

# Carlingford High School

## Annual Report



2018



8447

## Introduction

The Annual Report for **2018** 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.

David Krust

Principal

### School contact details

Carlingford High School

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9871 4222

## School background

### School vision statement

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

**In valuing our students we: –**

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

**In valuing our staff we: –**

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

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

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

### School context

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

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

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

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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 "excelling" in the area of learning culture and "sustaining and growing" in the areas of wellbeing, curriculum, assessment, reporting and 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, data skills and use, professional standards and learning and development.

### Leading

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

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

Quality teaching is at the essence of ensuring quality learning outcomes are achieved and students reach their full potential. Our 2018–2020 focus is on the continued development of strong literacy skills for students, particularly in the area of writing and in the ongoing development and refinement of exemplary teaching and learning programs and assessment in all new Preliminary and HSC courses.

#### Overall summary of progress

Literacy has continued to be a primary focus in 2018 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. Improved NAPLAN writing results are testament to the school's progress in this area. Feedback and assessment are focus areas for 2018–9 and considerable progress has been made in examining existing practices in the school. New stage 6 courses have been rolled out successfully in 2018, and all Preliminary courses have implemented the new assessment schedules mandated by NESA.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the 3 year trend average of year 9 students at proficiency (top 2 bands) in NAPLAN writing to 18%.</p> <p>Decrease the 3 year trend average for year 9 students falling below the National Minimum Standard in writing to 6.5%</p> <p>Quality programs developed and refined in all new Preliminary and HSC courses.</p> <p>New assessment schedules developed for all Preliminary and HSC courses in 2018–2019</p> <p>Review of all current assessment tasks in Year 11 and 12 completed.</p> <p>Where applicable new Preliminary and HSC assessment tasks developed, trialed and evaluated.</p> <p>Enhanced understanding and use of quality feedback practices in the school</p>	<p>\$45,000</p>	<p>The school's strong focus on improving literacy has seen a significant increase in Year 9 NAPLAN writing results, with 21.2% achieving a result in the top 2 bands in 2018.</p> <p>The literacy focus can also be seen in the number of Year 9 students falling below the National Minimum Standard in writing, which has fallen by 8.8% from 2017 to 2018.</p> <p>New Preliminary and HSC courses for 2018–9 have had high quality programs developed by the relevant faculties, incorporating literacy links, ICT and differentiation.</p> <p>All Preliminary and HSC assessment schedules have been redeveloped to incorporate new NESA requirements. Where applicable, new assessment tasks have been created, trialed and evaluated.</p> <p>A team was created in 2018 to examine assessment and feedback practices in the school. The team undertook PL, surveyed staff and students, analysed responses, and shared that analysis with staff. The team then created a comprehensive plan to focus on feedback in particular in 2019, with an extensive range of PL to be provided throughout the year.</p>

#### Next Steps

Delivering quality teaching and learning outcomes will continue to be a key focus in 2019. Literacy initiatives including the Literacy Progressions, backed by quality professional learning for teaching staff, will be driven by the literacy committee. The new HSC courses will be taught from term 4 2018 and their programs reviewed on an ongoing basis. All

HSC courses will trial the new assessment schedules incorporating the NESA changes. The feedback team will continue to drive PL on quality feedback and assessment.

## Strategic Direction 2

Nurturing and enhancing a quality school culture

### Purpose

Underpinning a quality school culture is the development of a comprehensive and inclusive welfare framework which supports both staff and students.

The framework should identify those activities, programs and strategies, which support the cognitive, social, physical and spiritual well-being of students and staff, which in turn improves individual and collective well-being.

### 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 and learning support teams have continued to support individual students and deliver meaningful whole school/year programs. 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
<p>The school develops a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students which improves individual and collective wellbeing. (SEF)</p> <p>PL and surveys reflect ongoing consideration for the wellbeing of all staff in carrying out their roles and responsibilities.</p> <p>Individual learning for targeted students is informed by the effective use of data analysis and in the strategic development of learning plans and in-class adjustments.</p> <p>All teachers have developed sound Performance and Development Plans and have effectively used coaching and mentoring principles in classroom observations with their peers.</p>	\$27,500	<p>CHS has a comprehensive Wellbeing Plan and Anti-Bullying plan that embeds high quality wellbeing support for students on an individual and collective basis. Programs and actions implemented in 2018 include regular welfare meetings for the welfare team, Year 11 teacher mentor program, school counsellor access, year meetings, camps, school chaplain support and reward day out.</p> <p>A staff wellbeing survey was conducted in 2018. Overall, survey results were very positive and staff satisfaction high. For example, 95% of teachers felt the school was well managed and organised and 83% of teachers believed positive and respectful relationships between staff and students are evident across the school.</p> <p>Through effective data analysis, teacher feedback and parent consultation, the Learning Support Team developed learning plans for targeted students. All staff have ready access to these plans through Sentral and in 2018 implemented the strategies and adjustments required for relevant students. This was supported by a PL focus in 2018 on differentiation in the classroom.</p> <p>Supported by their supervisor, all teaching staff in 2018 developed sound PDPs and effectively used coaching principles in their peer observations.</p>

### Next Steps

In 2019 the school will continue to implement high quality wellbeing programs to support all students and continue to build resilience. Additional professional learning will be provided to teaching staff in adjusting classroom activities and assessment tasks for students on learning plans. The school is also creating a staff wellbeing policy early in 2019.



### Strategic Direction 3

Enhancing an ICT environment which supports student learning

#### Purpose

All teachers continue to build on their skills in effectively applying ICT in the classroom through targeted PL.

The school continues to expand its mandatory BYOD program for all students in Years 7–9, 11 in 2018, 7–10 in 2019 and 7–12 in 2020. The program enhances learning opportunities and outcomes for students.

Effective ICT systems are integrated and school practices developed and refined which support the successful, ongoing implementation of LMBR.

#### 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 7–11 in 2018 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. The successful introduction of Sentral in late 2018 has ensured the school's systems will support the ongoing implementation of SAP and LMBR.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>80% of Teachers identify that they have extended their skills in effectively applying ICT in the classroom as validated through survey data.</p> <p>The school continues to expand its mandatory BYOD program for all students in Years 7–9, 11 in 2018, 7–10 in 2019 and 7–12 in 2020. The program enhances learning opportunities and outcomes for students.</p> <p>Effective third party ICT systems are successfully trialed and integrated which support the implementation of SAP and LMBR.</p>	<p>\$125,000</p>	<p>The vast majority of teachers believe their skills in ICT applications in the classroom have been improved, as shown through PL feedback.</p> <p>The school's BYOD program was successfully extended to year 11 in 2018, with 7–11 now enjoying enhanced learning opportunities by using their device daily in the classroom.</p> <p>A third party software system (Sentral) was introduced in term 4 2018 with several key modules in effect, supported by extensive teaching and SASS staff training.</p> <p>The school invested in "Turnitin" software with several faculties trialing the program in term 4.</p>

#### Next Steps

In 2019 the BYOD program will encompass all year groups (7–12). Staff will continue to be supported in their ICT skills development in targeted PL. Sentral will be rolled out in more modules for teaching and office staff including Sentral Markbook, with a view to moving to Sentral reports in 2020.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$40730	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 support, small group withdrawal and team teaching. Targeted and specific Professional Learning was provided to raise staff capacity and skills in specific language teaching areas.
<b>Low level adjustment for disability</b>	\$70850	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.
<b>Socio-economic background</b>	\$33500	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.
<b>Support for beginning teachers</b>	\$59300	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 teachers . 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.

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	696	713	748	765
Girls	463	467	480	465

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	96.4	96.2	96.8	96.5
8	95.7	95.4	95.1	95.4
9	95.5	95.6	95.1	94.1
10	94.7	94.7	94.2	93.2
11	95	94.9	94.3	95.4
12	94.7	96	95	95.2
All Years	95.3	95.4	95.1	95
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

Student non-attendance issues are managed by the school wellbeing team. Measures taken include parent and student interviews, referrals to the school counsellors and external agencies, and liaising with 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	8
TAFE entry	0.5	1.5	9
University Entry	0	0	80
Other	0	0	0
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

20% of students undertook vocational or trade training as part of their HSC in 2018.

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

100% of Year 12 students attained an HSC or equivalent vocational education qualification in 2018

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	59.9
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	4.8
School Counsellor	1
School Administration and Support Staff	13.77
Other Positions	1

\*Full Time Equivalent

The school has a well rounded mix of experienced and beginning teachers. There are no Aboriginal teachers on staff.

## 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	24

## Professional learning and teacher accreditation

### Professional Learning (PL) Activities and Participation:

In 2018, all pre-2004 teachers were accredited at Proficient level, and entered into their first maintenance phase. This aligned with the new online system ETAMS, so PL early in Term 1 focused on these requirements and processes. 2018 also saw the continuation of a focus on literacy as part of our School Plan's strategic direction 1. Whole-school PL was delivered on paragraphing, as this was an area of possible improvement as identified by NAPLAN data. We also commenced a whole-school pedagogical focus on differentiation, conducted during our first twilight session, where staff worked in cross faculty groups to revise the theory of differentiation and engage in practice-based discussions. The Executive Conference saw a focus on delivering quality PL at a faculty level and skill building in managing staff.

The Staff Development Day in Term 2 had a whole-staff session on Growth Mindset, as part of our strategic direction 2 focus on student wellbeing. Differentiated workshops were provided for staff to choose from topics such as senior writing, voice protection and presence, and use of Outlook and Google Suite. Further PL delivered in Term 2 focused on strategies and plans for EALD students, and the first of two differentiated technology workshops, where staff could choose sessions on Interactive Whiteboards, Excel for Beginners, Flipped Classrooms, Swivl, operating in the cloud, Peardeck and Google Suite, and Padlet and Mentimeter.

The Term 3 Staff Development Day repeated the technology workshops, giving staff the opportunity to choose another area of interest and need. We continued our focus on differentiation by presenting a 'teach meet' where excellent practitioners were identified to share good practice. This was followed by our second twilight session where staff worked in faculty groups to create differentiated programs and/or units of work. Another teach-meet was held about boys' education where presenters shared good practice and ideas.

Term 4 saw the focus on literacy continuing with a whole-staff session on spelling, delivered as differentiated online modules. Our first session on

feedback was also held where the feedback team reported on findings from student and staff focus group, and future directions as a pedagogical focus. The final Staff Development Day of the year gave staff an opportunity to complete mandatory training modules.

Total 2018 expenditure on Professional Learning: \$85526

Staff attendance at external PL activities related to the following areas (number of activities shown in brackets): syllabus implementation and programming (78), wellbeing (12), beginning teachers (35), information technology (5), pedagogy (3) and other school identified (20).

### Support provided by the school for Beginning Teachers:

Beginning Teachers in their first year were supported through regular meetings with a mentor and a structured program based on the *Strong Start, Great Teachers* resource.

Many targeted sessions were delivered through conferences in collaboration with the Dural Beginning Teachers network. There were two conference days organised in 2018 to meet the needs of beginning teachers. The first day, attended by teachers from schools in our network included sessions delivered by regional experts on sharing and networking, professional teaching standards and accreditation, effective student management, difficult conversations and the requirements of the Nationally Consistent Collection of Data (NCCD). The second conference day, attended by staff at CHS only, covered writing annotations and mapping across the standards for accreditation, positive behaviour management, and CV writing and job application strategies.

Beginning Teachers were also able to attend several external courses and conference to develop their teaching practice, with \$38117 spent on beginning teacher PL throughout the year.

Individual assistance in completing the accreditation report was available through one-on-one meetings and reviews with the HT Teaching & Learning, and 6 staff were able to successfully attain accreditation at this level. This support was equally available to casual, temporary and permanent staff.

### Teacher Accreditation in 2018:

\*6 teachers achieved NSW Education Standards (NESA) accreditation at Proficient

\*6 other beginning teachers were working towards accreditation at Proficient

\*3 teachers were seeking voluntary accreditation at Highly Accomplished or Lead

\*All pre-2004 teachers were accredited at Proficient and were maintaining accreditation at that level

\*15 hours of NESA accredited courses were delivered

through Professional Learning activities at CHS, contributing to staff maintaining accreditation at Proficient level

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,412,542
<b>Revenue</b>	13,022,422
Appropriation	11,541,611
Sale of Goods and Services	129,897
Grants and Contributions	1,319,550
Gain and Loss	0
Other Revenue	8,720
Investment Income	22,645
<b>Expenses</b>	-12,631,911
Recurrent Expenses	-12,631,911
Employee Related	-10,806,963
Operating Expenses	-1,824,948
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	390,512
<b>Balance Carried Forward</b>	1,803,053

- The school's financial management processes and governance structures meet financial policy requirements.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	10,635,606
Base Per Capita	237,341
Base Location	0
Other Base	10,398,265
<b>Equity Total</b>	718,334
Equity Aboriginal	642
Equity Socio economic	33,492
Equity Language	540,474
Equity Disability	143,727
<b>Targeted Total</b>	42,186
<b>Other Total</b>	106,974
<b>Grand Total</b>	11,503,101

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

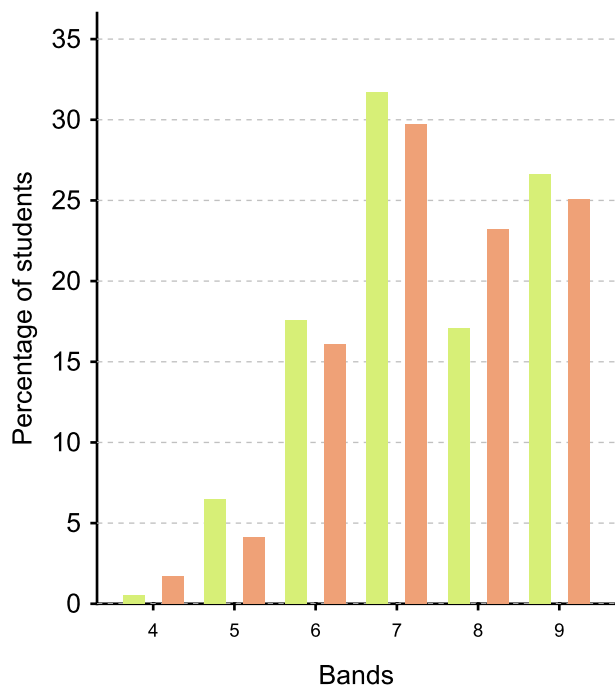
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The school's average participation rate in each of the NAPLAN tests is 97%.

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.

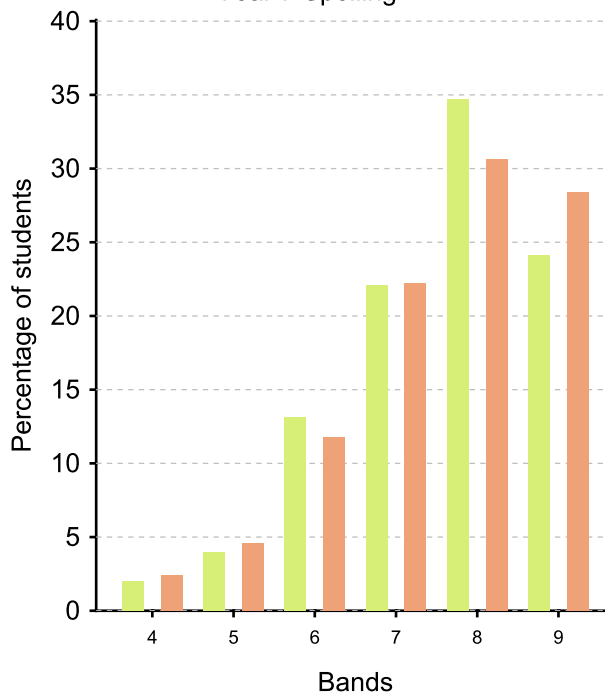
Carlingford HS performed very well in both Year 7 and 9 NAPLAN literacy outcomes. Year 7 results were well above state averages in the top 2 bands in all literacy measures, particularly spelling. Year 9 results were also well above state averages in the top 2 bands in all measures, particularly grammar and punctuation. Writing outcomes for year 9 show significant improvement as a result of the school's strong literacy

**Percentage in bands:**  
Year 7 Grammar & Punctuation



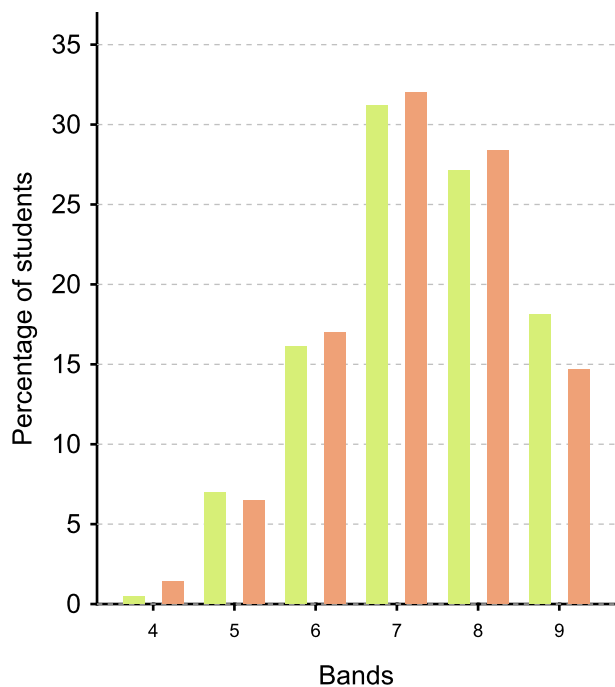
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 7 Spelling



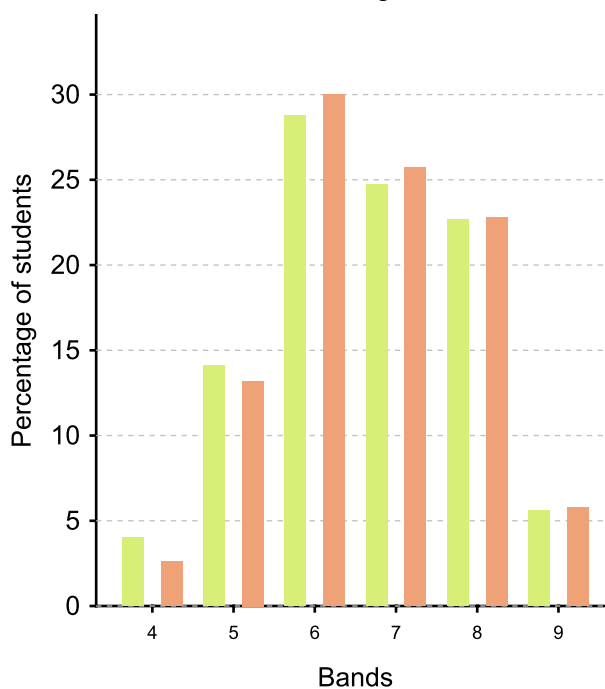
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 7 Reading



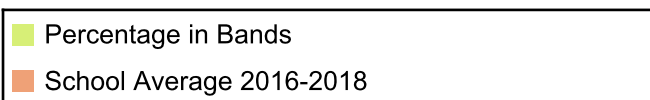
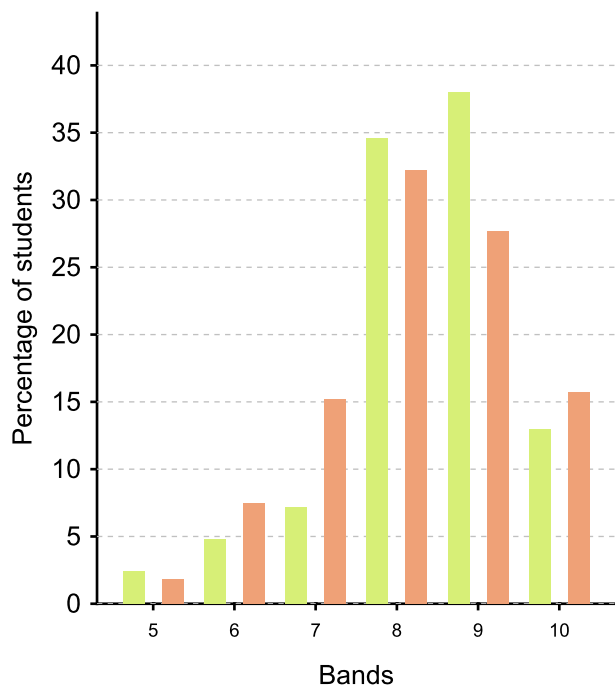
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 7 Writing

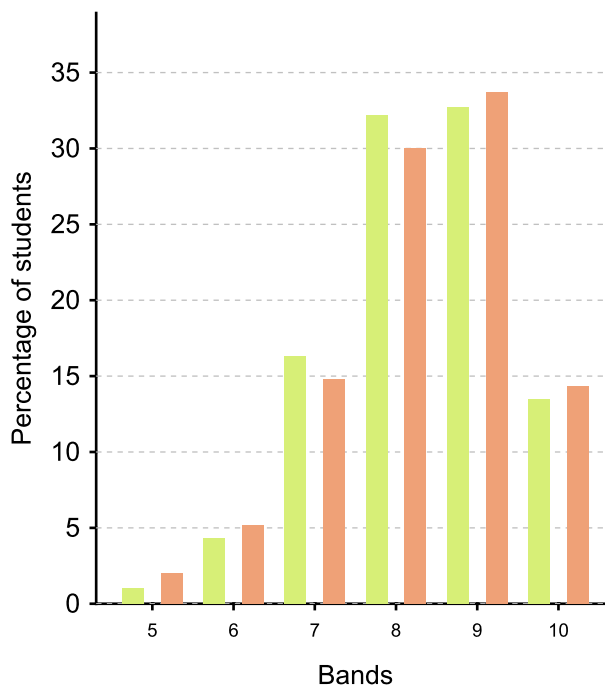


Percentage in Bands  
School Average 2016-2018

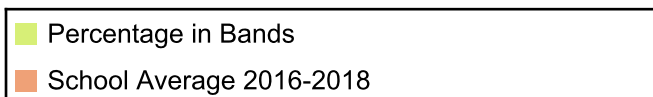
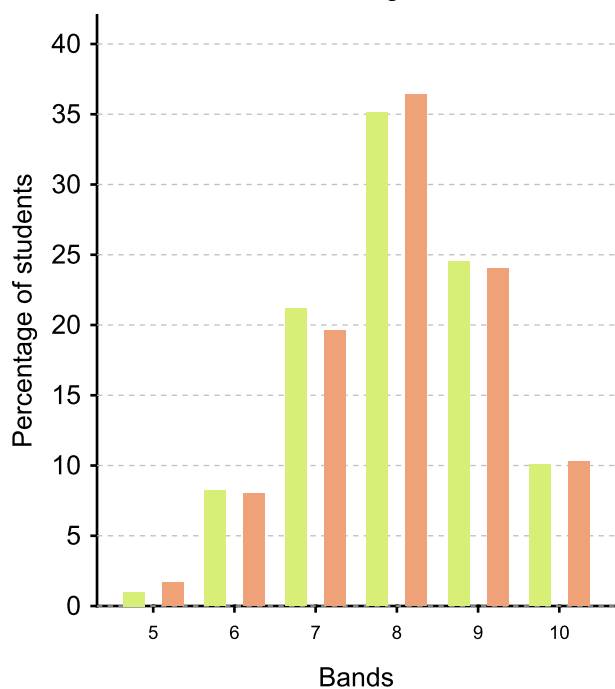
**Percentage in bands:**  
Year 9 Grammar & Punctuation



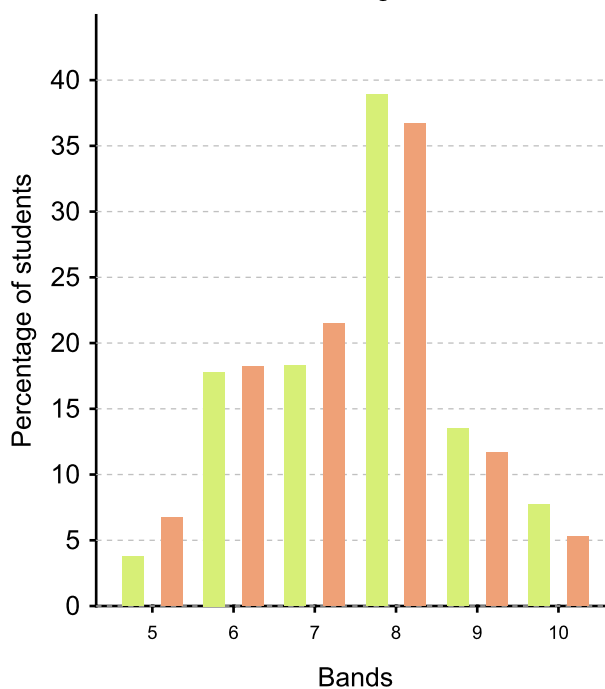
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading

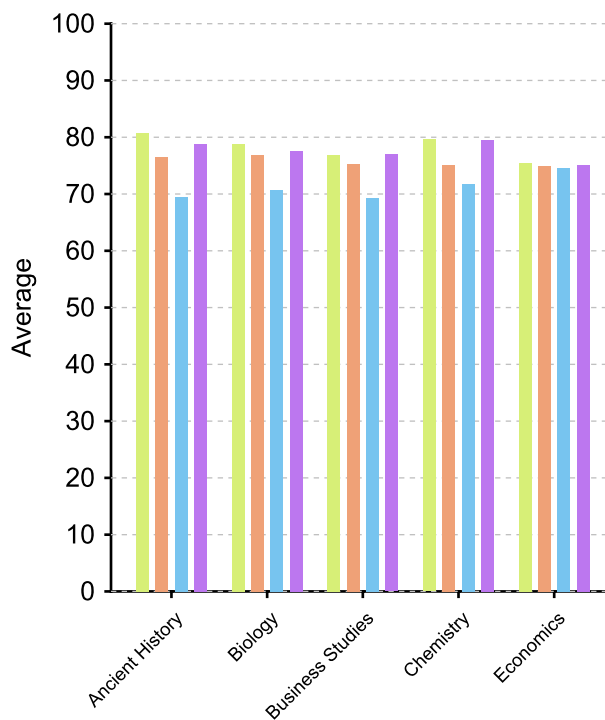
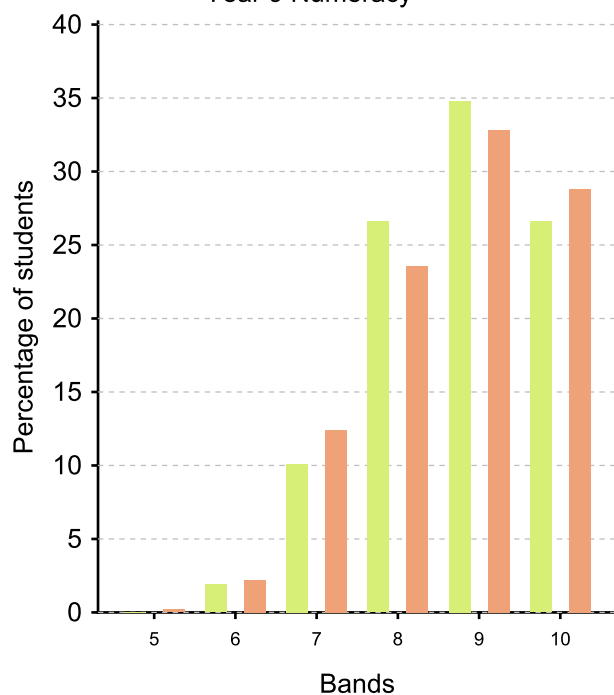


**Percentage in bands:**  
Year 9 Writing



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 54.8% achieving in the top two bands compared to 27.4% in the state. Year 9 results were also well above state averages in the top 2 bands, with 61.4% achieving in the top two bands, compared to 26.2% in the state.

**Percentage in bands:**  
Year 9 Numeracy



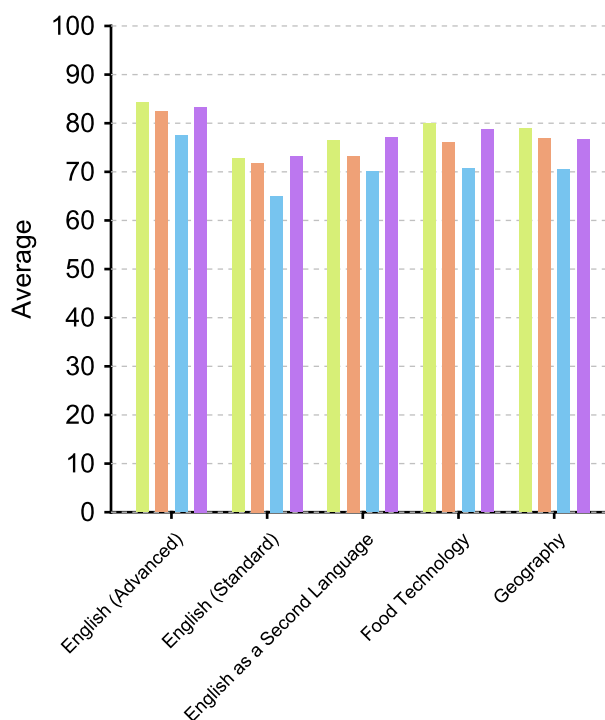
■ School 2018
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

Carlingford HS continually strives to improve educational outcomes for our students. NAPLAN results in our school are consistently well above state average in the top two bands for both literacy and numeracy. In 2018 Year 9 NAPLAN results in writing showed a significant improvement as a result of our ongoing focus on literacy strategies.

### Higher School Certificate (HSC)

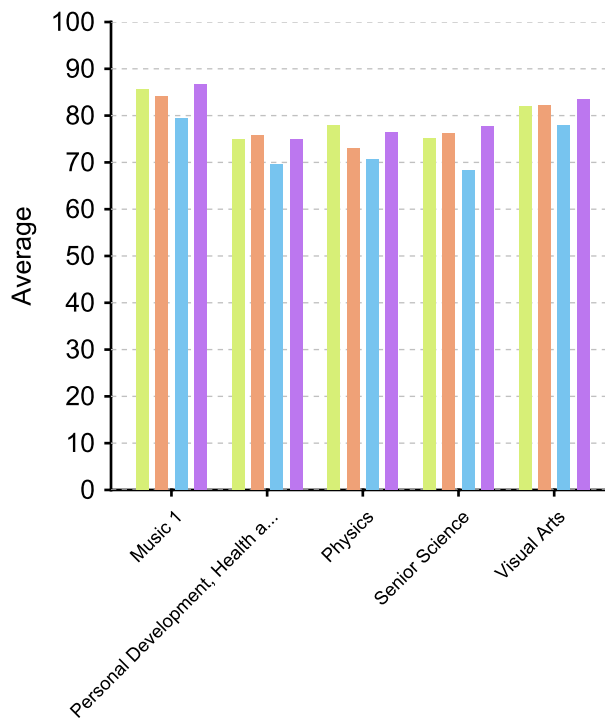
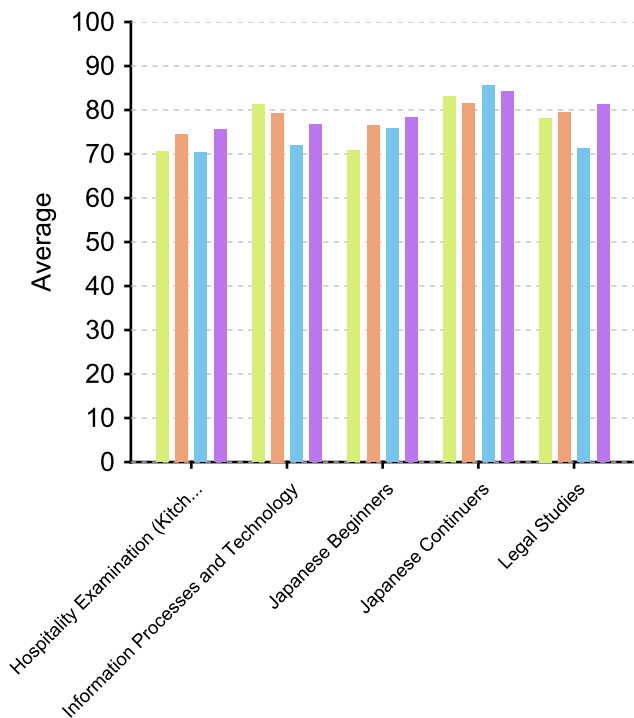
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Carlingford High school students performed exceptionally well in the 2018 HSC. The cohort of 198 students achieved a record 208 distinguished achievements (Band 6 and E4 results) and 380 Band 5 results. Nine students achieved 'all rounder' status (top band results in 10 or more units) and one student achieved a place in the State coming 10th in Information Processes and Technology. Students received exhibition nominations for their practical submissions in Design and Technology, Industrial Technology, Music 1, Music 2 and Visual Arts.



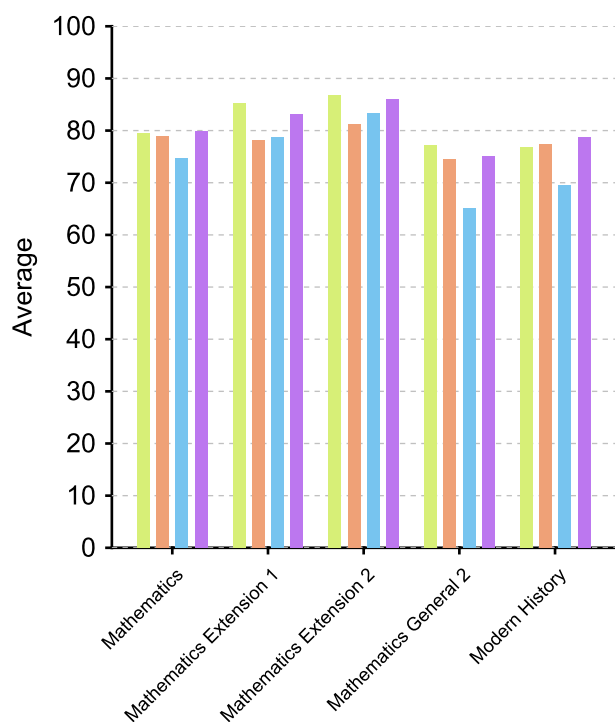
■ School 2018
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018





■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018



■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

## Parent/caregiver, student, teacher satisfaction

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

### Students.

- 87% of respondents said they felt physically and emotionally safe at school
- 78% of respondents said they felt part of the school community
- 89% of respondents said they were aware of key communications provided each day through the daily notices
- 66% of respondents believed the school catered for their extra curricula interests
- 77% of respondents said the academic standards at this school challenged them to do their best
- 61% of respondents said the school curriculum was relevant to their future
- 73% of respondents said research tasks are challenging and inspire them to learn more
- 79% of respondents said they knew where to access support for their learning if they needed it
- 76% of respondents said their teachers help them to do their best
- 63% of respondents said when they make mistakes, their teachers help them to learn from them
- 82% of respondents said their teachers care if they are not doing as well as they could

### Parents

- 87% of respondents either agreed or strongly agreed their child feels physically and emotionally

safe at school

- 81% of respondents either agreed or strongly agreed they are informed promptly by the school if their child has a problem
- 87% of respondents either strongly agreed or agreed communications from the school is relevant and consistent
- 89% of respondents either agreed or strongly agreed the school promotes regular attendance
- 85% of respondents either agreed or strongly agreed the school is well organised and efficiently managed
- 70% of respondents either agreed or strongly agreed the school website is a useful communication tool
- 83% of respondents either agreed or strongly agreed the school sets high academic standards
- 82% of respondents either agreed or strongly agreed the values of the school are well communicated
- 89% of respondents either agreed or strongly agreed they find office staff at school helpful
- 62% of respondents either agreed or strongly agreed that parent teacher interviews provide adequate time to talk with teachers

#### **Staff**

- 88% of teachers felt that communication in the school is effective in allowing them to do their job
- 95% of teachers felt the school was well managed and organised
- 88% of teachers felt comfortable, respected and accepted in the school
- 73% of teachers felt their contribution in the school is valued
- 83% of teachers believed welfare matters are professionally managed
- 79% of teachers believed their professional learning needs were being met
- 98% of teachers believed they have adequate access to computer technology for effective teaching
- 81% of teachers believed the weekly staff morning teas help build collegiality
- 83% of teachers believe positive and respectful relationships between staff and students are evident across the school

## **Policy requirements**

### **Aboriginal education**

Carlingford High School 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 "Rights and Freedom" unit focusing on the changing rights and freedoms of Aboriginal people from 1945 onwards

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

Social Science: The examination of ATSI traditional practices in managing the challenges of the Australian landscape and climate occurs in Geography..

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 democratic, 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; 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