

# Caringbah High School Annual Report



2017



8240

## Introduction

The Annual Report for 2017 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.

David Chapple

Principal

### School contact details

Caringbah High School

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9524 3859

## 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 School 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 co-curricular 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

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 the domain 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 process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

The school has an integrated approach to quality teaching, curriculum planning and delivery and assessment that promotes learning excellence and responsiveness in meeting the learning needs of 21st century gifted and talented students.

We have begun to build student capability to be self-directed independent and inspired lifelong learners who apply 21st Century learning skills.

Our students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

The school has a strategic and planned approach to support the cognitive, emotional, social and physical wellbeing of all students and is in line with the Every Student, Every School policy.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Key quantitative and qualitative measures will include, where relevant: <ul style="list-style-type: none"><li>• All HSC value-added results to be greater than 1.0 when compared to other schools</li><li>• Increase from 54% to 100% on students' measure of their engagement on the TTFM survey</li><li>• An increase in strategies to support 21st Century Learners</li><li>• All staff and students showing positive behaviours for effective learning</li><li>• All students within the school community involved in at least one co-curricular activity</li></ul>	Teacher Professional Learning funds as required to support projects \$9,000  Student learning seminars \$84,000	Faculties have developed teaching and learning programs that engage and challenge gifted and talented students with a strategic focus on developing: <ul style="list-style-type: none"><li>• higher order thinking and learning skills</li><li>• extra-curricular opportunities</li></ul> The school has implemented a whole school approach to assessment practice with a strategic focus on: <ul style="list-style-type: none"><li>• formative and summative assessment</li><li>• explicit and quality feedback</li></ul> The school has developed wellbeing programs and structures that support individual learning needs with a strategic focus on: <ul style="list-style-type: none"><li>• a structured, whole school approach to student identification</li><li>• data analysis of student wellbeing.</li></ul>

### Next Steps

In the area of student learning we will implement a whole school approach to quality assessment and syllabus implementation that differentiates high expectations, is future focussed and meets the needs of gifted and talented students.

To enhance positive student wellbeing we aim to align student wellbeing with the NSW DoE Student Wellbeing Framework for schools so that our students connect, thrive and succeed.

## 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 careers. Our teachers will be confident, collaborative educators who are able to expertly cater for the needs of gifted and talented learners.

### Overall summary of progress

The school has effective processes in place for teacher performance and career development that are in line with the Great Teaching Inspired Learning initiative. All staff have evidence to demonstrate their progress and plans to map out their own development.

All staff have an understanding of and utilise the Australian Teaching Standards, through professional learning plans and accreditation processes, to monitor and develop quality professional practice.

We continue to build a culture of collaborative professional learning that is valued and builds the capability of all staff.

All staff are engaged in regular reflection and use of formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Key quantitative and qualitative measures will include, where relevant:</p> <ul style="list-style-type: none"><li>• All teachers seen as proficient when assessed against the Australian Teaching Standards</li><li>• An increase in the number of staff applying for accreditation at higher levels and applying for leadership positions within the school and wider educational community</li><li>• When measured by the TTFM survey, an increase in the numbers of teachers receiving feedback on their teaching from the Executive and colleagues</li></ul>	<p>Teacher Professional Learning funds as required to support projects</p> <p>\$31, 000</p>	<p>The school has developed and implemented processes to support teachers in developing and maintaining quality professional practice with a strategic focus on:</p> <ul style="list-style-type: none"><li>• the Australian Professional Teaching Standards</li><li>• professional development planning</li><li>• accreditation processes</li><li>• school induction</li><li>• building leadership capacity</li></ul> <p>The school promotes collaboration and collegial participation to enhance a culture of sharing through a strategic focus on:</p> <ul style="list-style-type: none"><li>• quality teaching rounds</li><li>• effective coaching techniques</li><li>• effective teacher feedback</li></ul>

### Next Steps

In the area of teacher learning we will draw on evidence–based research to develop and implement high quality teaching and learning practices.

We aim to bring staff together within a collaborative and supportive framework to explore and overcome some of the challenges associated with operating in the contemporary school environment.



## 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

The school plan is at the core of continuous improvement, with the school's vision and strategic directions evident in its business and ensuring high performance.

The school community uses the school plan as a core business strategy.

The school is recognised for its culture of positivity and inclusivity as a result of its effective communication and engagement with members of the wider community.

The school uses the School Excellence Framework for reflection against quality school business.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Key quantitative and qualitative measures will include, where relevant: <ul style="list-style-type: none"><li>All school community members using Caringbah High School business systems to ensure organisational excellence</li><li>All staff and a greater number of the wider school community engaging with the collection and analysis of data for ongoing improvement</li><li>All members of the school community receiving updates on the progress of the school improvement plan through achievement of milestones and the annual school report</li></ul>	Cost of Sentral \$13,000 Teacher Professional Learning funds as required to support projects \$12,500	The school has embed collaborative and consultative processes that enable annual performance reviews designed to strengthen the learning culture of the school. The strategic focus has been on: <ul style="list-style-type: none"><li>data analysis of internal and external sources</li><li>development of milestones</li><li>annual school reporting processes</li></ul> The school has developed administrative practices that provide explicit information and effectively communicate the school's functioning to facilitate ongoing improvement. The strategic focus has been on the development of online: <ul style="list-style-type: none"><li>student management systems</li><li>learner management systems</li><li>network management systems</li></ul>

### Next Steps

In the area of school learning and leading we want to create 'communities of practice' and networks that assume shared responsibility for promoting individual and collective practice for the ongoing growth and development of the school and the system.

Our focus is to create a infrastructure to meet the needs of a changing world and enable future focussed learning, teaching and administration.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1,902	Our school community has been made more aware of the current situation with our indigenous people through curriculum-based learning and special presentations. Our Aboriginal students have been provided with access to additional learning support and involvement in culturally specific projects. Our whole school community has been provided with more enriched Aboriginal literature.
<b>Low level adjustment for disability</b>	\$70,734	The individualised learning plans developed, learning adjustments made and additional support provided has resulted in identified students achieving improved outcomes throughout the year.
<b>Socio-economic background</b>	\$14,275	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.
<b>Support for beginning teachers</b>	Period allowance for beginning teachers  Period allowance for mentors  Period allowance for lead teacher organising meetings  \$6,725	Beginning teachers, in the first two years, have received support through the induction program, a 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.
<b>Base School Allocation Funding</b>	Allocation  Per capita  Professional Learning  \$582,695	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.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	465	476	489	502
Girls	445	435	424	412

Each year the Department's High Performing Students 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	2014	2015	2016	2017
7	97.6	97.1	97	97.7
8	96.7	95.9	96.7	95.6
9	96.2	96.2	97.1	95.3
10	94.6	95.3	97.2	94.5
11	94.4	94.7	97.7	95.4
12	94.5	94.6	97.8	94.5
All Years	95.6	95.6	97.3	95.5
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

The overall attendance patterns at Caringbah High continue to be well above state averages. Non-attendance is monitored by our attendance coordinator whereby contact with parents when students show patterns of non-attendance. To improve student attendance, the learning support team target individual students and provide individual support to those students.

### 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	0
University Entry	0	0	96
Other	0	0	1
Unknown	0	0	4

As Caringbah High School is an academically selective secondary school, the majority of students accept a university placement. In 2018, over 50% entered STEM (science, technology, engineering and mathematics) degrees, while 24% are studying in the area of commerce / business.

### Year 12 students undertaking vocational or trade training

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.

### 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
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	45.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	11.37
Other Positions	1

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Expenditure for professional learning in 2017 was \$67,397. Average expenditure per staff member was \$871.90. Sixty one members of our teaching staff and sixteen school support staff had access to professional learning throughout the year. Individual professional learning plans were developed in alignment with staff Performance and Development Plans (PDP) and the school plan.

Professional Teaching Standards, classroom 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 Professional Learning and Planning (PLP) 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 six staff members in 2017 while two members 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 is one staff member who is investigating the expectations and processes involved for Highly Accomplished accreditation.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

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.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>598,494</b>
Global funds	417,571
Tied funds	106,886
School & community sources	753,887
Interest	6,919
Trust receipts	230,248
Canteen	0
<b>Total Receipts</b>	<b>1,515,511</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	211,975
Excursions	234,632
Extracurricular dissections	214,192
Library	5,656
Training & Development	80
Tied Funds Payments	183,947
Short Term Relief	109,155
Administration & Office	168,656
Canteen Payments	0
Utilities	66,466
Maintenance	42,672
Trust Payments	213,221
Capital Programs	22,845
<b>Total Payments</b>	<b>1,473,498</b>
<b>Balance carried forward</b>	<b>640,508</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,416,786
Appropriation	1,074,487
Sale of Goods and Services	24,482
Grants and Contributions	316,345
Gain and Loss	0
Other Revenue	0
Investment Income	1,472
<b>Expenses</b>	-958,409
Recurrent Expenses	-921,829
Employee Related	-265,819
Operating Expenses	-656,010
Capital Expenses	-36,580
Employee Related	0
Operating Expenses	-36,580
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	458,377
<b>Balance Carried Forward</b>	458,377

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	8,068,141
Base Per Capita	139,469
Base Location	0
Other Base	7,928,672
<b>Equity Total</b>	86,911
Equity Aboriginal	1,902
Equity Socio economic	14,275
Equity Language	0
Equity Disability	70,734
<b>Targeted Total</b>	36,950
<b>Other Total</b>	106,205
<b>Grand Total</b>	8,298,208

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

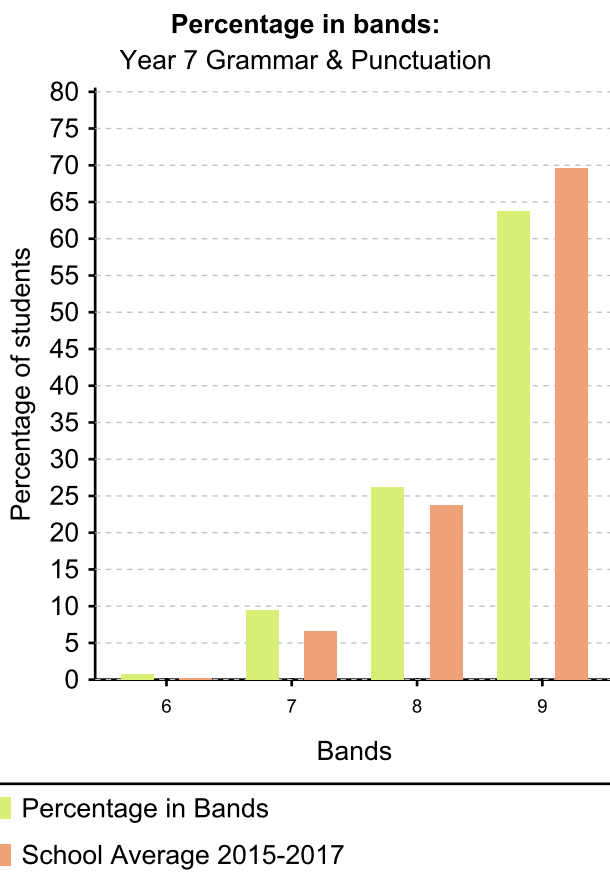
## School performance

### 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.

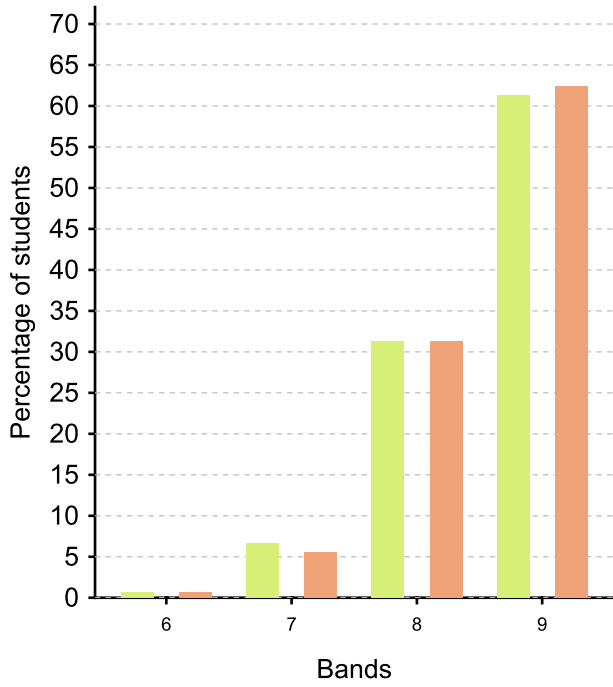
The My School website provides detailed information and data for national literacy and numeracy testing.

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 gains in all areas of NAPLAN between years 7



Band	6	7	8	9
Percentage of students	0.7	9.4	26.2	63.8
School avg 2015-2017	0.2	6.6	23.7	69.6

**Percentage in bands:  
Year 7 Reading**

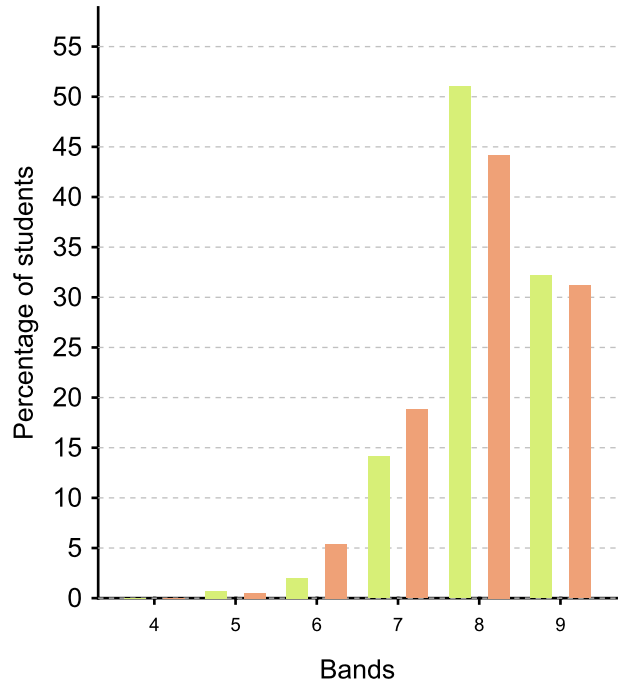


Band	6	7	8	9
Percentage of students	1.3	3.4	24.2	71.1
School avg 2015-2017	0.4	3.4	31.6	64.5



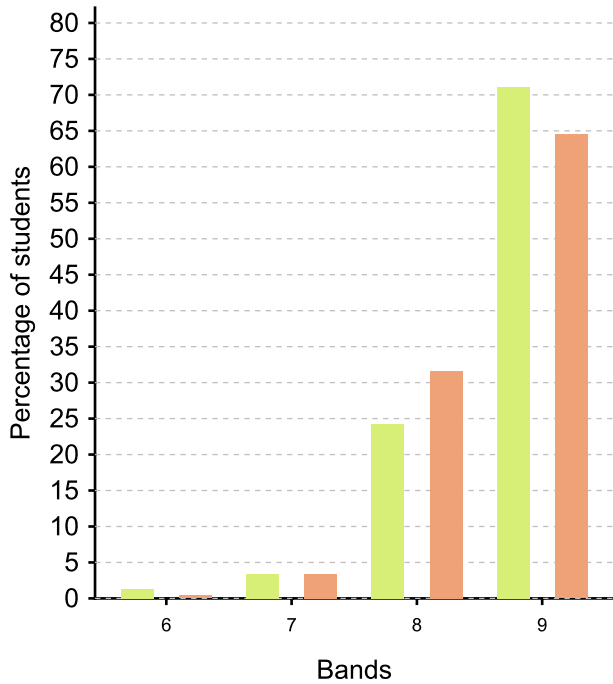
Band	6	7	8	9
Percentage of students	0.7	6.7	31.3	61.3
School avg 2015-2017	0.7	5.6	31.3	62.4

**Percentage in bands:  
Year 7 Writing**

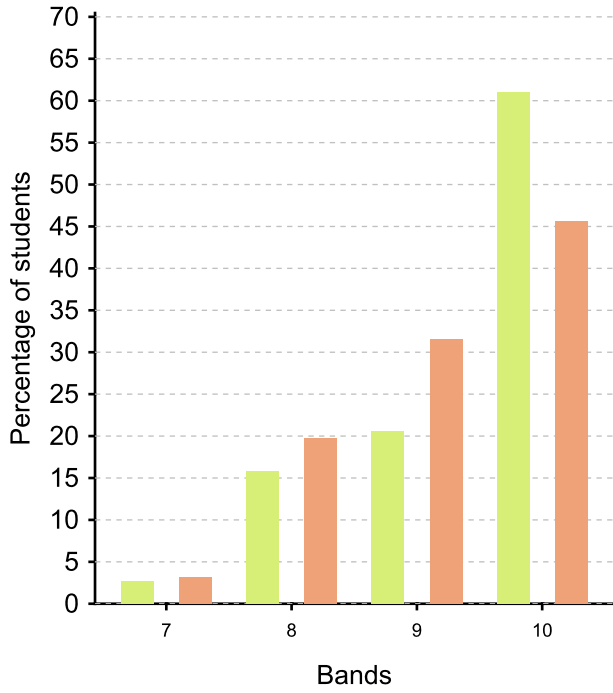


Band	4	5	6	7	8	9
Percentage of students	0.0	0.7	2.0	14.1	51.0	32.2
School avg 2015-2017	0.0	0.5	5.4	18.8	44.2	31.2

**Percentage in bands:  
Year 7 Spelling**



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

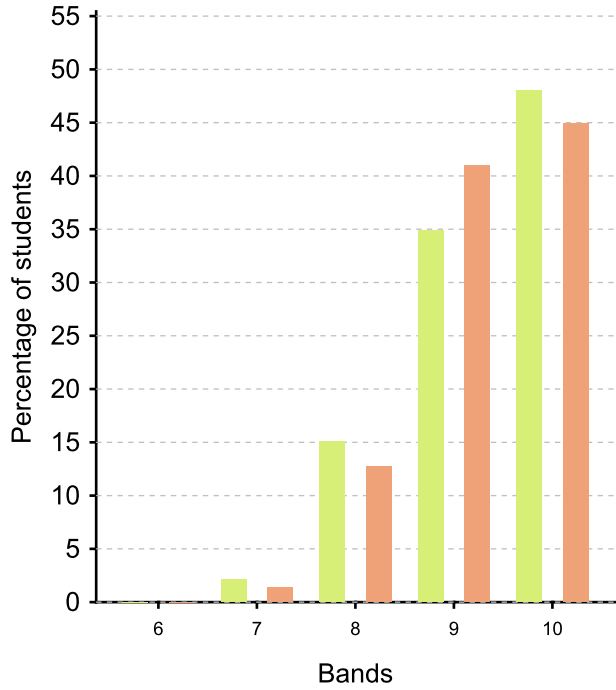


<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

Band	7	8	9	10
Percentage of students	2.7	15.8	20.6	61.0
School avg 2015-2017	3.2	19.8	31.5	45.6

Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	23.8	39.5	36.7
School avg 2015-2017	0.0	0.2	1.6	18.6	41.7	38.0

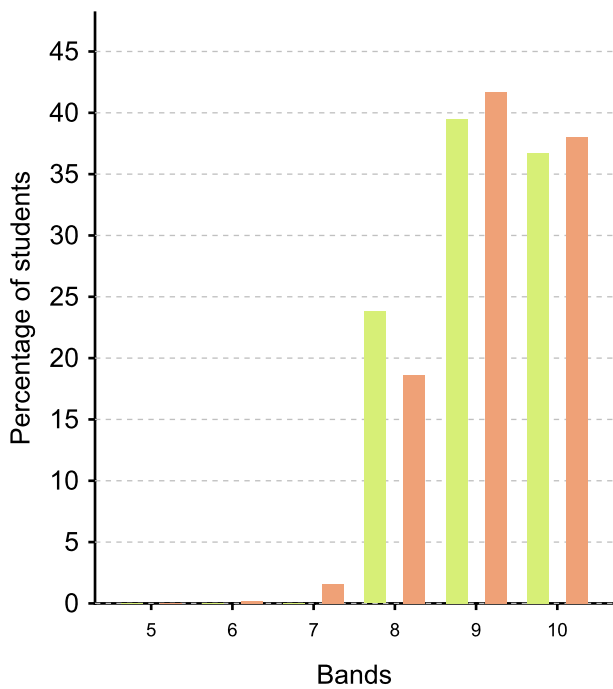
**Percentage in bands:**  
Year 9 Spelling



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

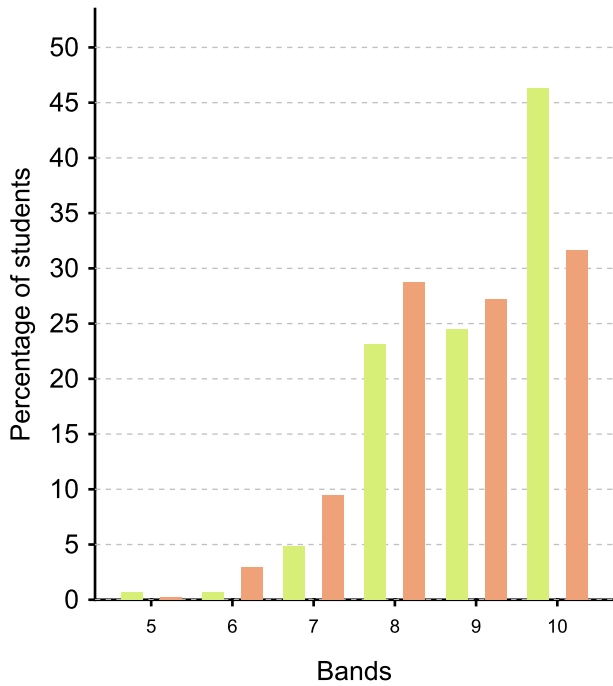
Band	6	7	8	9	10
Percentage of students	0.0	2.1	15.1	34.9	48.0
School avg 2015-2017	0.0	1.4	12.7	41.0	44.9

**Percentage in bands:**  
Year 9 Reading



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

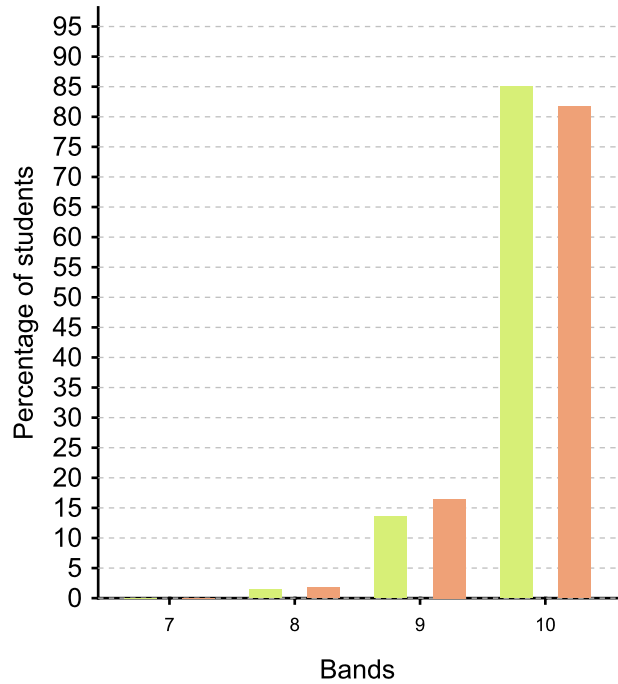
**Percentage in bands:  
Year 9 Writing**



Band	5	6	7	8	9	10
Percentage of students	0.7	0.7	4.8	23.1	24.5	46.3
School avg 2015-2017	0.2	2.9	9.5	28.7	27.2	31.6

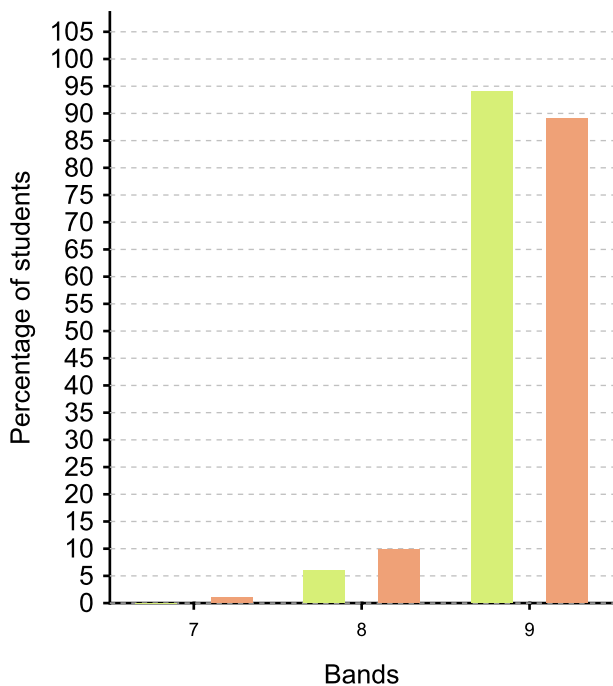
Band	7	8	9
Percentage of students	0.0	6.0	94.0
School avg 2015-2017	1.1	9.9	89.0

**Percentage in bands:  
Year 9 Numeracy**



Band	7	8	9	10
Percentage of students	0.0	1.4	13.6	85.0
School avg 2015-2017	0.0	1.8	16.5	81.7

**Percentage in bands:  
Year 7 Numeracy**



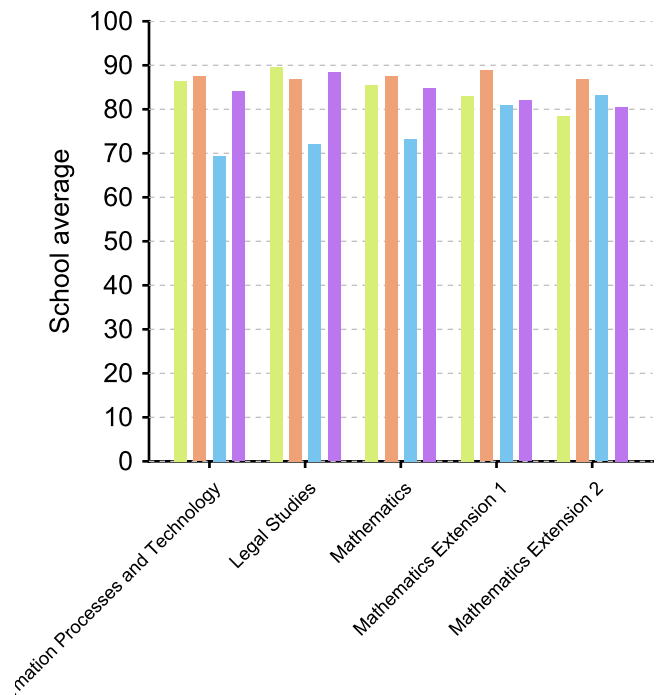
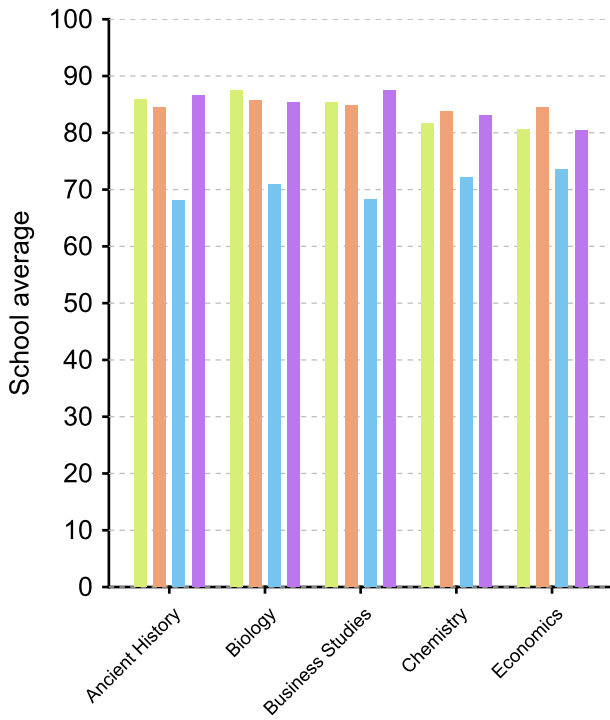
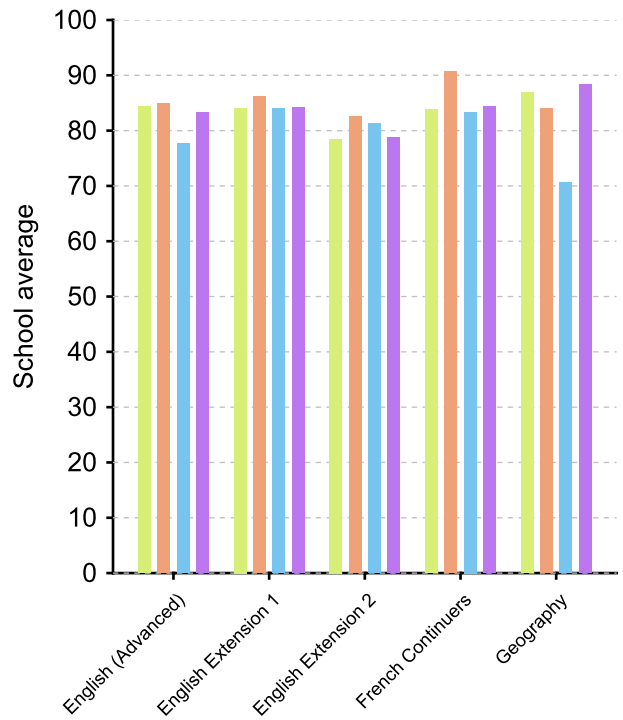
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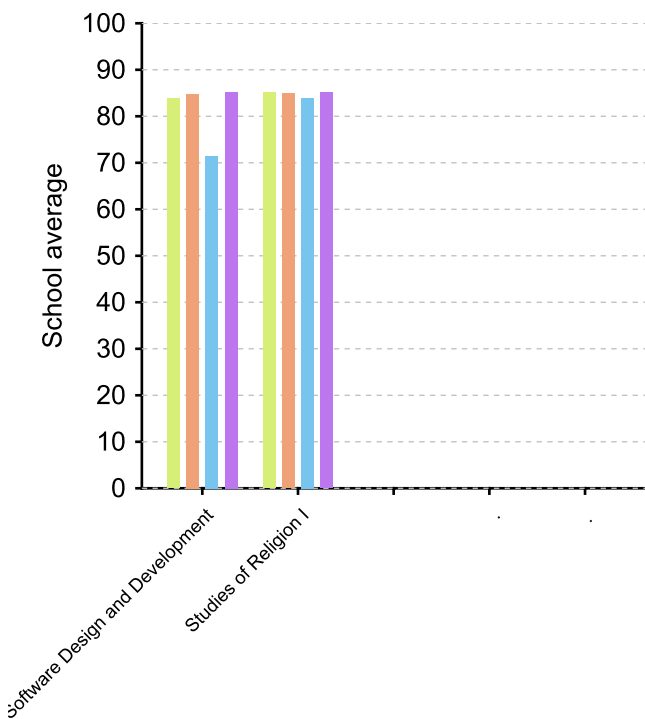
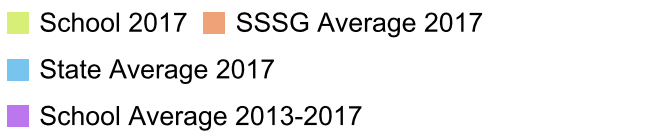
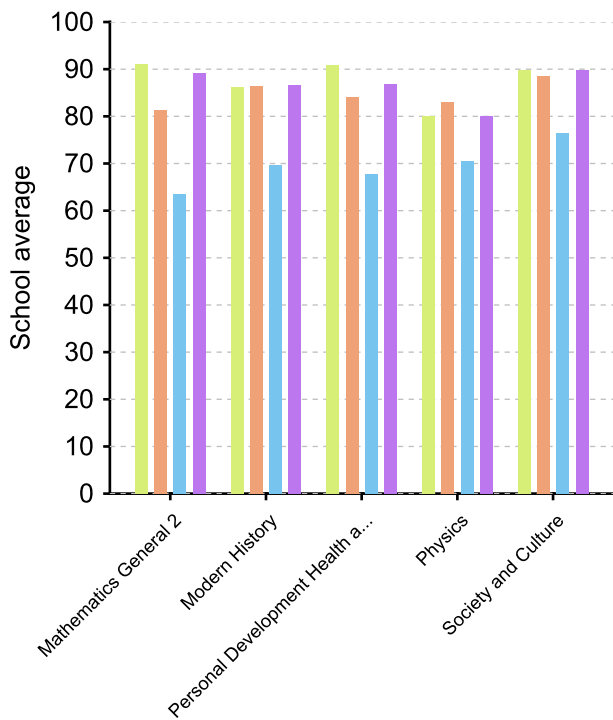




### Higher School Certificate (HSC)

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





Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	85.9	84.4	68.1	86.6
Biology	87.5	85.6	70.9	85.3
Business Studies	85.3	84.9	68.2	87.4
Chemistry	81.6	83.8	72.1	83.1
Economics	80.6	84.5	73.6	80.4
English (Advanced)	84.3	84.9	77.6	83.3
English Extension 1	84.1	86.2	84.0	84.2
English Extension 2	78.5	82.5	81.2	78.8
French Continuers	83.8	90.7	83.4	84.4
Geography	86.9	84.0	70.7	88.4
Information Processes and Technology	86.4	87.5	69.4	84.0
Legal Studies	89.6	86.8	72.1	88.4
Mathematics	85.6	87.6	73.2	84.9
Mathematics Extension 1	83.0	88.8	81.0	82.0
Mathematics Extension 2	78.5	87.0	83.1	80.5
Mathematics General 2	91.1	81.3	63.6	89.2
Modern History	86.1	86.5	69.6	86.7
Personal Development Health and Physical Education	90.8	84.0	67.7	86.8
Physics	80.1	83.0	70.4	80.1
Society and Culture	89.8	88.6	76.4	89.8
Software Design and Development	83.8	84.7	71.5	85.2
Studies of Religion I	85.1	84.9	84.0	85.1

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

## Parent/caregiver, student, teacher satisfaction

In 2017 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 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 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%.
- 73% of the girls and 79% of the boys in this school had a high sense of belonging. The NSW Government norm for girls is 62% and for boys is 69%.

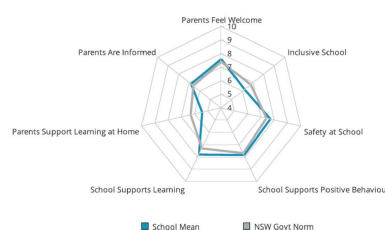
### Teachers

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

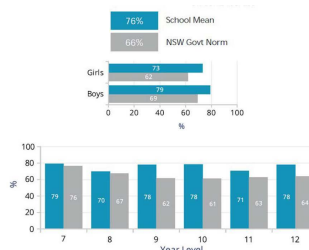
One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important *Drivers of Student Learning*. The

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. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie's book, *Visible Learning* (Routledge, 2008), which builds upon Carl Bereiter's model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.



Students with a positive sense of belonging  
Students feel accepted and valued by their peers and by others at their school.



## 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.

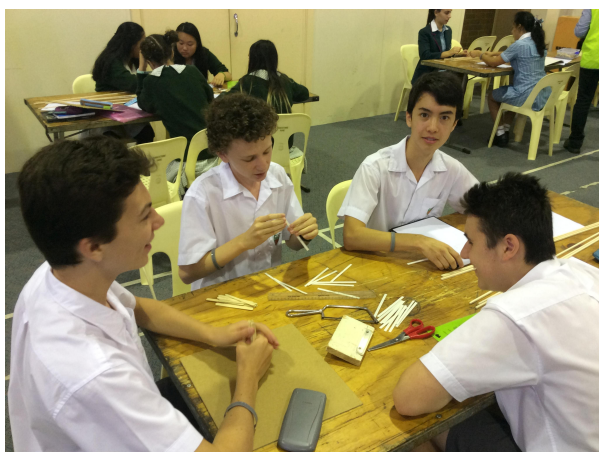
Funding for Aboriginal education is provided through DoE resource allocation so that students are given support as required. Focus is given to increasing literacy and numeracy outcomes and enhancing retention and engagement through the development and integration of indigenous perspectives across the 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 2017 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 School will continue to strengthen our relationships with our Aboriginal families and the local Aboriginal community, and we look forward to working together in 2018.



### **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.