Principal’s message

Corrimal High School is a comprehensive community based high school of 471 students including 3 support classes situated in northern Wollongong. It has an inclusive learning environment in which students and staff “strive for excellence”.

The school 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 professional development, leading to innovative teaching programs which address the specific needs of our students.

Corrimal High School has strong links with its local community and enjoys the support of an effective Parents and Citizens’ association (P&C). There has been a particular emphasis on the development of links with our partner Public Schools through our local Community of Schools.

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 2013, these funding programs included the National Partnership – Low Socio-Economic Schools program, (NPLSES).

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. It has allowed us to develop school wide systems that support learning and promote positive behaviours in all students.

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.

Mark King

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 2013 the P&C major fundraising was the selling of sausages at Bunnings. We purchased new school sport tops to be worn by our Corrimal High School students when representing the school. We were also able to support 8 students, who represented Corrimal High School at New South Wales state level in sport and debating.

The P&C communicates with the parent 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 Claire Lane P&C President
Student representative’s message

The Student Representative Council (SRC) is a prestigious body which contains representatives from each year group. Each year, the SRC is committed to making a difference.

As well as taking on new challenges, the SRC also held traditional fundraisers such as sausage sizzles and continued to support charities such as Loud Shirt Day and Pink Ribbon Day, Boardies Day and Jeans for Genes Day.

SRC reps acted as tour guides for The Year 6 into 7 Open Night and the School Open Day which was held later in the year. They represented the school at ANZAC Day and Remembrance Day Ceremonies. 3 students also attended the National leadership Day in Sydney.

The sense of achievement felt by members of the SRC motivates us all.

Isabel Connelly , Noor-ul-ain Zafar, Oscar Corby and Jackson Williams School Captains

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Student enrolments have declined from 514 in 2007 to 471 in 2013. 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.

Student attendance profile

The table below shows that overall attendance rates between 2008 and 2013 are below that of our region and state, but dramatically increased in 2013.

In 2013, the student attendance rates of every year cohort increased, with year 7 and year 12 being above regional average, and overall attendance increasing from 84.5% to 86.3%.

Management of non-attendance

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

Retention

In 2013 there was a vast increase of students staying on to year 12 from year 10 in 2011. This is a reflection of the new school leaving age initiatives of the school.
Post-school destinations

Corrimal High School had sixty six (66) students receive an H.S.C. in 2013. Thirty (30) of these students were boys and thirty four (36) were girls. Thirty Eight (38) received an ATAR with eighteen (18) students being offered a place from Universities and fourteen (14) students accepting a place at University.

The available comprehensive education at Corrimal High School affords students multiple opportunities for an ATAR and University Entry. This year’s report is no different. The number of students accepting a place at University for 2013 is twelve (12) girls and two boys. Two (2) students are studying at The University of Wollongong College.

Wollongong University is a world class institution and our students receive incentives to attend. Five (5) additional ATAR marks are on offer in addition to many other alternative entry schemes. We have students attending Wollongong University and the University of Western Sydney.

It should be noted that Corrimal High School also have students that are 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 the Theory Studies available from University. Employment aspects are greatly enhanced by combining the two.

For Corrimal High a total of nineteen (19) students are attending TAFE or Private Providers.

Popular courses are, Business Admin, Disability, Engineering, Health Services, Information Digital Media/ Technology, Nursing, Pre Apprenticeship Plumbing, Family Studies, Surveying, Live Production, Fitness and Hospitality (commercial cookery).

Year 12 2013 have ten (10) students working full-time or part time. Some of these positions include Sales, Hospitality, Receptionist, Navy, Life Guard and Labouring.

The unemployed students for 2013 Year 12 stands at nine (9). The 2013 Year 12 students’ unemployment rate stands at 13.1% and is consistent with the Wollongong Youth Unemployment figures of 13.2%.

There were also three (3) students that could not be contacted for inclusion in this report.

Year 12 students undertaking vocational or trade training

There were (4) students who received an Apprenticeship/Traineeship for 2013. The area of training included – Childcare, Baking, Automotive Mechanic and Floor Covering.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2013 100% of Year 12 students attained a HSC or equivalent vocational educational qualification.

Jane Littrich Careers Adviser
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>34.9</td>
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<tr>
<td>Special Education Teachers</td>
<td>3</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Home School Liaison Officer</td>
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<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11.7</td>
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<tr>
<td>Total</td>
<td>63.8</td>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Two members of staff identify as of Aboriginal background.

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>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>12</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>1379375.66</td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
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</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>52240</td>
</tr>
<tr>
<td>Excursions</td>
<td>20869</td>
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<tr>
<td>Extracurricular dissections</td>
<td>33322</td>
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<tr>
<td>Library</td>
<td>8556</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
<td>18417</td>
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<tr>
<td>Total expenditure</td>
<td>981939.00</td>
</tr>
</tbody>
</table>

| Balance carried forward      | 397436.66  |

A full copy of the school’s 2013 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 2013

Creative and Performing Arts

Public Speaking and Debating

We held our annual in-school public speaking competitions where all students in Years 7-10 presented a speech to their class as part of their assessment and then representatives from each class presented again in the grand final for each year. Public speaking champions were declared and awarded trophies.

We also entered the NSW DET Legacy Public Speaking Competition. (2 entrants) The local final was held at Woonona. Our entrants were Noah Rzeminski and Kate Jenkins. They presented very competently.

We entered students in the annual South Coast Public Speaking Competition held at Holy Spirit College. Our best pace was second with Jack Chalmers-Mulder.

We held a COS Public Speaking Day for students from our school and local feeder schools. Approx. 50 students involved. Tutors from the DET Arts unit hosted the day.

We entered a team in the NSW DET Year 9/10 Premier’s Debating Challenge. We debated against Albion Park, Woonona, Dapto and Albion Park and won two of those debates.

We entered a team in the University of Wollongong Swords Debating tournament on Nov 26. It was a very worthwhile experience for our students competing against other schools in the region.

We competed in the inaugural NAIDOC debating and public speaking competition held regionally at Tarrawanna Primary School. We were announced Joint Regional champions in NAIDOC. This led to our team being selected for the State finals held at Parliament House in Sydney involving an overnight stay and cultural events. As a result one of our students was selected to be a presenter at the regional NAIDOC awards held at Bateman’s Bay.

Southern Stars

Corrimal High School was once again a contributor to Southern Stars during 2013, which was held at the Wollongong Entertainment in September, 2013. The students performed 2 matinee and 2 evening shows to sold out crowds, who gave great feedback regarding the fantastic quality of the entertaining show.

All students involved in the Southern Stars 2013 were a credit to the school, demonstrating great talent in the performing arts, impeccable manners, school spirit, dedication and team work.
Sport

The year saw a number of talented students gain selection in regional sporting teams. We congratulate the following students who represented the South Coast Region at the various NSW CHS carnivals in 2013:

- Oscar Corby (Cricket and Football),
- Rhiannon Fensom (Football),
- Natalie Lower (Athletics),
- Daniel St George (Swimming),
- Connor Phillips (Swimming) and
- Patrick Vallance (Swimming).

We are very proud of our athletes who have represented our school with pride. We acknowledge the CHS Parents & Citizens Association for their continued financial support of regional representatives.

Corrimal High also participated in a variety of sports in the NSW CHS Knockout competition, as well as a variety of sporting events such as NSW Futsal Gala Days, Bill Turner Cup Trophy, Shaun Timmins Shield, Country Cup and Girls League Tag.

Corrimal High School has maintained its commitment to the NSW Premiers Sporting Challenge initiative which aims to strengthen the sports leadership capabilities of our students and connect them to our communities of schools. Young people across our school have been trained up in various sports to act as peer leaders for our primary community of schools. This has been a positive and rewarding experience for our young people with a variety of educational and social outcomes evident. It was fantastic to award the Premiers Sporting Challenge medals for 2013 to Jack Chalmers-Mulder and Janai Peek-Clarke for their enthusiasm and motivation towards becoming student leaders in the Premiers Sporting Challenge program.

2013 saw Corrimal High School continue its strong commitment to the Northern Illawarra Baron Shield Competition (Zone sport). A number of Junior, Senior and Open teams were entered into the competition with such sports represented as Oz Tag, Ultimate Frisbee, Netball, Touch, Indoor Soccer and Dodge Ball. Five teams were crowned Zone sport champions of 2013 which were: Senior Boys Touch, Senior Girls Volleyball, Senior Boys Volleyball, Junior Boys Volleyball & Junior Girls Football. Again, Corrimal HS reinforced their dominance of volleyball across the Illawarra Zone.

Recreational sport has offered students loads of variety this year from fishing, beach activities, gridiron, dodge ball and ten pin bowling.

Corrimal High School also began a collaborative program with the Illawarra Darts Association. The aim of this program is to introduce young people to the sport of darts and encourage participation amongst our student body. We thank the Illawarra Darts Association for their continued support of this worthwhile program.

The annual CHS Sports Presentation Assembly saw a record number of students being recognised. This is always a highlight of the year to publicly thank students, staff and parents for their valuable contribution towards school sport. Without the support of our school community we could not offer as many wonderful sporting programs that we do. Major award winners at the 2013 Sports Presentation Assembly were:

- Junior Boys Sports Star of 2013: Andrew Farrar & Lachlan Theobald
- Junior Girl Sport Star of 2013: Natalie Lower
- Senior Boy Sport Star of 2013: Daniel St George
- Senior Girl Sports Star of 2013: Clare StGeorge
- John Blakeney Memorial Trophy: Rhiannon Fensom
- Dragons Medal: Jackson Radmill

Major Sport award winners
Technology and Applied Studies

Our Technology Faculty at Corrimal High School has had a productive year both in and out of the school. We facilitated many excursions, camps and sporting events for students. Students were able to partake in educational excursions to restaurants, early childhood centres, Wood working show, Living Books, Newtown and Luna Park. This has enabled students to learn in a new, positive environment with many encouraging comments from members of public.

We have purchased major technological equipment for use within the faculty. The Jewellery classes are using the 3D printer to design and make prototype pieces of jewellery. We are also using digital sketch pads for rapid prototyping.

Our students performed very well in 2013 HSC with many positive results such as two Band 5s in Industrial Technology Timber and 6 Band 5s in Community and Family Studies.

We have facilitated a playgroup within the Exploring Early Childhood course for parents to bring their children in for formal play.

We had senior students completing mandatory work placement with employers out in the work place in Construction, Metals and Engineering, and Hospitality industries. This enabled 5 students to obtain apprenticeships in selected trades.

In Construction we have students completing a Pizza Oven obtaining their Brick and Block laying competency. This has allowed students to learn in a real world setting to achieve these competencies by a professional external assessor.

Teachers have been involved in Professional Learning obtaining new and up to date skills for VET courses Construction and Hospitality.

Year 11 students were given an opportunity to “Teach the Teachers”.

Jack Hummel, Jackson Williams and Eryn Chaseling presenting at a Science Faculty meeting.

The students became proficient in using the latest Data Logging Equipment in their science lessons. The Data Logging Equipment allows for instantaneous digital data collection and enables students to analyse the data graphically. This equipment also makes use of a pH meter, temperature probes and a motion sensor.

Science not lost for words

Thanks to the P and C Committee, money donated to the Science Faculty from the Bunnings sausage sizzle was used to purchase a set of Oxford Science Dictionaries. Year 8 Blue were the first to use them, eagerly looking up terminology encountered in the Ecosystems topic. The use of dictionaries by students provides opportunities to improve their literacy skills and understanding in Science. Additionally, their use encourages students to contribute to meaningful discussions and engage in collaborative activities. The P and C work tirelessly for the school, giving up their time and energy and for this.

Science and Agriculture

The iSTEM (Invigorating Science Technology Engineering and Mathematics) project hosted activity days at the Sydney Powerhouse Museum. The Museum’s “Pathway to Space” program and “Arduino Micro-controller” course (as well as a day at UNSW) targeted students from Years 9-11. The program aims to extend, engage and invigorate students who are interested in Science, Technology and Engineering.
Year 8 Excursion to Darling Harbour

During September, 45 very enthusiastic Year 8 students set off to visit Sydney Aquarium and Wildlife World. The purpose of this excursion was to reinforce their understanding of the topic Ecosystems and see some amazing creatures found in Australian waters. It was a great opportunity for students to see dugongs, manta rays, sharks and a huge saltwater crocodile. The excursion was jam packed with wonderful experiences which meant we were on the go all day.

New tractor

Corrimal High Agriculture department was very fortunate to receive a new tractor. This tractor has been provided through a Government grant. It has many safety features which makes it suitable as a teaching/learning tractor; a great addition to the Agriculture Department.

Regional Science Fair

During November students from Corrimal HS participated in the University Of Wollongong Regional Science Fair. The Science Fair provides an opportunity for students to showcase the results of their own science research projects and encourages the development of both research and communication skills. By participating in Science Fairs, students become researchers in their own right.

Lego Robotics

Students from junior science motivation classes had the opportunity to take part in a Science enrichment program using the Lego Robotics equipment. The equipment introduces students to design, mechanics, programming techniques, networking and much more. The program builds students problem solving skills, teamwork and a better understanding of the applications of Science and Technology in the 21st century.

Mathematics

Numeracy

The Mathematics faculty has been working with the Numeracy Coordinator to improve student outcomes through the development and implementation of a variety of programs.

Numeracy Lab

This year we continued to run the Numeracy Lab for Year 7 once per fortnight and were able to link it more closely with the Taking Off With Numeracy (TOWN) program with great success.

Lesson Study

The whole Mathematics staff was involved in a lesson study involving 3-D shapes. We spent a day developing the lesson together, focusing on quality teaching and addressing the literacy demands of the topic. We then delivered the lesson during the next week to two different Year 7 classes of varying abilities. After that we sat down to evaluate the lesson and determine best practice. It was a rich learning task for all the staff and allowed us to reflect on our lesson delivery and preparation of quality lessons where all aspects were addressed.
Members of the Mathematics staff during the lesson study

Students involved in the 3-D lesson

New Curriculum Preparation

All the Mathematics staff were involved in the development of new programs in line with the introduction of the New syllabus for Year 7 and 9 in 2014. This involved planning days with the Northern Illawarra network and also in-school days.

Amazing race

Students in 8 Blue, 9M1 and 10M1 were involved in a fun packed session called “The Amazing Race” where they raced to answer problems in order to win the trophy and other prizes. Activities were developed by all faculty areas incorporating numeracy and problem-solving skills.

Enrichment Classes

Once again Corrimal High School provided special enrichment lessons for Year 5 and 6 students from our feeder schools in a variety of subjects coordinated by our Numeracy coordinator and kicked off each year in Mathematics. Students were challenged and encouraged to think outside the square and had a taste of high school on a Wednesday afternoon.

Mathematics Competition

Interested students were able to again participate in the Mathematics Competition with encouraging results.

Robotics

The Mathematics faculty had 3 teachers involved in the Robotics Program in 2013 and they were an integral part of its success under the leadership of Ms Sullivan.

National Literacy and Numeracy Week

In Term 3 2013, Corrimal High School celebrated National Literacy and Numeracy Week by participating in a variety of activities that highlighted the importance and relevance of literacy and numeracy to work and everyday life. Students from years 9, 10 and 11 each participated in 2 workshops from a total of 14 that were on offer. Guest speakers included musicians, TaFE surveyors and the Wollongong City Children Services Librarian.

Students in years 7 and 8 participated in a Literacy / Numeracy Trivia competition, an Author talk and literacy or numeracy workshop.

Quicksmart

The head teacher and the Numeracy consultant were successful in 2013 in securing funding for a new program in 2014 called QuickSmart which will support students in their learning.

New Teachers

The Mathematics faculty has continued to be a leader in the region supporting a large number of PEX students especially from the University of Wollongong.

Partnerships with our Community of Schools

Our Numeracy coordinator has continued her work in the Community of Schools with TOWN and other innovative strategies aimed at encouraging all students in Mathematics.
**Academic achievements**

**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.

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

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

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
In 2013 the average score for our year 7 students in reading (512.8) was above that of statistically similar schools (509.2), and equal for Spelling and Grammar & Punctuation.

However in Writing it was less (472.7) than that of statistically similar schools (473.6).

**NAPLAN Year 7 - Numeracy**

In 2013 the average score for our year 7 students in Numeracy (510.9) was above that of statistically similar schools (508.7).

Year 7 NAPLAN data is not an indicator of school performance and achievement. It is entry level data. The importance of the data is that it gives a snapshot of the entry level literacy and numeracy strengths and weaknesses of the particular Year 7 group of students and enables the school to plan appropriate literacy and numeracy strategies across the curriculum.

**NAPLAN Year 9 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
In 2013 the average score for our year 9 students in all literacy areas was above that of statistically similar schools.

In particular in Writing (534.6) it was higher than that of State DEC schools (534.2)

This was a particular pleasing result.

In 2013 the average score for our year 9 students in Numeracy (545.7) was less than that of statistically similar schools (548.6)

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
For most HSC subjects the school average mark in 2013 was equal or above that of statistically similar schools.

In particular the average results in 3 subjects were above that of State DEC schools average:

- Ancient History
- Community and Family studies and
- English (Standard)

**Significant programs and initiatives**

**Partnership in Quality Teacher and Mentoring Program**

Corrimal High School joined with Keira High School and Woonona High School in a significant program centred upon pre service teacher quality with the University of Wollongong. The Partnership in Quality Teaching and Mentoring Program is an example of Corrimal High Schools strong relationship with the University of Wollongong and saw 3 exceptional class room teachers mentoring pre-service teachers studying at UoW.

This program allowed the school to contribute meaningfully towards enhancing the quality of teachers entering our public schools. It also provided the benefits of collaborative learning. The mentoring experience allowed teachers to reflect upon best teaching practice and enjoy the program as an opportunity to enhance their pedagogical skills.

**Senior Student Leadership Forum**

**Wollongong North School Education Group**

A senior student Leadership Forum was facilitated by the school captains as part of the school’s senior student leadership program. These exceptional students demonstrated great expertise in developing an engaging program that allowed student leaders from Bulli, Woonona, Corrimal and Keira High Schools to come together in an exploration of leadership.

Each school group gave a presentation of the programs they have initiated in their own schools 

It was a fine example of the quality of student leadership that exists within our public schools.

**Aboriginal education**

100% of our Aboriginal students are at or above National Minimal Standards for based on 2013 NAPLAN results in reading, writing and numeracy

Personalised Learning Plans have been created for each of our Aboriginal students. These have been completed in partnership with the student, parent/carer and teachers and have incorporated the thoughts and findings of the student, parent, teachers of the student, APCEO, reports and NAPLAN testing.

Staff members have completed four workshops based around the No Gaps policy and are encourage to participate in activities organised around significant Aboriginal dates and days.

Corrimal High School has been involved in the celebration and commemoration of a variety of significant Aboriginal days including Harmony Day, Mabo Day, Reconciliation Week and NAIDOC Week at both a school level and a regional level. Many students, both Aboriginal and non-Aboriginal, have had contact with Elders and Aboriginal guests who have spoken about Aboriginal culture to develop an awareness and respect for that culture.

NORTA NORATA and AIME programs have been utilised to assist students who are struggling in subject areas or need assistance with homework and assessment tasks. AIME mentoring has also been a part of the retention plan for Aboriginal students and has been successful for regular attendees.
Many partnerships between the NIAECCG, In2Careers, UOW, UTS and UNSW have been developed or extended to assist the engagement and retention of Aboriginal students.

**Multicultural education**

The main thrust of the school multicultural education policy has been through the curriculum and through the consolidation and continued refinement of the bullying and harassment programs.

Through the anti-bullying and anti-harassment programs the understanding of other cultures is nurtured and the need for tolerance of all individual difference is stressed.

Multiculturalism as an important aspect of Australian society is promoted and supported through curriculum perspectives, particularly in Languages, Human Society and Its Environment (HSIE), Visual Arts, Home Economics and English.

Harmony Day in March was celebrated with a whole school assembly where students performed dance and musical items and provided foods from a range of cultural backgrounds. We acknowledged the importance of living in Harmony with people from all cultural backgrounds.

All Year 7 students at Corrimal High School were given the opportunity to study Mandarin Chinese as a foreign language.

A highlight for the students was a Chinese day in China town where students sampled local Chinese cuisine, explored the Chinese gardens in Darling Harbour and practiced their spoken skills with other Chinese students.

**Low SES School Communities National Partnership**

**Literacy.**

The English faculty has been working with the Literacy Coordinator to improve student outcomes through the development and implementation of a variety of programs.

NAPLAN data has been used to identify areas of literacy weakness in years 7 to 9. These areas are addressed as part of the usual teaching programs using specific resources that enable the teacher to help the students focus on improving their knowledge and understandings while improving basic literacy skills. Writing groups were set up in term 2, 3, and 4 targeting students in Year 7 with interests, abilities and or weaknesses in writing. The aim of these groups was to enhance an interest in writing and focus on explicit skills.

After the NAPLAN testing, students who performed below the National Minimum Standard were withdrawn for intensive work.

The Literacy coordinator worked in conjunction with the English faculty to rewrite Junior English programs and assessment tasks to be more explicit in terms of the knowledge and skills being targeted.

The Reading Program run in Year 7 saw library borrowings at the end of Term 1 exceed the library borrowings for Year 7 2011 over the whole year.

**Numeracy**

The mathematics faculty has been working with the Numeracy Coordinator to improve student outcomes through the development and implementation of a variety of programs.
NAPLAN data has been used to identify specific areas of numeracy weakness of our students in years 7 to 9. These areas are addressed as part of the usual teaching programs using specific resources that enable the teacher to help the students focus on improving their knowledge and understandings while solving simple to complex problems.

Teachers have worked in teams to develop a series of teaching and assessment activities to cater for the variety of mathematical abilities and interests at Corrimal High. One ‘Pirrozzo’ unit per year has been developed. Students must complete a set number of activities, usually as part of their normal lessons before completing tasks of their own choice. The variations cater for interests that can include ICT, music, games and problem solving.

Taking Off with Numeracy in the Corrimal Community of Schools (TOWN)

Corrimal High School has partnered with Bellambi Public School during to assist stage 2 and 3 teachers from our Community of Schools (Corrimal Public, Corrimal East Public and Towradgi Public Schools) to teach numeracy. These strategies have also been integrated with in the Corrimal High School Numeracy Lab activities and year 7 and 8 programs to enable a smooth transition into high school Mathematics.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysing NAPLAN results using SMART (School Measurement Assessment and reporting Toolkit), analysing student achievement and school performance to identify strengths and areas for improvement
- SurveyMonkey templates were used to assist the school in seeking responses in the areas of School Leadership; Literacy and Numeracy and Community engagement. Invitations to complete the surveys were distributed electronically to students, community members and school staff.

School planning 2012—2014: progress in 2013

School priority 1

Student Engagement and Attainment

Outcome for 2012–2014

The school will have higher expectations of student performance leading to improved results in the Higher School Certificate

Evidence of progress towards outcomes in 2013

- 3 subjects had average results above that of State DEC schools

Strategies to achieve these targets in 2014 include:

- Build capacity of all teachers in the rigorous use of SMART data to analyse, inform and improve teaching and learning in HSC subjects.
- Implementation of the ALARM program in Corrimal High School
- Development of an year 12 mentoring program

School priority 2

Literacy and Numeracy

Outcome for 2012–2014

The school will aim to increase levels of Literacy and Numeracy for all students

Evidence of progress towards outcomes in 2013

- Increasing the percentage of Year 7 students in the proficient bands of NAPLAN by 3 %, from 11% to 14%
- Increasing the percentage of Year 9 students achieving at or above the national minimum standards in NAPLAN by 11 %, from 63 % to 74%

Strategies to achieve these targets in 2014 include:

- 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.
• Individual learning plans for identified students who have not met national benchmarks with a specific focus on developing Literacy and Numeracy skills.

School priority 3
Student Attendance

Outcome for 2012–2014
The school will increase overall attendance to achieve parity with regional average attendance outcomes.

Evidence of progress towards outcomes in 2013
• 1.8% improvement in overall attendance of students from 84.5% to 86.3%
• Year 7 and Year 12 average attendance risen to be above regional average

Strategies to achieve these targets include:
• Implementation of the Corrimal High School Attendance plan.
• Continuation of current monitoring strategies
• Identification of Students at Risk due to poor attendance
• Improved monitoring of senior curriculum to provide maximum engagement for potential school leavers.

Professional learning
All members of staff both teaching and administration participated in professional learning in 2013. Staff Development Days and the activities approved by the Professional Learning Team supported the School Priority Areas. The School Priority Areas of:
• Literacy and Numeracy
• Engagement and Attainment
• Aboriginal Education
• Curriculum and Assessment
• Leadership and Management
• School Culture

as well as Syllabus Implementation were the major focuses for professional development throughout 2013. School Development Days centered the school on the ALARM process for explicit teaching to improve HSC results; literacy and numeracy initiatives derived from data analysis; and No Gaps No Excuses, a program reinforcing the importance of aboriginal education. In total, $42439 was expended on Professional Learning Funds meaning approximately $665 per staff member

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of students about the school.

Our school was involved in a pilot of the Tell Them From Me student feedback survey. The survey provided us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the Tell Them From Me survey to help improve how they do things.

The survey was completed on-line and was run by an independent research company, The Learning Bar, which specialises in school-based surveys.

The students’ responses are presented below.

Students have a positive sense of belonging
Students feel accepted and valued by their peers and by others at school.
• 57% of students in this school had a high sense of belonging; 47% of the girls and 64% of the boys in this school had a high sense of belonging. The NSW pilot norm for girls is 58% and for boys is 68%.

Students value schooling outcomes
Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.
• 77% of students in this school valued School Outcomes; 72% of the girls and 80% of the boys in this school valued School Outcomes. The NSW pilot norm for girls is 70% and for boys is 72%.

Intellectual Engagement Composite
Students are intellectually engaged and find learning interesting, enjoyable, and relevant.
• 51% of students in this school are intellectually engaged. The NSW pilot norm for these year levels is 46%. 51% of the girls and 51% of the boys in this school were intellectually engaged. The NSW pilot norm for girls is 43% and for boys is 48%.

Students are interested and motivated
Students are interested and motivated in their learning.
• 29% of students in this school were interested and motivated. The NSW pilot norm for these years is 25%. 29% of the girls and 29% of the boys in this school were interested and motivated. The NSW pilot norm for girls is 22% and for boys is 28%.

Program evaluations

Background
Corrimal High School exited from the Low SES School Communities National Partnership in 2013 and reviewed the long-term changes to the school culture

Findings and conclusions

Changes in leadership development
• There have been a number of changes occurring in our school as a result of our school’s participation in the Partnership.

One such change is the provision of leadership development opportunities appropriate to staff at differing career points. This included coordination with a classroom management consultant associated with the University of Wollongong.
• 6 new members of staff had the opportunity to relieve as Head Teachers for a significant period of time and work with National partnership staff within their faculty areas.

Changes in teacher quality and/or teacher capacity
• The establishment of a Head Teacher Quality Teaching had a major impact on teacher capacity especially with regards to the Wollongong and Wollongong North Curriculum Network Initiative and the combined approach in programming for the Australian Curriculum. 100 % of staff was involved in this CNI, this included joint staff development days and subject specific program writing days.

• Another change that has occurred is the quality and quantity of teacher professional learning plans. Every teacher in the school now has a professional learning plan which outlines their professional learning needs and is clearly linked with the school and faculty plans and forms part of the Teacher Assessment and Review Process (TARS) or the Executive Assessment and Review Process (EARS). The plans also provide useful information for our Teacher Professional Learning (TPL) Team that identifies appropriate professional development courses/activities and events and allocates professional learning funds based on need.

Partnerships with other schools, universities or community organisations around student learning
• Perhaps the biggest change which has occurred as a result of our school’s participation in the Partnership is the relationships we have established with our partner primary schools, the University of Wollongong, Australian
Indigenous Mentoring Experience (AIME) and other local High Schools.

- Our partnership with our feeder primary schools now includes a variety of activities that address the middle years of schooling. For instance, throughout 2013, Corrimal High School (CHS) and our five partner primary schools have continued working on a middle year’s numeracy project to address the numeracy needs of our students which has improved the transition process from primary to high school and the numeracy achievements of students.

- We have also established a partnership with the Education Department at University of Wollongong (UOW) and Keira and Woonona High Schools. Staff from the UOW work closely with staff at CHS on elements of the quality teaching framework and NSW Institute of Teachers. The staff from the 3 High Schools provides mentoring for students from UOW who are embedded in our schools for more than the practicum experience.

**Future directions**

Many of the changes and continuous improvements will be maintained with the new Low Socio-Economic resource allocation model funding in 2014

**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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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: