Caringbah High School

2019 Annual Report

8240

Introduction

The Annual Report for 2019 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.

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 industry 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

• increase the percentage of students to reach the top two bands in NAPLAN for literacy and numeracy
• embedded whole school approach to formative assessment
• increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school

Progress towards achieving improvement measures

Process 1: Gifted & Talented Learner Project

Implement a whole school approach to quality assessment and syllabus implementation that differentiates with high expectations, is future focussed and meets the needs of gifted and talented students.

Evaluation	Funds Expended (Resources)
HSC results indicate that most courses interpreted the new HSC syllabuses well, with students able to achieve very close to SSSG in most cases and above state average in most cases.	$46,135 TPL funds to release teachers to plan and/or attend various professional learning events that focus on new syllabuses. Many teachers of new Stage 5 elective courses were released for a day PL to enable them to change 200hour courses into 100 hour courses, create scope and sequences, programs, assessment tasks for next year.

Process 2: Positive Student Wellbeing Project

Align student wellbeing with NSW DoE Student Wellbeing Framework for schools so that our students connect, thrive and succeed

Evaluation	Funds Expended (Resources)
The creation of a second, school funded Head Teacher Wellbeing has enabled a more strategic, expansive and proactive approach to Wellbeing at Caringbah High School. Embedding the Gifted program, with its positive psychology and wellbeing focus, into the junior curriculum pattern has resulted in a sustained emphasis on wellbeing.	$42,300

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.

Improvement Measures

Key quantitative and qualitative measures will include, where relevant:
• Increased understanding of, and engagement with the Australian Professional Standards for Teachers

• Improved staff engagement results in the People Matter Employee Survey

Progress towards achieving improvement measures

Process 1:   Teacher Professional Growth & Practice Project

Draw on research to develop and implement high quality teaching and learning practices.

Evaluation	Funds Expended (Resources)
Two compulsory Twilight events were dedicated to faculties, for collaboration, planning and programming purposes, especially related to the new HSC syllabuses, which teachers found useful. Many teachers accessed external professional learning courses run by subject specific associations, for the new HSC or new Stage 4 syllabuses.	Professional learning budget $74,511

Process 2:   Teacher Wellbeing Project

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

Evaluation	Funds Expended (Resources)
The School Plan records the improvement measure for this priority as improved staff engagement results in the People Matter Employee Survey. This measure has not been assessed. The school has assigned mentors for all beginning teachers and this initiative has been successful.	$0

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.

Improvement Measures

Progress towards achieving improvement measures

Process 1: Collaborative Community Project

Create 'communities of practice' and networks that assume shared responsibility for promoting individual and collective practice for the ongoing growth and development of the school and the system.

Evaluation	Funds Expended (Resources)
The Curriculum Committee explored notions of 100 and 200 hour Stage 5 electives, including student focus groups, parent surveys and visits to other schools to discuss their special programs. New electives were proposed and created by faculties that cater to the learning needs and interests of high potential and gifted students. The Assessment and Reporting Committee analysed all assessment tasks, notifications and schedules/booklets across the school for Semester 2, 2019 and made recommendations to be implemented in 2020, including only four assessment tasks for each course from Yrs 7 – 10, in line with Stage 6 requirements. Networks and teams were responsible for analysing school programs, assuming shared responsibility for promoting individual and collective practice for the ongoing growth and development of the school and the system.	$7,400

Process 2: School Infrastructure Project

Create an infrastructure to meet the needs of a changing world and enable future–focused learning, teaching and administration.

Evaluation	Funds Expended (Resources)
This included extensive improvements to the school computer hardware system, a phone upgrade, shade marquee, the purchase of a grand piano, clarinets and additional infrastructure in the music department to improve student experiences and learning outcomes in that faculty. New furniture was purchased for use across the school including new work stations, dishwashers, chairs and the like. All upgrades, infrastructure improvements and additions, new purchases of resources, furniture and equipment were deemed necessary for improved student learning outcomes.	$150,836. In addition, the P&C contributed $15,000 and the Music Support Group contributed $5,000 towards the grand piano purchase.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$1,433	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	$0	There are no students at Caringbah High School that meet the threshold for this funding.
Low level adjustment for disability	$84,511	Learning adjustments have been made and the additional support provided to the students by increased learning support staff has resulted in identified students achieving improved outcomes throughout the year.
Quality Teaching, Successful Students (QTSS)	$0	There are no students at Caringbah High School that meet the threshold for this funding.
Socio–economic background	$13,963	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	While each beginning teacher who qualified for this support received funding from the Department of Education to provide the release time, additional professional learning funds were used to enhance and compliment this program and support all beginning teachers in their first few years in the profession.	All beginning teachers used their release from face to face teaching time, access to a mentor and professional learning opportunities to support their first years in the profession, at their individual point of need.
Targeted student support for refugees and new arrivals	No resources were used.	There are no students at Caringbah High School that meet the threshold for this funding.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	489	502	512	532
Girls	424	412	403	381

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	97	97.7	96.9	97.2
8	96.7	95.6	96.5	95.6
9	97.1	95.3	94.1	95.4
10	97.2	94.5	95.6	93.1
11	97.7	95.4	94.8	94.8
12	97.8	94.5	95.7	95.4
All Years	97.3	95.5	95.6	95.2
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	1
University Entry	0	0	95
Other	0	0.75	3
Unknown	0	0	1

As Caringbah High School is an academically selective secondary school, the majority of students accept a university placement. In 2020, over 50% entered STEM (science, technology, engineering and mathematics) degrees, while 23% are studying in the area of commerce/business.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Caringbah High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

99% of all Year 12 students completed Year 12 in 2019 and received a Higher School Certificate. The academically selective nature of the school community meant that no students completed an equivalent vocational education qualification. There were two students who followed a pathways pattern of study, spreading their HSC studies over two years. They are on track to finish the HSC in 2020.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	647,002
Revenue	10,780,136
Appropriation	9,340,698
Sale of Goods and Services	227,246
Grants and contributions	1,199,796
Investment income	12,396
Expenses	-10,575,689
Employee related	-8,900,211
Operating expenses	-1,675,478
Surplus / deficit for the year	204,447

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	49,810
Equity Total	105,774
Equity - Aboriginal	3,366
Equity - Socio-economic	13,963
Equity - Language	0
Equity - Disability	88,445
Base Total	8,475,963
Base - Per Capita	214,741
Base - Location	0
Base - Other	8,261,222
Other Total	372,379
Grand Total	9,003,926

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
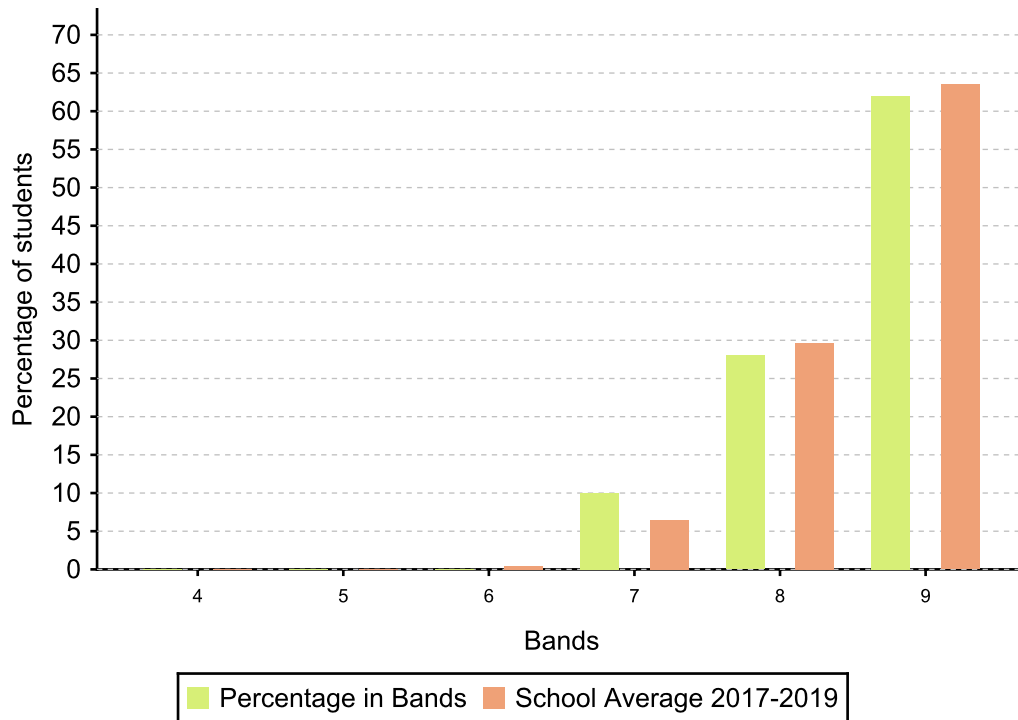
Literacy and Numeracy Graphs

Percentage in bands:
Year 7 Grammar & Punctuation
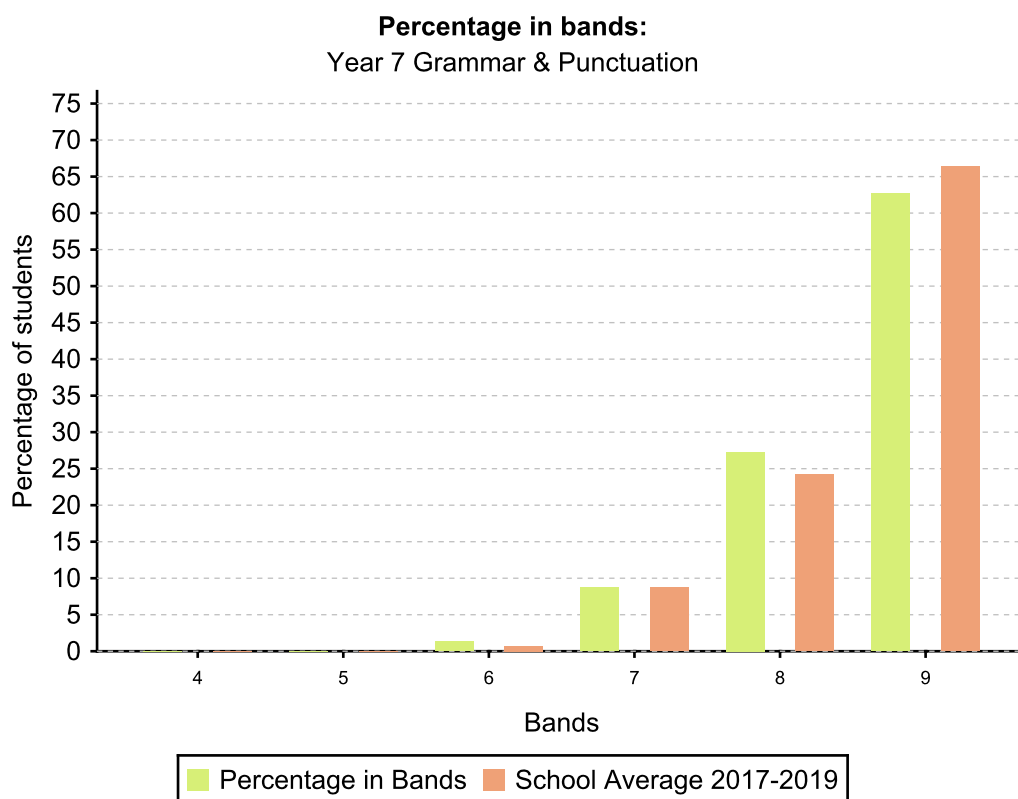
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	1.3	8.7	27.3	62.7
School avg 2017-2019	0	0	0.7	8.7	24.2	66.4

Percentage in bands:
Year 7 Reading
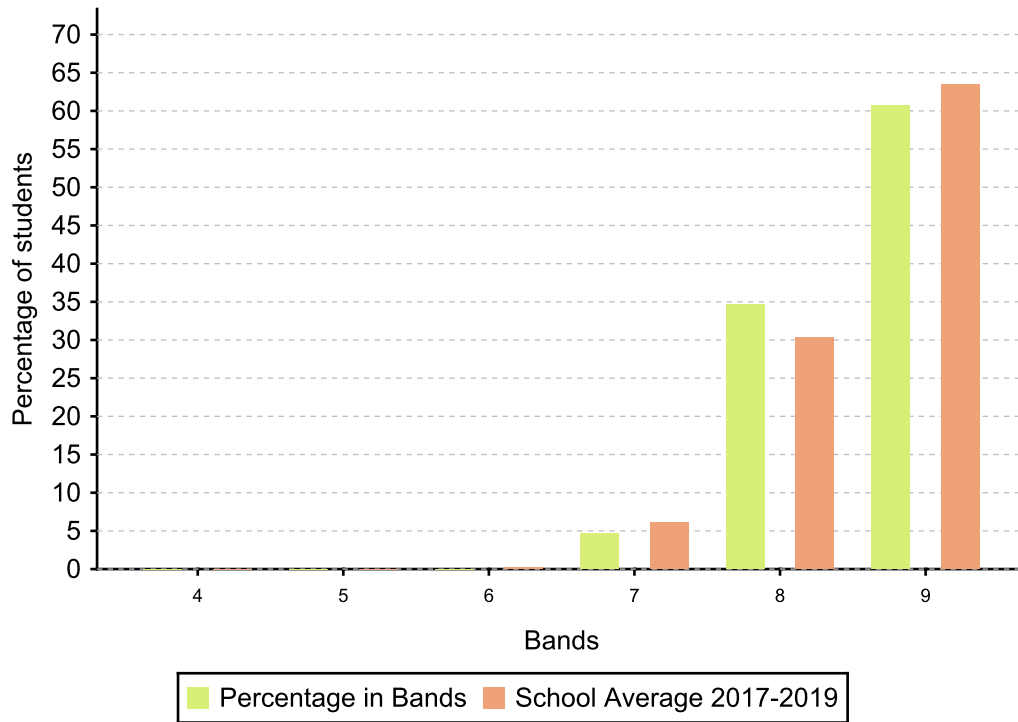
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	4.7	34.7	60.7
School avg 2017-2019	0	0	0.2	6.1	30.3	63.5

Percentage in bands:
Year 7 Spelling

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	10.0	28.0	62.0
School avg 2017-2019	0	0	0.4	6.5	29.6	63.5

Percentage in bands:
Year 7 Writing
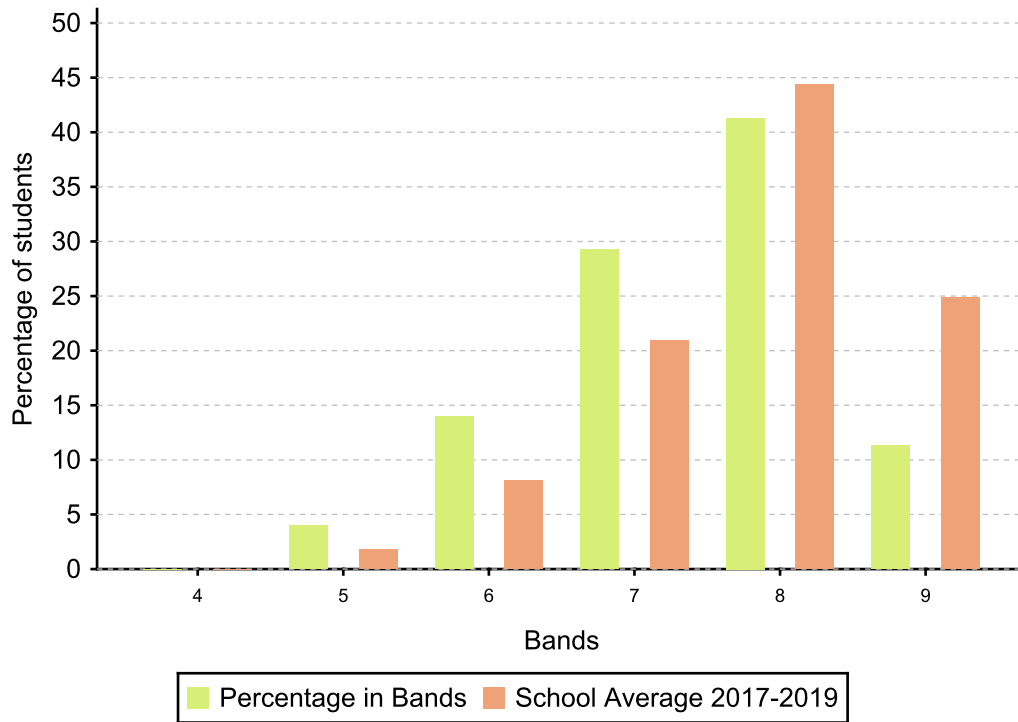
Band	4	5	6	7	8	9
Percentage of students	0.0	4.0	14.0	29.3	41.3	11.3
School avg 2017-2019	0	1.8	8.1	20.9	44.4	24.9

Percentage in bands:
Year 9 Grammar & Punctuation
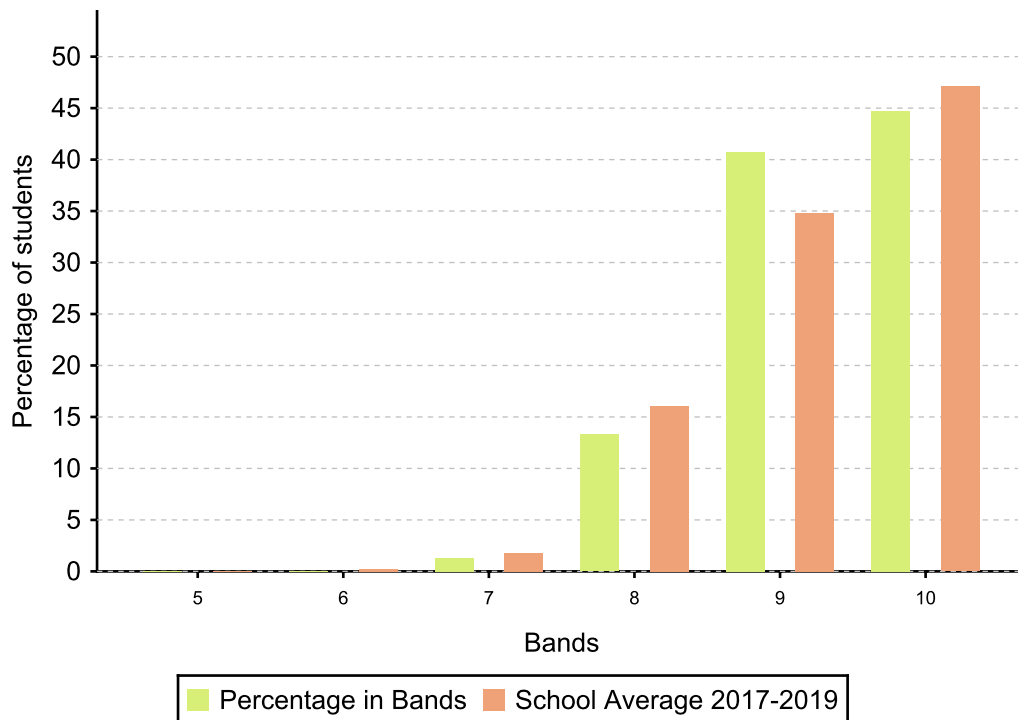
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	1.3	13.3	40.7	44.7
School avg 2017-2019	0	0.2	1.8	16.1	34.8	47.1

Caringbah High School 8240 (2019)

Printed on: 29 May, 2020

Percentage in bands:
Year 9 Reading
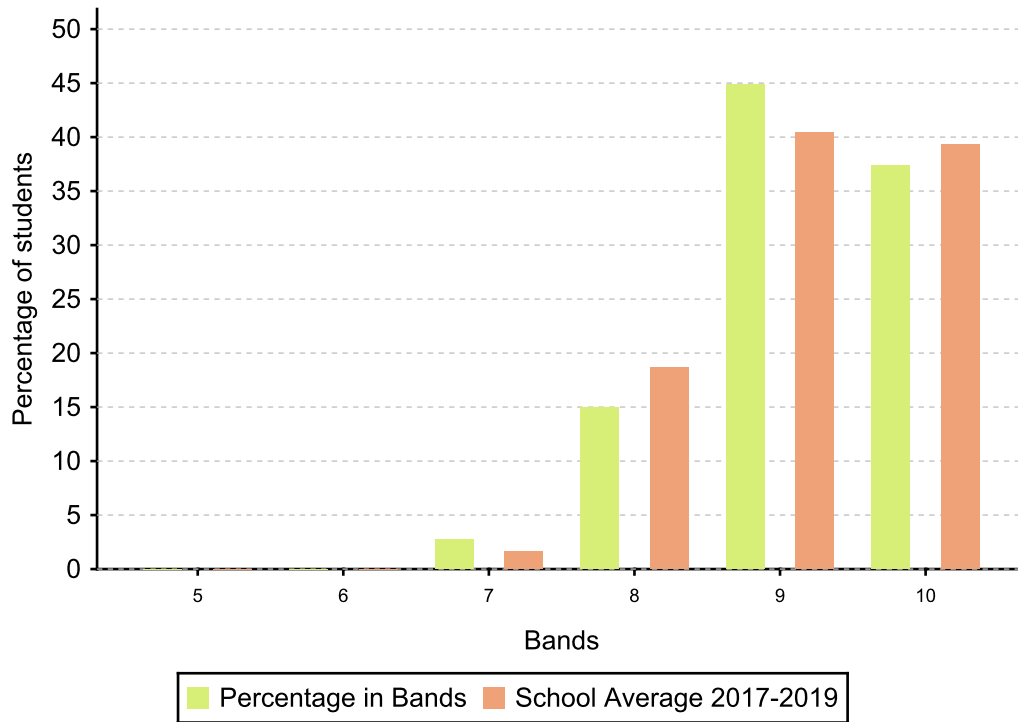
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	2.7	15.0	44.9	37.4
School avg 2017-2019	0	0	1.6	18.7	40.4	39.3

Percentage in bands:
Year 9 Spelling
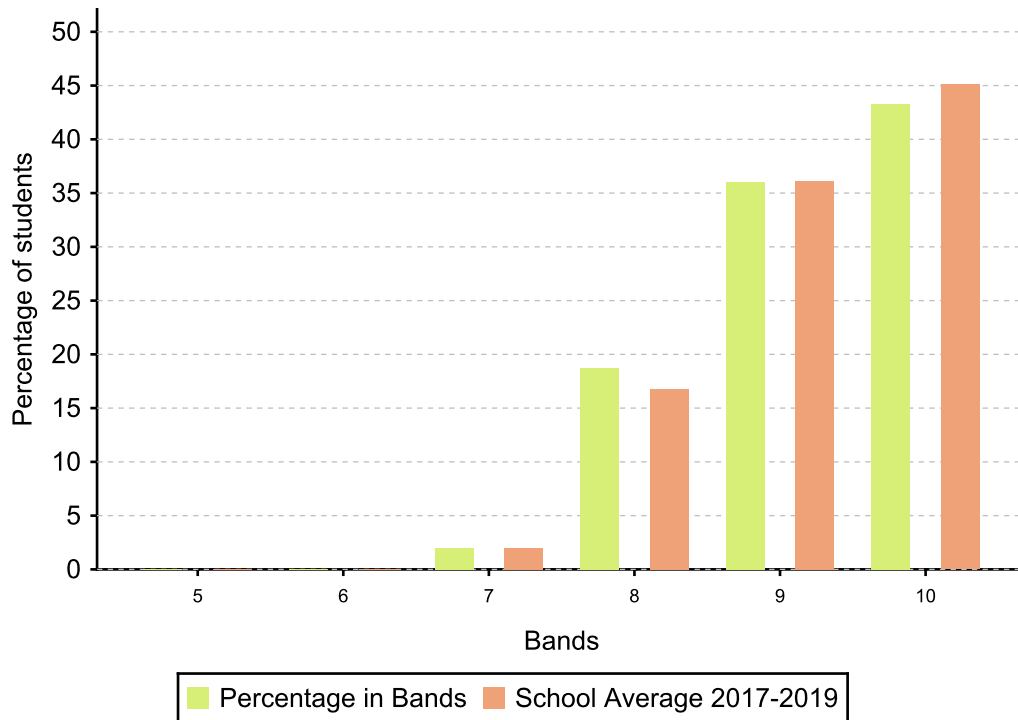
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	2.0	18.7	36.0	43.3
School avg 2017-2019	0	0	2	16.8	36.1	45.1

Caringbah High School 8240 (2019) Printed on: 29 May, 2020

Percentage in bands:
Year 9 Writing
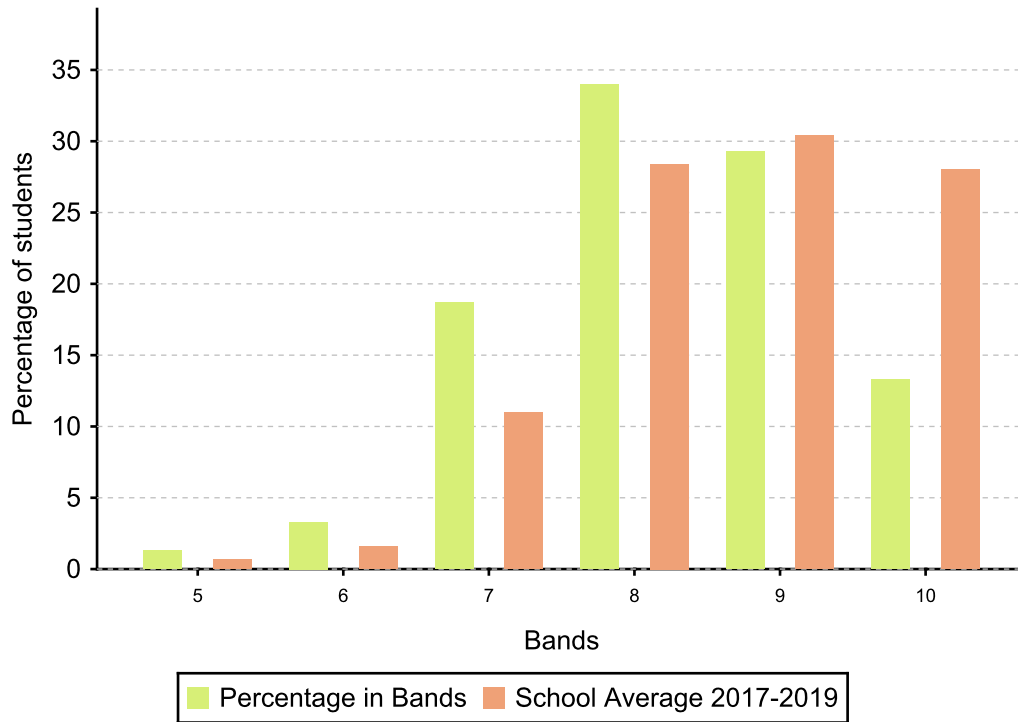
Band	5	6	7	8	9	10
Percentage of students	1.3	3.3	18.7	34.0	29.3	13.3
School avg 2017-2019	0.7	1.6	11	28.4	30.4	28

Percentage in bands:
Year 7 Numeracy
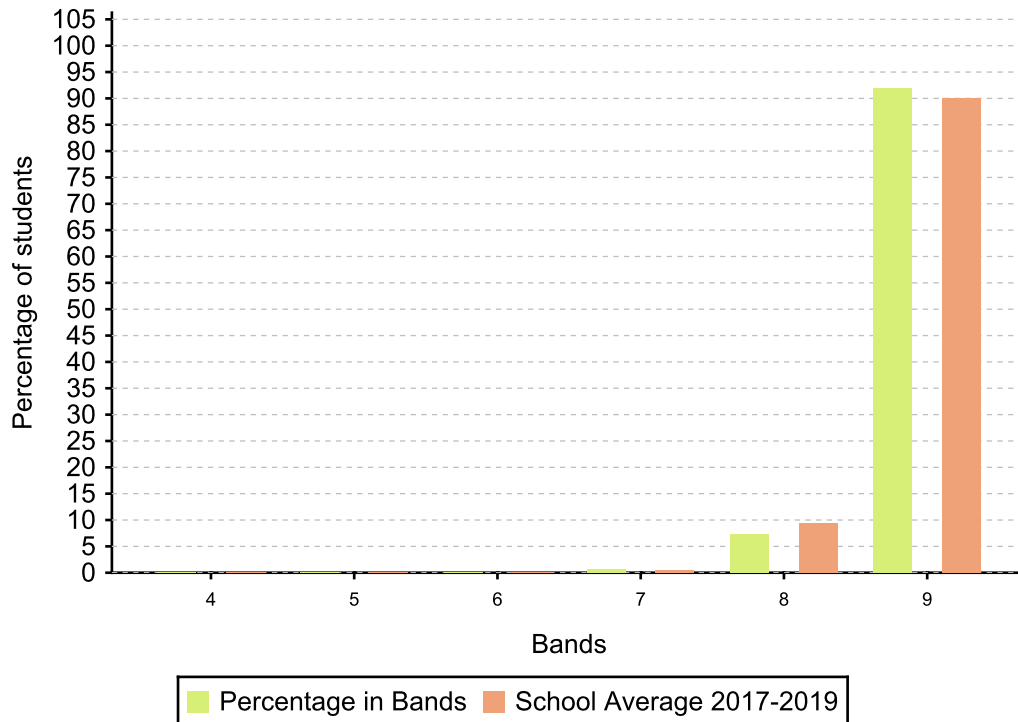
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.7	7.3	92.0
School avg 2017-2019	0	0	0	0.4	9.4	90.1

Percentage in bands:
Year 9 Numeracy
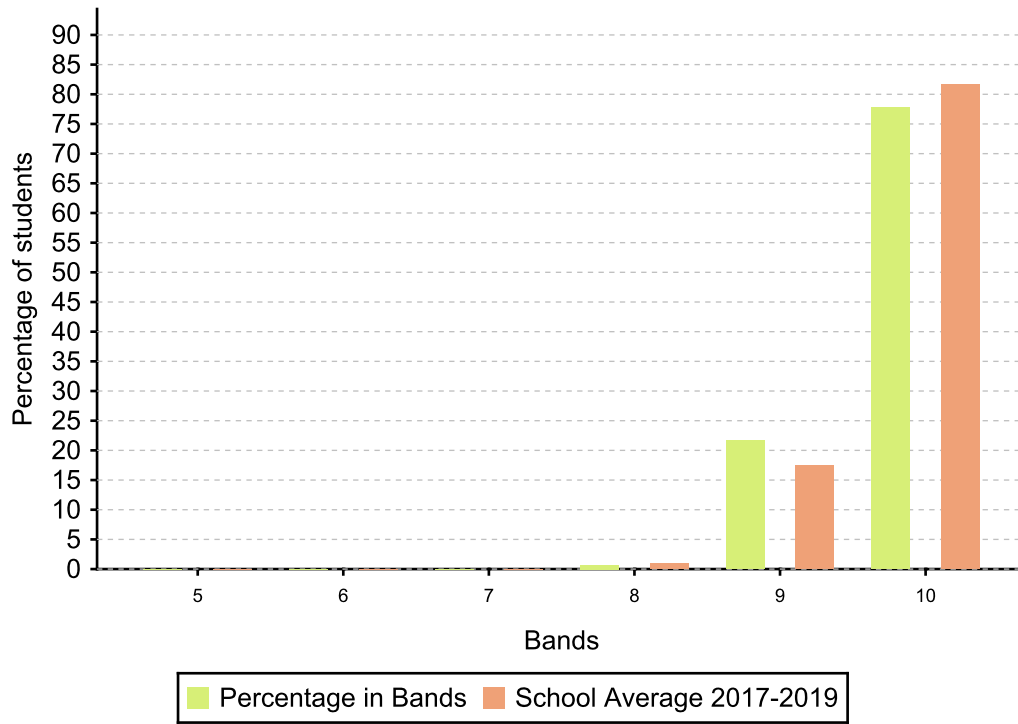
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.7	21.6	77.7
School avg 2017-2019	0	0	0	0.9	17.4	81.7

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
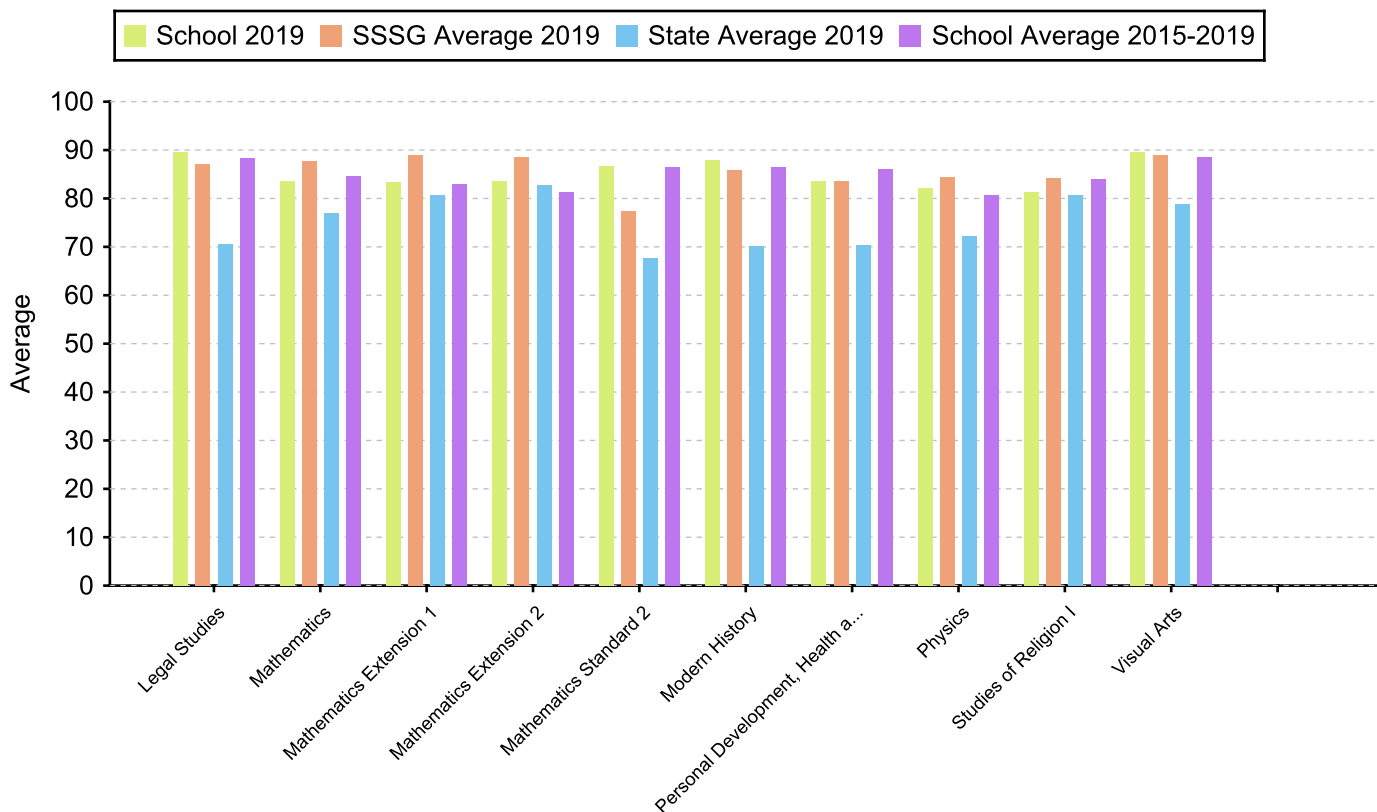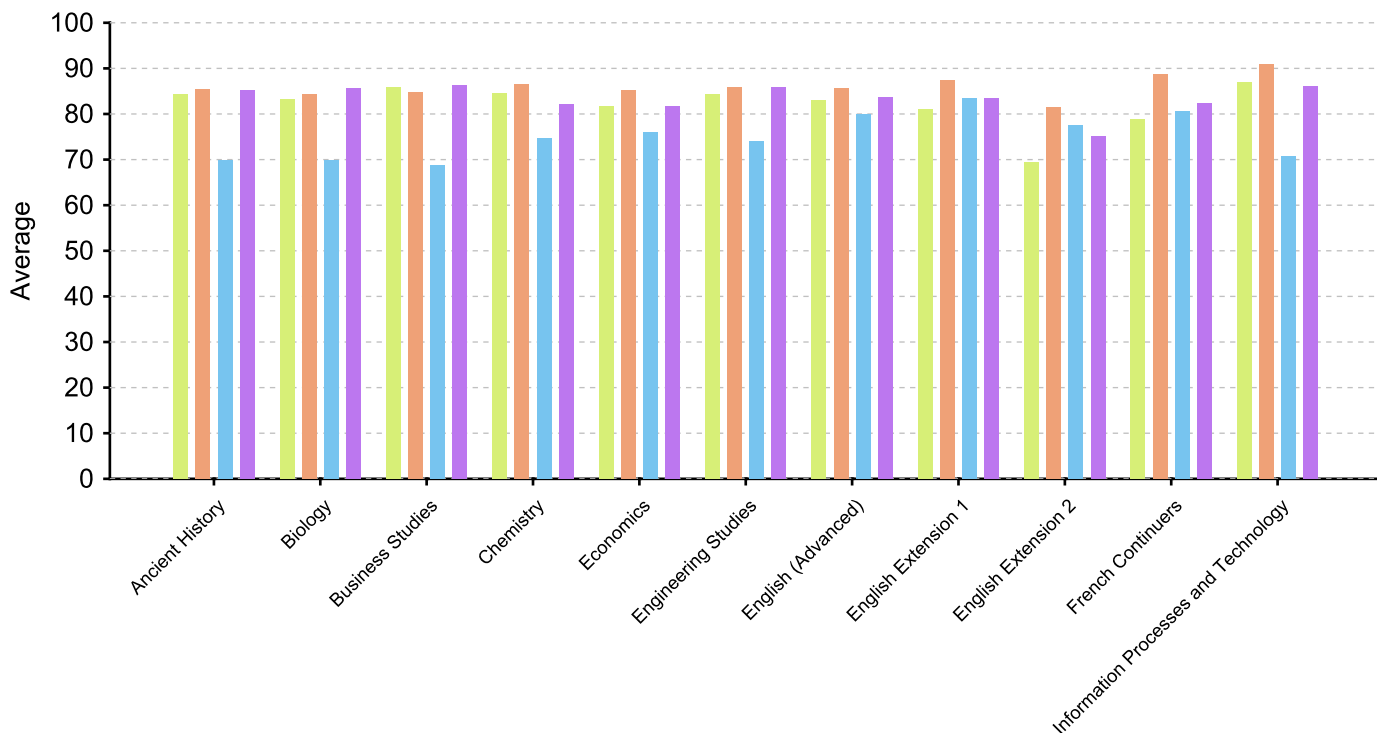
Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	84.2	85.4	69.9	85.2
Biology	83.2	84.3	69.9	85.5
Business Studies	85.8	84.8	68.6	86.4
Chemistry	84.6	86.5	74.7	82.1
Economics	81.7	85.2	75.9	81.7
Engineering Studies	84.4	85.8	73.9	85.8
English (Advanced)	83.1	85.7	80.0	83.7
English Extension 1	81.0	87.4	83.4	83.5
English Extension 2	69.3	81.5	77.6	75.2
French Continuers	78.8	88.8	80.5	82.4
Information Processes and Technology	87.0	90.8	70.8	86.0
Legal Studies	89.6	87.1	70.6	88.4
Mathematics	83.5	87.7	76.9	84.7
Mathematics Extension 1	83.4	89.0	80.6	83.0
Mathematics Extension 2	83.5	88.5	82.7	81.3
Mathematics Standard 2	86.6	77.3	67.7	86.6
Modern History	88.0	85.8	70.2	86.5
Personal Development, Health and Physical Education	83.6	83.6	70.5	86.1
Physics	82.2	84.5	72.1	80.6
Studies of Religion I	81.4	84.3	80.8	84.0
Visual Arts	89.5	89.0	78.8	88.6

Parent/caregiver, student, teacher satisfaction

In 2019
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:

* 74% of
students in this school had a high sense of belonging; the NSW Govt norm for
these years is 66%

* 75% of
the girls and 76% 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.

Results from the *Tell Them From Me Surveys* from 2019 indicate that Caringbah High School students report they feel positively (above state average) about the following:

Students feel accepted and valued by their peers and by others at the school

Students have friends at school they can trust and who encourage them to make positive choices

Students are intellectually engaged and find their learning interesting, enjoyable and relevant

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.