

Caringbah High School Annual Report



2018



8240

Introduction

The Annual Report for 2018 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.

Alan Maclean

Principal

School contact details

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School background

School vision statement

To be a highly skilled, educated, vibrant and inclusive school, where all students achieve their potential, are successful learners, confident creative individuals, build social and economic prosperity, participate in activities that contribute to their wellbeing, and contribute as informed citizens to our society.

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 domains of Learning, Teaching and Leading the school's on-balance judgement as assessed against the School Excellence Framework is Sustaining and Growing.

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

We will have high expectations for all gifted and talented students and focus on closing gaps in achievement. All our students will have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens. We will ensure that every student is known, valued and cared for in our school.

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 strong 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
<ul style="list-style-type: none">increase the percentage of students to reach the top two bands in NAPLAN for literacy and numeracy	Staff undertook an analysis of NAPLAN results to better inform teaching and learning practices. \$5,500	The percentage of students in the top two bands for literacy decreased slightly from 76% to 74%. The percentage in the top two bands for numeracy remained steady at 99%.
<ul style="list-style-type: none">embedded whole school approach to formative assessment	Professional learning opportunities on formative assessment and assessment as learning were undertaken during the year. \$2,400	There has been only been incremental progress in embedding formative assessment.
<ul style="list-style-type: none">increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school	Well supported transition from Year 6 into 7, extensive professional development in wellbeing and a wide range of extra-curricular opportunities contribute to a strong sense of belonging. High expectations and increasing opportunities for student voice support high expectations of success and advocacy. \$13,300	The percentage of students reporting a sense of belonging dropped from 79% in 2017 to 75% in 2018 with the state average being 66%. Expectations of success was steady at 86% with the 2018 school mean being 7.6 while the state mean was 7.0. Advocacy at school moved from 63% to 65% while the school mean was 6.6 against a state mean of 6.0.

Next Steps

With a large percentage of students performing in the top two bands, our focus will be in developing quality extended writing skills in the junior school to support improved extended writing in the senior school and HSC. Identifying and individualising instruction for students performing relatively poorly in writing will enhance their performance. Professional

learning around extended writing and the higher order expression that distinguishes Band 5 and Band 6 responses, as identified in RAP analysis, will support staff in scaffolding extended writing in both the junior and senior school.

The development of refreshed and new stage 5 electives in 2019 creates the opportunity to embed formative, peer and self-assessment in assessment policy and schedules in a transparent and accountable manner.

The introduction of a second Head Teacher Wellbeing with a brief to develop specific wellbeing lessons once a cycle in Years 7 to 10 as well as increased structured Learning Support aimed more directly at twice exceptionality and significantly increased student voice opportunities will support increased student belonging, expectations of success and student advocacy.

Strategic Direction 2

High performing teachers, collaborative lifelong learners.

Purpose

Every teacher and every leader will improve every year. We will develop our teachers and leaders in education and increase their capacity to deliver our outcomes as teacher quality is essential to the success of our students. We will monitor and enhance staff wellbeing at our school.

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 formal and informal feedback to develop deeper insights into the effectiveness of their practice.

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">Increased understanding of, and engagement with the Australian Professional Standards for Teachers	Professional learning around the Professional Development Framework and Professional Development Plans and their alignment to the Australian Professional Standards for Teachers. \$1,500	All professional learning is aligned to the standards and support for beginning teachers and teachers maintaining proficiency has increased significantly. Presenters of Twilight professional learning align their presentations to the standards and increasing opportunities for collaboration through instructional rounds and curriculum and faculty reviews enhance professional metalanguage and dialogue.
<ul style="list-style-type: none">Improved staff engagement results in the People Matter Employee Survey	All staff were encouraged to complete the People Matter Employee Survey.	The response rate at the school was 49%, a little higher than the 43% response rate of the network. Staff engagement has remained steady at 71% feeling positive about their school, again, a little higher than the network at 67%.

Next Steps

The school will move to a Twilight professional learning model in 2019 offering six sessions throughout the year of which all staff must complete at least four. The sessions will predominantly be run as one-hour presentations delivered by Caringbah High School staff. Combined with instructional rounds, a review of our junior curriculum and stage 5 electives and ongoing faculty reviews, these initiatives serve to promote collaboration amongst staff and enhance our sense of collective efficacy.

Strategic Direction 3

A high performing school, organisational excellence, future focussed for learning and teaching.

Purpose

We will innovate and undertake continual improvement to respond to the changing needs of the school community and provide infrastructure to meet the needs of future focussed learning and teaching. We will form strong partnerships with others including parents and families, industry, and other education providers. We will be open and accountable in both our day-to-day business and strategic outcomes. We will build on the community spirit at Caringbah High School by promoting strong social partnerships.

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
<p>Key quantitative and qualitative measures will include, where relevant:</p> <ul style="list-style-type: none">• All staff will develop skills in the use of Sentral and LMBR to improve administration, communication and learning• Increase parent engagement within the school	<p>Professional learning on an expanding range of Sentral modules.</p> <p>\$12,000</p>	<p>Sentral is now familiar to staff who all engage with it on a daily basis for internal email, roll marking, incident reporting, Individual student plans, assessment marks and a full suite of policy and procedure documents and meeting templates..</p> <p>The majority of parents report a high level of satisfaction with the school but some do express frustration with communication.</p>
<ul style="list-style-type: none">• The quality of new and upgraded school facilities, accommodate a variety of teaching and learning practices	<p>Purchase of tilting whiteboard tables for the library meeting room.</p> <p>Installation of 300 solar panels (100kW).</p> <p>\$125,000</p>	<p>Increasing use is being made of the library meeting room by students and teachers for various group work and collaboration.</p> <p>Electricity costs subsidised by solar panels to the tune of \$15,000 per annum..</p>

Next Steps

The planning for the introduction of a number of new 100 hour electives in stage 5 will focus on developing creativity, character, citizenship, communication, critical thinking and collaboration as well as formative, peer and self-assessments, all in the context of future-focused learning.

High-quality professional learning with an emphasis on collaboration and teamwork will continue to support teachers in providing evidence-based teaching and learning strategies that enhance student outcomes. Opportunities for the executive to share their analysis of HSC and other student outcomes will support our focus on evolving our practice together to enhance student achievement. The adoption of improved timetable and administration software as well as adopting more of the modules available in Sentral will support us in achieving organisational excellence.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,614	Our school community has been made more aware of the current situation with our indigenous people through curriculum-based learning and special presentations, especially NAIDOC. 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.
English language proficiency	Nil	There are no students at Caringbah High School that meet the threshold for funding under this category.
Low level adjustment for disability	\$83,471	The individualised learning plans that have been developed, the learning adjustments that have been made and the additional support that has been provided to the students for which this funding has been provided has resulted in identified students achieving improved outcomes throughout the year. \$41,645 of this funding is allocated to teaching staff equating to the equivalent to 2 days a week.
Quality Teaching, Successful Students (QTSS)	Nil	There are no students at Caringbah High School that meet the threshold for this funding.
Socio-economic background	\$14,147	Through the application of this funding, students with lower socio-economic backgrounds have been provided with access to the full range of curriculum and extra-curricular learning opportunities.
Support for beginning teachers	\$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.
Targeted student support for refugees and new arrivals	Nil	There are no students at Caringbah High School that meet the threshold for this funding.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	476	489	502	512
Girls	435	424	412	403

Each year, the Department's High Performing Students Unit appoints 150 students 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	2015	2016	2017	2018
7	97.1	97	97.7	96.9
8	95.9	96.7	95.6	96.5
9	96.2	97.1	95.3	94.1
10	95.3	97.2	94.5	95.6
11	94.7	97.7	95.4	94.8
12	94.6	97.8	94.5	95.7
All Years	95.6	97.3	95.5	95.6
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

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 and contact is made with the parents of those students deemed to be of concern. Individualised plans are then put in place by the Learning and Wellbeing teams to address those students' needs in a targeted and personalised

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	1
TAFE entry	0	0	0
University Entry	0	0	94
Other	0	0	4
Unknown	0	0	0

As Caringbah High School is an academically selective secondary school, the majority of students accept a university placement. In 2019, over 50% entered STEM (science, technology, engineering and mathematics) degrees, while 23% are studying in the area of commerce / business. A very small, but growing, number of students are exploring a gap year while at least 2 of the 'other' category are seeking enrolment in American or British universities.

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 or trade training 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(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.9
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.37
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on the 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	100
Postgraduate degree	19

Professional learning and teacher accreditation

Expenditure for professional learning in 2018 was \$65,340. Average expenditure per staff member was \$886.90. 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's) and the school plan.

Professional Teaching Standards and 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 four staff members in 2018 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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	458,377
Revenue	10,387,869
Appropriation	9,029,787
Sale of Goods and Services	144,950
Grants and Contributions	1,200,976
Gain and Loss	0
Other Revenue	0
Investment Income	12,157
Expenses	-10,199,244
Recurrent Expenses	-10,199,244
Employee Related	-8,446,103
Operating Expenses	-1,753,141
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	188,625
Balance Carried Forward	647,002

The school's financial management processes and governance meet all financial policy requirements. There are no substantial under or over spending instances to report and the balance carried forward, while a little than in previous years, is generally in line with expectations. The school will explore joint funding initiatives with the Department of Education for the provision of a cola over one of the basketball courts and for a Library upgrade.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	8,333,943
Base Per Capita	176,585
Base Location	0
Other Base	8,157,358
Equity Total	100,231
Equity Aboriginal	2,614
Equity Socio economic	14,147
Equity Language	0
Equity Disability	83,471
Targeted Total	48,595
Other Total	109,233
Grand Total	8,592,002

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

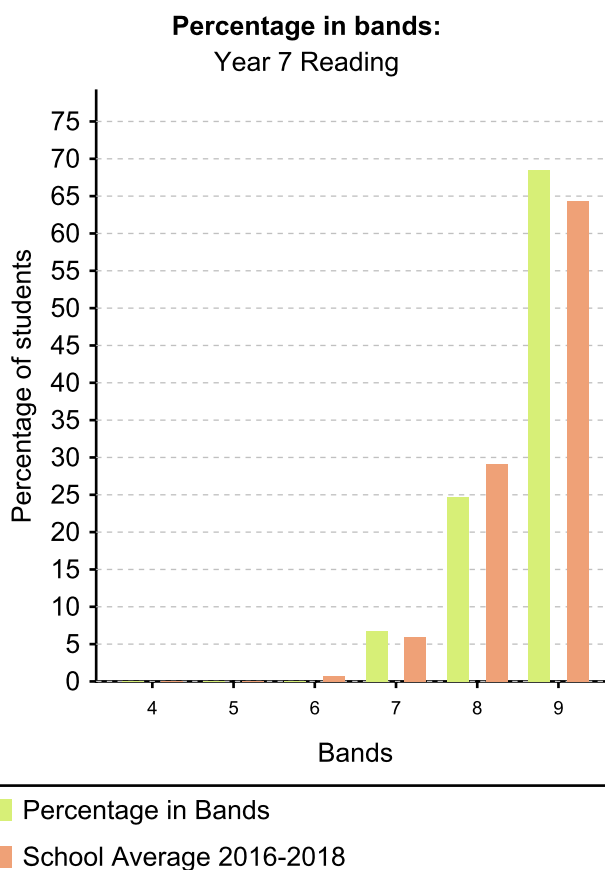
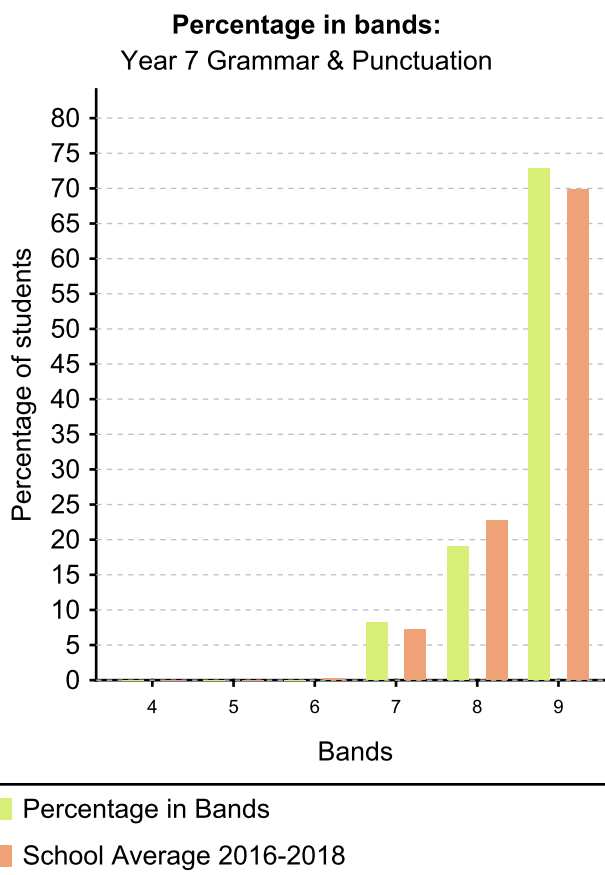
NAPLAN

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. Value added is the term used to describe the growth of students in NAPLAN from Years 7 to 9. Caringbah High School's growth is described as 'Sustaining and Growing'.

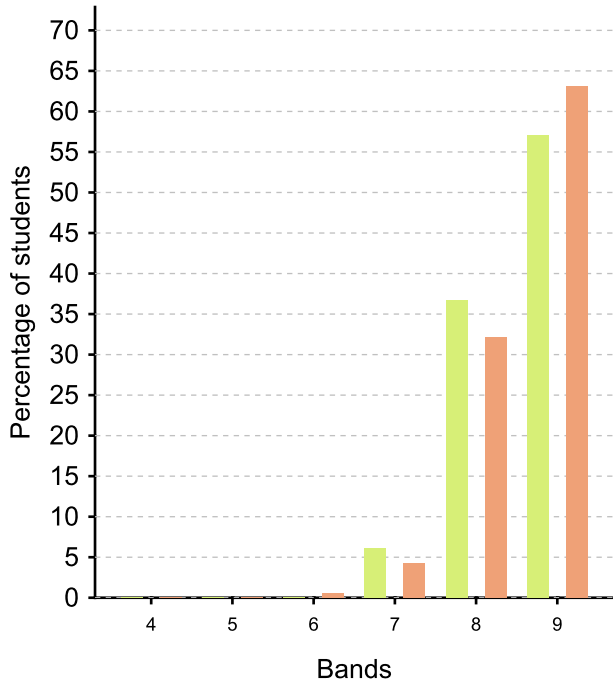
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

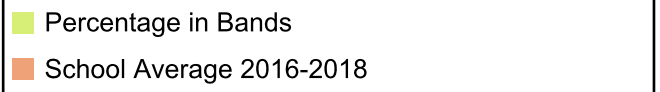
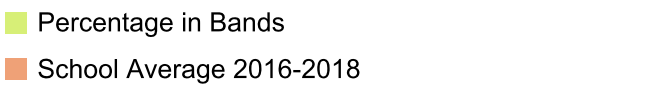
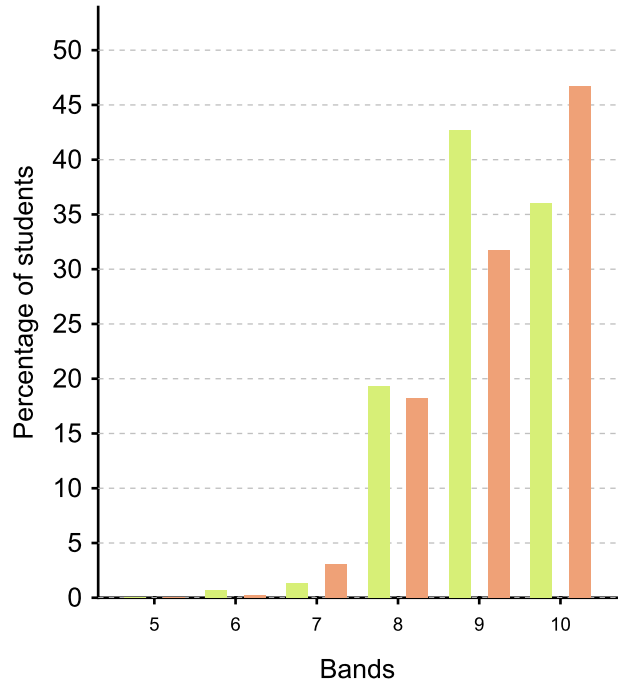
In Year 7, the highest percentage of students achieving the top band was in Grammar and Punctuation, followed by Reading at 68%. Spelling was at 57% while Writing had 41% of students achieving Band 7. In Year 9, 44% of students achieved the top band in both Reading and Spelling while 36% achieved the top band in Grammar. Writing was relatively strong with 62% of students achieving in the top 2 bands.



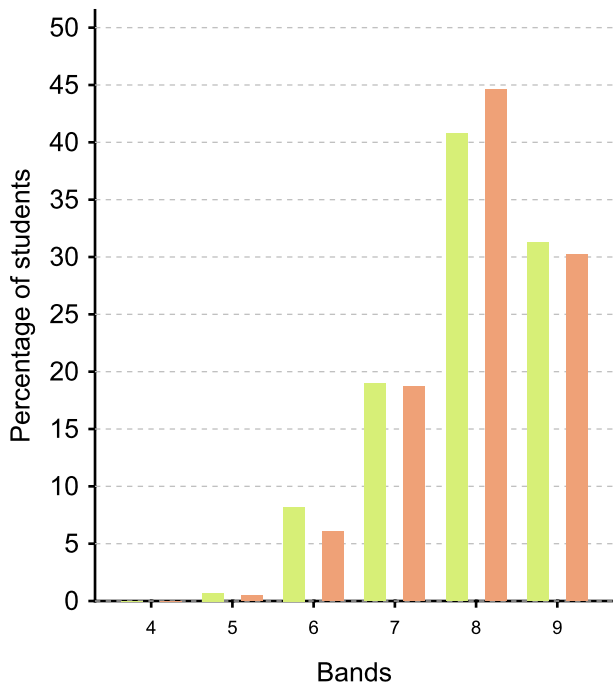
Percentage in bands:
Year 7 Spelling



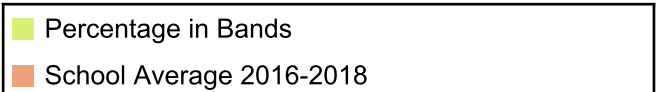
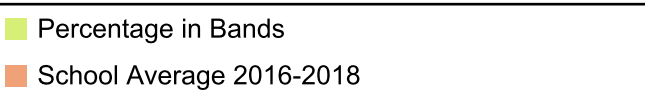
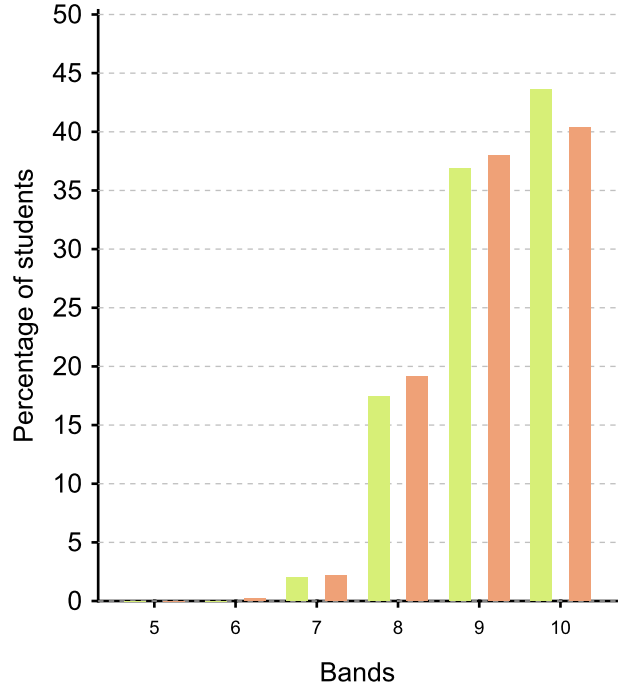
Percentage in bands:
Year 9 Grammar & Punctuation



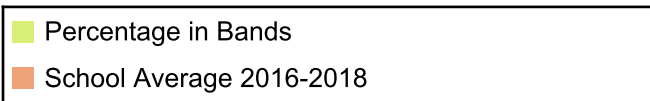
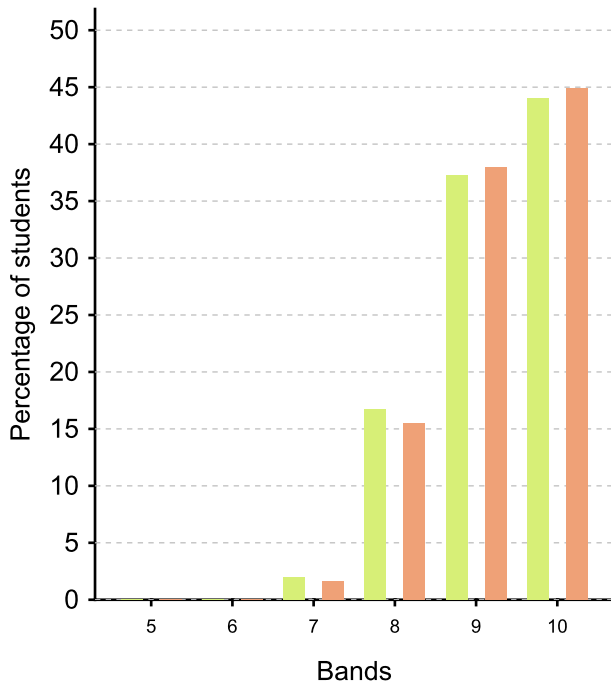
Percentage in bands:
Year 7 Writing



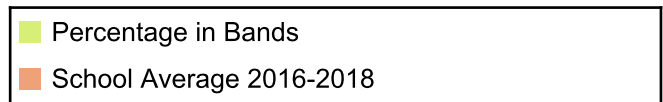
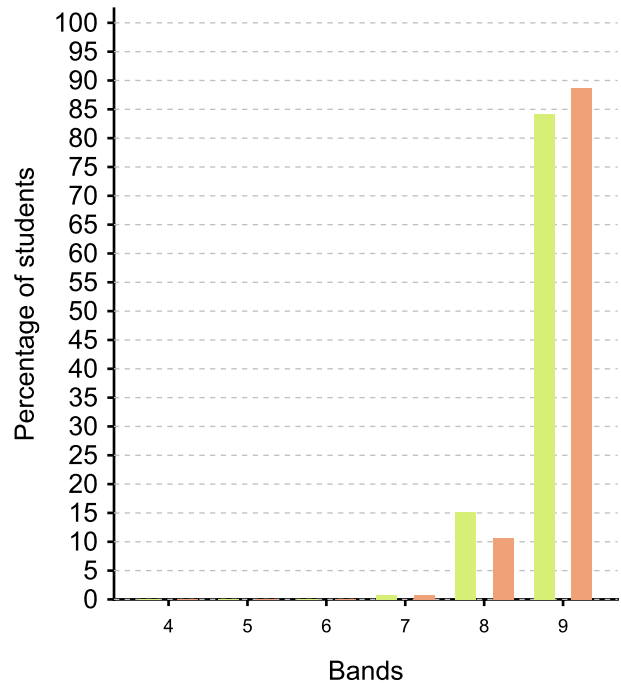
Percentage in bands:
Year 9 Reading



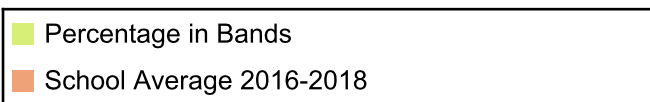
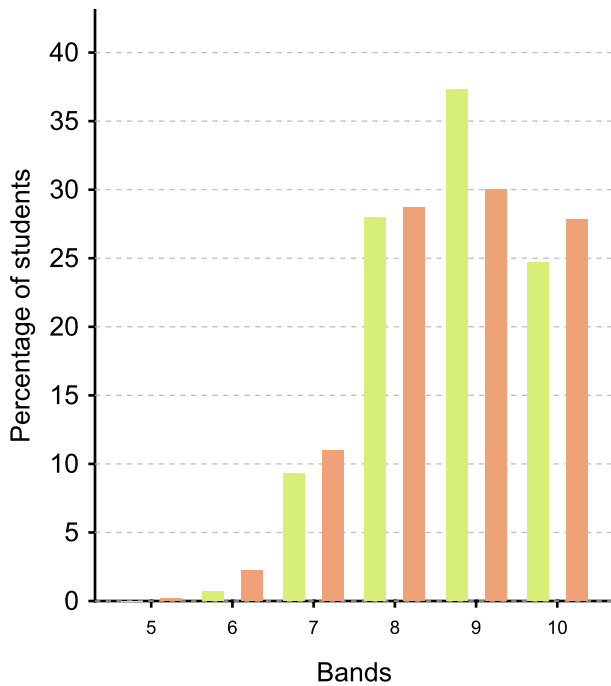
Percentage in bands:
Year 9 Spelling



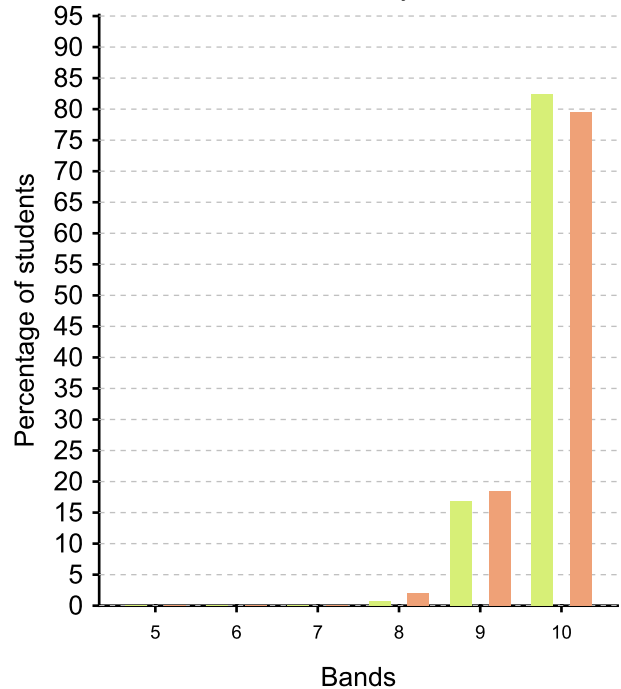
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



Students in Years 7 and 9 continue to perform very strongly in Numeracy with 84% of Year 7 students achieving the Band 9 while 15% achieved Band 8. 82% of Year 9 students achieved Band 10 and 17% achieved Band 9.

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.

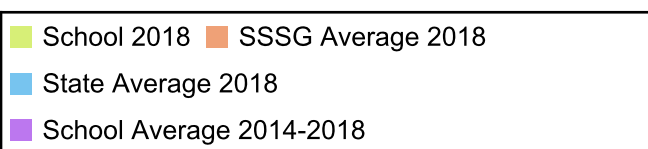
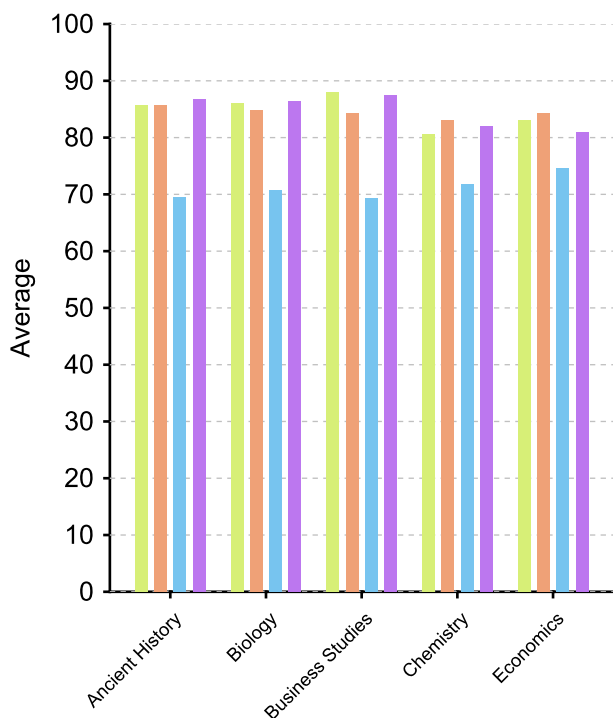
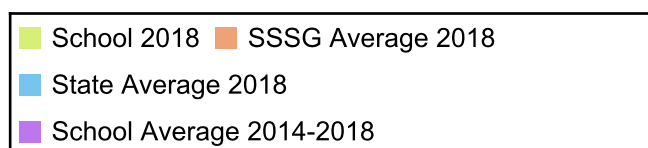
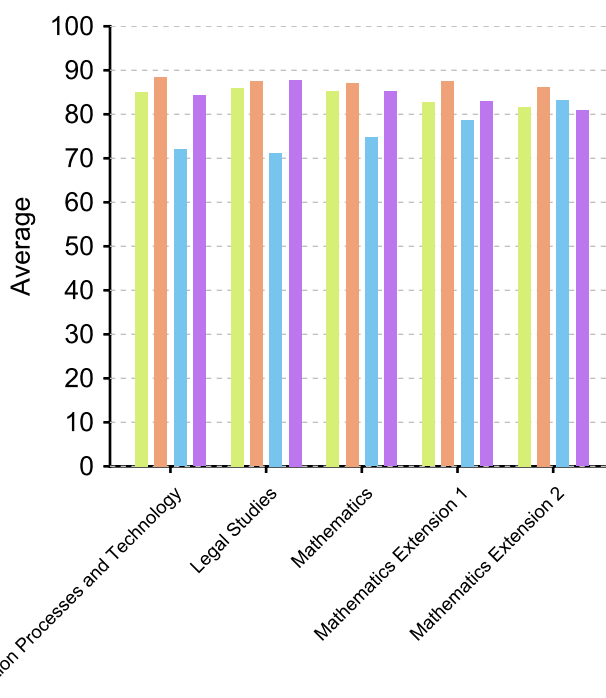
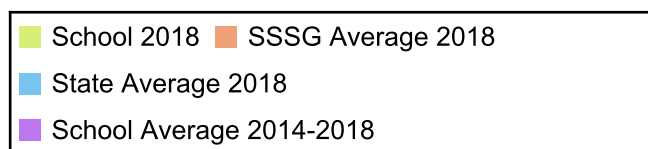
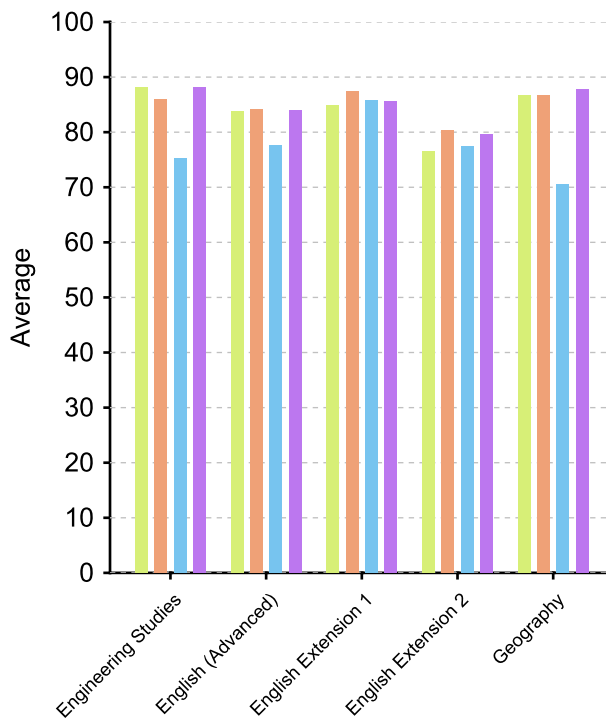
One of the Premier's Priorities – 'Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019' requires schools to report on the percentage of students in the top two bands in Reading and Numeracy. At Caringbah High School, 93% of students are in the top two bands, up slightly from 92% last year.

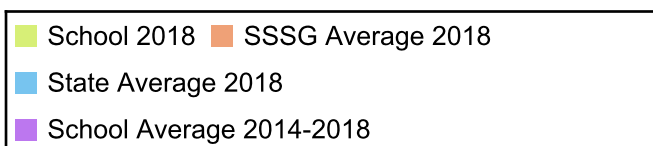
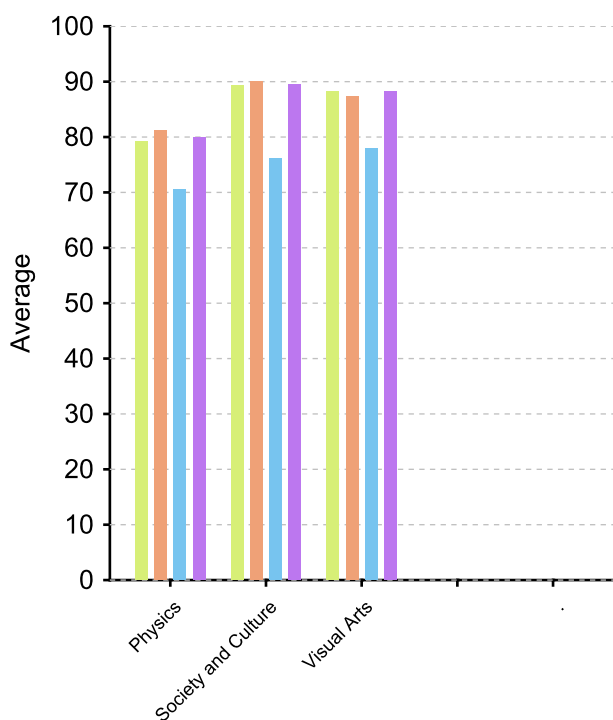
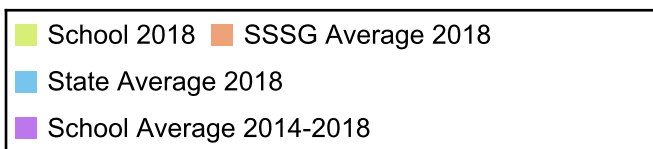
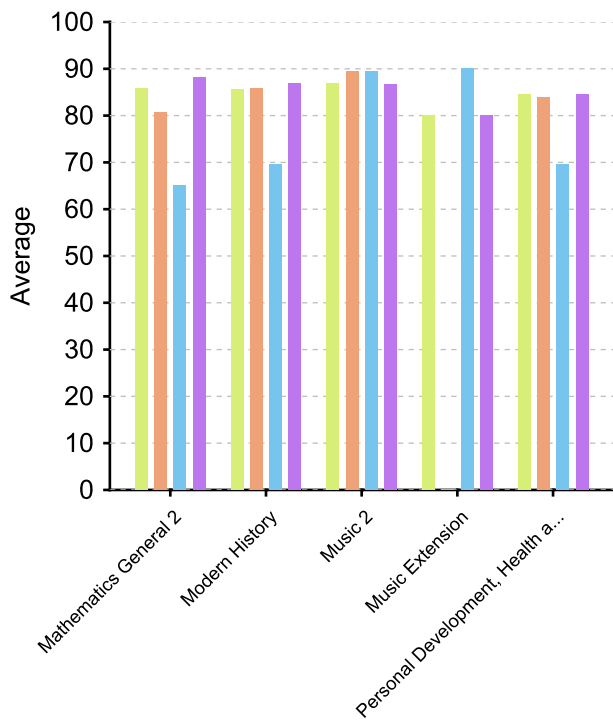
Higher School Certificate (HSC)

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

Data contained in the graphs clearly shows that the school has maintained excellent results across all subjects. It is pleasing to note that all 2 unit courses performed above the state average with the majority performing significantly above. Society and Culture was a standout performer when assessed against the state average and against the performance of other courses within the school.

241 Band 6 or equivalent results and 342 Band 5's were achieved by the 2018 cohort of 158 students. While small course numbers can sometimes skew results, it is worth noting that 3 out of the 4 Music 1 students, 5 out of 7 Food Technology students, 6 out of 10 Society and Culture students and 3 out of 6 Japanese students all achieved Band 6's. Of the larger subjects, Mathematics and Mathematics General 2 performed well with 39% and 38% of students achieving Band 6's respectively.





Parent/caregiver, student, teacher satisfaction

In 2018 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 at 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. Some feedback on the introduction of the parent portal and app in Sentral has raised concern about the quality and timeliness of some of the information provided.

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%

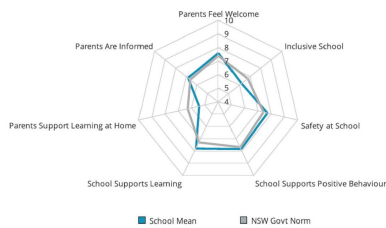
* 73% of the girls and 79% of the boys in this school had a high sense of belonging. The NSW Government norm for girls is 62% and for boys is 69%.

Teachers

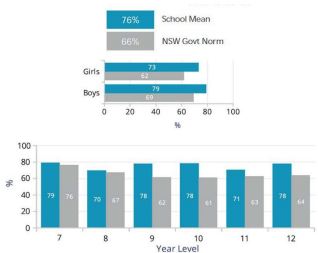
The 'Focus on Learning Survey' is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight 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 achieve 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.



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 exported 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.

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.

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 2019.

Multicultural and anti-racism education