Carlingford High School

Annual Report

2017

8447

Introduction

The Annual Report for **2017** 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 D Krust

Principal

School contact details

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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

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.

Learning

Thorough analysis of school progress against the School Excellence Framework led to the judgement from the school's executive team that we are "sustaining and growing" in the areas of learning culture, wellbeing, curriculum, assessment and reporting and "delivering" in the area of student performance measures.

Teaching

In the teaching domain, the school's executive team determined that the school is achieving at the level of "sustaining and growing" in relation to the elements of effective classroom practice, collaborative practice, learning and development and professional standards and "delivering" in the element of data skills and use

Leading

In the leading domain, it was determined that the school is "sustaining and growing" in the areas of school planning, implementation and reporting, school resources and management practices and processes. In the area of educational leadership, the school is at the "delivering" stage.

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

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 that students reach their full potential. Literacy has continued to be a primary focus in 2017 at CHS. The literacy team continues to refine the whole school literacy plan and to ensure professional learning for building teacher skills in literacy is embedded in the school's professional learning calendar. All faculties have literacy strategies embedded in their teaching and leaning programs. In 2017 punctuation was a particular focus for all teaching staff and a punctuation criteria was added to year 8 assessment tasks across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increase the percentage of Year 9 students at proficiency (top 2 bands) in NAPLAN writing from 20% to24%. • Increase the percentage of Year 9 students at proficiency in reading from 41% to 45%. • Reduce the percentage of Year 9 students at or below the national minimum standard in writing from 22%to 19%. • Positive literacy growth evident from years 9–12 in external tests. • Targeted staff have developed key skills in effectively mentoring pre service teachers via our Hub school project and links with ACU • 2 additional clusters of schools (min 10 schools in total) have staff trained by ACU/CHS in effectively mentoring and supervising Pre service teachers		The school remains strongly focused on literacy skills as a key factor in improving student outcomes. Progress has been made towards the defined targets and literacy results remain well above state average in reading proficiency. In 2017, Carlingford HS worked with 8 other schools, presenting a 2–day (12–hour NESA accredited) PL session and extending the professional placement collaboration with ACU mentoring program, pairing ACU pre–service teachers with to up to 23 experienced teachers across the region. Schools were provided $4,500 for 2 participants, and $6,500 for 3 participants as support to the participant, pre–service teachers and relief to support the practicum coordinator. The Hub team presented our achievements at the Professional Experience Hub School University Partnership Conference in May, and again to CHS staff in June, receiving positive feedback from CHS staff, other Hub schools and university partners. In these presentations, we launched the mentoringhub.org website which housed the resources accumulated during the project. The group then developed the website to accommodate a 2 hour course for both mentors and mentees. Mentoring videos of practice are also included to help with the training of mentors in effective discourse around lesson observations.

Next Steps

Delivering quality teaching and learning outcomes will continue to be a key focus in 2018. Literacy initiatives, backed by quality professional learning for teaching staff, will be driven by the literacy committee. All teaching programs are continually reviewed to ensure embedded literacy markers are effective. Differentiation will also be a key focus in 2018

with all staff undertaking intensive professional learning in this area including a 6 hour course.

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. The school wellbeing team deliver quality whole school programs to ensure students are supported in building resilience, while ensuring consistent and reliable individual support is provided to all students when needed. Staff in our school feel valued and respected in a supportive and inclusive school culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 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) • Average numbers of merit awards increase in years 9– 10 by 30% and in years 11–12 by an average of 25%. • Evidence of greater consistency across faculties in managing difficult students.		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's agreed set of classroom rules based on the CARLO way have allowed a consistent approach to classroom management to be employed across the school. Data gathered from 2016 onwards indicates that the introduction of Merit Plus (an online system for the recording of merits awarded to students and the school service they have completed) has allowed for a far more accurate recording of all merits awarded to students by teachers. During this period the Wellbeing team has actively promoted the rewarding of positive student behaviour and engagement through regular reminders to staff and scheduled Year Group assemblies each term to publicly congratulate students and award merit certificates. The data from 2016–2017 (Merit Plus) compared to the previous recording system (2014–2015) indicate that there has been a significant increase in the merits awarded to both Yrs 9–10 and Yrs 11–12. An added advantage of this new system has been the accurate recording of all service completed by students (which is now tied to the awarding of the higher and more prestigious awards) and this has resulted in the increased engagement of more students in the school community activities.

Next Steps

Student and staff wellbeing will continue to be a key focus in 2018. The wellbeing team program is to be restructured in order to have a closer focus on individual case management. Whole school and year group programs will continue to

build resilience and ensure students are aware of all the support available to them. Staff wellbeing will be addressed through professional learning (e.g. voice management) as well as strong support structures for all staff. Staff engagement will continue to be promoted through the Professional Development Plan system that helps recognise and support staff professional development.

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 that all students and teachers have access to a stable, secure internet connected computer in every classroom across the school. The BYOD program, in place for years 7 and 8 in 2017, has proven to be highly successful in incorporating ICT into teaching and learning programs and enhancing learning opportunities for students.. Professional learning around ICT has continued to build staff expertise in incorporating the BYOD program into their classroom practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• All students and teachers have access to a stable, secure internet connected computer in every classroom across the school. • 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. • Curriculum delivery integrates technology (SEF)		All students and teachers have access to a stable, secure internet connected computer in every classroom across the school. The BYOD program has been successfully integrated into year 7 and 8 teaching programs, with 98% of students regularly bringing their device to class. Staff surveys indicate that 92% of staff feel that their expertise in the use of technological devices in teaching practice and in educational software and applications has improved since the introduction of BYOD.

Next Steps

In 2018 the BYOD program will be extended to year 11, with years 7, 8 and 9 already carried through from previous years. Professional learning will continue to be delivered to staff with a new focus on stage 6 classroom practice. The ICT infrastructure will continue to be well maintained and rolled over as needed, according to the school's technology plan.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	$28000	These funds allowed for the employment of additional teaching staff with specific language teaching expertise to support students with additional learning needs associated with their English language proficiency. This included one on one and small group withdrawal. Specific language resources were also purchased to support this specialist program delivery. Targeted and specific Professional Learning was provided to raise staff capacity and skills in specific language teaching areas.
Low level adjustment for disability	$48054	Under the *Every Student Every School* 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.
Socio–economic background	$32892	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.
Support for beginning teachers	$25620	The funds were expended to release teachers to strategically and collaboratively plan and deliver quality teaching and learning programs and resources in the classroom. Further release time was provided to mentor teachers to facilitate the delivery of coaching and mentoring programs for beginning so as to facilitate the capacity building process tapping in to workplace knowledge and experience. Additional funds were allocated for the provision of Professional Learning opportunities for staff at the beginning of their careers including support for gaining accreditation at proficient.
Targeted student support for refugees and new arrivals	$12347	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.

Carlingford High School 8447 (2017)

Student information

Student enrolment profile

	Enrolments			
Students	**2014**	**2015**	**2016**	**2017**
Boys	678	696	713	748
Girls	476	463	467	480

Student attendance profile

School				
Year	**2014**	**2015**	**2016**	**2017**
7	96.1	96.4	96.2	96.8
8	95.3	95.7	95.4	95.1
9	94.4	95.5	95.6	95.1
10	94.6	94.7	94.7	94.2
11	95.4	95	94.9	94.3
12	95.2	94.7	96	95
All Years	95.2	95.3	95.4	95.1
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

Student non–attendance issues are followed up by the school wellbeing team. Measures taken include parent and student interviews, referrals to the school counsellor and external agencies, and referrals to the home school liaison officer.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	3
Employment	0.5	0.5	10
TAFE entry	0.5	1.5	9
University Entry	0	0	78
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

25% of students undertook vocational or trade training as part of their HSC in 2017.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of Year 12 students attained an HSC or equivalent vocational education qualification in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	60.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher of ESL	3.4
School Counsellor	1
School Administration & Support Staff	13.77
Other Positions	1

*Full Time Equivalent

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

ProfessionalLearning (PL) Activities and Participation:

In 2017 the School Management Plan outlined strategic directions which provided the foundation for the development and delivery of whole school Professional Learning. Therefore the School Development Day in Term 1 addressed a Literacy priority focusing on Writing. This was supplemented by a session raising corporate knowledge of the demands of the NAPLAN literacy assessment. All staff were provided with an opportunity to engage with these literacy items and experience the test to provide context for the professional learning direction.

The School Development Day in Term 2 was directed by system priorities in terms of the NESA amendments to assessment practices in Stage 6. Faculties were given the opportunity to revise and review their assessment policies and practices and realign these to NESA requirements. An executive conference was held in May 2017 and colleagues were given the opportunity to engage with the School Management Plan for 2018 as well as an update on NESA amendments to assessment policy and practice. The second day session was presented by Daniela Falecki and addressed Coaching for Inspired Leadership.

The School Development Day in Term 3 focused on the Technology in the Classroom and aimed to continue to raise corporate knowledge and skills in the use of technology in the classroom through a series of workshops organised as per staff needs. The staff had the opportunity to attend update sessions in ADOBE Acrobat, GAfE, Office 365 and ADOBE Premiere Pro.

The final School Development Days in December 2017 were replaced by two extended twilight sessions (one in February and the other in March). The first session focused on completing mandatory training (Anaphlaxis) as well as focusing on the school Literacy priority. Staff were made aware of the Whole School Literacy Plan and attended workshops on Grammar. The second extended session was delivered by Daniela Falecki in Growth Mindset and addressed how staff could maximise outcomes for students using this model of feedback.

Total 2017 expenditure on Professional Learning:

$81456

Staff attendance at external professional learning (outside the school) in 2017 related to the following areas (number of participants indicated in brackets): career development (40), syllabus implementation (37), welfare (9), technology (2), beginning teacher (14) literacy (1) and other school identified (2).

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 and networking opportunities through the Dural BT network to provide adequate support for all teachers at the beginning of their careers.

Teacher Accreditation In 2017:

• 6 beginning teachers were working towards New South Wales Education Standards (NESA) accreditation at Proficient

 • 2 beginning teachers were maintaining accreditation at Proficient

 • 2 teachers were seeking voluntary accreditation at Highly Accomplished or Lead

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.

Receipts	$
Balance brought forward	**1,141,276**
Global funds	506,219
Tied funds	346,135
School & community sources	668,614
Interest	9,391
Trust receipts	88,801
Canteen	0
Total Receipts	1,619,159
Payments	
Teaching & learning	
Key Learning Areas	310,910
Excursions	124,348
Extracurricular dissections	81,512
Library	12,057
Training & Development	0
Tied Funds Payments	202,376
Short Term Relief	33,564
Administration & Office	194,823
Canteen Payments	0
Utilities	53,454
Maintenance	20,158
Trust Payments	98,131
Capital Programs	11,440
Total Payments	1,142,774
Balance carried forward	**1,617,661**

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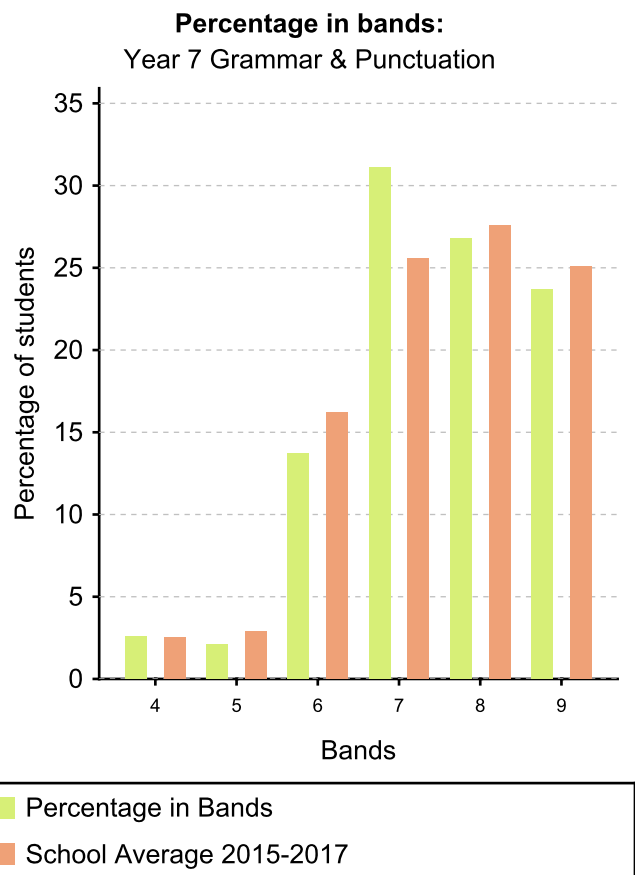
The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 **Actual** ($)
Opening Balance	0
Revenue	3,035,167
Appropriation	2,212,999
Sale of Goods and Services	110,963
Grants and Contributions	704,076
Gain and Loss	0
Other Revenue	0
Investment Income	7,129
Expenses	-1,622,625
Recurrent Expenses	-1,622,625
Employee Related	-676,039
Operating Expenses	-946,586
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,412,542
Balance Carried Forward	1,412,542

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 **Actual** ($)
Base Total	10,224,213
Base Per Capita	180,396
Base Location	0
Other Base	10,043,816
Equity Total	525,380
Equity Aboriginal	0
Equity Socio economic	32,893
Equity Language	373,329
Equity Disability	119,157
Targeted Total	43,600
Other Total	101,620
Grand Total	10,894,812

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.
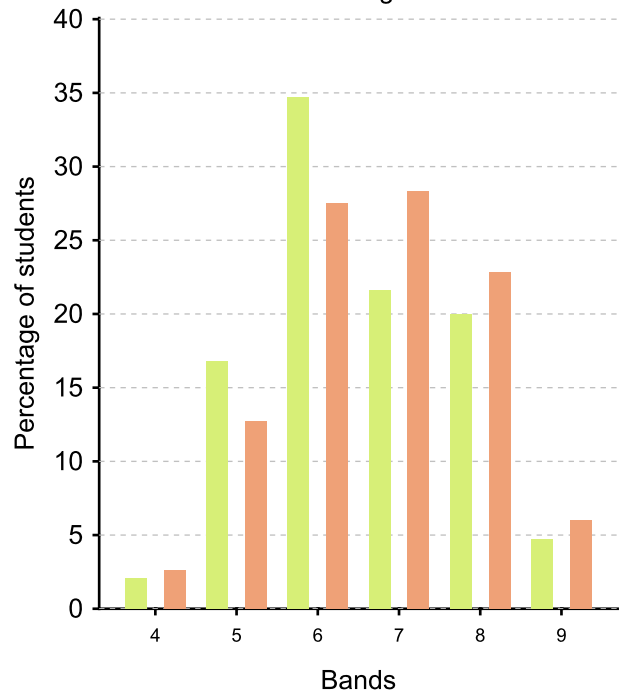
Carlingford HS performed very well in both Year 7 and 9 NAPLAN literacy outcomes. Year 7 results were above state averages in the top 3 bands, particularly in spelling, grammar and punctuation. Year 9 results were also above state averages in the top 3 bands, particularly in reading, spelling, grammar and punctuation.
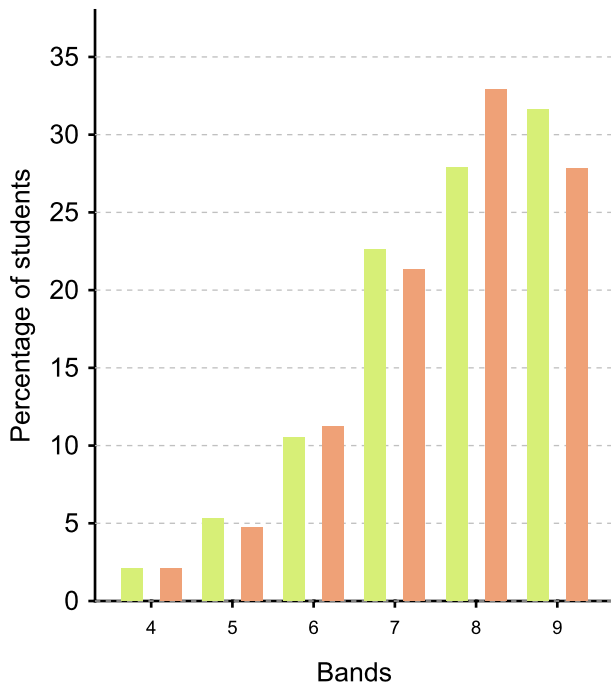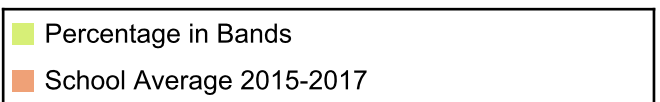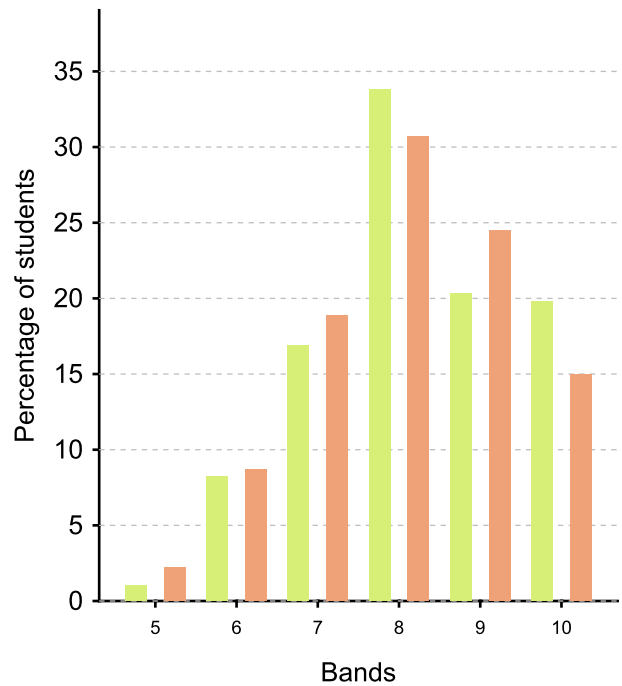
Percentage in bands:
Year 7 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2015-2017

Percentage in bands: Year 7 Reading

Percentage of students (y-axis) vs Bands (x-axis: 4, 5, 6, 7, 8, 9)

Legend:
- Percentage in Bands
- School Average 2015-2017
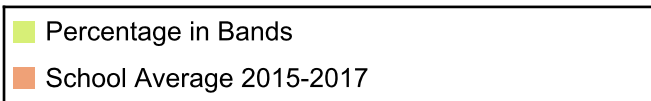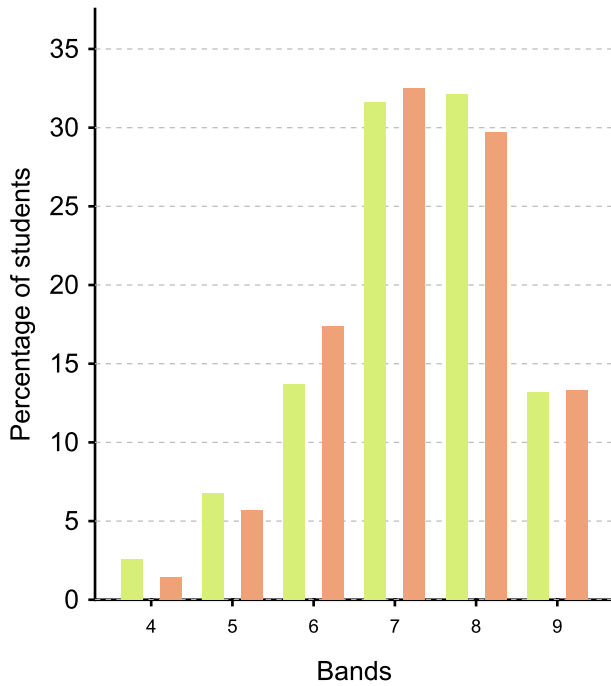
Percentage in bands: Year 7 Writing

Percentage of students (y-axis) vs Bands (x-axis: 4, 5, 6, 7, 8, 9)

Legend:
- Percentage in Bands
- School Average 2015-2017
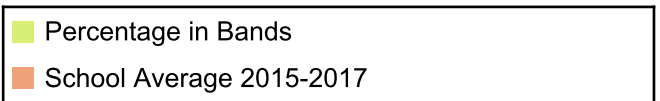
Percentage in bands: Year 7 Spelling

Percentage of students (y-axis) vs Bands (x-axis: 4, 5, 6, 7, 8, 9)

Legend:
- Percentage in Bands
- School Average 2015-2017

Percentage in bands: Year 9 Grammar & Punctuation

Percentage of students (y-axis) vs Bands (x-axis: 5, 6, 7, 8, 9, 10)

Legend:
- Percentage in Bands
- School Average 2015-2017

Percentage in bands:
Year 9 Reading

Legend:
- Percentage in Bands
- School Average 2015-2017
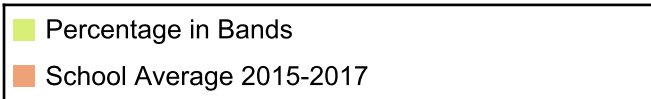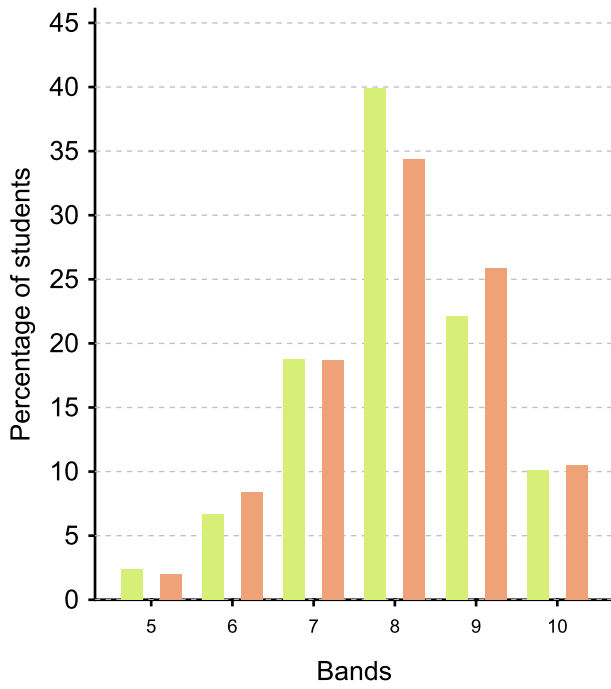
Percentage in bands:
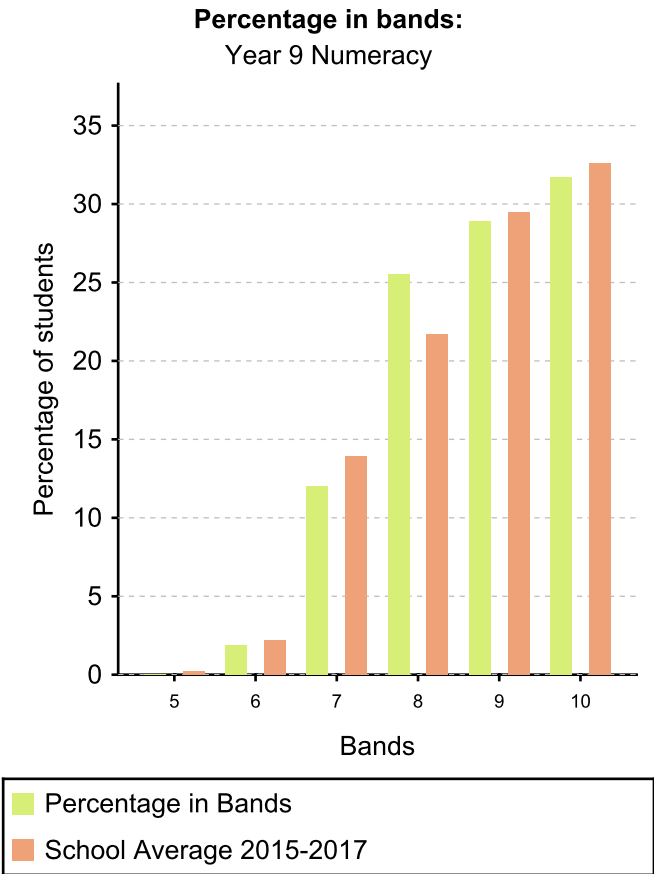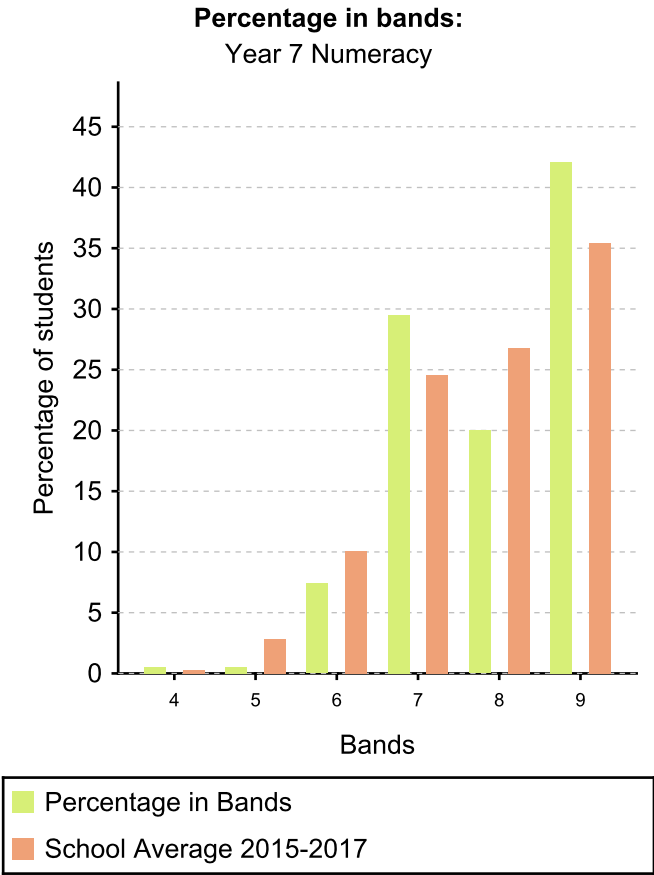### Year 9 Writing

Legend:
- Percentage in Bands
- School Average 2015-2017
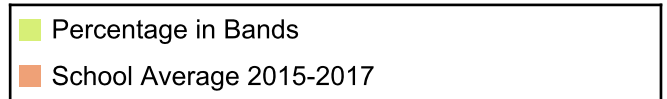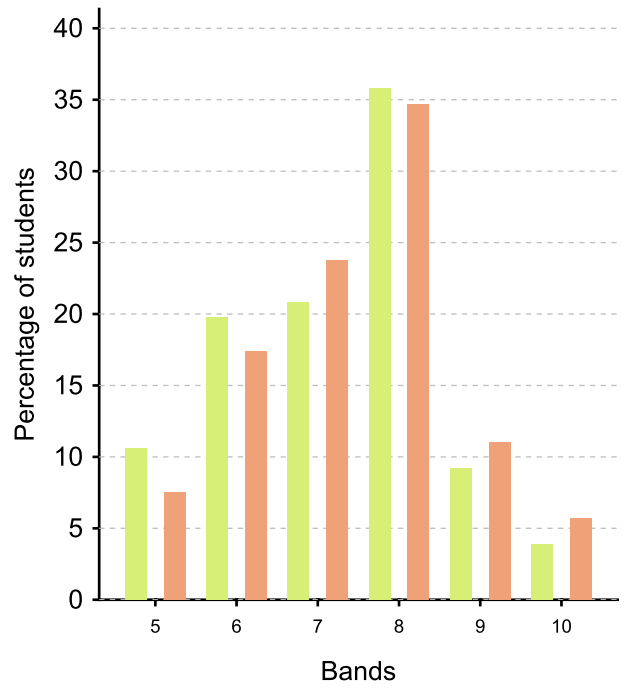
Percentage in bands:
Year 9 Spelling

Legend:
- Percentage in Bands
- School Average 2015-2017

Carlingford High School 8447 (2017)
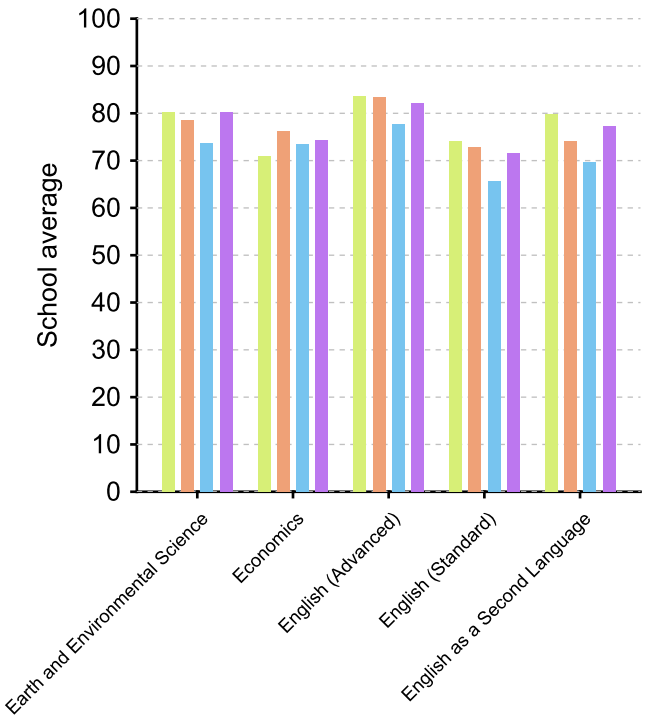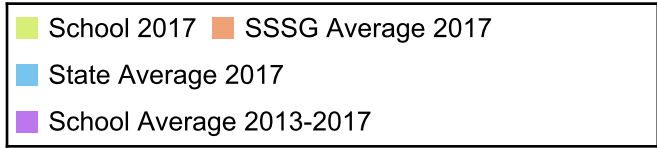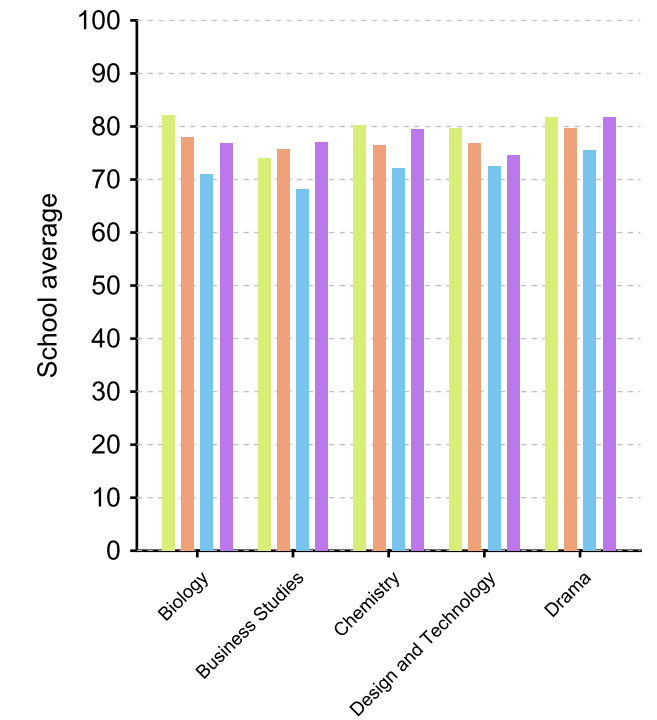
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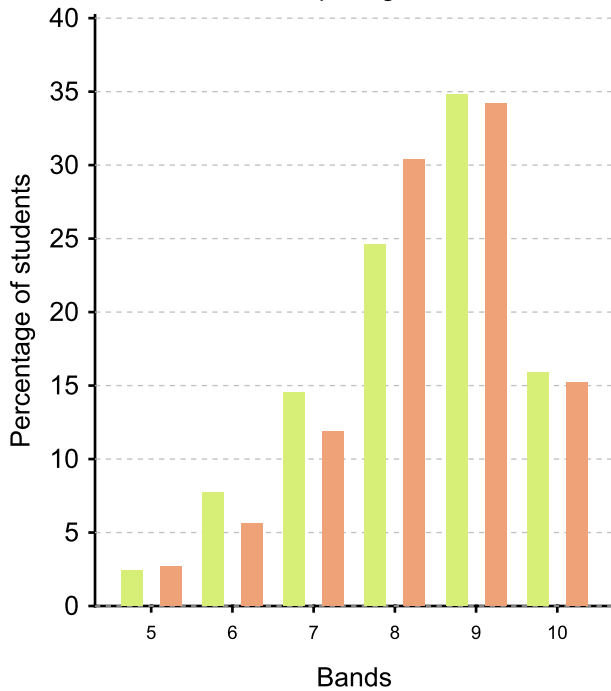
Carlingford HS performed exceptionally well in both Year 7 and 9 NAPLAN numeracy outcomes. Year 7 results were well above state averages in the top 2 bands, with 42.1% achieving a top (band 9) result, compared to 17.1% in the state. Year 9 results also well above state averages in the top 2 bands, with 31.7% achieving a top (band 10) result, compared to 12.1% in the state.

Percentage in bands:
Year 7 Numeracy

Legend:
- ■ Percentage in Bands
- ■ School Average 2015-2017

Percentage in bands:
Year 9 Numeracy

Legend:
- ■ Percentage in Bands
- ■ School Average 2015-2017

Higher School Certificate (HSC)

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

Legend:
- School 2017
- SSSG Average 2017
- State Average 2017
- School Average 2013-2017

Legend:
- School 2017
- SSSG Average 2017
- State Average 2017
- School Average 2013-2017

Legend:
- School 2017
- SSSG Average 2017
- State Average 2017
- School Average 2013-2017

Legend:
- School 2017
- SSSG Average 2017
- State Average 2017
- School Average 2013-2017

Legend:
- School 2017
- SSSG Average 2017
- State Average 2017
- School Average 2013-2017

Carlingford HS performed exceptionally well in the 2017 HSC. Standout results included 175 Band 6 and over 370 Band 5 results, first in state in Japanese Beginners and Hospitality, 2nd in the state in English ESL, 8th in state for Mathematics Extension 2, 10th in state for Mathematics.

Parent/caregiver, student, teacher satisfaction

Surveys of the school community have provided the following information regarding parent, student and teacher satisfaction:

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. Our school recognises Harmony Day and NAIDOC week. The ongoing theme of Harmony Day is 'Everyone Belongs'. Our school ensures that inclusive teaching practices recognise and value the backgrounds of all students and we promote 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.