Personal Development, Health and Physical Education (PDHPE); Special Education; Industrial Arts and Home Economics. The visual arts and music teachers are under the supervision of the Social Science Head Teacher. The Special Education Head Teacher is also responsible for school learning support officers (SLSO).

The school has two full-time SLSOs in the Support Unit. Up to five part-time or casual SLSO are employed to assist with the learning of students on various integration programs.

The school administrative officers (SAOs) include the School Administration Manager and six SAOs, three in the main administration office, one in the home economics faculty, one in the science faculty and one in the school library.

Other staff include a casual print room assistant, a part-time farm assistant and the general assistant who is responsible for the maintenance of buildings and grounds.

One full-time and four part-time cleaners in the school are employed by an external contractor.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>33</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
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</tbody>
</table>

Two staff members identify as of Aboriginal background.

Staff retention

Mr Ross Graham was appointed Deputy Principal through merit selection to the position vacated by Mr Peter Bensi. Also during the year Mr Les Edmonds, head teacher mathematics, took extended leave pending retirement. His position will be filled in 2011.

Ms Ellie Donovan, accepted a two year appointment as a Highly Accomplished Teacher at Thomas Reddell High School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
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<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<tr>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<tr>
<td>Canteen</td>
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<td><strong>Total income</strong></td>
<td>1847564.06</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Training &amp; development</td>
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<td>School-operated canteen</td>
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<td>Capital programs</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

The Creative and Performing Arts program includes visual arts and visual design, photography and digital media, music, drama and dance. Much of this is delivered in curriculum programs within the classroom. Opportunities outside the classroom exist for students to develop skills and participate in other learning programs.

Students work is regularly exhibited in various areas around the school, particularly in the Library. These displays range from ceramics, to photography and artworks. Visual Arts and photography continue to be popular amongst our students as a path of study.

The school dance troupe also participated in the Southern Stars 2010 spectacular, providing an opportunity for enthusiastic students to enjoy the experience of a major production not available at the local school level.

Sport

2010 gave Corrimal High School students the opportunities to enter a range of sporting competitions including: the Davidson Shield and Hassett Cup for cricket, the University Shield, the Buckley Shield and a range of St George Illawarra Dragons community combined High School gala days for rugby league and the Steve Birt Shield for volleyball. Our teams represented the school with excellence and made it past the first round in most competitions, eventually being knocked out to schools who continued into the finals.

Throughout the year our students also had the opportunities to attend South Coast selection trials for sports ranging from netball, lawn bowls, tennis, basketball and many others.

Swimming, cross country and athletics carnivals were all very well attended, with increase in student participation and attendance across all three. From these carnivals, Corrimal High had over 100 students represent the school at a zone level. Our results at these carnivals were very
strong considering Corrimal High is the smallest school in the northern Illawarra zone. There were 5 students who qualified for the regional swimming championships, 4 students for the regional cross country championships and 6 students who made the trip to Canberra for the regional athletics championships. At the conclusion of these carnivals the following students represented Corrimal High School at the state championships: Joshua Bond, Daniel St George and Tyler McKune for swimming, Oscar Corby for cross country and Benjamin McDonald for open boy’s football. Special congratulations must go to Benjamin, who went on to be selected in the Combined NSW opens football team where he scored three goals at the national championships.

Our recreational sports program ran in Terms 1 and 4 and saw the introduction of gymnastics. This new initiative gave our students the fantastic opportunity to use the (Police Citizens Youth Club), PCYC facilities at a discounted price and learn new and exciting skills. Some of the other sports offered included: surfing, bike riding, cardio boxing, glee club, soccer, and volleyball. These new sports contributed to a significant increase in student attendance.

The grade sport competition continued in 2010 and involved 5 schools from the northern Illawarra zone: Corrimal, Figtree, Woonona, Bulli and Keira High Schools. A rain affected tournament was fiercely contested across all schools and Corrimal high had 3 volleyball teams successfully qualify for the finals. Our junior and senior girls volleyball teams went through the whole tournament undefeated and retained their title for the 5th consecutive year. Congratulations on a fantastic achievement.

Other

Academic

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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Literacy – NAPLAN Year 7

Percentage of students in bands:
Year 7 reading

Percentage of students in bands:
Year 7 spelling

Percentage of students in bands:
Year 7 writing

Percentage of students in bands:
Year 7 grammar and punctuation
Numeracy – NAPLAN Year 7

- Percentage of students in bands:
  - Year 7 numeracy

- Literacy – NAPLAN Year 9

- Percentage of students in bands:
  - Year 9 reading
  - Year 9 writing
  - Year 9 spelling

- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
- State average 2010
Numeracy – NAPLAN Year 9

Progress in literacy and numeracy

Corrimal HS celebrated National Literacy/Numeracy Week 2010 with a variety of activities undertaken to improve student perceptions of literacy and numeracy. The aim was to present activities that are both relevant to every day life and fun.

The week began with parent workshops, in which parents from the high school and local primary schools were able to learn about the National Assessment Program – Literacy and Numeracy (NAPLAN) testing and how to help improve their children’s literacy and numeracy outcomes.

On Tuesday 31st August, students in years 9 to 11 participated in practical work-place related workshops that emphasised the relevance of literacy and numeracy. Students were able to elect to attend two 75 minute workshops (from a choice of 15) which were run by teachers and invited guests. Students enthusiastically undertook activities such as forensic science, sports journalism, surveying and golf course design.

This was be followed by ‘The Great Debate’. It provided an entertaining example of public speaking through debating the topic ‘Books are dead’. Each team comprised two teachers (Mr Crawford for the affirmative and Mr Heng for the negative), 2 students and 2 members of the Australian Indigenous Mentoring Experience (Aime) program from the University of Wollongong.

On Thursday 2nd September, approximately 120 students from the local primary schools joined Corrimal HS year 7 and 8 students in a series of fun literacy and numeracy activities. Special guest for the day was author, John Larkin who was highly entertaining and displayed a great passion for writing. Students were later allocated groups and enjoyed the experience of working together in trivia teams and in solving numeracy problems.
School Certificate

Percentage of students in performance bands:
School Certificate English-literacy

Percentage of students in performance bands:
School Certificate Mathematics

Percentage of students in performance bands:
School Certificate Science

Percentage of students in performance bands:
Australian History, Civics and Citizenship
School Certificate relative performance comparison to Year 5 (value-adding)

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

Performance band
- Percentage in band 2010
- School Average 2006 - 2010
- SSG average 2010
- State average 2010

Percentage of students in performance band: Computer Skills

Performance band
- Percentage in Band 2010
- School Average 2006 - 2010
- SSG average 2010
- State average 2010
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above the minimum standard in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above the minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
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</table>

**Significant programs and initiatives**

**Aboriginal education**

In 2010 Corrimal High School had 43 Indigenous students. Our Indigenous education programs acknowledge the crucial role of education in overcoming inequities and moving towards genuine understanding and reconciliation. All faculties support the Indigenous focus outlined in the NSW Department of Education and Training Aboriginal Education Policy (2009).

In 2010 Corrimal High School maintained its focus on literacy, numeracy, attendance and retention for our Indigenous students. While many
students demonstrated improved outcomes in these areas much remains to be done.

All year 7 and 9 students participating in NAPLAN achieved or surpassed the benchmark requirement. Norta Norta funding was approved for in class tuition to further address Literacy and Numeracy outcomes. This has also allowed Individual Learning Plans to be put in place as required. Nine Indigenous students completed the School Certificate course, seven students completed Year 11 and two students completed the Higher School Certificate. One of these students was successful in gaining entry to their preferred course at the University of Wollongong via the Alternative Admission Program. This involves the students submitting resumes and completing an interview with the Sub Dean of the Faculty of Education.

Further in 2010 many of our students were acknowledged by teaching staff with specific Indigenous Achievement Awards recognising success across a wide range of disciplines. Leadership continues to be a focus with three students involved in whole school decision making as SRC members.

Indigenous students across all years participated in a number of extra-curricula activities. These included:

- Indigenous Youth Forum (Sponsored by the Aboriginal Medical Service and held at the University of Wollongong). The focus was on drugs and alcohol awareness and was facilitated through a number of hands on workshops.
- A workshop on managing personal finances. The workshop was presented by the Department of Fair Trading and held at the Bellambi Surf Club.
- Cyber bullying workshop involving School Police Liaison officer and staff from the University of Wollongong.

A key focus for 2010 was providing staff and students with an increased level of cultural awareness. This was achieved in a number of ways including:

- Staff again attended the Murni Dhungang Bush Tucker workshop at the Illawarra Aboriginal Corporation. Later in the year all Indigenous students were involved in a similar work shop at the school. The Koori Kookup was presented by Sandra Donovan from the Bellambi Neighbourhood Centre.
- Students attended the play My Girragundgi (written by Monty ‘Boori’ Pryor) at the IPAC theatre. The storyline of this play focused on Indigenous Culture.
- NAIDOC Week was celebrated in a number of ways thereby raising awareness of Indigenous Culture. During term two Indigenous students from the school acted as mentors to and supervised students at Corrimal East Public school in a number of workshops to celebrate NAIDOC week. During term three Corrimal High school held a formal assembly with an Indigenous theme. As well as academic awards, a number of certificates of appreciation were presented to Indigenous students. Included were certificates for involvement in the AIME program, Koori kookup and the NAIDOC day celebrations at Corrimal East. Students were also presented with NAIDOC packs which included pencils, pen, rulers and armbands.
- A key focus to bring Indigenous stories and culture to all students at the school.
in 2010 was the in school residency of Monty (Boori) Pryor. Boori is an Aboriginal Educator, writer and musician who is a regular contributor to our whole school Aboriginal focus. Boori engaged, taught, entertained and motivated a wide cross-section of our school community. This included our year 7 students, all Indigenous students and a number of parents from the Indigenous community as well as teaching and support staff. His focus, on the importance of literacy, student engagement, equality and respect amongst all cultures truly reflects our school ethos. The success of the Boori Pryor literacy initiative is evidenced by the increasing involvement of Indigenous students from other high schools in this event.

Corrimal High School was successful in an application for a grant of $25000 from the National Australia Bank. This was part of the Schools First initiative to help develop partnerships with external organisations. The application was based on the AIME program (Australian Indigenous Mentoring Experience). Corrimal High School had entered into an agreement with AIME and the University of Wollongong aimed at increasing Indigenous engagement and retention rates. The program ran during Terms two and three where students attended seventeen one hour workshops at the University of Wollongong. Indigenous students from the University volunteered to act as mentors and role models on a one to one basis. Workshops were presented on leadership, study skills, Indigenous art and dance. An emphasis was placed on Indigenous culture and pride in belonging. As a follow up the students attended the “Window to Fame’ Session at the Innovation campus where well known Indigenous identities spoke to small groups about their success and how they overcame adversity.
Staff from Corrimal High School also attended the Principal’s Round Table Conference at the University of Wollongong. This provided an opportunity for Principals to discuss ideas and issues with the AIME team and was facilitated by Professor Paul Chandler. Establishment of additional Aboriginal Learning Centres in the region was discussed.

The AIME program will continue at Corrimal High in 2011.

**Multicultural education**

Corrimal High School draws from an area with a rich cultural diversity and as a school community we embrace the opportunities this provides. In 2010 Mr. Crawford was appointed our Anti-Racism Contact Officer (ARCO). The role of the ARCO is to promote programs that foster tolerance and understanding between ethnic groups and to be involved in the resolution of disputes which are racially based.

In 2010 there were very few incidents that could be construed as being racially motivated and where they did occur each was investigated and resolved to the satisfaction of the aggrieved party. This very positive result reflects the school’s PBS initiatives and the long standing commitment to explicitly teaching tolerance amongst our teaching staff.

Four of our students, Tanner Oksuzy, Jamileh Abdullah, Zoe Schofield and Sari Degur also attended a Multi Cultural Day, organised by Wollongong Council, in which students with non-English speaking backgrounds from all Illawarra schools shared ideas and strategies to promote education and tolerance. As coordinator I was heartened by the positive reports from all students and by the mature and intelligent contribution of our four students.

**Respect and responsibility**

The Positive Behaviour Schools, (PBS) program was launched with considerable fanfare by the St George-Illawarra Dragons in Term 2, 2010. Students were introduced to the three underlying values of the school – **Respect, Safety and Responsibility** – through a short video presentation created by Mr John Matthes, as well as the motivational speakers from the Dragon’s team.

Subsequently, the program has continued throughout 2010-11, with the main focus having been developing lessons to teach explicitly the behaviour expectations in non-classroom settings. These include the yard areas and the attendant facilities, as well as in hallways and administration areas.

Lessons highlighting the three values have been developed. Lessons related to the values **Respect and Safety** have been delivered during RAGE, (Read and get educated). It is anticipated that the lessons related to **Responsibility** will be delivered during Semester 1, 2011.

The PBS committee has been active in the development of resources to support the overall program. These achievements include:

- Creating merit awards for PBS and linked to the existing merit system
- Delivering Respect and Safety workshops to the incoming Year 7 in 2011
- Development of supporting signage
- Establishing links with Mission Australia to support the program
• Involving new members of staff in the PBS team.

In 2011, the PBS committee intends to further develop the resources necessary to support the overall program, including:

• Refining the merit system
• Development of new signage which will act as explicit visual cues to remind students of the behaviour expectations with regard to our values

The PBS committee is looking forward to completing Phase 1 and beginning Phase 2, which will extend the program into the classroom settings.

Other programs

2010 Public Speaking and Debating

The English faculty has an excellent program of in-class public speaking and debating that leads into an inter class debating competition for each year group. Students receive certificates and the winners receive trophies. This program ensures that each student has the opportunity to speak and debate publicly. The assessment program for each year also incorporates marks for both public speaking and debating. The skill development and enthusiasm of the students is impressive with students encouraged to engage the audience and communicate effectively.

Our speaking and debating programs lead to the entry of our students in external and inter-school competitions. We entered the Lions club of Corrimal Debating competition against Holy Spirit College and we won. Our team consisted of Cameron McLeod, Jamilleh Abdullah, Analeighsha Cairney and Daniel Nutter. We also entered Daniel Nutter and Cameron McLeod in the Lions Youth of the Year and we entered a variety of students in the South Coast annual public speaking competition with Maddison Todman of year 10 winning her section and Keaton James of Year 7 coming third.

Australian Mathematics Competition.

Corrimal High School had 33 students successfully enter the Australian Mathematics Competition. A summary of results is shown below.

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>1</td>
</tr>
<tr>
<td>Credit</td>
<td>10</td>
</tr>
<tr>
<td>Proficient</td>
<td>11</td>
</tr>
<tr>
<td>Participation</td>
<td>11</td>
</tr>
</tbody>
</table>
Sean Barlogie achieved a distinction in the senior division of the competition.

**Programs for students with additional educational needs**

In 2010 the Support Unit had 23 students with a range of physical and intellectual disabilities, organised into three classes. The unit has three full time Teachers and three full time Learning Support Officers. The classes also access various practical classes taught by specialist teachers in those subjects. The Special Education Department has been busy both in the community and at school. It has been a very successful and productive year on a number of levels. It is significant that the department thrives due to the collaboration with faculties across the school.

Our students with additional educational needs have a wide range of curriculum choices and are supported by adaptive technology and adaptations of accommodation and facilities. Programs are organised in five domains – Key Learning Areas, (KLA’s); Communication; Participation (social competence and safety); personal care; and movement (motor skills). Learning is based on two models: the support class and/or integration into mainstream classes.

Integration into mainstream classes is tailored to meet the individual needs of each student and increases as skills, maturity and confidence develop. Some of the students also participate in mainstream and state knock out sport.

Students follow Board Developed Courses and/or life Skills with modifications to tasks related to teaching, learning and assessment. They can access and participate fully in working towards syllabus outcomes and content. Most of our students progress through to the HSC and access VET courses through school and/or TAFE.

Additional programs include community access; shopping; work readiness and work experience programs and travel training. Such programs are vital to develop independence and confidence to ensure readiness for community living, work and further education.

Corrimal High School works in close collaboration with parents, encouraging on-going communication. There are two formal review meetings to discuss placement and review individual learning outcomes. The students are an integral part of the student body and have the opportunity to participate in all aspects of school life.
2011 will see the establishment of a Multi-categorical class to ensure all additional educational needs are met.

The library budget had a strong focus on purchasing fiction and this will continue to be a priority in 2011. With the extensive use of Internet research, the demand for non-fiction has declined. The exception is staff requests for materials/resources to support the curriculum, and in particular, to meet the changing needs of the curriculum. It is important for staff and our wider school community to be aware that more and more of our students are reading fiction. This includes students who have never previously been readers.

**HSC**

It is significant that the highest number of HSC students to date, have utilised the library during the HSC. This includes using the library to study on days when they are not sitting exams.

**Across KLAs Curriculum Planning and Teaching**

This year there has seen a close collaboration with the TL and year 7 French teacher. This has involved planning units of work, research, team teaching, and guest talks on French culture.

The TL has also worked closely with Year 7 and 12 English with a focus on Visual Literacy.

**Year 7 and Year 8 Motivation Classes**

This was the third year that the Motivation classes undertook their special interest project in the library.

**Summary of student comments on their learning outcomes:**

- Presenting the project to peers, parents and teachers was a highlight and they gained confidence in public speaking.
- Development of research skills, including using the library and the internet. Significant development of drafting and editing skills.
- The recognition of the need to plan more carefully in advance to achieve a higher standard.
This year all year 7 undertook a mini research project. This was designed to equip all year 7 students with the necessary skills for high school, such as, research, organisational and time management skills.

**Library Service**

The main aim of the library on a daily basis is to continue to meet the needs of all users as they arise. Each year, in addition to the ongoing evaluation and culling of the collection, a major project is also undertaken in the. In 2010 the focus has been on evaluating the relevance of the collection as well as physically re-positioning resources.

In 2011, the major project will be to copy the Teacher Reference video collection onto DVD.

The library has also been involved in a diverse range of cross curriculum programs and activities. These include:

- SC/HSC exams
- Literary Lunch excursion
- Year 5 Introduction Day
- Year 6 Orientation Day
- Work experience student
- Post School Certificate course
- Girls’ Supervisor – Welfare
- Chairperson – Welfare Committee

**Motivation Class Projects**

*Years 7 & 8 2010*

In the Motivation class, a high expectation exists that all students will avail themselves of the wide range of challenging opportunities that we offer at CHS. The Motivation class exists to enrich, challenge and extend our students across KLAs in the daily practice of learning in the classroom.

In both year 7 and year 8, students undertake a Student Special Interest Project. Students have the opportunity to explore in-depth an area that is of special interest to them. One lesson a week is allocated across all curriculum areas, for the project to be undertaken in the library. The expectation exists that students in the Motivation class will also work on this project in their own time.

An important part of this project is the focus on goal setting, research skills, note-taking and developing confident communication and presentation skills. The final presentation will be a published piece of work.

Leadership skills are also an intrinsic component of the Motivation program. As such, students attend an overnight camp, which provides them with the opportunity to engage in the valuable skills of: teamwork, co-operation, resilience and successful interpersonal relationship and leadership skills.

**Special Interest Project Day**

The Special Interest Project Day provides the opportunity for students to present their individual projects for teachers and family members. Both occasions were a wonderful success and reflected the commitment and achievements of our students. The projects were diverse and reflected the wide-ranging interests of our students.

The parents and caregivers were all highly positive about the students’ projects and their comments included the following:

"I think the work put in to the exhibition was outstanding. Some of the displays were so
outstanding that they could go into a gallery.”

“This class is very good as it gives children the chance to always try hard and sometimes not be interrupted. I know my son loves this class.”

“I thought they all made a great effort, it was a pleasure to walk around listening to the students.”

“I spoke to most of the students and they were very open, informative and eloquent in their explanations.”

“I think this is the most interesting and innovative display of Year 7 work that I’ve seen. It showcases all their talents and lets us see some of their personality. Simply brilliant.

It was great; the kids have put so much effort into their projects. Great to also have some after-school work.”

The awards include:

<table>
<thead>
<tr>
<th>Nominated Category</th>
<th>Most Creative</th>
<th>Best Use of Technology</th>
<th>Most Persuasive</th>
<th>Most Unusual</th>
<th>Best Display</th>
<th>Best Dressed Person in Character</th>
</tr>
</thead>
</table>

The project’s success and the learning outcomes of quality teaching and learning are reflected in these comments from parents and caregivers. To conclude, the following encapsulates the success and achievements of the Motivation classes.

Ms Mans and Ms Cutsforth

Motivation Class Coordinators

School Facilities upgrade

Corrimal High School is proud to announce the completion of their Building the Education Revolution (BER) projects. More than $200,000 has been spent revitalising a number of facilities around the school.

NEW CARPET

BEFORE - Old carpet showing extreme signs of wear.

AFTER - New carpet in all main building corridors and a number of class rooms and new vinyl in library.
NEW BASKET BALL COURTS and FENCING

BEFORE - Old courts and fencing needing repair.

AFTER – New court surface and line marking.

NEW – Backboards and painted posts.

NEW – Security fencing

NEW BLINDS WITHIN CLASS ROOMS - Blinds in a number of class rooms have been replaced with quality long lasting heat reflective blinds.

NEW SPECIAL EDUCATION FACILITIES - Special Education facilities including ramp, two repainted rooms, new store room and window security.
NEW SAFETY EQUIPMENT - Dust extractor, producing a healthier wood work environment.

Northern Illawarra Metal Skill Centre

The Northern Illawarra Metal Skills Center at Corrimal High School provides:

- Excellence in delivery of the Metal and Engineering Vocational Education and Training (VET) Framework within industry standard facilities.
- The opportunity for all interested local public and private students to attend the metal skills centre using flexible time tabling and Connected Schools Program.
- A link between the Metal Skills Centre and local engineering business, employment companies and local training providers including TAFE and University of Wollongong.
- A link between stage 3, 4, 5 and 6 students, TAFE and trades employment
- A reduction in local skill shortages and youth unemployment through increased attraction of students into engineering apprenticeships.

Plant and Equipment Requirements

Most of the original machines were more than 40 years old and did not have micro switches and other contract OH&S specifications installed.

The new machines comply with industry standard.
Sheet and solid metal materials are presently being stored in the corridors or the side of the metal room.

Oxygen and Acetylene bottles must be stored outside with low pressure supply lines to internal connections.

To give ownership of this project to the metal students, we propose students will construct and fit out a number of areas including metal storage, tool storage facilities and welding benches.

Corrimal High School recognises the importance of VET as a pathway for students as a means to maintain student attendance at school and to help prepare them for transition to work and further training. The school has a long history of providing quality VET programs for school students. It is important to both the school and local community to continue, build on, and further improve such VET programs to cater for the demographics of our school. In our school VET includes on-site delivery by qualified school VET teachers.

The school does and will continue to make school based apprenticeships and traineeships available as course options for its HSC students. Students...
will be informed about opportunities to undertake the training courses through a number of mechanisms such as supporting local secondary schools.

With additional students, interested in a metals career, we could help our employers reduce the shortage of trade people within the Illawarra.

We have gratefully incorporated the expertise within our local engineering companies into planned excursions to illustrate the technology and processes used within modern Australian manufacturing companies. These visits have not only motivated our students but have improved industry currency for regional teachers delivering the VET Metals and Engineering course.

Progress on 2010 targets

Target 1

*Improve student learning outcomes in literacy*

The focus of school literacy programs is on improving literacy outcomes in reading, writing and language for students in Years 7, 8, and 9. There will be a flow-through benefit over time for broader learning outcomes and exam performances in Years 10, 11 and 12.

Our achievements include:

- An improvement in the percentage of Year 7 students in the proficient bands in writing from 11% to 12% as indicated by NAPLAN data
- An improvement in the percentage of Year 7 students in the proficient bands in grammar from 11% to 12% as indicated by NAPLAN data
- An improvement in the percentage of Year 9 students in the proficient bands in reading from 9% to 14% as indicated by NAPLAN data
- An improvement in the percentage of Year 9 students in the proficient bands in spelling from 13% to 15% as indicated by NAPLAN data

**Target 2**

*Improve student learning outcomes in numeracy*

The focus of school numeracy programs is on improving numeracy outcomes in Years 7, 8 and Year 9.

Our achievements include:

- Students in the proficient band in Year 9 remained steady at 11%; however, there has been significant improvement in Band 5 & 8. School growth data showed a 4.5% increase above state and 7.5% increase above region.
- An Improvement of 2% in numeracy, means that we have met our targets of having 94% of students above National Minimum Standard.

**Target 3**

*To enhance the educational achievements of Aboriginal students through specific focus on literacy, numeracy and attendance programs.*

The focus of the schools Aboriginal programs is to support Aboriginal students to develop a love of learning, complete at least the compulsory element of their schooling and to develop the skills, independence and confidence to enter further education and the workplace.

Our achievements include:

- NAPLAN data indicating that the achievements of our Aboriginal students in literacy and numeracy match or better that of Aboriginal students in the region and the state.
Target 4

To implement phase one of the Positive Behaviour for Success (PBS) strategy

Our achievements include:

- Successfully implementing phase one of the PBS strategy and reinforcing these core values by applying them to non-classroom areas including school corridors, the canteen area, sports fields and playground areas.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Enter text here

Educational and management practice

In 2010 Corrimal High School carried out an extensive situational analysis of the school as part of the requirement for funding in 2011 under the federal government’s NPLSES program.

In conducting the school situational analysis, the following phases were followed to draw conclusions, make recommendations and develop strategies linked to the six reforms of the Low SES School Communities National Partnership Program:

- planning the process
- collecting data
- analysing data
- communicating findings, recommendations and strategies.

The information gathered for the situational analysis included:

- the NSW Department of Education’s monkey surveys
- staff meetings
- teaching and learning surveys
- parent and community representatives survey
- SWOT analysis of the school

- student enrolment, attendance retention and engagement data
- student literacy/numeracy performances
- staff profiles

Through an analysis of the data the school was able to establish the following:

Student performance

Whilst the school underperforms in comparison to the state, we compare favourably in comparison to our similar school groups (SSG).

The Yr 7 Reading results are above SSG, Writing, Spelling and Grammar are on par with SSG, whilst the Numeracy results are below SSG.

The Yr 9 results are similar in that the school underperformed in comparison to the state, whilst reading and numeracy were above SSG, the Writing, Spelling and Grammar were below SSG.

Yr 7 Literacy growth rates were excellent with reading (school 63.5 points, state 55.4 points, region 54.4 points) and writing (school 39.6 points, state 36.9 points, region 36.4 points) above state average.

Yr 7 Numeracy growth rates were below state and regional rates (school 47.6 points, state 61.9 points, region 58.9 points).

Yr 9 Literacy growth rates were affected by the writing results (school 6.8 points, state 29.3 points, region 25.1 points) which were well below state and regional results, while in the other areas of Literacy, results were on par with state and region growth.

Yr 9 Numeracy growth rates were significantly above state and regional rates (school 43.5 points, state 39 points, region 36.5 points).

Numeracy results in Yr 9 were excellent. There is a concern; however, with the writing results for Yr 9 (not consistent with the other areas of Literacy). The school is committed to fully investigating and developing strategies to improve these results.

The results for Yr 7 numeracy indicate that this is an area which needs attention and the school will
develop strategies with our partner primary schools to improve these results.

**Vocational pathways** are increasing. Only 10% of the current cohort of Yr 12 has chosen an ATAR pathway, 72% of students had one or more vocational subjects as part of their HSC. The school offers six VET frameworks and has just completed upgrading the Metals and Engineering facilities to meet national standards.

In 2009, 70 students completed their Certificate II in the following frameworks:

- Hospitality 14
- Metals and Engineering 19
- Retail Operations 23
- Information Technology 14

Corrimal High School specialises in the delivery of VET courses. This is an increasing trend.

**National partnership programs**

**Literacy**

A literacy support teacher was employed two days per week to work with Y7 and Y9 classes and teachers to improve students’ achievement in literacy.

It is important to note that this year’s NAPLAN data does not offer an overall Literacy score as in previous years, but rather a more detailed breakdown including achievements in Reading, Writing, Spelling and Grammar.

Our Year 7 literacy results show that we have improved our Writing results by 2% and Grammar by 1% compared to last year’s cohort. However, we did not meet our targets for spelling and reading.

Our Year 9 Literacy results show a similar pattern with notable improvements in Reading (5%) and Spelling (2%) compared to last year’s cohort; however, we did not achieve the same success in Grammar and Writing.

This In 2011, we will aim to achieve greater cooperation and more regular meetings among the Corrimal CoS, including sharing NAPLAN and other relevant data to identify students’ needs and to set realistic Year 7 literacy targets.

A detailed analysis of students’ achievements and shortfalls will be devised to inform teaching and learning strategies across all Key Learning Areas as will teacher professional learning in improving explicit teaching of literacy demands.

**Numeracy**

A numeracy support teacher was employed two days per week to work with Y7 and Y9 classes and teachers to improve students’ achievement in numeracy.

The NAPLAN data for Numeracy indicates that our Y9 students met the targets that we set. Numeracy growth rates were significantly above state and regional rates (school 43.5 points, state 39 points, region 36.5 points). Cross-faculty programs have been developed to maintain these results.

We did not have the same success in Y7; however. We set a target of increasing the percentage of students in Year 7 from 11% to 14% in the proficient bands (Bands 8 & 9). We fell short of this target with results showing that this year’s cohort was not as well represented in the proficient bands compared to last year’s cohort. This could be as a result of setting targets without relevant data or input from primary schools about particular cohorts and their learning needs.

This In 2011, we will aim to achieve greater cooperation and more regular meetings among the Corrimal CoS, including sharing NAPLAN and other relevant data to identify students’ needs and to set realistic Year 7 numeracy targets.

A detailed analysis of students’ achievements and shortfalls will be devised to inform teaching and learning strategies across all Key Learning Areas as will teacher professional learning in improving explicit teaching of numeracy demands.
Quality Teaching

In 2010 we appointed an executive teacher (Quality Teaching) three days per week, to organise and coordinate professional learning for staff and to embed elements of the quality teaching framework into classroom practices.

Some of the areas that have been addressed include:

- Work in some faculties and by individual teachers on specific units of work to identify appropriate pedagogy consistent with the QT framework and increased use of technology in lessons.
- Team teaching, programming ideas and shared observations used to build confidence and increase teacher quality and student engagement.
- Introduction of ‘Lesson Study Project’ in Mathematics - a model of TPL designed to assist teachers produce quality lesson plans and gain a better understanding of student learning in their Key Learning Area.
- School review of the TARS and EARS procedure in order to best support teachers in Teaching and Learning and career development.

We need to continue work in this area as it is a long term process and results cannot be accurately measured in the short term.

Student Engagement and Retention

We employed a part-time transition teacher to facilitate a range of transition programs focused on improving attendance, engagement and retention. We work with staff, industry, other education providers and students to develop strategies to be incorporated into teaching programs and assist students successfully transition after finishing school.

Strategies used include conducting interviews with all Year 11 students before they commence HSC studies, increasing VET options, introducing a Year 10 Post School Certificate Program in preparation for Stage 6 or for Transition with exploration of post school options. These strategies have enabled us to identify which subject selection and subsequent career choices are most appropriate for students.

We had great success in reducing absenteeism by almost 2%. We have also had great success in establishing an effective Learning Support Team which engages in identifying students with issues of well-being and investigates possible solutions to these issues.

In 2011 the school will focus on attendance rates to match regional attendance rates, development of individual learning plans for students underachieving or not engaging with the curriculum, improvements and updates of the school website and continue to building on the positive relationships we have with our community.

Connected Classroom & Technology

There have been significant developments in the area of Technology at Corrimal High School. We have substantially increased our technology facilities in the school with every faculty having access to at least one interactive white board in their area. Our wireless connection has been completed and is fully operational, allowing students in Years 9 and 10 to use their laptop computers in almost all areas of the school.

NPLSES funding has provided opportunities for staff to engage in professional learning activities to develop and enhance their Information and Communication and Technology (ICT) skills. Of particular note is the percentage of staff that has attended professional training in the use of interactive whiteboards.

Teacher evaluations and future demand for interactive whiteboards indicates that this has been a worthwhile initiative. It has given teachers the opportunity to reinvigorate their teaching practice. This will form the basis for the learning platform for Literacy and Numeracy.

The focus for 2011 will be to embed literacy and numeracy outcomes into all KLA’s. Teachers will...
be provided with release time to develop programs that incorporate these strategies in technology–based lessons and share outcomes in an explicit, accountable way with colleagues.

Aboriginal Education

The achievements of Aboriginal students have been boosted by the development of personalised learning plans (PLP). All Aboriginal students now have a PLP.

The school has also nurtured and supported Aboriginal student take up leadership roles in the school. They are active members of the school’s SRC.

In 2010, we signed a six year partnership agreement with Australian Indigenous Mentoring Experience (AIME) to mentor and support our Aboriginal students. The AIME program has had great success in engaging students through their program run at the University of Wollongong.

We also signed and affirmed our partnership agreement with our local Aboriginal Education Consultative Group(AECG) as the peak advisory body for issues relating to Aboriginal education and training.

The school homework centre has operated two afternoons per week with varying attendance rates. A number of university students have supported students in the homework centre.

We are currently investigating the possibility of running the PaCE program at the school in 2011. This should make our school more accessible to parents/carers of Aboriginal students and aid in improving their attendance rates.

We will also continue to monitor and improve retention rates for Aboriginal students, aiming at their completion of Stages 5 and 6.

Student engagement

An overwhelming majority of students (89%) see literacy as important. Similarly an overwhelming majority of students (86%) see numeracy as important.

A large majority of students (93%) indicated that literacy activities used by their teachers helped them to learn and similarly most (92%) indicated that numeracy activities used by their teachers helped them to learn. A large majority of students (93% - literacy, 94% - numeracy) also indicated that their teachers informed them of what they were learning and why.

In the area of literacy most students (73%) indicated that teachers usually or sometimes plan interesting class activities, 9% felt that this almost always happened and 18% felt that this rarely happened.

In the area of numeracy, most students (69%) indicated that teachers usually or sometimes plan interesting class activities, 5% felt that this almost always happened and 26% felt that this rarely happened.

In relation to literacy, a large majority of students (86%) indicated that the school almost always or usually expected them to do their best and most (82%) also indicated that they almost always or usually do their best and take pride in their learning.

In relation to numeracy, a large majority (88%) indicated that the school almost always or usually expected them to do their best and most (81%) also indicated that they almost always or usually do their best and take pride in their learning.

Generally, there needs to be a continued focus on Quality Teaching and the ongoing development of interesting, relevant and innovative lesson plans to enhance student engagement in the areas of literacy and numeracy.

Teacher engagement

An overwhelming majority of staff (86%) almost always, or usually feel confident in implementing the NSW K-12 Literacy policy. Most (79%) also almost always, or usually feel confident in implementing the NSW K-12 Numeracy policy. All
staff (100%) almost always or usually see the development of literacy as the responsibility of all teachers and most (93%) also almost always, or usually see the development of numeracy as the responsibility of all teachers.

**Parent/Carer engagement**

A majority of parents (75%), of those surveyed, strongly agreed or agreed that teachers at Corrimal High School provide a stimulating and challenging environment for their children and that the school’s current aim is to improve the quality of teaching and learning. More than 83% strongly agreed or agreed that the teachers cared if their children were doing as well as they could and that the school is always looking for ways to improve what it does. Furthermore, 92% indicated that the school had high expectations of its students.

While the general level of support for the school is strong, surveys indicated that there are aspects of the school operation that could be improved.

Corrimal High School certainly values help and interest from parents but a significant proportion of those surveyed (42%) did not know that this was the case. Only 50% agreed that they were informed about decisions made by the P&C Association and only 33% strongly agreed or agreed that the school informed them about major changes it was considering and asked for their ideas about it.

The school recognises the importance of home, school and community partnerships and actively encourages these partnerships through written communication and frequent meetings with various community groups. An example of our commitment to such partnerships was the recent partnership agreement with the Aboriginal Education Consultative Group, (AECG).

The school will continue to foster partnerships, encourage parent and community input and provide feedback to all stakeholders. In light of survey responses the school needs to review the effectiveness of communication with parents and look for new ways to encourage parent involvement in decision making processes.

**Professional learning**

Approximately 90% of total professional learning funds were spent on areas directly related to the six priority areas of the NPLSES program and the targets set for the school. The vast majority of these funds were spent on ICT and technology related professional learning.

Our professional learning funds were spent on building staff capacity to assist with achieving our targets. The school is now well equipped with technology and a substantial proportion of Professional Learning Funds were spent on building staff capacity in this area. However, our NAPLAN results and data from our surveys suggests that we need to continue building staff capacity in the areas of quality teaching and student engagement, in order to improve students’ literacy and numeracy skills.

**School development 2009 – 2011**

The purpose of the Corrimal High School Plan 2009 – 2011 is to ensure the development of policies, procedures, structures; programs and strategies that support student learning are based on the long term strategic directions and assist the school to work towards the achievement of the short term strategic goals. The plan is also based on state and regional priority areas.

- The plan was developed with input from staff, students and parents and based on the evaluation of past programs and data generated from state wide testing, internal assessment and school-based statistics. The longer term strategic directions are to:
  - enhance Quality Teaching and Learning practices to improve student outcomes;
  - develop a responsive and engaging curriculum to meet the evolving demands of the school learning community;
  - enhance school policy and practice to improve student attendance resulting in improved learning outcomes for all;
  - strengthen primary and high school links;
  - raise student achievement in external exams; and
close the achievement gap for our Aboriginal students.  
*The short term strategic goals are to:*  
- enhance literacy and numeracy learning outcomes for all students;  
- improve student attendance rates and reduce truancy and lateness;  
- enhance student learning through technology;  
- raise learning outcomes and close the achievement gap for our Aboriginal students; and raise student achievement in external exams. 

Members of the school community can obtain a copy of the School Plan by contacting the Principal or requesting a copy at the Front Office.

**Targets for 2011**

**Target 1**

*Improve student learning outcomes in Literacy.*

**Strategies to achieve this target**

- Program development and targeting of specific students or groups for Literacy intervention will be based on analysis of NAPLAN test data, internal assessment information and information from partner primary schools, including historic NAPLAN test data.
- Provide professional development and learning in teaching Literacy best practice.
- Build capacity in the use of SMART data to analyse, inform and improve teaching and learning in Literacy.
- Whole school Literacy initiatives in line with NAPLAN testing and improving the composition of persuasive writing.
- Individual learning plans for identified students who have not met national benchmarks with a specific focus on developing Literacy skills.
- Utilisation of a range of Literacy resources across all faculties.
- SLST and LST Intervention as needed

**Our Success will be measured by**

- Increase Reading by 2% in the Proficient band (Band 9 & 10) as measured by NAPLAN 2011.
- Increase Writing by 2% in the Proficient band (Band 9 & 10) as measured by NAPLAN 2011.
- Increase Spelling by 2% in the Proficient band (Band 9 & 10) as measured by NAPLAN 2011.
- Increase Grammar by 2% in the Proficient band (Band 9 & 10) as measured by NAPLAN 2011.
- Increase the percentage of students in Year 9 above the National Minimum Standard in Reading from 87% to 90%.
- Increase the percentage of students in Year 9 above the National Minimum Standard in Writing from 83% to 86%.
- Increase the percentage of students in Year 9 above the National Minimum Standard in Spelling from 87% to 90%.
- Increase the percentage of students in Year 9 above the National Minimum Standard in Grammar from 88% to 90%.

**Target 2**

*Improve student learning outcomes in Numeracy.*

**Strategies to achieve this target**

- Program development and targeting of specific students or groups for Numeracy intervention will be based on analysis of NAPLAN test data, internal assessment information and information from
partner primary schools, including historic NAPLAN Test data.

- Provide professional development and learning in teaching Numeracy best practice.
- Build capacity in the use of SMART data to analyse, inform and improve teaching and learning in Numeracy.
- Development of a whole school Numeracy plan by a cross-curriculum team to ensure teaching and learning programs explicitly address Numeracy skills and outcomes.
- Shared curriculum and pedagogy arising from NAPLAN analysis informing Corrimal CoS direction in Numeracy. This will be supported by Numeracy Support Teachers working with stage 3 and 4 teachers at all schools in the Corrimal CoS.

**Our Success will be measured by**

- Increase Numeracy by 2% in the Proficient band (Band 9 & 10) as measured by NAPLAN 2011.
- Increase the percentage of students in Year 9 above the National Minimum Standard in Numeracy from 92% to 95%.

**Target 3**

To enhance the educational achievements of Aboriginal students through specific focus on Literacy, Numeracy and attendance programs

**Strategies to achieve this target**

Strategies to achieve this target include:

- All staff to undertake DET Cultural Awareness training and develop knowledge and understanding of new Aboriginal Education and Training policy. Cultural awareness activities integrated into school programs.
- Identification, access and funding for suitable programs meeting the needs of our Aboriginal students.
- Identifying students at risk using a range of data and supporting them and their families using an individual case management approach.
- Continue to build on our partnership with AIME.
- Encourage the use of the school’s tutorial and homework centre to improve achievements in Literacy and Numeracy.
- Continuing to provide SLST support for Aboriginal students to assist with moving towards the achievement of established benchmarks in Literacy and Numeracy
- Encouraging participation by Aboriginal students in a range of activities to enhance engagement with school and celebrating their achievements.
- Continue to encourage and support indigenous students in leadership positions within the SRC and the school and investigate avenues for more positive recognition.
- Up-date PLPs for all Aboriginal students and appropriate training for staff in developing these.
- Continue to build strong connections with our local NIAECG.
- Recognising Aboriginal culture and perspectives in the school curriculum and other activities.
- Enhancing links between school, families and the Aboriginal community through regular meetings and functions.

**Our Success will be measured by** Increased numbers of Aboriginal students completing the School Certificate, continuing into senior courses and completing the HSC.

- Increased percentage of Aboriginal students meeting/bettering national benchmarks in Literacy and Numeracy as measured by NAPLAN test data.
- Improved attendance rates
- Up-dated PLPs developed for students with appropriate delivery and support
- Improved links between the school and our Aboriginal community.
- Increased cultural awareness and knowledge amongst all staff as result of DET programs.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Mr. David Borger           Teacher Science
Ms. Colleen Cook           English Teacher
Mr. Max Crawford         Relieving DP
Ms. Susan Cutsforth     TL
Mr. Andrew Georgiou       HT Spec. Ed.
Ms Vanessa Glasgow       Relieving HT PE
Mr. Ross Graham            DP
Ms. Suzanne Groves       Teacher Mathematics
Ms. Skye Hassett         Teacher PE
Mr. Stephen Heap          HT Soc. Science
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Mrs. Claire Lane           President P&C
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: