

# 2020 Annual Report

## Caringbah High School



8240

# Introduction

The Annual Report for 2020 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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Caringbah High School

85 Willarong Rd

Caringbah, 2229

[www.caringbah-h.schools.nsw.edu.au](http://www.caringbah-h.schools.nsw.edu.au)

[caringbah-h.school@det.nsw.edu.au](mailto:caringbah-h.school@det.nsw.edu.au)

9524 3859

## School vision

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>

## 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)
The team identified that there were too many summative assessment tasks overall and formative, peer and self assessment could be enhanced. Notifications and the actual tasks varied considerably in appearance, construction, marking guidelines and feedback. Recommendations - principally reduced number of tasks and consistency across the school, have been successfully adopted. Effective feedback is one of the strategic directions of the 2021-2024 School Improvement Plan.	Release from class for the team to collaborate successfully.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$5500.00)</li></ul>

#### 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)
School funded HT Well-being position has been very successful mainly with the high standard well-being curriculum in GIFTed lessons but also as co-leader of the school's overall well-being program. Referral process are much improved. The quality and scope of Learning Support is of a high standard. Additional functions in Sentral have improved data analysis. The well-being meetings each fortnight have proven to be very successful in alerting us to students needing interventions - every student known, valued and cared for.	Relief from class for the team to collaborate and implement.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$7400.00)</li></ul>

## 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)
The Growth and Practice Project did not eventuate as an entity but a large proportion of staff completed on-line modules of CESE's What Works Best research. An analysis of teachers' PDP goals allowed professional learning for the year to be targeted at common themes. The COVID lockdown necessitated a considerable increase in the use of technology for teaching and learning and the school strongly rose to the challenge. While being well-resourced in this respect, the degree of collaboration among staff, especially around Microsoft Teams, was remarkable in delivering high quality teaching and learning - 2020 HSC results were the best since 2016.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$6300.00)</li></ul>

#### 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)
Tangible increase in collaboration and a growing understanding of collective efficacy across the staff. Cross-faculty teams are very productive and feedback is strongly in favour of the model - there's an appreciation of the professionalism and expertise of colleagues and the opportunity to learn from, and share with, others.  The annual executive conference has improved the data analysis of head teachers and the opportunity to learn and share together is recognised as positive.	Off-site venue for executive conference.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$8600.00)</li></ul>

### 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)
Increasingly planning, implementing and evaluation across the breadth of the school's work is conducted in a cross-faculty fashion enhancing collaboration, collegiality and collective efficacy.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$4700.00)</li></ul>

##### 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)
P&C grants, supplemented by school funds, allowed the purchase of library shelves and furniture, grand piano, microscopes and data loggers. 300 solar panels were installed through a DoE grant, Student led Green Edge installed a garden area, and CAPA established another mural. The school was successful in receiving Cooler Classroom funding allowing 36 classrooms to be cooled at DoE expense in 2021. Application for a joint DoE and school funded COLA over our basketball courts was successful - installation in 2021.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Joint P&amp;C and 6300 funding (\$54000.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Scheduled meetings twice a term and others at the point of need.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$4 163.00)</li> </ul>	<p>The committee was established in term 3 after a member of staff who previously coordinated NAIDOC and the like declined to continue in the role. The team has met and progress is being made for various initiatives in 2021.</p>
<b>English language proficiency</b>	<p>No funding is provided in SBAR for English language proficiency.</p>	<p>Not applicable.</p>
<b>Low level adjustment for disability</b>	<p>0.4 FTE staffing allocated with \$46627 provided as flexible funding.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$90 380.00)</li> </ul>	<p>Significantly improved learning support for a growing number of identified students. Systems and procedures are efficient in having students referred and actively responded to in effective ways that are inclusive, comprehensive and well communicated.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Not applicable</p>	<p>Not applicable</p>
<b>Socio-economic background</b>	<p>Support is provided on a case-by-case basis at point of need.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$14 569.00)</li> </ul>	<p>Parental contact and our comprehensive wellbeing program are successful in identifying those in need of support.</p>
<b>Support for beginning teachers</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Beginning teacher funding (\$65 058.00)</li> </ul>	<p>The beginning teacher program has strong feedback from participants and beginning teachers report feeling supported and optimistic at this early stage of their career.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Not applicable.</p>	<p>Not applicable.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	502	512	532	547
Girls	412	403	381	362

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	97.7	96.9	97.2	96.6
8	95.6	96.5	95.6	96.1
9	95.3	94.1	95.4	96.3
10	94.5	95.6	93.1	95.3
11	95.4	94.8	94.8	95.9
12	94.5	95.7	95.4	95.6
All Years	95.5	95.6	95.2	96
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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	4
TAFE entry	0	0.13	1
University Entry	0	0	151
Other	0	0	0
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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0% of Year 12 students at Caringbah High School undertook vocational education and training in 2020.

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

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99.4% of all Year 12 students at Caringbah High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.5
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	851,448
<b>Revenue</b>	10,221,029
Appropriation	9,408,817
Sale of Goods and Services	121,948
Grants and contributions	686,482
Investment income	3,782
<b>Expenses</b>	-9,989,888
Employee related	-8,760,157
Operating expenses	-1,229,730
<b>Surplus / deficit for the year</b>	231,141
<b>Closing Balance</b>	1,082,589

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	80,427
<b>Equity Total</b>	109,112
Equity - Aboriginal	4,163
Equity - Socio-economic	14,569
Equity - Language	0
Equity - Disability	90,380
<b>Base Total</b>	8,676,817
Base - Per Capita	219,628
Base - Location	0
Base - Other	8,457,189
<b>Other Total</b>	349,327
<b>Grand Total</b>	9,215,683

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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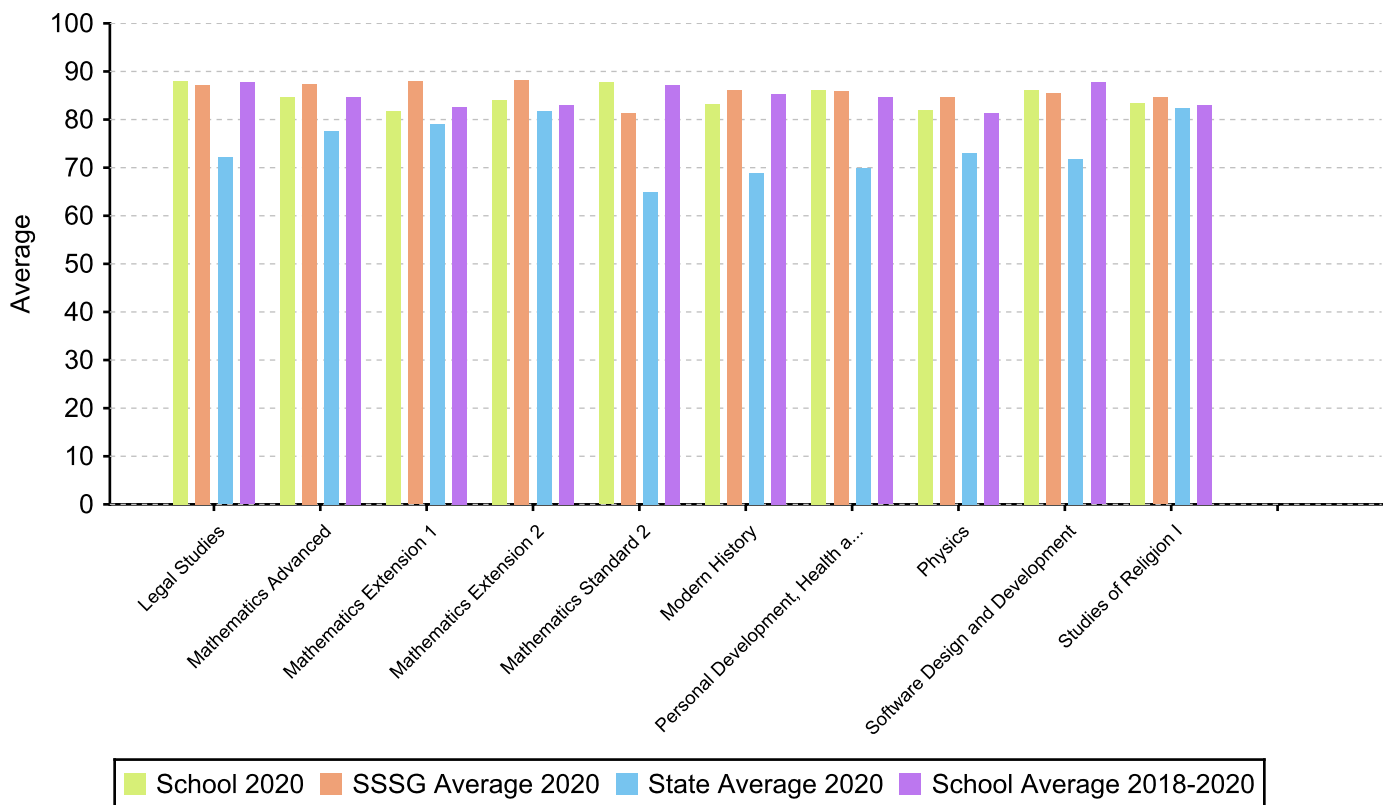
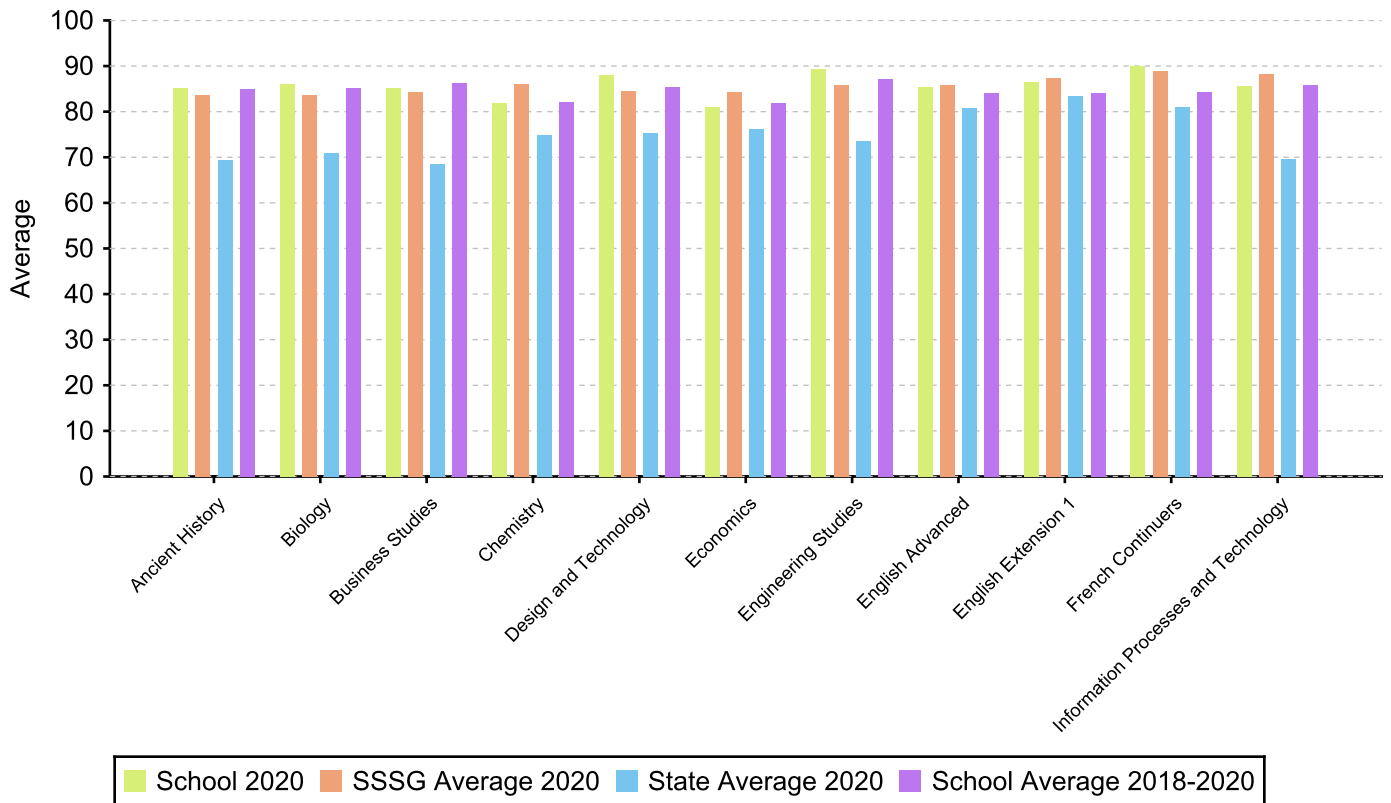
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# 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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	85.2	83.8	69.4	84.9
Biology	86.0	83.7	70.8	85.1
Business Studies	85.2	84.3	68.6	86.3
Chemistry	82.0	86.0	74.8	82.2
Design and Technology	88.1	84.5	75.4	85.5
Economics	81.1	84.3	76.1	81.9
Engineering Studies	89.4	86.0	73.6	87.1
English Advanced	85.3	85.9	80.8	84.0
English Extension 1	86.6	87.3	83.4	84.2
French Continuers	90.1	88.8	81.1	84.4
Information Processes and Technology	85.7	88.3	69.6	85.8
Legal Studies	88.0	87.3	72.1	87.7
Mathematics Advanced	84.7	87.3	77.7	84.7
Mathematics Extension 1	81.8	87.9	79.1	82.6
Mathematics Extension 2	84.0	88.2	81.8	83.0
Mathematics Standard 2	87.7	81.3	64.9	87.1
Modern History	83.3	86.1	68.9	85.3
Personal Development, Health and Physical Education	86.1	85.9	69.9	84.6
Physics	82.0	84.7	73.0	81.3
Software Design and Development	86.1	85.5	71.8	87.7
Studies of Religion I	83.4	84.6	82.5	83.0



# Parent/caregiver, student, teacher satisfaction

In 2020 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%

\* 72% of the girls and 80% 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%.

Results from the *Tell Them From Me Surveys* from 2020 indicate that Caringbah High School students report they feel positively (above state average) about the following:

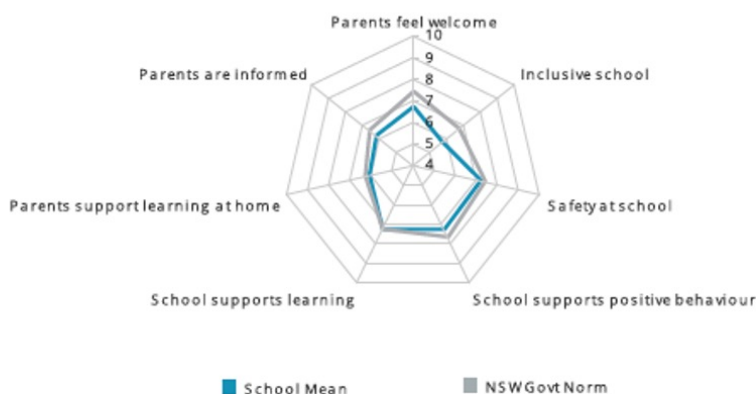
Students feel accepted and valued by their peers and by others at the school

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

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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

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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

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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.