

Caringbah High School Annual Report



2016



8240

Introduction

The Annual Report for **2016** is provided to the community of **Caringbah High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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School background

School vision statement

We will provide high quality and innovative education in a dynamic and caring environment.

Our school will provide:

- Opportunities for all students to develop their talents and explore their potential in a nurturing environment
- State of the art facilities to engage students in their learning
- Highly experienced, dedicated and caring staff
- Developing young people into responsible and caring community members
- Ongoing links to universities and learning institutions to prepare students for lifelong learning
- A welcoming and friendly school where parents are valued partners in their child's education

School context

Caringbah High is an academically selective and co-educational secondary school of around 910 students located in the southern suburbs of Sydney. The school provides a challenging academic curriculum as well as spirited cocurricular music, creative and performing arts, and sport programs. Our students are encouraged to participate in a wide range of learning experiences in order to enhance their individual strengths and talents. We aim to provide a secure and caring environment in which to develop young people who strive for academic excellence and who are socially responsible, independent, lifelong learners. We work tirelessly to build meaningful partnerships with the school community, forging ties with industries and educational institutions in order to provide our students with the opportunity to reach their full potential in their future lives and careers.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domains of Learning, Teaching and Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Independent and inspired lifelong learners, engaged and challenged, resilient and resourceful

Purpose

To challenge and engage students, enhancing their capacity in all fields of endeavour and utilising their talents in a rich variety of experiences in, and beyond, the classroom. We will facilitate the development of the skills necessary for our students to be successful lifelong learners, building in them the confidence to adapt to a changing world and solve the challenging problems of tomorrow. Our students will be well-rounded, active participants in all aspects of school-life, encouraging their growth as resilient, resourceful and empathetic citizens with the potential to have a positive impact on the society of the future.

Overall summary of progress

Our school focus on bringing about improvement for the gifted and talented learner has had a significant impact on our students. The school uses an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students. The implementation of study skills programs has seen an improvement in exam preparation and decrease of anxiety for all learners. The development of a Stage 6 Transition program has ensured a smoother transition for senior learners. This is evidenced through internal and external data analysis. We provide a range of extra-curricular offerings for student development, supporting the culture of positive behaviour at the school. Improved learning environments for the future focused learner has provided greater flexibility for individualised learning. Progress in the redesign of learning spaces has stimulated student and inspired staff to implement innovative practice to challenge our gifted and talented learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Key quantitative and qualitative measures will include, where relevant: <ul style="list-style-type: none">• All HSC value-added results to be greater than 1.0 when compared to other schools• Increase from 54% to 100% on students' measure of their engagement on the TTFM survey• An increase in strategies to support 21st Century Learners• All staff and students showing positive behaviours for effective learning• All students within the school community involved in at least one co-curricular activity	All staff use analyses internal and external assessment data to monitor, track and report on student and school performance. The school uses the Tell Them From Me Survey and other data sources to evaluate school improvement Redesign of learning spaces has inspired innovative practices and engagement in learning for the future focused 21st Century learner. The school reviewed welfare structures to enhance positive behaviours for effective learning. There has been an increase in student participation in co-curricular activities.	Teacher allocation \$2,500 Furniture \$10,000 Teacher allocation \$4,500 co-curricula - instructors and equipment \$100,000

Next Steps

- The school will combined data analysis and evidence based research to bring about improvement in student learner and effective pedagogical practice.
- Professional development for all staff to ensure effective implementation of new curriculum
- Professional development of differentiation and the gifted and talented learner
- Review of Literacy and Numeracy programs

Strategic Direction 2

High performing teachers, collaborative lifelong learners

Purpose

To provide staff with the skills and knowledge required to use evidence based, best-practice pedagogical approaches in delivering quality teaching and learning across the school. We will strive to maintain a safe, high performing learning environment for staff, fostering growth and professional development for teachers at all stages of their career. Our teachers will be confident, collaborative educators who are able to expertly cater for the needs of gifted and talents learners.

Overall summary of progress

Professional learning at Caringbah High School is implemented and aligned with the School Plan 2015-2017. Furthermore, the impact of professional learning on the quality of teaching, and student learning outcomes, is evaluated accordingly. All staff participate in the Performance and Development Planning process with goals aligned to DoE and school strategic directions and the Australian Professional Standards for Teachers. The school has developed a model of teacher observations that involve specific coaching techniques to enhance teacher reflection. Targeted professional learning was given to teaching seeking and maintaining accreditation. The focus of our professional learning in 2016 has been on student learning and wellbeing for the gifted and talented learner, teacher learning and school learning. The executive team at Caringbah High School participated in professional learning on leadership, school planning and the NSW Excellence Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Key quantitative and qualitative measures will include, where relevant: <ul style="list-style-type: none">All teachers seen as proficient when assessed against the Australian Teaching StandardsAn increase in the number of staff applying for accreditation at higher levels and applying for leadership positions within the school and wider educational communityWhen measured by the TTFM survey, an increase in the numbers of teachers receiving feedback on their teaching from the executive and colleagues	Teacher knowledge and understand of the Australian Professional Standards for Teachers Increase in teacher leadership roles Teacher involvement in collaborative practice and number of lesson observations.	Teacher allocation \$15,000 Professional Learning budget \$4,500 Teacher allocation \$9,000

Next Steps

- Teachers using data analysis and evidence based research to bring about school improvement
- Review of lesson observation structure to including learning walks, video practice, instructional rounds
- Teacher professional learning on seeking accreditation and maintaining accreditation
- Support for teachers seeking higher levels of accreditation

Strategic Direction 3

A high performing school, informed and inclusive, organisational excellence

Purpose

To enhance a school community that has high expectations, a positive learning culture that is inclusive and communicates effectively through organisation excellence. The school values and supports activities that build and promote positive productive relationships within the school and wider community. The Caringbah learning community will work together to build a learning organisation that is effective and efficient through the introduction of new and improved ways of doing business.

Overall summary of progress

School planning is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main. The refinement of our Caringbah High Team's program has allowed our school community to engage in the school directions toward excellence. The monitoring of Milestones has determined our direction towards effective implementation of the School Plan. Our whole school communication strategies and collaborative decision making has been streamlined with the use of more effective management systems. The school participated in an external validation process based on the NSW School Excellence Framework in its pursuit of excellence and the provisions of high quality educational opportunities for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Key quantitative and qualitative measures will include, where relevant: <ul style="list-style-type: none">All school community members using Caringbah High School business systems to ensure organisational excellenceAll staff and a greater number of the wider school community engaging with the collection and analysis of data for ongoing improvementAll members of the school community receiving updates on the progress of the school improvement plan through achievement of milestones and the annual school report	School professional development on Sentral School professional development on evaluative practices Professional learning to enhance staff development on school systems Streamlined strategies for more effective school planning and development Completion of school validation based on NSW School Excellence Framework Implementation of a student/parent portal to improve communication	Sentral costs \$20,000 Professional Learning Budget \$4,500 Teacher allocation \$9,000 Teacher allocation \$5,000

Next Steps

- The school will continue to using strategic planning and evidence based research to bring about school improvement.
- Professional development and implementation of LMBR
- Expansion of student/parent portal on Sentral
- review of school policies and procedures to ensure alignment with DoE policy

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Our school community has been made more aware of the current situation with our indigenous people through curriculum-based learning and special presentations. Our three aboriginal students have been provided with access to additional learning support and involvement in culturally specific projects.	Aboriginal Background Funding <ul style="list-style-type: none"> • Aboriginal background loading (\$1 700.00) • Base School Allocation Funding (\$1 500.00)
Low level adjustment for disability	The individualised learning plans developed, learning adjustments made and additional support provided has resulted in identified students achieving improved outcomes throughout the year.	Low Level Adjustment Disability Funding <ul style="list-style-type: none"> • Low level adjustment for disability (\$31 825.00)
Socio-economic background	Through the application of this funding, students with lower socio-economic backgrounds have been provided with access to the full range of curriculum and curricular learning opportunities.	Socio-economy Background Funding <ul style="list-style-type: none"> • Socio-economic background (\$14 500.00)
Support for beginning teachers	Early career teachers, in the first two years, have received support both through the reduction of their teaching load and through the provision of a subject-based mentor. This has provided additional time for teachers to develop resources, evaluate their teaching style and undertake all the administrative tasks involved in the teaching role.	Beginning Teacher Funding <ul style="list-style-type: none"> • Support for beginning teachers (\$10 000.00)
Base School Allocation Funding	The utilisation of both identified Professional Learning Funds and Per Capita funding has allowed staff to engage in a wide range of professional learning related specifically to the school plan and faculty & individual goals. Additional resources have also been purchased throughout the year to support the implementation of this new learning, resources have been purchased	Staffing course costs resource materials <ul style="list-style-type: none"> • Base School Allocation Funding (\$116 119.00)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	451	465	476	489
Girls	458	446	436	425

Each year the Department's High Performance Unit appoints 150 applications to year 7. The basis of this appointment is the score that combines centralised test results with school-based assessments.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	98.1	97.6	97.1	97
8	96.5	96.7	95.9	96.7
9	95.5	96.2	96.2	97.1
10	95.5	94.6	95.3	97.2
11	95.6	94.4	94.7	97.7
12	94.8	94.5	94.6	97.8
All Years	96	95.6	95.6	97.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

The overall attendance patterns at Caringbah High continue to be well able state averages. For the first time in 2016, our average attendance rates across all years exceeded 97%.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	1
University Entry	0	0	98
Other	0	0	0
Unknown	0	0	1

As Caringbah High is an academically selective secondary school the majority of students accept a university placement. In 2016, over 50% entered STEM (science, technology, engineering and mathematics) degrees while 32% are undertaking combined degrees and 28% are studying in the area of commerce/business. UNSW, 34%, USyd, 24%, and UTS, 21%, are attended by the majority of our students with the others attending a range of tertiary institutions both in Australia and overseas.

Year 12 students undertaking vocational or trade training

One student from the 2016 cohort is undertaking a vocational education course.

Year 12 students attaining HSC or equivalent vocational education qualification

All students attained the Higher School Certificate. The academically selective nature of the school community meant that no students completed an equivalent vocational education qualification

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.1
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	11.37
Other Positions	1.7

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The school has two indigenous staff members.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	81
Postgraduate degree	19

Professional learning and teacher accreditation

Expenditure for professional learning in 2016 was \$73,540. Average expenditure per staff member was \$955.06. Sixty one members of our teaching staff and sixteen school support staff had access to professional learning throughout the year.

Individual professional learning plans was developed in alignment with staff Performance and Development Plans (PDP) and the school plan. Professional Teaching Standards, quality observations were all part of the professional learning process at Caringbah High School.

All staff accessed additional professional learning through school funds to attend courses and workshops specific to their professional and curriculum learning needs.

The school's 'Teams' structure provided workshops throughout the year. These provided opportunities to enhance teaching and learning, career development and school business.

There was a renewed focus on Beginning Teacher support in our professional learning programs.

Teacher accreditation at Proficient was attained by two staff members in 2016 while one member of staff successfully maintained their accreditation. Others continued to work towards maintaining accreditation through ongoing professional development planning. Structures are now in place for accreditation at Highly Accomplished or Lead Teacher and there are four staff members who are investigating the expectations and processes involved for Highly Accomplished or Lead accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to November 30, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	497 088.00
Global funds	556 776.00
Tied funds	294 629.00
School & community sources	935 299.00
Interest	13 469.00
Trust receipts	251 976.00
Canteen	0.00
Total income	2 549 239.00
Expenditure	
Teaching & learning	
Key learning areas	245 697.00
Excursions	331 481.00
Extracurricular dissections	301 256.00
Library	9 037.00
Training & development	7 127.00
Tied funds	194 605.00
Short term relief	190 415.00
Administration & office	225 770.00
School-operated canteen	0.00
Utilities	99 701.00
Maintenance	93 705.00
Trust accounts	220 175.00
Capital programs	31 691.00
Total expenditure	1 950 665.00
Balance carried forward	598 574.00

School performance

NAPLAN

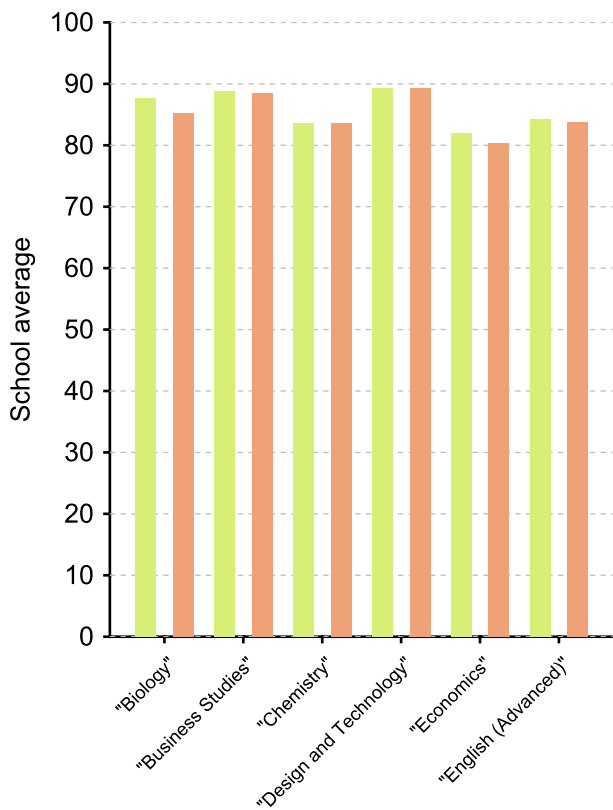
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

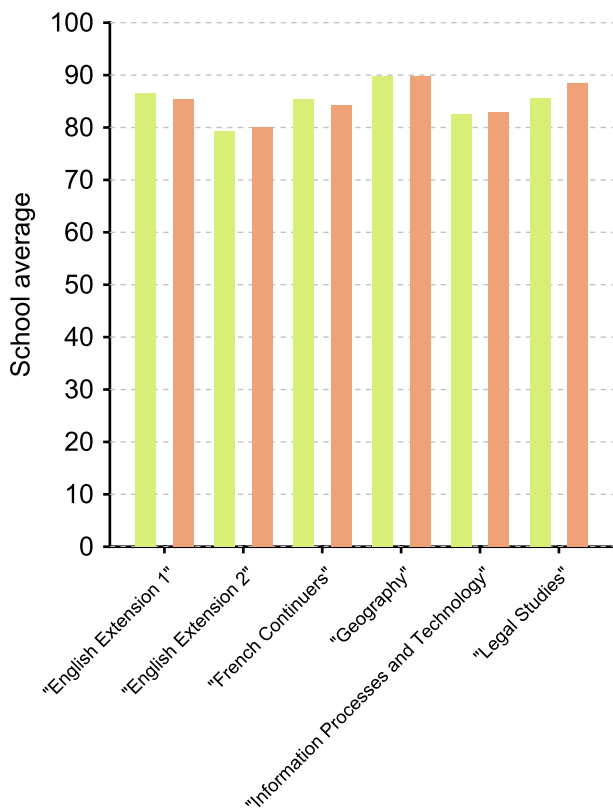
The data available in My School website clearly shows that overall student outcomes are substantially above the average of schools serving students from statistically similar socio-educational backgrounds. Our students have shown gain in all areas of NAPLAN between years 7 and 9.

Higher School Certificate (HSC)

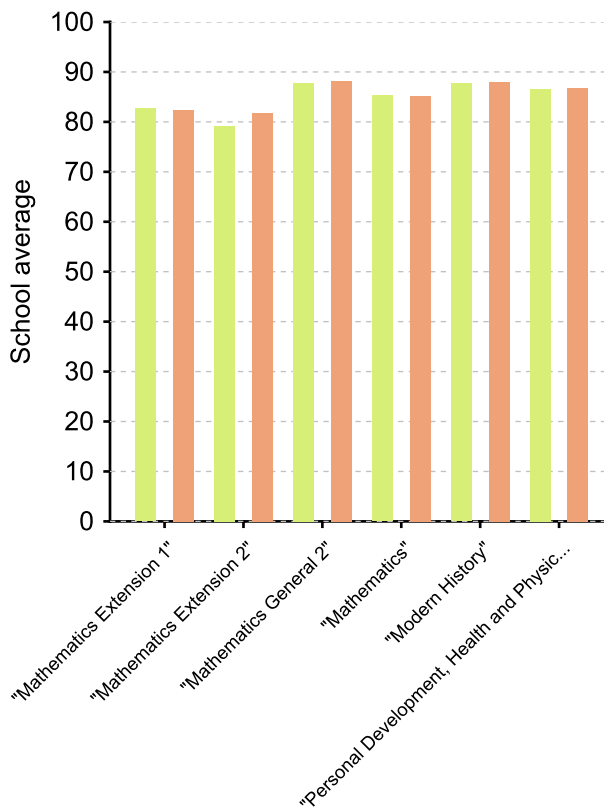
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



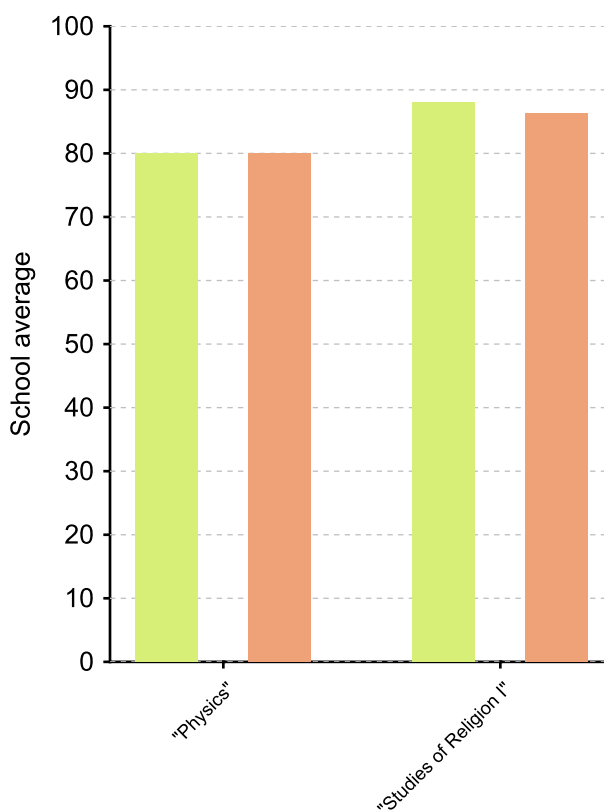
■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

Data contained in the graphs clearly shows that the school has maintained excellent results across all subjects. It is pleasing to note that all averages are above 80% with a number of courses consistently averaging around 90%.

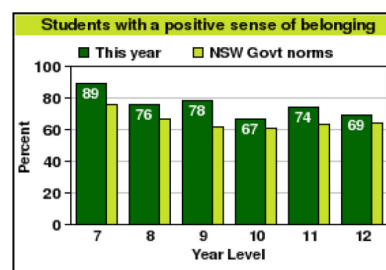
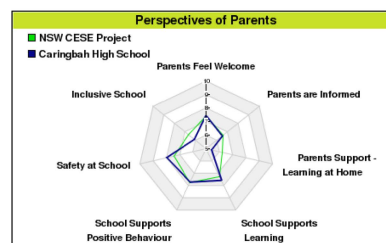
Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers about the school using the Learning Bars' Tell Them From Me Survey.

Parents

The 'Partner in Learning Parent Survey' is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The graph below provides an indication of parent attitudes in a number of areas of learning, welfare and communication. Further analysis of these results will allow us to redirect our focus in specific areas. It will be interesting to note the impact of initiatives, such as the recently released Parent Portal, on this vast area of communication.



Students

Each year the students undertake the 'Tell Them From Me' student survey. Over a number of years the feedback from this survey has allowed the school to address different aspects of school life. One area that indicates student satisfaction is 'Students with a positive sense of belonging'. This shows if students feel accepted and valued by their peers and by others at their school.

Students feel accepted and valued by their peers and by others at

their school.

- 76% of students in this school had a high sense of belonging; the NSW Govt norm for these years is 66%.
- 72% of the girls and 80% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 62% and for boys is 69%.

Teachers

The 'Focus on Learning Survey' is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of

the most important *Drivers of Student Learning*. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The second paradigm, related to dimensions of classroom and school practices, is based on the learning model followed by the Outward Bound program where participants are set challenging goals and supported through a variety of activities by ongoing explicit feedback from peers and teachers.

Policy requirements

Aboriginal education

The implementation of the Aboriginal Education and Training Policy has seen Caringbah High School target resources and professional learning to promote the inclusion of Aboriginal perspectives and content across all KLAs. Aboriginal education at Caringbah High School continues to be an important priority area in our school. Funding from North North and Aboriginal background is provided through DoE resource allocation so that students are given support as required. Focus is given to increasing literacy and numeracy outcomes and enhancing retention and engagement through the development and integration of indigenous perspectives across the curriculum. All Aboriginal students are fostered and supported through the process of developing individual education plans and student profiles that target the individual needs of each Aboriginal student. Funds in 2016 have been spent on building library resources such as literature and the purchase of indigenous maps of Australia for the purpose of engaging and inspiring our students' interest in Aboriginal culture. Funds have also been spent on providing tutoring for our Aboriginal students.

All formal meetings, assemblies and functions acknowledge the traditional custodians of the Dharawal people and we pay respect to the elders past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia.

Caringbah High will continue to strengthen our

relationships with our Aboriginal families, and the local Aboriginal community and we look forward to working together in 2017.



Multicultural and anti-racism education

The Multicultural Education Policy and the Anti-Racism Policy have supported the school community to acknowledge and respect cultural diversity and a sense of belonging through the celebration of days such as Harmony Day. The day involved activities about inclusiveness, respect and a sense of belonging for everyone. It was a day for all students to embrace cultural diversity and to share what we have in common. The central message for Harmony Day was that 'everyone belongs', reinforcing the importance of inclusiveness to all students. Data expelled from the Tell Them From Me survey shows a significant increase in students' sense of belonging at Caringbah High School.

Multicultural education is a whole school process that prepares students for their roles and responsibilities in an interdependent world. It places students at the centre of all school practices that promote multiple perspectives and an appreciation of cultural and linguistic diversity within a democratic society.

Students from language backgrounds other than English, both those born in Australia and overseas, comprise approximately one half of students enrolled at Caringbah High School. Our students bring with them a range of cultural and religious traditions.