Messages

Principal’s message

Corrimal High School is a comprehensive community based high school situated in northern Wollongong. It has an inclusive learning environment in which students and staff “strives 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 school evaluation and professional development, leading to innovative 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 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. These 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.

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 Principal

P & C and/or School Council 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 2011 the P&C purchased school blazers to be worn by our Corrimal High School students at formal occasions such as debating, public speaking and 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.

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 Claire Lane P&C President

Student representative’s message

The Student Representative Council (SRC) is a prestigious sector within our school that contains both male and female representatives from each year group. Each year, the SRC are committed to making a difference in the school and as each year passes, new ideas enter the SRC and all students within this motivated group of young leaders, strive to make these ideas reality.

New initiatives such as the Corrimal High’s Community of Schools Cook Book have been launched and has received a lot of support from both the staff and the student body. Estimated to be the biggest fundraiser that our school has had, the SRC feel privileged to be playing a major role within this project. As a group, we look forward to supporting new initiatives and helping piece together the puzzle that creates the success within our SRC.

As well as taking on new challenges, the SRC also continue to support the traditional fundraisers such as sausage sizzles and continue to support charities such as Loud Shirt Day and Pink Ribbon Day through mufti days that will take place later within the year. One small fundraiser that members of the SRC look forward to is Milkshake Day. The SRC work together to deliver events such as this to not only the students, but staff as well. Last year, a new initiative was brought forward by the students, called ‘You Take the Break We Make the Steak’, which is a non-profit event that is aimed at teachers, where students cook up traditional steak sandwiches for the teachers to show appreciation.

As well as raising money for the school and supporting charities, the SRC also help with non-profit events that help bring the school community closer, such as the 60th anniversary celebrations.

The SRC like to dedicate their time and efforts with various members of the school community to help lead events in Corrimal High that students and staff alike enjoy participating in. The sense of achievement and praise the SRC gain motivates the members within this group even more. The school captains are proud to be leaders of such an elite group of students that is within our school and look forward to working with them further over the two terms and encouraging them to achieve the ideas the put forward.

Cem Ozer & Tearra Williams School Captains

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>255</td>
<td>239</td>
<td>226</td>
<td>242</td>
<td>245</td>
</tr>
<tr>
<td>Female</td>
<td>259</td>
<td>257</td>
<td>261</td>
<td>245</td>
<td>237</td>
</tr>
</tbody>
</table>

Student enrolments have declined from 514 in 2007 to 482 in 2011.

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 high school and private providers.
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>86.1</td>
<td>90.5</td>
<td>90.0</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>84.3</td>
<td>83.8</td>
<td>82.5</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>87.0</td>
<td>88.4</td>
<td>80.8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>83.0</td>
<td>85.2</td>
<td>85.5</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>87.6</td>
<td>86.1</td>
<td>85.5</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>86.4</td>
<td>92.6</td>
<td>83.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>86.3</td>
<td>85.6</td>
<td>87.4</td>
<td>84.6</td>
</tr>
</tbody>
</table>

The figures above clearly show that overall attendance rates between 2009 and 2011 are below that of our region and state. In 2011, the student attendance rates of every year cohort except for Year 10 decreased.

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 to Year 12
From 2007 to 2011 there has been a growth in percentage of Year 10 cohort at Corrimal High School that completed Year 12 from 45% to 61%. This growth is a reflection of the increase in the number of Vocational Education courses available for senior students, access to TVET and alternative senior pathways

Post-school destinations
Corrimal High School had fifty eight (58) students receiving an H.S.C. in 2010. Thirty (30) of these students were boys and twenty eight (28) were girls.

The available comprehensive education at Corrimal High School affords students multiple opportunities for an ATAR (old UAI) and University Entry. The number of students applying to University for 2011 continues the pleasant increase over past years.

The 2010 Year 12 has eighteen (18) students receiving an offer from Universities and all eighteen accepting their placement. This is 31% of our year 12 students. Wollongong University is a world class institution and our students receive incentives to attend.

We have students at Wollongong University attempting – 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.
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.

Year 12 2010 have ten (10) students working full-time. Some of these positions include- Carpentry/Joinery, McDonalds, Hungry Jacks, Chef, Sign Maker, Hairdressing, retail and Woolworths. Five of these students have indicated they have also applied to the Police Force, Defence Force and TAFE and are awaiting results.

The unemployed students for 2010 Year 12 stands at four (4). Over the years Corrimal High School has consistently seen a 2% unemployment rate. It has consistently been well below the Illawarra Youth Unemployment figures of 18 to 20%. The 2010 Year 12 students’ unemployment rate stands at 7%. This is a marked increase. In the present economic climate this is an unfortunate outcome.

A strong mention should be made of our very successful Disability Students and the wonderful work the support staff at Corrimal High School have done over the years. They are participating in Personal and Work Programs to help their career Pathways. The parents of all students are very happy with their student outcomes.

Year 12 students undertaking vocational or trade training

A large number of students (25) are attending TAFE or Private Providers for 2011. This is 43% of the Year 12 students. This is a reflection of the expansion of the Vocational Education Courses and further funding support to the Corrimal High Skills Centre, leading to an increasing number of students attempting VET subjects and continuing on to TAFE to further their studies. There were eighteen (18) students continuing with their Vocational Educational studies after the HSC. Many of our school Band 6 results are from VET subjects and this shows students of all academic endeavours can benefit from these courses.

TAFE studies our students are undertaking include – Business Administration, Music Production, Hospitality, Real Estate, IT Web Development, Childcare, Event Management, Graphic Design, and Electrical.

There are four students that received an Apprenticeship from 2010. The areas of study include – Hospitality Chef, Carpentry/Joiner and Metal Engineering. This number is low for Corrimal High School and the economic downturn has had a dramatic effect on this result.

Year 12 students attaining HSC or equivalent vocational educational qualification

All of our Year 12 students attained HSC or equivalent VET qualifications.

Staff information

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

Staff establishment

<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>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>29.2</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Teachers of Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistant</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</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>10.8</td>
</tr>
<tr>
<td>Total</td>
<td>58.9</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.
Two members of staff identify as of Aboriginal background.

**Staff retention**

Corrimal High School retains a very high degree of staff loyalty, such that 100% of permanent staff were retained in the school from 2010 to 2011.

During the course of the year Mr. Mark King was appointed Principal replacing Mr. Ron Heffernan; Mrs. Suzanne Groves was appointed as HT Mathematics replacing Mr. Les Edmunds and Mr. Garry Kemp, a senior industrial teacher with a long and proud record of achievement retired from service.

**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>88</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
</tbody>
</table>

**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: 30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td>Total income</td>
</tr>
</tbody>
</table>

| **Expenditure**                      |
| Teaching & learning                 |
| Key learning areas                  | 39605.31   |
| Excursions                           | 63205.28   |
| Extracurricular dissections          | 35050.74   |
| Library                              | 7854.76    |
| Training & development               | 164.18     |
| Tied funds                           | 353042.37  |
| Casual relief teachers               | 124712.93  |
| Administration & office             | 99407.33   |
| School-operated canteen              | 100770.94  |
| Utilities                            | 69447.11   |
| Maintenance                          | 25523.91   |
| Trust accounts                       | 11923.00   |
| Capital programs                     | 0.00       |
| Total expenditure                    | 930707.86  |
| Balance carried forward              | 515415.79  |

A full copy of the school’s 2011 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 2011**

**Achievements**

**Arts**

Every year thousands of Australian students enter the Dorothea Mackellar Poetry Competition. In 2011, 9 Corrimal High students entered 26 poems, and one of our students come first in her category.
Tina Green travelled with her mother to Gunnedah to receive her award for winning first place with her poem “Black Feather”. Tina entered 2 poems into the Learning Assistance and Special Education Secondary Category. Her second poem “From the Sea “was also Highly Commended.

Judge, Joanne Horniman presenting the award to Tina Green. (Photo courtesy of the Namoi Valley Independent)

Hayley Pymont a Year 11 student was also awarded a Highly Commended in the Senior Secondary Category for her poem “She”.

At Corrimal High School, all students in years 7-11 participate in a public speaking program that forms part of their formal assessment. Students are also involved in in-class debating programs. Students are given opportunities to represent the school with 8 students participating in the South Coast Public Speaking Competition hosted by Holy Spirit College where one CHS student placed second. Two Year 11 students represented Corrimal High School at the Lions Club Youth of the Year.

A public speaking squad was formed and went on an excursion to Sydney to watch the NSW final of the DEC Legacy Speaking Competition. Leaders from this public speaking squad then took part in a Gala Public Speaking Day at Corrimal High School when 100 local primary school students visited and participated in a series of workshops, speak-offs and viewing of visiting exhibition speakers. It was an enormously successful day, much enjoyed by the feeder schools. We look forward to building on this squad next year and participating in more public speaking events.

On August 26th and 27th, 32 of Corrimal High School’s students took part in Southern Stars 2011. Southern Stars 2011 involved over 1500 students from the Illawarra and South East region dancing, singing and acting.

The 2011 show was “SHARE THE MOMENT” and the theme is all about sharing special moments in time and place. Corrimal High’s beautiful dancers performed in the segment “inventions” which focused in on the invention of the wheel, telephone, car and the internet. The girls danced to Lady Gaga’s “Telephone” and then you tube hit “Download this song”. As well as these dances the girls were involved in a first half finale and show finale.

Sport

Corrimal High School students have 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.

3 of our students represented the South Coast Area at State level in athletics; Timothy Pymont (Year 7); Cody Woods (Year 8) and Anthony Dreizi (Year 10). 3 of our students represent the South Coast Area at State level in swimming: Daniel St George (Year 8), Joshua Bond (Year 10) and Jamie Brinkworth (Year 11).

Wayne Marshall (Year 12) received a Pierre de Coubertin award from the Australian Olympic Committee.

Evander Cummins (Year 12) represented Australia in Rugby League.

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 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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/or

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 in bands: Year 7 Reading](image)

![Percentage in bands: Year 7 Writing](image)
In 2011 the percentage of our students in the top two bands, Bands 8 & 9 for Reading, 13.5%, and Writing, 13.5%, were equal or above the statistically similar school group (SSG) of 13.7% and 9.7%. In particular Year 7 students did particularly well in Writing with the average score for writing at Corrimal High was 521.1 compared with the average score for students in the state Department schools of 514.9

**Numeracy – NAPLAN Year 7**

In 2011 the percentage of our students in the top three bands, Bands 7, 8 & 9, 40%, was above the statistically similar school group (SSG) of 32.7%. However, the average score of 506.9 while above the SSG average score of 505.6 was still well below the state DEC average score of 540.3

**Literacy – NAPLAN Year 9**

In 2011 while the percentage of our students in the top three bands, Bands 8, 9 and 10 (29.5% for reading and 23.7% for writing), was above the statistically similar school group (27.1% for reading and 22.4% for writing), the average score for reading (549.20) and writing (520.7) while above the SSG average scores was still well below the state DEC average score of 573.2 for reading and 547.2 for writing.

**Numeracy – NAPLAN Year 9**

In 2011 the percentage of our students in the top three bands, Bands 8, 9 & 10 24.7%, was below the statistically similar school group (SSG) of 26.1%. However, the average score of 548 while just above the SSG average score of 547.4 was still well below the state DEC average score of 581.5
School Certificate

Percentage of students in performance bands: Year 9 Numeracy

Percentage of students in performance bands: School Certificate Mathematics

Percentage of students in performance bands: School Certificate English

Percentage of students in performance bands: School Certificate Science
In 2011 our students average results were above the average results for students in statistically similar school groups in English; Mathematics; Science; Australian History, Civics and Citizenship; Australian Geography, Civics and Citizenship; and Computer Skills. The results for English in particular were excellent with 85.1% of our students receiving the top 3 band results (Band 4,5 and 6) compared with 81.9 % of state DEC students.

The excellent result in School Certificate English is shown in the relative performance comparison to the Year 5 students’ result of 0.2. By definition, the state average is zero (0). All other subjects are above their 5 year average results.
The results of students in the Higher School Certificate compared to their results in the School Certificate was less than state average which is by definition zero (0).

Minimum standards
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.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Aboriginal education
In 2011 Corrimal High School had 47 Aboriginal students. These students not only made up close to 10 percent of our student body but many also made up students who participated in extracurricular activities and on student committees.

All students have had Personalized Learning Plans created through student, parent and community involvement. Norta Norta funding was approved for in class tuition to further address outcomes. This has also allowed Individual Learning Plans to be put in place as required. Further in 2011 many of our students were acknowledged by teaching staff with Achievement Awards recognizing success across a wide range of disciplines. Leadership continues to be a focus with our school captain and vice-captain being students with Aboriginal cultural backgrounds.
All Aboriginal students and many non-Aboriginal students were invited to partake in the 2011 NAIDOC Week at Corrimal High School where they constructed a bush tucker garden to use on later occasions and painted, with the assistance of a local Aboriginal community artist, an Aboriginal story told by Mr. Monty (Boori) Pryor. Boori is an Aboriginal Educator, writer and musician who is a regular contributor to our whole school Aboriginal focus. 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 Aboriginal students from other high schools in this event.

Closer associations with community groups have been achieved this year. The cooperative partnership between the NIAECG (Northern Illawarra Aboriginal Education Consultative Group) and the school continues to be a valuable resource not only on student centered resources but also on staff development and awareness of the Aboriginal culture.

Corrimal High School has continued its community partnership with Australian Indigenous Mentoring Experience (AIME) and the University of Wollongong to increase Aboriginal engagement and retention rates. The program ran during our schools terms where students attended tutoring workshop. Aboriginal students from the University volunteered to act as mentors and role models. Workshops were presented on a variety of topics and all students attending could gain access to help with their studies.

The AIME program will continue at Corrimal High in 2011.

Multicultural education

The school population of non-English speaking background (NESB) students is relatively high with 66 students.

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.

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.

In 2011 all Year 7 students at Corrimal High School were given the opportunity to study Mandarin Chinese as a foreign language.

Over the year many students have displayed a strong aptitude towards Chinese and were given the opportunity to meet with other students studying Mandarin from Beverly Hills High School in Sydney.

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.

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.
**National partnership programs**

Corrimal High School participated in both Priority Schools Programs (PSP) and Low SES School Communities National Partnership. These programs supported a Learning Support Centre and school wide Literacy and Numeracy support.

The Learning Support Centre (LSC) completed its initial year having helped twenty two students achieve outcomes across the curriculum through the completion of alternative learning projects. Students engaged in a number of activities including construction, cooking, gardening, water quality monitoring, and jewellery making as well as resiliency and anger management training. Students that attended the LSC also completed common assessment tasks that were forwarded to the staff from the faculties of the Key Learning Areas.

This year Corrimal High School has addressed the individual literacy learning needs of students across our school population through various key strategies:

- A whole school approach to developing persuasive writing skills
- Learning Support Teachers to work with students experiencing difficulties
- Monitoring of student progress through staff consultation and evaluation.

Corrimal High School has been utilising data obtained from NAPLAN results to prepare individual learning plans for students experiencing difficulties. This year a Learning Support Teacher was employed to work with identified students and contribute towards the importance of their literacy development. In particular, students identified as below national minimum standards were presented with the opportunity to have tutorial assistance within classroom settings and on an individual or small group basis. This was very well received by a number of our students who appreciated the individual focus upon their education.

This programme that sought to draw individual focus to the literacy needs of our school population changed over the course of the year to also include students attending with English as a Second Language background. On such occasions, a Learning Support Teacher was provided to assist in the delivery of lessons and provide meaningful tutorial assistance that included, but was not limited to, the cultural idiosyncrasies of English and Australian texts.

**Other programs**

**Motivation Class**

Corrimal High School's motivation program provides students with a unique opportunity to be part of a challenging and esteemed learning environment.

The aim of the motivation class is to ensure likeminded students are placed together and extended and enhanced in a broad range of abilities in the intellectual, creative, socio-emotional and physical areas of school life.

Students who are specifically selected in this class are typically students who are enthusiastic about learning and will extend themselves beyond the classroom experience.

Students in this class will have the opportunities to engage in differing programs that aim to extend the student in each faculty area, they will design and develop a major motivation project, and partake in a camp, just to name a few of the things students will be involved in.

By the time the students leave the motivation class in Years 9 and 10, it is expected they will have:

- received a high quality and well-rounded education.
- experienced success in learning and optimised their potential.
- acquired the skills and desire to be learners for the rest of their lives.
- equipped themselves with the skills to make positive contributions to society.

**Progress on 2011 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 13% 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, this means that we have met our targets of having 94% of students above National Minimum Standard.

**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 2011 our school carried out evaluations of the Learning Support Centre and Senior Curriculum Offerings by National Partnerships Program. The objective of the Centre is to identify those students with high-absenteeism and/or high suspension rates, and re-engage them in education, in an alternative setting, better suited to their learning needs. Teachers were be specifically selected to be trained and deliver the alternate teaching programs

**Findings and conclusions**

At the end of term three an extensive review of the LSCs success showed that students attending the LSC had almost a forty per cent improvement in days attending school and a nearly equal reduction in office referrals for behaviour. In term four all staff were consulted for advice in order to improve the delivery of services by the LSC.

**Future directions**

Out of this process came a clear affirmation of the usefulness of the LSC as well as several suggestions on how the centre could improve. These suggestions have been acted on and new policies will be adapted by the teacher appointed to run the LSC.

**Curriculum**

**Senior Curriculum Offerings**

**Background**

The increase in compulsory leaving age from 15 to 17 in the previous year impacted on a small but significant number of students who had previously determined to leave school at the earlier age. Like most schools, Corrimal High School sought to address the needs of these students in 2010. The most obvious opportunity to do this was in the nature of the courses that these students were studying. Following consideration of the problem at the school executive development conference, a group of head teachers was convened to evaluate possible course options that would be suitable to introduce.

**Findings and conclusions**

Following interviews with students and parents, visits to other schools and further discussion among staff, the school created Work Studies and English Studies classes for the first time and agreed upon a subject line arrangement of senior
courses to better suit this part of the senior cohort.

Future directions
Following successful introduction of these changes, they will be retained in 2012.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
The school will aim to increase levels of Literacy and Numeracy for all students

2012 Targets to achieve this outcome include:
- Increasing the percentage of Year 7 students in the proficient bands of NAPLAN by 2 %
- Increasing the percentage of Year 9 students achieving at or above the national minimum standards in NAPLAN by 2 %

Strategies to achieve these targets 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. [Enter text here.]
- Individual learning plans for identified students who have not met national benchmarks with a specific focus on developing Literacy and Numeracy skills.

School priority 2
Outcome for 2012–2014
The school will increase overall attendance to achieve parity with regional average attendance outcomes.

2012 Targets to achieve this outcome include:
- 1 % improvement in overall attendance over each of the next two years of school.

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.

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 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: