School context statement

Corrimal High School is a co-educational comprehensive secondary school, which also incorporates five Special Education classes. It is situated in northern Wollongong and it draws students from the Corrimal, Bellambi, Towradgi and Tarrawanna areas.

The school enrolment in 2014 was 475 students. 10% of our students identify as Aboriginal. 14% of our students come from a language background other than English.

Principal’s Message

This is not my school, but our local school. For 63 years this school has been an integral part of this community, and in 2014 Corrimal High School had another highly successful year.

Corrimal High School fosters an inclusive learning environment in which students and staff strive for excellence. Our excellent academic; sporting; artistic; cultural and welfare programs contribute to a student’s overall academic and social development, and our achievements are outlined further in this report.

The school’s purpose is to challenge, motivate, excite and extend our students.

During this year it was my pleasure to welcome over 70 ex-students from the 1950’s; 1960’s and early 1970’s who visited the school for their reunions. They recalled how their life benefitted from their attendance and education here, as well as being highly impressed about how things have changed. In particular the connected classrooms technology, laptops and interconnectivity with the internet, shade and shelter.

In 2014 the school had the advantage of significant additional funding coming through the Resource Allocation Model (RAM).

This money has helped us to overcome the educational disadvantages that many students and parents in our school community have as a result of low income, or limited education and employment opportunities. Additional resources have made the world of difference to our students, and this has allowed Corrimal High School to achieve equality in access to the best education resources.

Mark King  Principal

P & C Message

The Parents and Citizens (P&C) committee at Corrimal High School has been active and meets on the first Monday of each month at 7 .00 pm. 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 2014 the P&C major fundraiser was the selling of sausages at Bunnings. With the funds raised we were able to support the students who represented Corrimal High School at New South Wales state level in sport.

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.

Claire Lane  P&C President

Student Representative’s Message

The Student Representative Council (SRC) continues to embody the best qualities of Corrimal High School students. Its members are committed to striving for excellence in serving our school and the wider community.

Whilst continuing to hold our traditional fundraisers in 2014, such as sausages sizzles, mufti days and cupcake stalls to build SRC funds, we also raised money and awareness for charitable organisations. We supported Jeans for Genes, SIDS and the Ronald McDonald House.

Through these fundraisers and events, the SRC was able to focus on enhancing school culture and community spirit, such as initiating engaging events like the Talent Quest which allowed students to express their multitude of talents and skills. We also participated in Clean-Up Australia Day to promote a supportive environment.

Claire Lane  P&C President

Claire Lane  P&C President
Aside from offering these events, the SRC also likes to focus on enhancing leadership qualities by involving students in various programs to do so, such as the 'Elevate -Inspire Young Leaders' program.

We are highly motivated by our achievements and hope to continue making a positive impact on the school and wider community.

Rachel Lockart and Jack Chalmers-Mulder
School Captains

The Principal and Student Leadership team.
Emel Ozer; Rachel Lockart; Mark King; Jack Chalmers-Mulder and Shannon Wakeling

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>239</td>
<td>226</td>
<td>242</td>
<td>245</td>
<td>239</td>
<td>249</td>
<td>242</td>
</tr>
<tr>
<td>Female</td>
<td>257</td>
<td>261</td>
<td>245</td>
<td>237</td>
<td>238</td>
<td>222</td>
<td>194</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>86.1</td>
<td>90.5</td>
<td>90.0</td>
<td>89.5</td>
<td>93.0</td>
<td>91.3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>84.3</td>
<td>88.4</td>
<td>88.1</td>
<td>87.1</td>
<td>88.4</td>
<td>89.5</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>87.0</td>
<td>88.4</td>
<td>88.1</td>
<td>87.1</td>
<td>88.4</td>
<td>89.5</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>83.0</td>
<td>85.2</td>
<td>85.5</td>
<td>80.0</td>
<td>81.5</td>
<td>81.3</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>87.6</td>
<td>86.1</td>
<td>85.5</td>
<td>84.3</td>
<td>84.8</td>
<td>77.3</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>86.4</td>
<td>92.6</td>
<td>83.6</td>
<td>85.1</td>
<td>89.4</td>
<td>84.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>86.3</td>
<td>85.6</td>
<td>84.6</td>
<td>84.5</td>
<td>86.3</td>
<td>84.5</td>
<td></td>
</tr>
</tbody>
</table>

State DEC

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.3</td>
<td>92.6</td>
<td>92.5</td>
<td>92.4</td>
<td>93.2</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>90.0</td>
<td>90.5</td>
<td>90.1</td>
<td>90.1</td>
<td>90.9</td>
<td>91.1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>88.8</td>
<td>89.1</td>
<td>88.8</td>
<td>88.7</td>
<td>89.4</td>
<td>89.7</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>88.7</td>
<td>88.3</td>
<td>87.1</td>
<td>87.0</td>
<td>87.7</td>
<td>88.1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>89.4</td>
<td>89.1</td>
<td>87.6</td>
<td>87.6</td>
<td>88.3</td>
<td>88.8</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>89.4</td>
<td>89.8</td>
<td>89.2</td>
<td>89.3</td>
<td>90.1</td>
<td>90.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
<td>90.2</td>
</tr>
</tbody>
</table>

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 year advisers, and/or intervention by the Home School Liaison Officer.

Teachers mark electronic rolls each period allowing accurate and detailed analysis of student partial attendance.

Retention to Year 12

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>49.3</td>
<td>46.8</td>
<td>59.6</td>
<td>60.8</td>
<td>52.0</td>
<td>68.3</td>
<td>43.0</td>
</tr>
<tr>
<td>State</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.7</td>
<td>63.4</td>
<td>64.5</td>
<td>53.2</td>
</tr>
</tbody>
</table>

Retention to Year 12 (SC to HSC / Year 9 NAPLAN to HSC)
Post-school destinations

<table>
<thead>
<tr>
<th>Destination</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>3</td>
</tr>
<tr>
<td>employment</td>
<td>33</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>27</td>
</tr>
<tr>
<td>university entry</td>
<td>30</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
</tr>
<tr>
<td>unknown</td>
<td>6</td>
</tr>
</tbody>
</table>

The available comprehensive education at Corrimal High School affords students multiple opportunities for an ATAR and University entry. The number of students accepting a place at University for 2014 is nineteen (19) students, thirteen girls and 6 boys. A strong improvement compared to past years. The 19 2014 Year 12 students who received an offer from Universities, all accepted their placement, mostly at the University of Wollongong.

One of the differences that stands out for post-school destinations is the number of students attending TAFE or Private Providers for 2014 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.

Year 12 2014 leavers have sixteen (16) students working full-time/part-time. Some of these positions include Construction, Volunteering support, Bricklaying, Receptionist, Banking, Coles and Landscaping.

There are five (5) students that received an Apprenticeship/Traineeship for 2014. The areas of study include - Fitting/turning and Hospitality, Early Childhood. This number is low for Corrimal High School and the economic downturn has had a dramatic effect on this result.

The unemployed students for 2014 Year 12 stands at two (2). Over the years Corrimal High School has consistently seen a 3% or under unemployment rate. It has consistently been well below the Illawarra Youth Unemployment figures of 18 to 20%. The 2014 Year 12 students’ unemployment rate stands at 3%. There were also four (4) students that could not be contacted for inclusion in this report.

Year 12 students undertaking vocational or trade training

28% of our year 12 students undertook vocational or trade training. Seventeen (17) students attended TAFE or Private Providers, which is a strong increase from 2013. Due to the expansion of the Vocational Education Courses and the establishment of the Corrimal High Skills Centre this vocational or trade training is starting to be registered in the post-school destinations.

Year 12 students attaining HSC or equivalent Vocational educational qualification

97% of our students who completed year 12 receive an H.S.C. in 2014. Twenty two (22) of these students were male and forty one (41) were female. Twenty nine (29) received an ATAR with nineteen (19) students accepting a place at University.

Mark Mathiesen  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>7</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>32.3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counseling Service</td>
<td>2</td>
</tr>
<tr>
<td>Secondary Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Home School Liaison Officer</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.782</td>
</tr>
<tr>
<td>Total</td>
<td>60.282</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.
Corrimal High School has one teacher who identifies as aboriginal.
Staff changes

The following permanent teachers retired from teaching last year:

Robyn Titterton –Smith, English/History; Ian Shuttleworth, Mathematics; Therese Macnamee, H.S.I.E. and the long serving H.S.I.E. Head Teacher Stephen Heap.

The incoming permanent teachers are: Mark Banasiak, H.S.I.E. Head Teacher; Jenny Kennedy, Martin Luskan and Lisa Craig, Special Education, and Sandra Gyles, Learning and Support.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>34</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

- All members of the teaching and administration staff participated in professional learning in 2014, based on their learning plans.
- Strategies to build capacity of staff to achieve key outcomes of Literacy and Numeracy; Curriculum and Assessment; included combining with other schools in the Curriculum Networks Illawarra meetings to support syllabus implementation and programming.
- Total school expenditure on Teacher professional development was $28,222 and therefor the average expenditure per teaching staff was $594
- Both permanent and casual teaching and administrative staff participated in school development days. Term 1’s focus was on mandatory updates on Child Protection and Code of Conduct. The focus for Term 2 was working with other high schools in the Curriculum Networks Illawarra. Term 3 staff development day focused on the School plan for 2015-2017.
- There are 18 new scheme staff working towards Board of Studies Teaching and Educational Standards accreditation either at proficient level or maintaining accreditation at proficient level.

- No teachers were voluntarily seeking accreditation at highly accomplished or lead teacher level.

Beginning Teachers

Four staff members were allocated funding under the Great Teaching Inspired Learning initiative in 2014.

- The funding was used during the year to reduced responsibilities or teaching loads of the teachers and their mentors to support the development of the beginning teacher’s skills in the first year.
- The beginning teachers were also provided with ongoing feedback and support by their supervising head teacher and designated mentor.
- The four beginning teachers also accessed professional learning that focused on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.

One of the beginning teachers funded under the Great Teaching Inspired Learning initiative.
**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>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>395437.60</td>
</tr>
<tr>
<td>Global funds</td>
<td>408857.36</td>
</tr>
<tr>
<td>Tied funds</td>
<td>655089.55</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>86061.80</td>
</tr>
<tr>
<td>Interest</td>
<td>16425.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>23707.06</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1585579.21</td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas: 40319.53
  - Excursions: 33753.22
  - Extracurricular dissections: 36199.48
- Library: 6984.69
- Training & development: 5746.46
- Tied funds: 465461.49
- Casual relief teachers: 127460.15
- Administration & office: 108866.33
- School-operated canteen: 0.00
- Utilities: 78974.69
- Maintenance: 48618.7
- Trust accounts: 19992.95
- Capital programs: 19877.59
- Total expenditure: 992255.28

**Balance carried forward**: 593323.93

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 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 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.

The average score of Year 7 students in 2014 for reading and spelling was higher than that of statistically similar schools.
The average score of Year 9 students in 2014 for numeracy and spelling was the same as that of statistically similar schools. We will continue our focus of literacy and numeracy in 2015-2017 as students are below the statistically similar school in some areas.
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).

HSC students at Corrimal High received 1 Band 6 and 15 Band 5 results in 2014. Our best subjects were Community and Family Studies (1xBand 6; 6xBand 5 and average result above DEC state average); and Metal and Engineering (Average result 7.5 marks above DEC State average).

Other achievements

Art

Music

The Corrimal High School Big Band continues to grow in numbers and quality, particularly with the addition of Jasmine Bayliss as lead vocalist. The Big Band consisting of drums, bass, electric and acoustic guitars, piano, trumpet, trombone, three alto saxophones and two vocalists, successfully performed at both the Showcase and Formal Assemblies in 2014.

The Vocal Ensemble welcomed some new members to our vocal group in 2014. These new members helped to improve our sound and expand our repertoire. We have also added some backing band musicians to accompany the ensemble during live performances. They have gained valuable experience performing at various events including Year 6 Parent Information Evenings and the End of Term Awards Ceremonies.

A further exciting development is our Percussion Ensemble which provides students with an opportunity to perform on various hand and stick drums sourced from a wide variety of countries. Students meet once a week to compose original music, improvise rhythmic patterns and improve their performance techniques. This inclusive ensemble includes Special Needs students, students from different cultural backgrounds and a balance of male and female members representing students from all years.

Corrimal High School staged two Showcase events in 2014. These showcases included performances from soloists, small and large ensembles, dancers, comedians and each of the events also featured a memorable Staff Band performance. Both events raised much needed money for our school.
Debating and Public Speaking

This year in Public Speaking and Debating Corrimal High School engaged in a number of initiatives. We held our annual in-school public speaking competitions involving all students in Years 7-10. Public speaking champions were declared and awarded trophies. We linked our public speaking competition to persuasive language in order to help prepare students for NAPLAN.

We also entered the NSW Rostrum Voice of Youth Public Speaking Competition. The local final was held at Smiths Hill High School. Our entrants were Noah Rzeminski and Noor Zafar. They presented very competently.

We entered students in the annual South Coast Public Speaking Competition held at Holy Spirit College. We had our highest number of entrants for some years with 9 entrants and 2 placegetters. The placegetters were Jackson Luke and Noah Rzeminski.

We entered a team in the NSW DET Year 7/8 Premier’s Debating Challenge. Our team was Taylah Woollmer, Kayla Henderson, Jackson Luke and Maggie Esdale. We were champions of our northern zone and went to the regional finals at Bomaderry High School.

Public Speaking and Debating remains an important focus for our school as we seek to provide opportunities for our students commensurate with best practice in education.

Sport

At Corrimal High School we strive to provide sporting opportunities for students from the grass roots level of school through to national representation level.

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. This program provides our young people with the opportunity to participate in programs and workshops and lead younger students in various sports. We have strengthened our relationships with our community of schools (COS) through this program. Our peer leaders have gained Level 0 coaching accreditation in such sports as golf, rugby league, netball, cricket, AFL and football.

The Premiers Sporting Challenge 2014 Medal was awarded to Maddison Osborne of Year 10 for her commitment to sports leadership at Corrimal HS.

The 2014 Illawarra Zone Grade sport competition, (Baron Shield) encouraged students to actively participate in a variety of competitive sports ranging from Ultimate Frisbee, Oz tag to Netball and Darts. In 2014 we welcomed the introduction of Darts as a grade sport. The Illawarra Darts Association volunteered their time and the venue at the Fraternity Club to run darts each week.

Recreational sport is popular at Corrimal High School. Our proximity to the coastline saw students enjoy surfing, fishing, bike riding, walking and beach activities during 2014.

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 Trophy, Bill Turner Cup, Shaun Timmins Shield, Country Cup and Girls League Tag.

A number of talented sportspersons gained representative selection in 2014. These include:

- Oscar Corby (Year 12) - South Coast Regional Cricket Captain, NSW CHS Cricket Representative and South Coast Boys Football Representative
- Jamie Wakeling (Year 12) - South Coast Regional Boys Football Representative
- William Rakua (Year 11) - South Coast Regional Boys Athletics Representative
- Eboni Fraser (Year 11) - South Coast Regional Boys Athletics Representative

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 the many wonderful sporting programs that we do. Major award winners at the 2014 Sports Presentation Assembly were:

Junior Boys Sports Star of 2014: Lewis Grimshaw (Year 7)
Junior Girl Sport Star of 2014: Tatum Etherden (Year 8)
Senior Boy Sport Star of 2014: Oscar Corby (Year 12)
Senior Girl Sports Star of 2014: Eboni Fraser (Year 11)
John Blakeney Memorial Trophy: Jamie Wakeling (Year 12)
Dragons Medal: Tyler Baines (Year 12)

Special Education Sport Encouragement Award: Connor Phillips (Year 10)
Service to Sport: Mr Tony Proctor Illawarra Darts Association

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Staff members have completed four workshops based around the No Gaps policy and are encouraged 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 NORTA 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.

Multicultural education and anti-racism

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.

Aboriginal background

Corrimal High School maintained its commitment to supporting the needs of our Aboriginal students through its Aboriginal Parent and Community Engagement Officer (APCEO) who worked to build upon existing structures and encourage partnerships between staff, students, parents and the wider community.

Amongst the goals set for 2014 were:

- To incorporate Personalized Learning Plans for Aboriginal students into classroom practice.
- To extend staff knowledge about Aboriginal culture.
- To maintain and extend Aboriginal perspectives in the classroom.
- To improve educational outcomes for Aboriginal students.
- To improve the attendance and retention of our Aboriginal students.

Personalised Learning Plans were developed in partnership with students, parents and their teachers and have incorporated APCEO observations, school reports and NAPLAN testing.

The increased use of Personalized Learning Programs and referrals to Year Advisors, Attendance Staff, Learning Support Team Members, Literacy and Numeracy Staff, Careers, Home School Liaison Officers and Counsellors was incorporated to improve the educational outcomes of students with existing academic issues; however, further effort in these areas is required for more quantifiable results.

Many programs and partnerships have been developed to encourage students to remain at school until the successful completion of their HSC. NORTA NORTA and AIME have been utilized in 2014 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

Partnerships between the NIAECG, In2Careers, UOW, UTS and UNSW have been developed or extended to assist the engagement and retention of Aboriginal students.

Socio-economic background

Individualised Learning Plans

Learning and Support Teachers work with the classroom teachers to provide individual adjustments, and students with higher support needs are then supported by School Learning Support Officer’s (SLSO) in the classroom. Examples of this include, individual reading programs which were developed for a group of year 7 students experiencing difficulties with reading. These students worked with peer tutors
to improve their reading outcomes. The Quick Smart Maths program similarly identifies students in year 7 and 8 who require support with numeracy. Individual support plans have been developed for students experiencing ongoing difficulties with learning and behaviour in the classroom.

The main focus of the support is to increase individual student’s skills while maintaining their inclusion in the classroom.

**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.

**QuickSmart**

This year we started a new program QuickSmart, a project developed by the University of New England, aimed at addressing basic weaknesses in multiplication and division. Twenty students were withdrawn from class for half hour intervals three times a week. All of the students showed progress in their automaticity, and displayed an increased confidence in their normal classroom environments.

**Numeracy Lab**

We continued to run the Numeracy Laboratory for Year 7 students, once per fortnight and as a new initiative we were able to successfully link it more closely with the Taking Off With Numeracy (TOWN) project that operates in our partner primary schools.

**Mathematics and Statistics Day for talented students**

Ten talented students from Year 8 and 9 were taken to the University of Wollongong to participate in a series of fun activities, and presentations by Mathematics graduates and Undergraduates.

**Enrichment Classes**

Corrimal High School continued to provide special enrichment lessons for Year 5 and Year 6 students from our feeder schools in a variety of subject areas, beginning with Mathematics. Students were challenged to think creatively and enjoyed their taste of high school on a Wednesday afternoon.

**Partnerships with our Community of Schools**

Our Numeracy coordinator has continued liaising with our feeder schools to implement TOWN and other innovative strategies aimed at encouraging all students in Mathematics.

**Retail Resource Centre**

The Corrimal High Retail Resource Centre was established in 2014 to enable students who are undertaking the Vocational Certificate II in Retail Studies to gain hands-on exposure in a retail environment.

It was created through a collaborative effort by the year 12 Retail Studies Class and the Vocational education and training (VET) Retail Teacher, with all materials being donated to the School.

The Retail shop allows students to engage in activities such as stocktaking, stock management, sales scenarios, workplace health and safety risk
analysis, merchandising and display, design techniques and customer service skills.

Students gain an opportunity to develop important employability skills required for not only the retail environment but also for entering the general workforce.

The resource has also been a popular destination for many of the Special Education classes, who have enjoyed developing communication skills in this interactive environment.

English language proficiency
In 2014 Corrimal High School employed a member of our permanent staff, Ms. R. Mahon, to coordinate a Literacy focus, in reading, writing and verbal literacy across all Key Learning Areas.

A persuasive writing task was created for Year 7 and 9 English classes to work on this text type. The Literacy Coordinator team taught with most classes. Fortnightly literacy lessons involving reading and literacy tasks were also held in the Library. The program saw increased borrowing from Year 7 students and an improvement in the understanding of the requirements of creative writing tasks.

In another major initiative a select committee of talented Year nine writers completed the Illawarra Mercury Class Action supplement. This involved workshopping with various groups of students to focus on skills such as writing an editorial, articles, and letters to the editor. The term long workshopping resulted in successful two page spread in the Illawarra Mercury about our school.

In addition specific literacy skills were revised and incorporated into the new syllabus documents for years 8 and 10. This was done in conjunction with consideration of the literacy continuum with one of our feeder schools, Bellambi Public.

Learning and Support
In 2014 The Support Unit at Corrimal High School has grown from 3 to 5 classes, consisting of two MC classes (junior and senior), and an Autism, IM and IO/IS class.

Currently we have 44 support students ranging from year 7-12. Our philosophy recognizes that students are individuals who learn at different rates and in different ways. These individual differences may influence how students respond to instructions and demonstrate knowledge. The Corrimal High School Support Unit strives to meet the diversity of student’s needs.

We utilise their cognitive abilities, prior learning experiences, their interests and talents and their learning styles and preferences to motivate learning. All students are offered opportunities to engage in mainstream courses in areas of Design and Technology (DAT), Music, Art and Technology.
Other significant initiatives

Welfare

Student welfare consolidated its preeminent role in our school in 2014. We maintained a significant number of programs, including Links to Learning, in conjunction with Bellambi Neighbourhood Centre, Wollongong Police Boys Club and Southern Youth and Family Services. “Links” provides alternative educational programs for youth identified as ‘at risk’ of not completing their education. In addition, our school greatly appreciated the services provided by The Smith Family including Learning for Life Scholarships, Financial Literacy Courses and the iTrack initiative. Further to these successes, the St Vincent de Paul Society supported four of our senior students with generous $1,500.00 scholarships to assist in educational expenses.

Our Breakfast Club continued to thrive in 2014 thanks to weekly donations of bread and condiments from Bakers Delight at Corrimal Court and East Corrimal Food Works. Volunteers from the University of Wollongong Bachelor of Education Degree, Social Equity and Community Service program assisted staff on two mornings a week to provide up to 30 students with breakfast each morning in a relaxed and friendly atmosphere.

Breakfast Club

The school’s Positive Behaviour for Success (PBS) program received a boost through class raffles targeting positive behaviour. School funds provided up to 80 students each week with a delicious sausage sandwich.

The Motivation Classes and Special Interest Projects

Each year students from our Motivation classes produce a Special Interest Project as a multi-disciplinary focus in addition to their class studies. As well as providing the students with an opportunity to showcase their talents and interests, the skills that are developed throughout the term spent on this project in both years seven and eight, are ones that are vital for success in life-long learning. These include: literacy, research, note-taking, communication skills, time management skills, and a focus on the drafting and editing required to produce quality work.

The projects are diverse in their focus and allow students the scope to explore areas of special interest to them. In year 8, the project has an issues-based global focus to engender a sense of social responsibility and global awareness. At the end of each term, to showcase their commitment to learning, students present their special interest project to the school community. It is often the students from the Motivation classes who continue to tertiary education. It is significant that the skills they acquire become embedded in providing our students with the necessary skills for life-long learning and as global citizens.

Chinese Language Program

Corrimal High School continues to support its Chinese language program. In 2014 all students in Year 7 completed their mandatory 100 hours of language study in Mandarin. In 2014 senior classes in both Year 11 and 12 have also been established. The Chinese language program in 2014 was also enhanced through the purchase of 6 touch screen lap tops. Students studying Chinese at all levels have benefited from this purchase that now allows access to interactive language programs in the classroom. Interactive classroom technology allows students to improve their reading, writing, listening and speaking skills. These devices help promote individual learning programs and best possible outcomes.
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:

- Guided review of school achievement and outcomes focusing on continuing improvement of our processes and analysis of data using SMART (School Measurement Assessment and reporting Toolkit), analysing student achievement and school performance to identify strengths and areas for improvement
- SRC and P&C consultation and feedback.
- Online parent and student surveys using Survey Monkey and Tell Them from Me

School planning 2012-2014:

School priority 1
Student Engagement and Attainment

Outcomes from 2012–2014
The school will have higher expectations of student performance leading to improved results in the Higher School Certificate

Evidence of achievement of outcomes in 2014:
- 16 HSC students achieving early entry into University of Wollongong
- 2 subjects had average results above that of State DEC schools
- 3 subjects had average results significantly above statistically similar schools.
- HSC students at Corrimal High received 1 Band 6 and 15 Band 5 results in 2014. Band 6 is the highest performance band in the HSC. This compares with only 6 Band 6 and 5 results in 2011.

Strategies to achieve these outcomes in 2014
- 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 2014:
- The percentage of Year 9 students in the top 2 bands reported for NAPLAN (Band 9 and 10) rose during the last 3 years.
- In Year 9 Reading the percentage of students in the top 2 bands rose from 6 % in 2011 to 14% in 2014
- In Year 9 Numeracy the percentage of students in the top 2 bands rose from 4 % in 2011 to 11% in 2014
- However there is still the areas of Writing and Grammar and Punctuation where our students are underperforming in NAPLAN. These will continue to be priorities in future years.

Strategies to achieve these outcomes in 2014:
- Provide professional development and learning in teaching Literacy and Numeracy 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 2014:

- The data shows that in 2014 our student’s average attendance rate was 85% compared to similar statistical schools of 87%. There is still improvement necessary in the attendance of Year 10 and Year 11 students.
- However over the last 3 years there has been continued improvement in the attendance of Years 7; 8; 9 and 12

Strategies to achieve these outcomes in 2014:

- 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.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Corrimal High school was involved in the NSW Pilot Secondary Schools Tell Them from Me survey on Student Outcomes and School Climate in 2014.

Their responses are presented below.

- 77% of students in this school valued the school outcomes, the norm for NSW schools is 71%.
- 51% of students are intellectually engaged and find learning interesting, enjoyable, and relevant. The norm for NSW schools is 48%.
- 29% of students in this school were interested and motivated by their learning, the norm for NSW schools is 25%.
- 58% of students try hard to succeed in their learning, the norm for NSW schools is 65%.

As a result of this survey school staff will work towards increasing student engagement supported by the new school plan.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The Strategic Directions for the school plan are as follows:

Corrimal High School has worked strategically and collaboratively with our learning community to prepare our 2015-2017 School Plan.

Parents in the P&C were invited to participate in school planning forums and worked in small focus groups to discuss school planning data. The Student Representative Council also discussed the planning data and their responses were collated and matched to that of the parents and teachers.

The school vision and strategic directions thus developed by staff, students and parents was endorsed by a whole school community meeting held on 13 October 2014, and by a Survey Monkey questionnaire following this meeting.

The 5P planning pages for each strategic direction, including the purpose, people, processes, practices and products were developed by staff, students and parents during Term 1 2015 and was endorsed by a whole school community meeting 30 March 2015, and by Survey Monkey questionnaire following this meeting.
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.

Mark King Principal
Max Crawford Head Teacher
Mark Mathieson Careers Adviser
Claire Lane P&C President

School contact information

Corrimal High School
Murray Road Corrimal 2518
Ph: 4285 1199
Fax: 4284 0342
Email: corrimal-h.school@det.nsw.edu.au
Web: www.corrimal-h.schools.nsw.edu.au
School Code: 8191

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:


Farewell to Year 12 2014