

2021 Annual Report

Caringbah High School



8240

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

To be the school of first choice where academically gifted students achieve their full potential.

School context

Caringbah High School is an academically selective and co-educational public high school of around 910 students located in the southern suburbs of Sydney.

Entry into the school in Year 7 is exclusively through the annual Selective Schools Test conducted by the Department of Education. Further information available at <https://education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes>. Vacancies that may occur during a given year are filled by sitting a test and student interview conducted by the school. The number of students in each of the Years 7 to 10 is restricted to a maximum of 150 students. While our students come from over 50 different primary schools, our Year 6 into 7 Transition Program is comprehensive and very effective and has our new Year 7 students making friends and feeling that they genuinely belong to the Caringbah High School community.

50% of our students hail from non-English speaking backgrounds while 87% were born in Australia. The gender ratio of boys to girls is 60% to 40% respectively. 8 students and 1 staff member identify as of Aboriginal and Torres Strait Islander descent.

The school's 2021 Department of Education staffing entitlement is 73 full-time teaching and non-teaching staff. In addition, the school funds an extra Head Teacher Wellbeing who coordinates the school's student wellbeing program, GIFTed, based on our CORE values of Community, Opportunity, Respect and Excellence.

The school provides a challenging academic curriculum as well as spirited co-curricular music, sports and creative and performing arts programs. Music is particularly strong with over 200 students in 20 ensembles. Our students are motivated and encouraged to participate in a wide range of learning experiences in order to enhance their individual strengths and talents. The school has a strong and effective focus on student wellbeing and provides 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.

The school conducted an extensive Situational Analysis in 2020 that identified Explicit Teaching and Effective Feedback as focus areas for the school plan.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve student growth and attainment through the use of data to monitor for planning and growth with an emphasis on high expectations and collaboration in a positive, wellbeing focused learning environment.

Our purpose is to ensure students grow in their learning through explicit, consistent and research- informed teaching. Our teachers will collaboratively evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform their individual and collective teaching. practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective explicit teaching of literacy
- Using data/evidence to inform best practice

Resources allocated to this strategic direction

Aboriginal background: \$3,122.00

Low level adjustment for disability: \$73,847.00

Socio-economic background: \$15,230.00

Professional learning: \$5,000.00

Summary of progress

While there have been significant improvements in NAPLAN reading skills in 2021, there is still work to be done with regards other improvement measures. While initiatives such as the explicit teaching of literacy skills and a focus on academic writing began in 2021, COVID related lockdowns affected whole school implementation. The school will continue this focus in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
* Explicit teaching of reading skills in English lessons to reach 73.4% of students in the top two bands of reading in 2021 NAPLAN. Baseline: 69.9% Lower: 73.4% Upper: 78.4%	86.9% of students achieved in the top two bands in NAPLAN 2021 which is in excess of the annual progress measure .
* Maintain 99% of students in the top two bands of numeracy.	98% of students achieve in the top two bands on numeracy in NAPLAN 2021 showing progress towards the annual progress measure.
* Explicit teaching of reading skills in English lessons so that 63.2% of students reach the expected growth in reading. Baseline: 56.9% Lower: 63.2% Upper: 68.2%	66.43% of students achieved expected growth in reading in 2021 NAPLAN showing progress toward the annual progress measure.

<p>* Explicit teaching of numeracy skills so that 73.4% of students reach the expected growth in numeracy.</p> <p>Baseline: 69.9%</p> <p>Lower: 73.4%</p> <p>Upper: 78.4%</p>	<p>55.4% of students achieved expected growth in numeracy in NAPLAN 2021 indicating progress yet to be seen toward the annual progress measure.</p>
<p>* Explicit teaching of writing across all Stage 6 courses so that at least 85.8% of students in the top two bands in HSC.</p> <p>Baseline: 80.4%</p> <p>Lower: 85.8%</p> <p>Upper: 90.8%</p>	<p>74.06% of students performed in the top two bands in the 2021 HSC indicating progress yet to be seen toward this annual progress measure.</p>
<p>* Whole school truancy and attendance policies to improve attendance next year.</p> <p>Attendance</p> <p>Baseline: 91%</p> <p>Lower: 95.5%</p> <p>Upper: 97.8%</p>	<p>Overall attendance was at 88.31% in 2021, showing progress towards the annual progress measure. COVID related absences are the reason for the decrease in attendance rates in 2021.</p>

Strategic Direction 2: Explicit Teaching

Purpose

Our purpose is to enhance the practice of staff through professional learning on explicit teaching and explore what that might look like in practice in the various faculties across the school.

The focus on explicit teaching prompts the differentiation of teaching and learning programs, assessment, and pedagogy that caters to all students educational needs and is informed by the High Potential and Gifted Students Policy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching of Writing
- Strengthening of Systems to Support Our Professional Learning Community

Resources allocated to this strategic direction

Professional learning: \$40,427.00

Low level adjustment for disability: \$46,627.00

School support allocation (principal support): \$45,208.00

Summary of progress

At Caringbah High School, teachers and teaching teams routinely analyse external and school generated data to help inform improvements to teaching and learning processes and student learning outcomes. The school began its journey towards the explicit teaching of academic writing skills with Stage 6 classes in 2021, with promising results. This work will be continued in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
By the end of 2021 teachers will routinely use internal assessment data, NAPLAN and HSC RAP analysis to anticipate future performance and support future improvement.	100% of teachers and faculties analyse external assessment data, including NAPLAN and HSC RAP data, to inform teaching and learning programs and sequences, to support future improvement.
Faculties will use item analysis from HSC data to identify trends and inform current practice.	All faculties routinely use item analysis from HSC data to identify trends and inform teaching and learning programs and sequences, to support future improvements.
Intensive and explicit focus on sentence structure, paragraphing and punctuation to develop and improve academic writing skills.	The school has researched evidence-based practices and developed a bespoke program of explicit teaching practices that focuses on academic writing skills suitable for our selective high school setting and the needs of our high potential students. Implementation began across English and HSIE classes in 2021.
SEF assessment of the element of Curriculum indicates maintenance of teaching and learning programs at Delivering. The focus will be on reflecting, developing and improving to move towards the Sustaining and Growing criteria.	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Curriculum, moving towards Sustaining and Growing.
SEF assessment of the element of Effective Classroom Practice indicates	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of

maintenance at Sustaining and Growing. The focus will be on reflecting, developing and improving to move towards the Sustaining and Growing criteria.

Effective Classroom Practice.

Strategic Direction 3: Effective Feedback

Purpose

Our purpose is to build and sustain a culture of students and teachers learning and improving through effective feedback that is relevant, explicit, timely, constructive, actionable and accessible. Effective feedback provides students with relevant, explicit, constructive and actionable information about their performance.

To establish whole school practices where staff and students explicitly engage with structured feedback.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Feedback and Reflection
- Supporting teachers provide effective feedback strategies

Resources allocated to this strategic direction

Professional learning: \$24,829.00

Summary of progress

The focus on feedback began in 2021, with Year 7 students receiving grades and extensive feedback rather than marks on tasks and semester reports. Due to COVID related lockdowns, work in this area has not progressed as hoped but will be continued in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Students complete self reflection tool on how and why feedback is effective in current process. The school community is provided with the evidence that learning comes from more than a mark.	Year 7 received grades instead of marks in 2021, with the aim to focus on feedback rather than marks.
Data on the current effective feedback is collected and common trend identified. Effective Feedback Team draft a model for effective feedback for students.	Delayed initiatives in Term 2 have required this work to be postponed to 2022.
The Effective Feedback team leads teachers to refine their skills in the provision of feedback across all faculties.	Due to COVID-related issues, the Effective Feedback team will be formed in term 3 2022.
Teachers provide explicit, specific and timely feedback on formative and summative tasks to support improved student learning.	Anecdotally teachers do provide explicit, specific and timely feedback but more evidence is required to be confident that effective feedback is occurring across the school.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$15,230.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Caringbah High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Using data/evidence to inform best practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities to help students access excursions and learning opportunities <p>The allocation of this funding has resulted in: Identified students have been able to access learning opportunities and extra curricular activities, ensuring equity.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to use this funding source to ensure equity of opportunities for students identified as from lower socio-economic backgrounds.</p>
<p>Aboriginal background</p> <p>\$3,122.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Caringbah High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective explicit teaching of literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: All students from Aboriginal background have an IEP.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation and annual updates of IEPs to ensure the learning needs of our Aboriginal students are supported.</p>
<p>COVID ILSP</p> <p>\$22,424.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of a highly experienced Mathematics teacher to deliver individual and small group tuition • releasing staff to analyse school and student data to determine students who would benefit from additional Mathematics tutoring

<p>COVID ILSP</p> <p>\$22,424.00</p>	<ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in numeracy <p>The allocation of this funding has resulted in: increased learning outcomes for students who struggled with Mathematics during online learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: a continuation of this highly effective program, funding pending.</p>
<p>Low level adjustment for disability</p> <p>\$120,474.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Caringbah High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective explicit teaching of literacy • Explicit Teaching of Writing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: The development of an increasingly effective Learning and Support team with the number of students being supported increasing and teachers developing effective skills in modifying teaching and learning programs to more successfully meet student needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to develop teachers' capacity to differentiate content and pedagogy to meet individual student needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	512	532	547	542
Girls	403	381	362	364

Student attendance profile

School				
Year	2018	2019	2020	2021
7	96.9	97.2	96.6	97.2
8	96.5	95.6	96.1	94.8
9	94.1	95.4	96.3	94.5
10	95.6	93.1	95.3	93.3
11	94.8	94.8	95.9	94.5
12	95.7	95.4	95.6	93.3
All Years	95.6	95.2	96	94.6
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	0
University Entry	0	0	99
Other	0	0	1
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0.65% of Year 12 students at Caringbah High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

99.4% of all Year 12 students at Caringbah High School expected to complete Year 12 in 2021 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)	45.7
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,082,589
Revenue	10,484,630
Appropriation	9,668,335
Sale of Goods and Services	113,507
Grants and contributions	700,905
Investment income	1,883
Expenses	-10,567,173
Employee related	-8,979,480
Operating expenses	-1,587,693
Surplus / deficit for the year	-82,543
Closing Balance	1,000,046

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	109,826
Equity - Aboriginal	3,122
Equity - Socio-economic	15,230
Equity - Language	0
Equity - Disability	91,474
Base Total	8,822,713
Base - Per Capita	224,158
Base - Location	0
Base - Other	8,598,556
Other Total	445,939
Grand Total	9,378,478

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 to access the school data.

Percentage of students making above average progress

The table below shows the percentage of students at the school who achieved above average progress, compared to students of a similar background and who had the same starting score on their previous NAPLAN test.

Year 7-9	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019	2019-2021
Reading	30	36	30	29	35	50	57
Writing	40	38	31	43	40	49	62
Numeracy	57	70	59	67	67	63	69

¹⁸ In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

Interpreting the table

The selected school's progress rate compared to progress of students with the same starting score and similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Student progress

The blue line shows how much results at the selected school have improved since the students did NAPLAN two years ago. The yellow line shows the amount of improvement achieved by other students across the country who had the same NAPLAN score two years ago and who have similar background as the students at the selected school. Checking the 'All Australian students' box will show how the results of all Australian students have improved (grey line).

The NAPLAN Online logo shows schools that participated in NAPLAN Online. The dotted line is shown for those schools that transitioned from NAPLAN Paper to NAPLAN Online.



Interpreting the graph

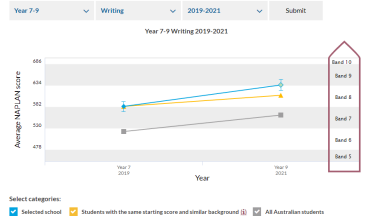
Selected school's average when compared to students with the same starting score and similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence

Student progress

The blue line shows how much results at the selected school have improved since the students did NAPLAN two years ago. The yellow line shows the amount of improvement achieved by other students across the country who had the same NAPLAN score two years ago and who have similar background as the students at the selected school. Checking the 'All Australian students' box will show how the results of all Australian students have improved (grey line).

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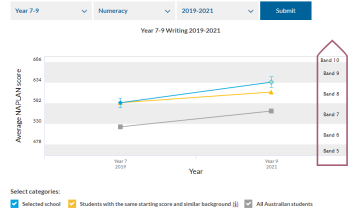
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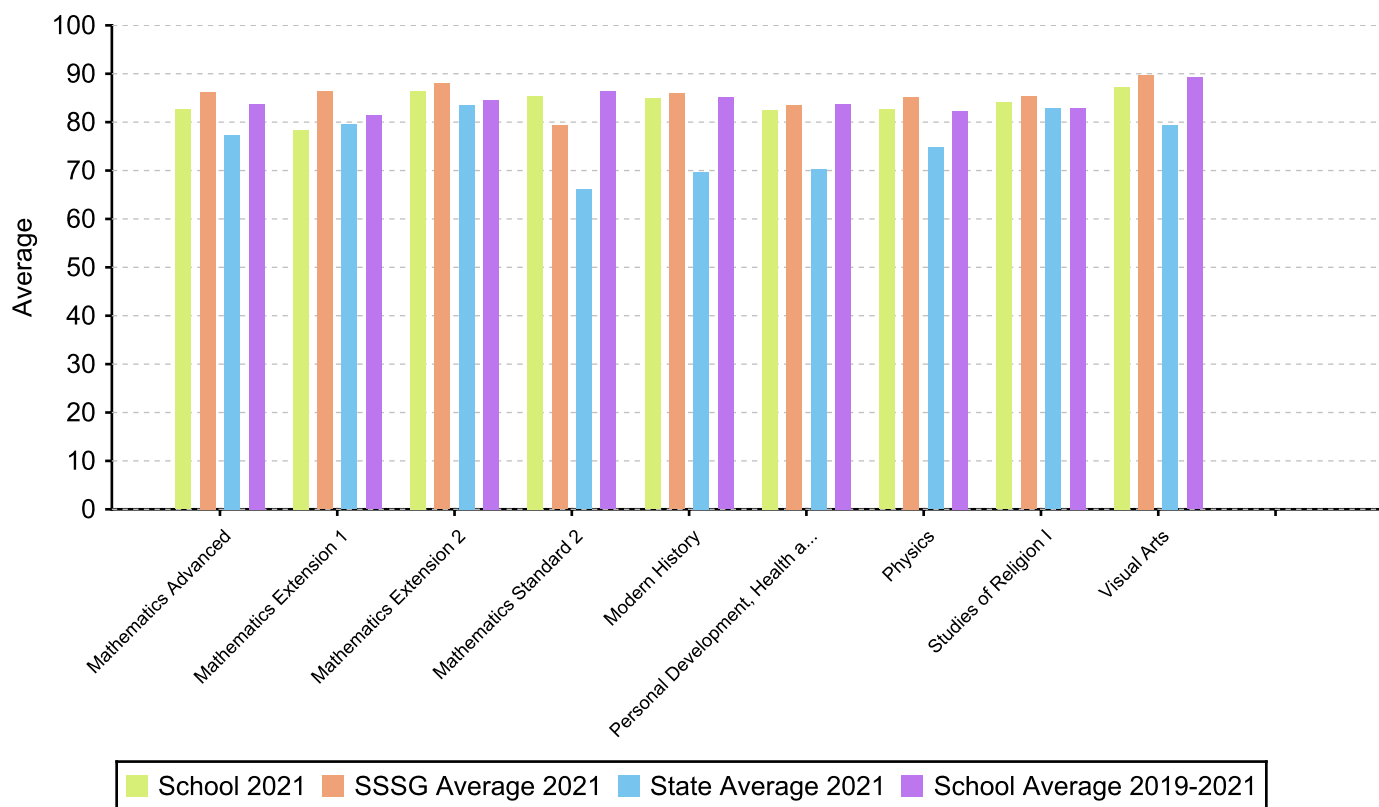
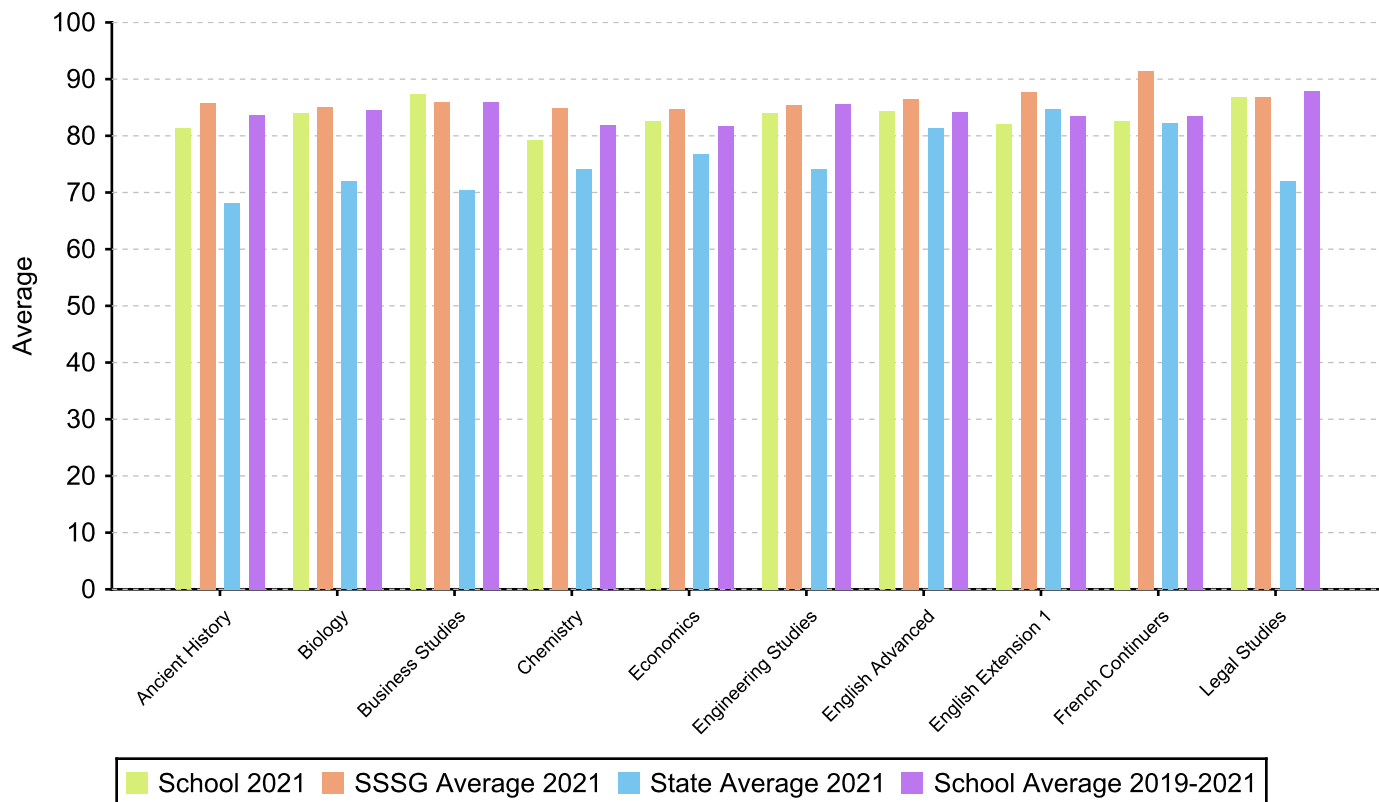
Selected school's average when compared to students with the same starting score and similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence

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 2021	SSSG	State	School Average 2019-2021
Ancient History	81.3	85.7	68.1	83.6
Biology	84.0	85.0	71.9	84.5
Business Studies	87.3	86.0	70.4	86.0
Chemistry	79.2	84.9	74.1	81.8
Economics	82.5	84.7	76.7	81.6
Engineering Studies	84.0	85.4	74.1	85.6
English Advanced	84.3	86.5	81.4	84.2
English Extension 1	82.1	87.7	84.8	83.4
French Continuers	82.6	91.4	82.2	83.5
Legal Studies	86.9	86.8	72.0	87.9
Mathematics Advanced	82.6	86.2	77.4	83.7
Mathematics Extension 1	78.4	86.3	79.5	81.4
Mathematics Extension 2	86.4	88.0	83.5	84.5
Mathematics Standard 2	85.4	79.3	66.1	86.4
Modern History	84.9	86.0	69.7	85.1
Personal Development, Health and Physical Education	82.5	83.5	70.3	83.8
Physics	82.6	85.2	74.8	82.3
Studies of Religion I	84.1	85.3	82.8	82.9
Visual Arts	87.3	89.8	79.4	89.3

Parent/caregiver, student, teacher satisfaction

The school seeks the opinions of parents, students and teachers about the school using the Learning Bars' Tell Them From Me Survey, regular student surveys conducted in GIFTed lessons and a series of student focus groups as part of our faculty review process and in the establishment of our refreshed school values.

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 school has an active Parents and Citizen's Association that allows effective communication between parents and the school. Anecdotally, parents regularly express appreciation for the work of their child's teachers and wellbeing staff and the number of concerns or complaints raised by parents about the school's work is low.

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'. The data indicates that 78% of students report a high sense of belonging; the NSW average is 65%.

In addition, 89% of students have 'Expectations of success' indicating a high level of confidence in the school's ability to support their aspirations.

73% of students reported 'High Belonging, High Expectations' as opposed to 60% across the state. However, only 65% of students responded positively to 'Advocacy at School', 5% lower than the state.

Results from the *Tell Them From Me Surveys* from 2021 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Other School Programs (optional)

GIFTed is a comprehensive student wellbeing program delivered by teachers from the Wellbeing Team to students in Years 7 to 10. GIFTed is an acronym for **G**lobal Citizenship, **I**ndividual and **C**ollective Wellbeing, **F**uture Focus and **T**hinking Critically. Years 8 to 10 have one, 80-minute lesson per two-week cycle while Year 7 have two lessons to support the transition to high school.

The program is in its third year and has evolved into a fully scoped and sequenced teaching and learning program. Over the course of four years, students explore a range of topics carefully selected to meet the needs of our co-ed, academically selective context. This relevant, rigorous and targeted content, supported by engaging pedagogy and strong student advocacy, is fundamental to the program's success, but the program also possesses a high degree of flexibility to respond to developing student needs that adds an additional level of relevance and impact to the program.