

# Carlingford High School

## Annual Report



2016



8447

## Introduction

The Annual Report for 2016 is provided to the community of Carlingford 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.

Mr David Krust

Principal

### School contact details

Carlingford High School

North Rocks Rd

Carlingford, 2118

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9871 4222

## School background

### School vision statement

**Our school vision is ‘To develop considerate, responsible people who can learn and act independently to achieve personal excellence’**

**In valuing our students we: –**

- Genuinely care for their well being
- Consistently challenge students to give their personal best
- Always treat students fairly and with respect
- Aim to provide experiences that engage, motivate and maximise their learning
- See each student as an individual with particular learning needs

**In valuing our staff we: –**

- Work to ensure each teacher feels a sense of worth and belonging
- Aim to support each other in our daily work and responsibilities
- Believe in the importance of working and contributing as part of a cohesive team
- Recognise the expertise and skills of our colleagues
- Understand the importance of working flexibly with those around us to maintain positive relationships and a positive environment

**In valuing our school culture, we: –**

- Acknowledge the critical role each teacher plays in promoting our culture of high expectations and high achievement (personal excellence)
- Seek to share the responsibility for the maintenance of a safe, happy and effective learning environment
- Understand the importance of maintaining and following consistent approaches to school policy and procedures
- Celebrate the cultural diversity of our student population and understand the importance of promoting harmony and tolerance
- Recognize the importance of extra curricula programs and the efforts of staff in providing them.

### School context

Carlingford is a large, successful, comprehensive, co-educational high school located in the northern suburbs of Sydney. The school enjoys strong parent and community support and prides itself on providing a quality education across all areas of school life.

With a large student population comprising 72% from a non-English speaking background, Carlingford has a clear focus on meeting the needs of students from diverse backgrounds. In support of this, the school employs Community Liaison Officers for both the Chinese and Korean communities. The school has a structured and supportive welfare system designed to ensure a safe, well-disciplined learning environment where positive behaviour is expected, and high expectations for participation and learning are set.

Our focus is on the promotion of an engaging and innovative learning environment where students want to learn and give their best. There are extensive services to support student learning and to ensure each student reaches their full potential. The school has strong links with local partner primary schools and tertiary institutions. The school aims to develop within each of its students the skills, knowledge, attitudes and values necessary to participate confidently and positively in society.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### For all schools (except those 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. 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.

### In terms of the learning elements we identified:–

- There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.
- School programs address the needs of identified student groups including gifted students, students with disability and students for whom English is a second language.
- Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.
- Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code
- The school encourages students to recognise and respect cultural identity and diversity.
- Curriculum provision meets community needs and expectations and provides equitable academic opportunities
- The school provides a range of extra-curricular offerings for student development
- Teachers differentiate curriculum delivery to meet the needs of individual students. The school analyses internal and external assessment data to monitor, track and report on student and school performance
- Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.
- The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.
- Students are at or above national minimum standards on external performance measures.
- The school achieves good value added results

### In terms of the teaching elements we identified:–

- Teachers regularly review and revise teaching and learning programs.
- Teachers analyse and use student assessment data to understand the learning needs of students.
- The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data.
- The school leadership team regularly uses data to inform key decisions
- Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs
- Staff regularly evaluate teaching and learning programs including the assessment of student outcomes

- Teachers participate in professional learning targeted to school priorities and their professional needs.
- The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development
- Beginning and early-career teachers are provided with targeted support in areas of identified need
- Teachers understand and implement professional standards and curriculum requirements
- Teachers are committed to their ongoing development as members of the teaching profession.

**In terms of the leading elements we identified:–**

- The school is committed to the development of leadership skills in staff and students.
- The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.
- The three-year school plan has annual iterations focused on achieving identified improvements
- The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs
- An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually
- Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.
- The school acknowledges and celebrates a wide diversity of student, staff and community achievements
- School staffing ensures that full curriculum implementation and delivery requirements are met
- Systematic annual staff performance and development reviews are conducted
- The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning
- The school leadership team communicates clearly about school priorities and practices
- Administrative practices effectively support school operations and the teaching and learning activity of the school.

Our self-assessment 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

### DELIVERING QUALITY TEACHING AND LEARNING OUTCOMES

#### Purpose

The key focus for our school is to ensure that high quality teaching and learning occurs in every classroom, every lesson, and every day. This relies on a clear understanding from teachers of effective 21st century pedagogy and practices which will maximise the learning outcomes of every student. In our context, the strategic delivery of sustainable whole school literacy approaches also underpins students learning across all subject areas and is central to this strategic direction.

#### Overall summary of progress

Quality teaching is at the essence of ensuring quality learning outcomes are achieved and students reach their full potential. The implementation of a whole school 7–10 literacy program was identified as critical in underpinning and enhancing student learning across all faculties. Using the NSW literacy continuum, all faculties commenced the task of embedding specific literacy strategies into all programs. The strategies were contextual and ensured all teachers were supporting the development of specific literacy competencies for students within their faculties and classrooms. By the end of 2015 all faculties had completed the process as well as targeted professional learning in the delivery of identified literacy strategies. Over the course of 2016, these strategies became more common place in classrooms and continued to be refined in delivery to maximise their impact.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Increase the percentage of Year 9 students at proficiency (top 2 bands) in NAPLAN writing from 20% to 24%.</li><li>• Increase the percentage of Year 9 students at proficiency in reading from 41% to 45%.</li><li>• Reduce the percentage of Year 9 students at or below the national minimum standard in writing from 22% to 19%.</li><li>• Positive literacy growth evident from years 9–12 in external tests.</li><li>• Targeted staff have developed key skills in effectively mentoring pre service teachers via our Hub school project and links with ACU</li><li>• 2 additional clusters of schools (min 10 schools in total) have staff trained by ACU/CHS in effectively mentoring and supervising Pre service teachers</li></ul>	<p>The school is strongly focused on the development of literacy skills as an important core of learning. With reference to writing and reading targets for the top 2 NAPLAN bands for 2016, our results were significantly above state averages. The percentage of year 9 students below the national minimum standard remained at 22%, however the State average was 39%.</p> <p>Fourteen executive teachers from CHS were trained by ACU academics over 2 days in mentoring and coaching preservice teachers.</p> <p>A HUB cluster of schools was formed which involved ten other High Schools who each committed to sending 2 teachers for training with ACU. This program will be modified based on feedback from the executive group run at CHS. The HUB cluster's aim is to develop a sustainable model for schools in upskilling staff in effectively mentoring and supervising pre service teachers.</p>	<p>Professional learning for CHS staff in release time and attending literacy focused PL:– \$17,000</p> <p>Hub project including teacher release for staff at 10 schools, project officer salary, HUB conferences and resource development:– \$145,000</p>

#### Next Steps

The improvement in NAPLAN results in both reading and writing as indicated in the table above was pleasing as these were identified as areas where gains could be made. It is important to note that significant efforts were made in ensuring

the NSW literacy continuum was embedded in all junior programs and commensurate professional learning and support was provided for staff. The continued focus in both these areas will be required again in 2017 with the aim of further improving the external literacy achievement of students.



## Strategic Direction 2

MAINTAINING AND ENHANCING A QUALITY SCHOOL CULTURE WHICH MAXIMISES STAFF AND STUDENT ENGAGEMENT AND WELLBEING.

### Purpose

Carlingford High School has a strong culture of academic achievement and high expectations. Our staff are professional, dedicated and very experienced. They value the combined expertise and collegiality that exists amongst their colleagues and the support of parents. The maintenance and enhancement of this culture requires strategies and plans which reinforce similar attitudes in new staff to the school, supports the skill development of younger teachers, makes staff feel valued and builds leadership density. Key components to student engagement and wellbeing are the welfare practices adopted and provision of a well-rounded, quality education across all areas of school life.

### Overall summary of progress

The school has sought to continue to develop our mission of 'developing responsible and considerate students who can learn and act independently to achieve personal excellence'. Our school culture is aimed at consistently setting high expectations for students and in maximizing their learning outcomes through the provision of relevant and engaging environments. Combined with this our whole school focus on supporting students through a strong welfare system and opportunities which build resilience and harmony continues.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. (SEF)</li><li>Average numbers of merit awards increase in years 9– 10 by 30% and in years 11–12 by an average of 25%.</li><li>Evidence of greater consistency across faculties in managing difficult students.</li></ul>	<p>The whole school approach to well being is based on the school's core values of cooperation, achievement respect, learning and ownership (the CARLO way). The school extended its positive behaviour engaging learners program via the development of an agreed set of classroom rules based on the CARLO way for introduction in 2017. The consultation involved teachers, students and parents. These rules are the important first step in ensuring greater consistency in classrooms for modifying behaviour and setting consistent expectations for students.</p> <p>Following the introduction in 2016 of an electronic merit system, teachers have been encouraged to reward student achievement across core domains as well as service outside the school.</p>	Total funds which included teacher professional learning and the development of an electronic merit system:– \$19,000

### Next Steps

Surveys reveal the majority of students feel safe and connected at school and benefit from the strong welfare programs that currently operate. Similarly, staff feel valued and respected and acknowledge the expertise and professionalism of their peers. Notwithstanding, consideration needs to be given to programs and responses that directly support teacher well being and staff morale. Targeted PL in 2017 will be aimed in part at teacher self esteem and well being, given so much focus tends to be on improving teacher capacity. The CARLO classroom rules introduced for 2016 directly addresses consistency in managing difficult students.



### Strategic Direction 3

## BUILDING A QUALITY ICT ENVIRONMENT WITH EFFECTIVE SYSTEMS AND STRUCTURES WHICH SUPPORT LEARNING AND SCHOOL OPERATION

### Purpose

The rapid expansion of technology has changed the way in which learning can occur and organisations operate. Our school has a clear focus on developing a sustainable and effective technology infrastructure plan across the school which gives teachers and students the platform to maximise learning in every classroom. Alongside this, is the aim of providing relevant and accessible PL for staff which enhances their capacity to effectively and innovatively use technology in the class room. Supporting this plan is the need to ensure technology infrastructure is embedded in ways which enhance school organisation and operation.

### Overall summary of progress

The school's ICT infrastructure plan has ensured all students and teachers have access to a stable, secure internet connected computer in every classroom across the school. Additionally the school has demonstrated that a BYOD program for all students in Years 9 and 10 provides positive learning experiences and opportunities. The expanded use of technology has been shown to provide benefits which extends into a mandatory BYOD program for Year 7 in 2016.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>All students and teachers have access to a stable, secure internet connected computer in every classroom across the school.</li><li>The school sustains a mandatory BYOD program for all students in Year 7 and Year 8 in 2017 which enhances learning opportunities and outcomes for students.</li><li>Curriculum delivery integrates technology (SEF)</li></ul>	<p>The school has a stable and broad ranging technology infrastructure in every classroom across the school which includes an internet connected desktop computer and interactive whiteboard and/or data projector.</p> <p>The BYOD program was introduced with an uptake of 94% of students who purchased and carried their device to school each day.</p> <p>All year 7 programs were adapted to specifically incorporate the targeted and strategic use of technology in the classroom.</p>	Infrastructure costs, technology support and professional learning costs:- \$192,000

### Next Steps

The school has invested strongly in a baseline of technology infrastructure that extends to every learning space in the school. This infrastructure is well maintained and will continue to be rolled over as newer technology is introduced. The introduction of an optional BYOD program in 2015 for Years 9 and 10 was in response to the termination of the Federally Funded Digital Education Revolution which provided every Year 9 student with their own device. The school took the next obvious step in 2016 by requiring all students to bring their own device as a mandatory requirement on entering high school in Year 7. Continued professional learning for staff on effectively integrating technology into the classroom is an important feature underpinning this strategic direction as more year groups have their personal device at school each day as part of the BYOD program.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>English language proficiency</b>	These funds allowed for the employment of additional teaching staff with specific literacy expertise to support students with additional learning needs associated with their English language proficiency. This included one on one and small group withdrawal. Specific literacy resources were also purchased to support this specialist program delivery.	\$12,780
<b>Low level adjustment for disability</b>	Under the <i>Every Student Every School</i> initiative (Learning Support), students with additional learning needs in accordance with their individual learning plans received funding for additional teacher time, additional School Learning Support Officer time and teacher release for related professional learning and program coordination.	\$48,056
<b>Socio-economic background</b>	This flexible funding was used to support whole school programs and strategies as well as groups and individuals. Students with additional learning needs associated with their socioeconomic background were provided with student assistance to allow access to elective courses, learning support and provision of learning resources.	\$29,477
<b>Support for beginning teachers</b>	The funds were expended in releasing teachers to strategically plan and deliver quality teaching and learning in the classroom. Release time for mentor teachers allowed beginning teachers to get additional support from more experienced colleagues so as to facilitate the capacity building process. Additional funds were allocated towards the provision of Professional Learning opportunities for staff at the beginning of their careers including support for gaining accreditation at proficient.	\$67,883
<b>Targeted student support for refugees and new arrivals</b>	The funds for refugee students have been allocated to the delivery and implementation of a quality teaching and learning environment, a supportive culture of inclusion and wellbeing to enhance educational experiences and thus impact positively on student outcomes.	\$4,750

# Student information

## Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	690	679	696	714
Girls	499	476	463	467

## Student attendance profile

School				
Year	2013	2014	2015	2016
7	96.9	96.1	96.4	96.2
8	95.5	95.3	95.7	95.4
9	96.1	94.4	95.5	95.6
10	95.1	94.6	94.7	94.7
11	94.2	95.4	95	94.9
12	94.6	95.2	94.7	96
All Years	95.4	95.2	95.3	95.4
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

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	3	5
Employment	1	1	7
TAFE entry	2	4	5
University Entry	0	0	75
Other	0	1	3
Unknown	0	1	5

## Year 12 students undertaking vocational or trade training

27% of Year 12 students undertook vocational or trade training as part of their HSC in 2016.

## Year 12 students attaining HSC or equivalent vocational education qualification

100% of Year 12 students attained an HSC or equivalent vocational educational qualification in 2016.

# Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	56.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	3.2
School Counsellor	1
School Administration & Support Staff	13.37
Other Positions	1

\*Full Time Equivalent

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## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	69
Postgraduate degree	31

## Professional learning and teacher accreditation

## Teacher Accreditation

In 2016:

- 4 beginning teachers were working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient
- 3 beginning teachers were maintaining accreditation at Proficient
- 2 teachers were seeking voluntary accreditation at Highly Accomplished or Lead

## Professional Learning(PL) Activities and Participation

In 2016 the School Management Plan outlined strategic directions which provided the foundation for the development and delivery of whole school Professional Learning.

However, system priorities also informed the delivery of appropriate PL; therefore the School Development Day in Term 1 addressed the impact of the National Consistent Collection of Data (NCCD) on practices and procedures at school level. This was supplemented by an update on the school's collection of welfare data through a presentation on the Merit Plus system. All staff were provided with an opportunity to engage with these updated systems and procedures in follow up workshops on the day.

The School Development Day in Term 2 refocused on Literacy and best practice was highlighted with faculties presenting specific aspects of literacy integration. Follow up workshops focused on Writing strategies and giving effective feedback to improve the quality of extended responses. The collaborative approach to professional learning allowed all staff to participate in development and learning according to their level of expertise and on a needs basis.

An executive conference was held in April 2016 and colleagues were given the opportunity to engage with the School Excellence Framework and the Wellbeing Framework in the first session. The second day session was presented by Daniela Falecki and addressed Positive Psychology with a focus on Coaching and Mentoring.

The School Development Day in Term 3 focused on the Classroom Practice Continuum as a function of the Australian Professional Standards for Teaching in action. The staff engaged with the continuum as it related to classroom practice and the keynote session was followed up with workshops on the Continuum and effective classroom practices.

The final School Development Days in December 2016 addressed the procedure for obtaining the mandatory Working with Children's Check and a brief outline of procedures for accreditation for staff from 2018. A report back on an action inquiry project on Visible Learning was presented as well.

All directed PL sessions throughout the year sought to address both school and staff priorities and included workshops in teaching of reading and writing, the use of technology in the classroom, accommodations and adjustments for students with additional needs and welfare and discipline matters. The school also hosted an internal *'Teach Meet'* to celebrate the successful practices in literacy at school.

All sessions were attended by all staff and evaluations indicated that staff were engaged in the professional learning offered and were prepared and able to use the knowledge and skills gained to improve outcomes in the classroom.

## Total 2016 expenditure on Professional Learning:

\$71884

The following table indicates how funding has been used in attendance at external PL activities:

Description of PL activities	Participants
Quality teaching	2
Career Development	40
Welfare and Equity	13
Syllabus Implementation	59
Literacy	8
Beginning Teacher	21
School Identified	15
Vocational Education & Training	1
Information Technology	15

## Support provided by the school for Beginning Teachers

All staff are provided with support in terms of school policies and procedures through the provision of a staff handbook at the beginning of every year. Beginning teachers and new staff are provided with opportunities to participate in weekly forums led by the HT Teaching and Learning as part of an induction program. Further sessions are delivered in specific areas of need including Welfare and Discipline, Classroom Management and effective programming and planning. *Good Start, Great Teachers* is referred to as a basis for discussion of what constitutes effective teaching. Teachers with particular expertise address specific areas including classroom management and using IT in the classroom.

Further support is provided to prepare relevant staff for the process of accreditation at proficient level. All beginning teachers are also provided with a faculty mentor as a point of contact and support within the faculty. The school also provides time for these teachers to engage with relevant professional learning

to ensure quality teaching and learning occurs in the classroom. In 2016, time was made available through the use of targeted PL, both in and out of school.

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

### Financial information

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

Income	\$
<b>Balance brought forward</b>	<b>1 024 918.57</b>
Global funds	868 972.82
Tied funds	535 588.44
School & community sources	1 304 703.57
Interest	26 239.02
Trust receipts	178 983.46
Canteen	0.00
Total income	3 939 405.88
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	483 039.91
Excursions	141 126.01
Extracurricular dissections	306 672.46
Library	26 918.03
Training & development	70 860.19
Tied funds	329 271.47
Short term relief	162 832.75
Administration & office	359 758.24
School-operated canteen	0.00
Utilities	130 325.27
Maintenance	59 862.06
Trust accounts	174 315.92
Capital programs	553 147.48
Total expenditure	2 798 129.79
<b>Balance carried forward</b>	<b>1 141 276.09</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

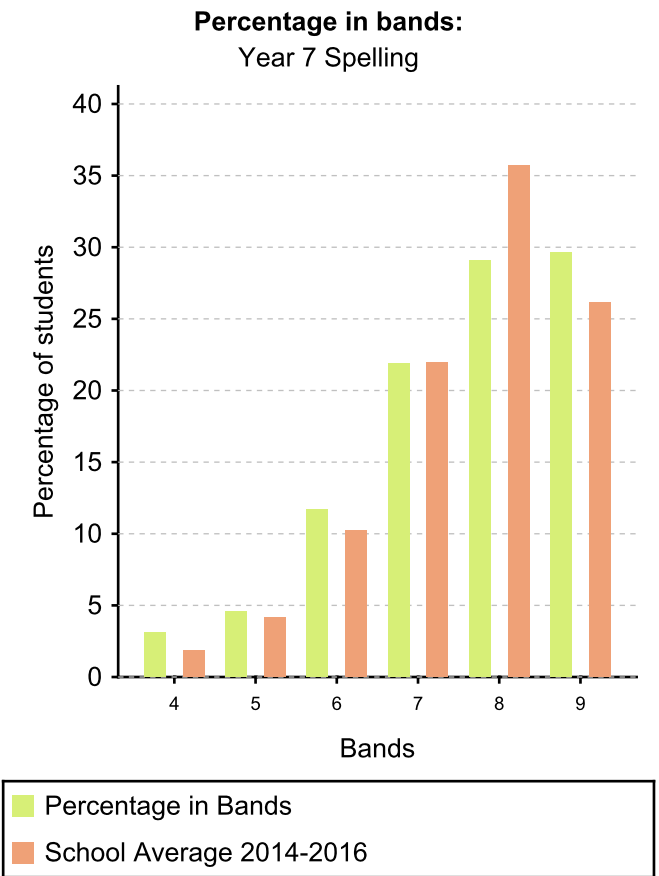
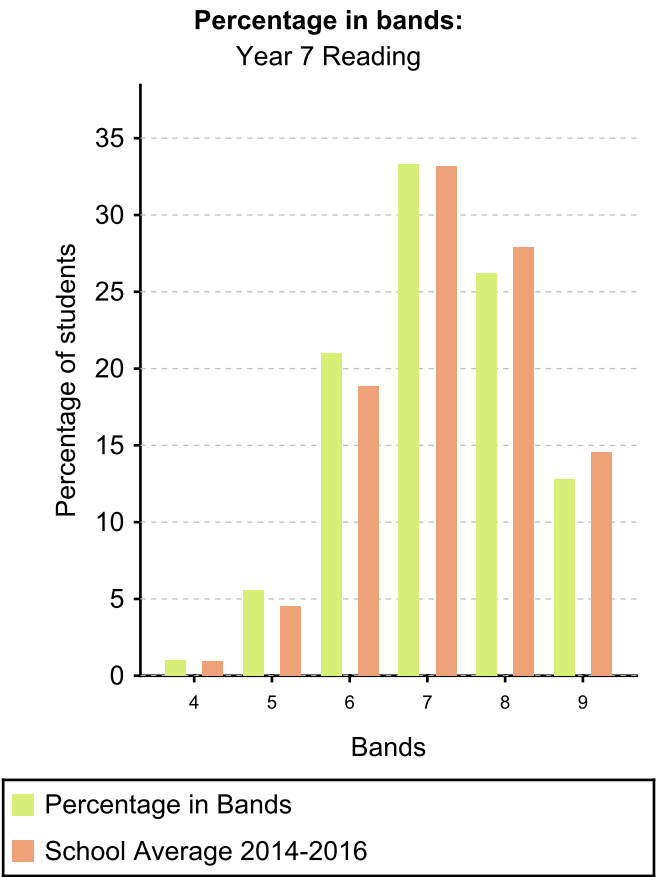
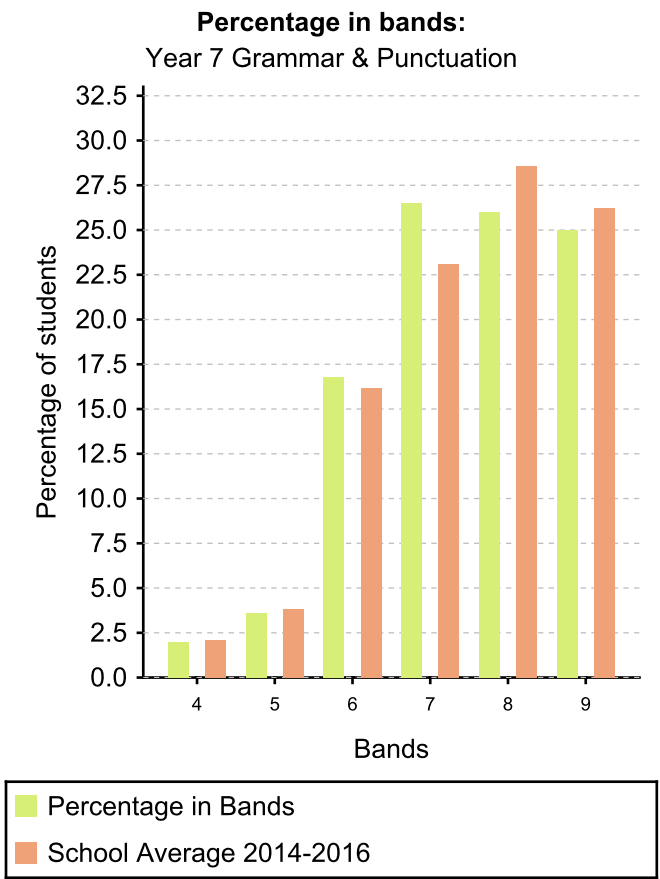
## School performance

### NAPLAN

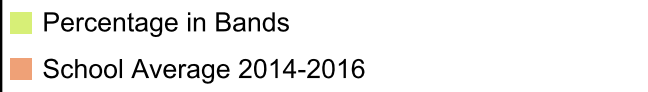
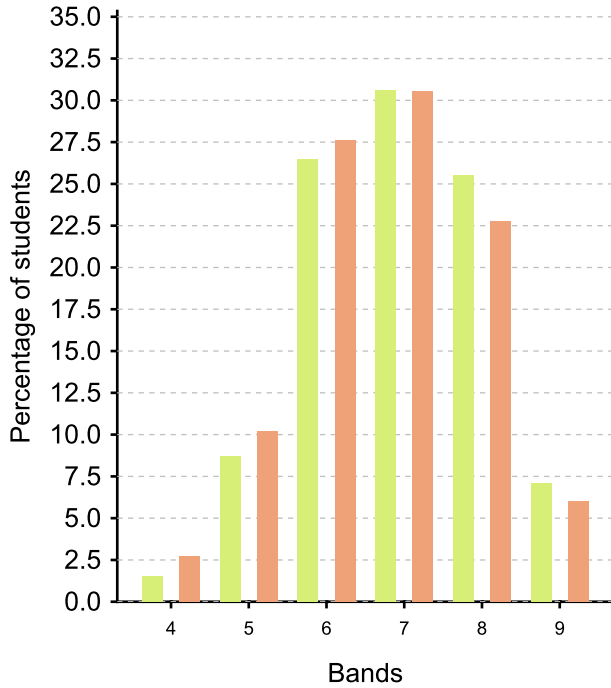
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

<Use this text box to comment on literacy NAPLAN data>

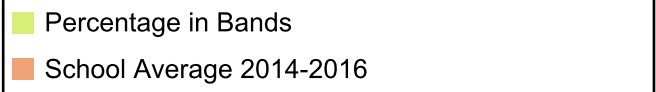
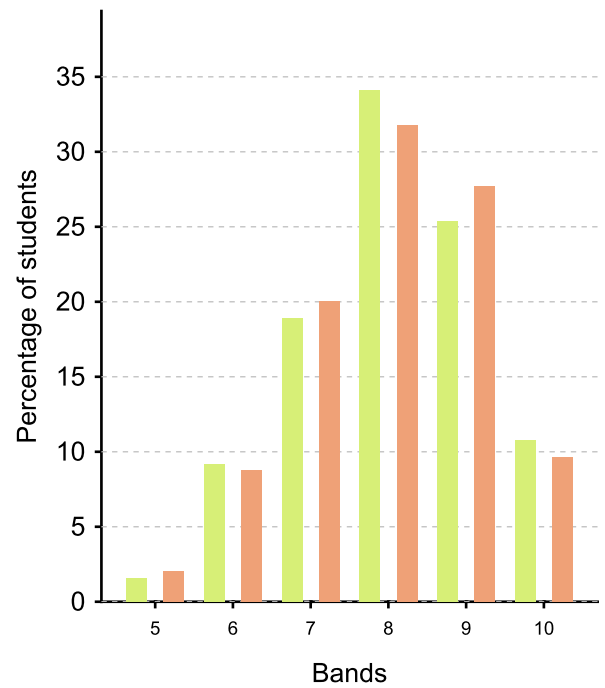
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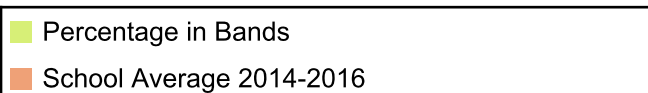
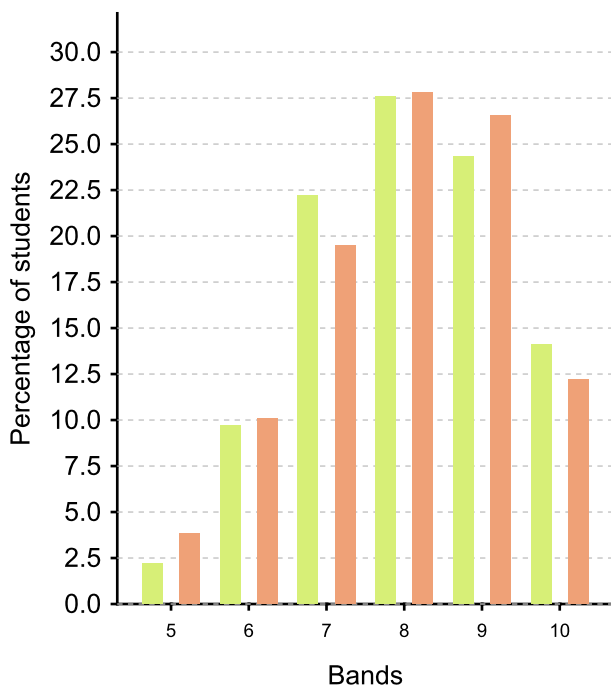
**Percentage in bands:**  
Year 7 Writing



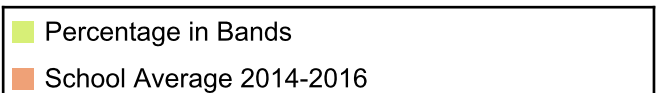
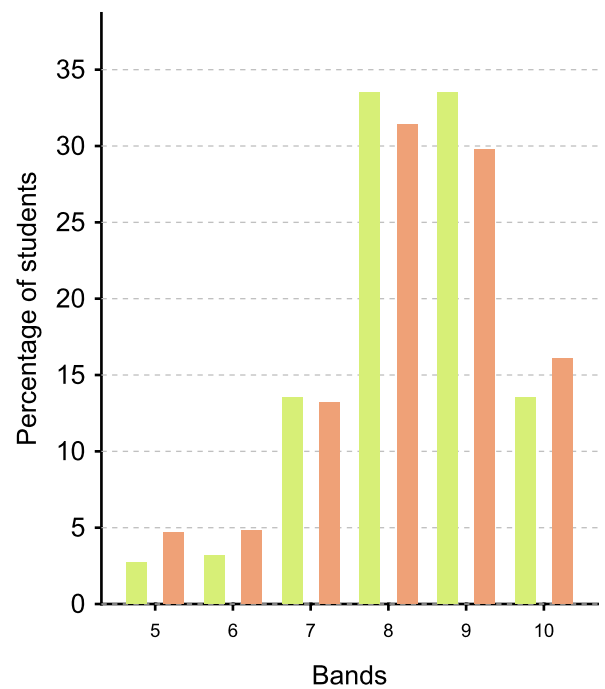
**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Grammar & Punctuation

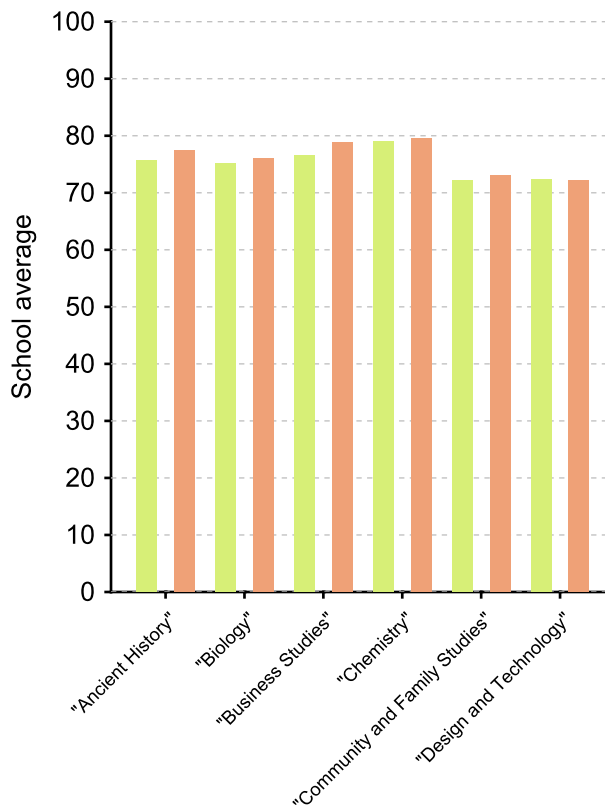
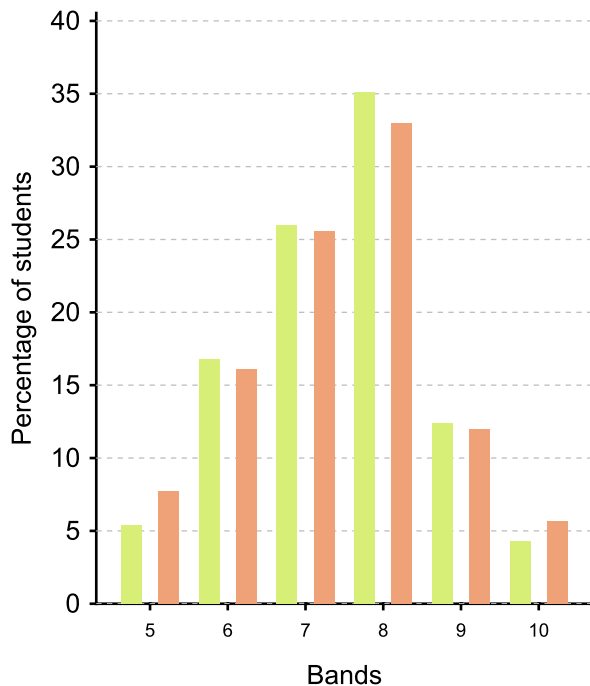


**Percentage in bands:**  
Year 9 Spelling





**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2014-2016

<Use this text box to comment on numeracy NAPLAN data>

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<You may choose to use this text box and statement to refer readers to the My School website:

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.>

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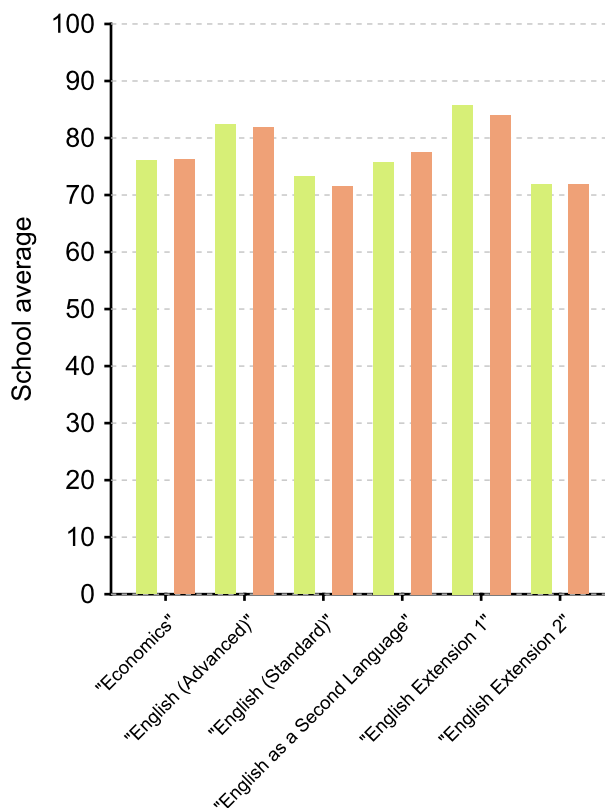
<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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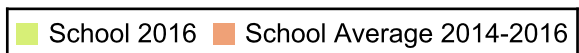
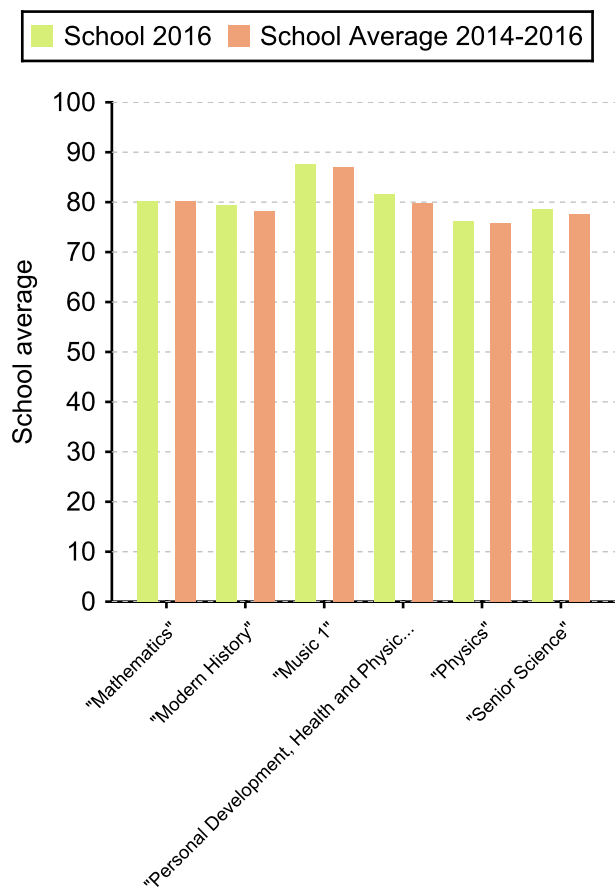
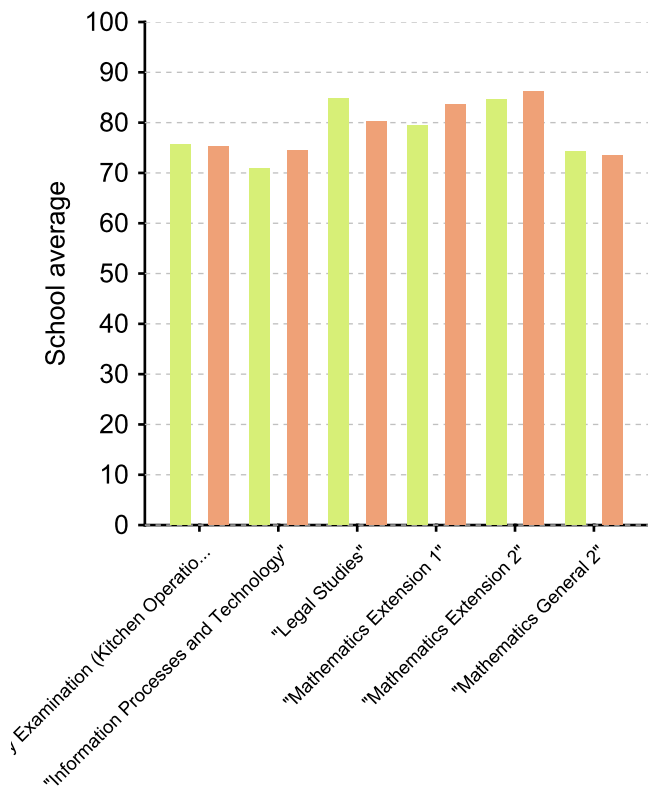
## Higher School Certificate (HSC)

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



# Parent/caregiver, student, teacher satisfaction

## Parent, Student Teacher Satisfaction

In 2016, Carlingford High School participated in the Tell them from me survey. The surveys were available for all students, parents and teaching staff to complete.

Participation in this survey gave the school valuable data to assess various aspects of school life including Social, Institutional and Intellectual engagement.

### Students

Students socially engaged at school are actively involved in the life of the school with friendships and extra-curricular activities. Carlingford High Students reported that they had a strong sense of social engagement within the school with more than 85% of students reporting having positive friendships at school.

Students who value schooling outcomes and meet formal rules of schooling are considered institutionally engaged. Over 95% of Carlingford High School students exhibit positive behaviour at school and attend school regularly. Over 80% of students value schooling outcomes and complete the required homework.

Intellectual engagement includes interest, motivation, and effort with schoolwork as well as being appropriately challenged in the classroom.

Carlingford High School students performed above the NSW Government school norms in all aspects of Intellectual engagement.

### Staff

Staff responses provided feedback on the eight drivers of student learning. Staff reported that the school has a strong learning culture with staff setting high expectations for student learning, closely monitoring student progress and giving written feedback on student work.

Staff also reported a strong use of data to inform teaching practice including lesson plans and student assessments.

Staff rated the school highly on being an inclusive school assisting students with special learning needs and setting clear expectations for classroom behaviour. Staff also use a range of strategies to help students achieve learning goals and give feedback on progress.

Staff reported they work collaboratively with other staff to improve teaching practice and assessment strategies.

### Parents

Parents' responses provide feedback on the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Overall, parents strongly indicated that they felt their children are safe when they come to school and that behaviour issues are dealt with in a timely manner.

Parents reported that positive behaviour is very strong in the school and that their children are overall, very clear about the school rules. Parents felt that teachers expect their children to work hard and that teachers have high expectations in the classroom.

Parents reported that they feel very welcome when they visit the school and that the office staff are very helpful. Parents reported that written communications are in clear, plain language and easily understood.

Some parents indicated they would like some improvements to the frequency and timing of communications about upcoming school events. In addition, some parents indicated that they would like earlier communication from teachers if their child is experiencing issues with their learning.

## Policy requirements

### Aboriginal education

Carlingford High recognises the importance of Indigenous Australians in the origin and development of Australia. At formal assemblies respect is paid to the traditional custodians of the land. This is also reflected in a variety of programs offered in our faculties as illustrated below.

**History:** Year 10 undertake a mandatory Civics and Citizenship unit focusing on the changing rights and freedoms of Aboriginal people. The Visual Arts faculty have contributed an activity on the Stolen Generation in the Stage 5 National Curriculum unit 'Rights and Freedoms' introduced in 2015.

**Legal Studies:** The Preliminary Course focuses on the characteristics of aboriginal customary law and the extent to which contemporary Australian law recognises Aboriginal and Torres Strait Islander law. In the HSC course, students examine Indigenous Human Rights in Australia.

**English:** Students in Year 7 to 12 consider indigenous issues through appropriate text choice and thematic studies.

**Science:** Students in Stage 4 investigate examples of Aboriginal and Torres Strait Islander peoples' understanding of the environment and the ways that traditional knowledge and western scientific knowledge can be complementary.

**Music:** A study of Aboriginal culture through listening to traditional music is undertaken in Years 7 to 10. Students may choose to create an original piece using percussion.

**HSIE:** Case studies are undertaken in Geography in tourism, Commerce in statistical sampling and Economics in budgeting.

Maths: Statistical data of Aboriginal health and mortality is studied in the senior years.

## **Multicultural and anti-racism education**

### **Multicultural education**

At Carlingford High School we aim to equip all our students with the knowledge, skills and values needed to participate successfully in Australia's culturally diverse society. As a school with 72% of our students from a non-English speaking background, we focus on meeting the specific needs of students from culturally diverse backgrounds; and developing in all students the skills and knowledge needed to participate successfully in a democratic, multicultural society. In 2016 our school via the student representative council ran a multicultural day where students dressed in traditional costumes and ran food stalls which raised money for charity. The school also recognised Harmony Day and NAIDOC week as part of events on our Calendar for Cultural Diversity. Harmony Day occurs on 21 March and coincides with the United Nations' International Day for the Elimination of Racial Discrimination. It is a day of cultural respect for all Australians from the traditional owners of the land to those who have come from many countries around the world. By participating in Harmony Day activities, we can learn and understand how all Australians from diverse backgrounds equally belong to this nation and enrich it. The ongoing theme of Harmony Day is 'Everyone Belongs'. Our school ensures inclusive teaching practices recognise and value the backgrounds of all students and promote amongst all students an open and tolerant attitude towards different cultures, languages, religions and world views.

### **Anti-Racism**

As part of the CHS Anti-Racism Policy the school appoints each year an Anti-Racism Contact Officer (ARCO) to assist in promoting cultural understanding and to deal with complaints or concerns regarding racist behaviour. Anti-racism is specifically taught across the curriculum, notably as part of the PDHPE curriculum where teachers use a range of resources from the Racism NO WAY and cooling conflicts website. Within the curriculum, students consider a wide range of reference material on racism, cultural diversity and understanding anti-racism legislation.