

# 2021 Annual Report

## Carlingford High School



8447

## Introduction

The Annual Report for 2021 is provided to the community of Carlingford High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

At Carlingford High School, our school community is committed to 'developing considerate, responsible people who can learn and act independently to achieve personal excellence.' Our aim is that every student and every teacher is challenged and supported to continue to learn and improve each year. Following a rigorous strategic analysis, our focus is on the development of high quality program development and delivery, based on evidenced driven approaches and effective wellbeing strategies which supports the development of the whole child.

## School context

Carlingford High School is a large, successful, comprehensive, coeducational high school. The school enjoys strong parent and community support and prides itself on providing a quality education across all areas of school life.

With a large student population (1440) comprising 81% from a non-English speaking background, Carlingford has a clear focus on meeting the needs of students from diverse backgrounds. In support of this, the school employs Community Liaison Officers for both the Chinese and Korean communities. The school has a structured and supportive welfare system designed to ensure a safe, well-disciplined learning environment where positive behaviour and high expectations for participation and learning are expected and maintained. Our school has a core set of values based on Cooperation, Achievement, Respect, Learning and Ownership. We refer to these as the 'CARLO way.'

Our focus is on the promotion of an engaging and innovative learning environment where students want to learn and give their best. Current Improvement measures are based on system mandated targets and identified areas from our situational analysis. There are well established structures and strategies to support student learning and to ensure each student reaches their full potential. The school is committed to continually improving classroom practice and in maintaining high expectations for both staff and students. The school aims to develop within each of its students the skills, knowledge, attitudes and values necessary to participate confidently and positively in society.

## Self-assessment and school achievement

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

| Elements   | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Excelling              |
| LEARNING: Wellbeing                                    | Excelling              |
| LEARNING: Curriculum                                   | Excelling              |
| LEARNING: Assessment                                   | Sustaining and Growing |
| LEARNING: Reporting                                    | Excelling              |
| LEARNING: Student performance measures                 | Excelling              |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Excelling              |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Excelling              |
| LEADING: Educational leadership                        | Excelling              |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources                              | Sustaining and Growing |
| LEADING: Management practices and processes            | Excelling              |

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student results in Department mandated areas and to build on academic success, we will further develop and implement targeted whole school and faculty strategies.

### 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.

- NAPLAN YEAR 9 top 2 bands improvement initiatives
- HSC top 2 bands improvement initiative

### Resources allocated to this strategic direction

**English language proficiency:** \$10,474.00

**Low level adjustment for disability:** \$84,000.00

**Socio-economic background:** \$30,750.00

**School support allocation (principal support):** \$22,000.00

**Integration funding support:** \$55,000.00

**Professional learning:** \$16,500.00

### Summary of progress

After evaluating the impact of the activities undertaken for each initiative, the overall impact of the initiatives and the allocated funds was assessed in terms of success towards achieving the annual progress measure. Progress was made in the consolidation of explicit learning sequences within the English and Mathematics faculties aimed at preparing students for their NAPLAN tests. This was supported by the introduction of one additional English period per cycle taught in Year 9. NAPLAN results improved on average in Year 9 when compared to the 2020 results. In 2022 we will continue to refine our strategies aimed at meeting the school's system mandated targets in NAPLAN and HSC.

### 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   |
|--|--|
| <b>NAPLAN Top 2 Bands</b><br><br>Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Reading of 39.6%<br><br>Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Numeracy of 64.0% | <ul style="list-style-type: none"><li>• 46.81 % of students achieved in the top two bands in NAPLAN reading indicating achievement exceeding the upper bound target.</li><li>• 63.4% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.</li></ul>   |
| <b>Expected Growth</b><br><br>Improvement in the percentage of students achieving expected growth in NAPLAN Reading moving towards the school's lower bound system-negotiated target of 76.6%<br><br>Improvement in the percentage of students achieving expected growth in  | <ul style="list-style-type: none"><li>• The percentage of students achieving expected growth in reading decreased to 67.36 % indicating progress yet to be seen toward the lower bound target.</li><li>• Percentage of students achieving expected growth in numeracy decreased to 57.29 % indicating progress yet to be seen toward the system-negotiated target.</li></ul> |

|   |  |
|---|--|
| <p>NAPLAN Numeracy moving towards the school's lower bound system-negotiated target of 78.2%</p>  |  |
| <p><b>HSC</b></p> <p>Increase the percentage of HSC course results in the top two bands to be moving towards the school's lower bound system-negotiated target of 60.9%</p> | <ul style="list-style-type: none"> <li>• 51.27 % of students attained results in the top two bands demonstrating progress towards the lower bound target.</li> </ul> |

## Strategic Direction 2: Student wellbeing and engagement

### Purpose

In order to maximise student outcomes in the fullest sense, school wide, evidence based practices are developed and implemented where every student is known, valued and cared for. Students feel they are connected and engaged with school and school programs which support their personal, social and learning needs.

### 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.

- Improved attendance
- Improved student wellbeing

### Resources allocated to this strategic direction

**Professional learning:** \$18,150.00

**Socio-economic background:** \$9,500.00

**School support allocation (principal support):** \$10,000.00

**Low level adjustment for disability:** \$71,000.00

**Integration funding support:** \$36,700.00

### Summary of progress

Face to face learning was significantly disrupted in 2021 due to COVID-19 and the large periods of time where students were in a Learning from Home mode. Notwithstanding, the school continued with a consistent timetable and every lesson from home attendance marking procedures by teachers. Other procedures included the use of our Learning Support Officer and teacher reporting protocols to follow up non attenders in scheduled online lessons. A process of review in the areas of school attendance procedures, staff roles and the effective use of systems, commenced under the leadership of the senior executive team. A focus on the effective use of IT systems in this process is being carefully evaluated. The school will be trialing some new IT systems in 2022 and also ensuring we are effectively using current systems to ensure attendance monitoring is effective via both roll call and every lesson roll marking.

The school's Well being team also ensured regular check ins for vulnerable, at risk and identified students who found the Learning from Home mode particularly challenging. A number of additional initiatives were put in place by the SRC and the Well being team to promote student engagement and well-being.

In 2022 the school will continue to refine and develop effective structures to monitor attendance and develop improved systems for Health Care support and student wellbeing. The school will introduce a mobile phone and digital device strategy.

### 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   |
|--|--|
| <b>Attendance</b><br><br>The percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 90.5%             | <b>ATTENDANCE</b><br><br>The number of students attending greater than 90% of the time or more has increased by 0.02%.   |
| <b>Well-being measures</b><br><br>The percentage of students identifying positive wellbeing as measured by the Tell Them From Me surveys is moving towards the school identified target of | <b>WELLBEING</b><br><br>Tell Them From Me data indicates 71.87% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) which is moving towards the school's identified target of 75%. |

75%.



### Strategic Direction 3: Quality teaching and learning

#### Purpose

Consolidation, development and enhancement of the capacity of every teacher to plan for and deliver effective, evidence based teaching programs and pedagogies will maximise the likelihood of enhancing student learning outcomes.

#### 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.

- 7-12 Program renovation
- Strengthening High Quality Teaching Practice

#### Resources allocated to this strategic direction

**Professional learning:** \$70,250.00

**Aboriginal background:** \$2,088.00

**English language proficiency:** \$100,000.00

**School support allocation (principal support):** \$13,000.00

#### Summary of progress

Positive progress was made in this area in 2021, despite the obvious challenges and restrictions of COVID-19 and the extended Learning from Home period. All audits of current 7-10 programs were completed accompanied by executive PL.

All faculties were able to commence the renovation of identified junior programs and had these externally assessed for quality. In 2022, we will continue to renovate existing teaching programs with a focus on 7-10 programs.

#### 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  |
|--|---|
| <b>PROGRAM RENOVATION</b><br><br>The percentage of teaching and learning programs in the school 7-12 that have embedded explicit skill development, differentiated teaching and learning activities and effective feedback points which are backward mapped to high quality assessment is moving towards the school identified target of 100%. | In 2021, approximately 40% of existing 7-10 teaching programs were renovated and either peer or externally assessed.  |
| <b>HIGH QUALITY TEACHING PRACTICE</b><br><br>Self-assessment against the School Excellence Framework shows the school is moving towards excelling in the element of effective classroom practice.  | Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice. |

| Funding sources                                       | Impact achieved this year   |
|---|---|
| <p>Integration funding support</p> <p>\$91,700.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Carlingford High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• NAPLAN YEAR 9 top 2 bands improvement initiatives</li> <li>• Improved student wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement programs to support identified students with additional needs</li> <li>• professional development of staff to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/> Additional SLSO support time made available to work with identified students both in the classroom and via small group and one on one withdrawal.<br/> Additional PL provided to these teachers to assist in their expertise in supporting specific needs of identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/> To identify specific areas of learning and/or associated challenge which require more targeted and explicit support.</p>  |
| <p>Socio-economic background</p> <p>\$40,250.00</p>   | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carlingford High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• HSC top 2 bands improvement initiative</li> <li>• NAPLAN YEAR 9 top 2 bands improvement initiatives</li> <li>• Improved attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through differentiated programming to support student learning</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of additional staff to support the creation of high-quality teaching and learning programs</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/> The development of explicit NAPLAN preparation aimed at supporting the learning of needs of identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/> To consider what further explicit support can be provided to improve the educational outcomes of these students in their NAPLAN tests.</p> |
|   |   |

|  |   |
|--|---|
| <p>Aboriginal background</p> <p>\$2,088.00</p>                 | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Carlingford 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 7-12 Program renovation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student learning</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>A clear understanding of our obligations and support structures available for students. Improved awareness of current Department policies and AECG support. Staff Professional learning via online courses and contact with AECG.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</p> |
| <p>English language proficiency</p> <p>\$110,474.00</p>        | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Carlingford High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 7-12 Program renovation</li> <li>• NAPLAN YEAR 9 top 2 bands improvement initiatives</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Audit completed. Executive PL on high quality program development. Quality criteria of program renovation developed. Renovation process commenced and 40% of junior faculty programs completed.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>The development of high quality renovated junior programs based on the Department's 'What works best' document and principles.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>The continuation of high quality program renovation into 2022 which should complete the process for all 7-10 programs across the school.</p>  |
| <p>Low level adjustment for disability</p> <p>\$155,000.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Carlingford High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• NAPLAN YEAR 9 top 2 bands improvement initiatives</li> <li>• Improved student wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• PL days were allocated to faculties to develop explicit preparation</li> </ul>   |

|   |   |
|---|---|
| <p>Low level adjustment for disability</p> <p>\$155,000.00</p>          | <p>programs for mainstream classes. Additional teachers were employed to work with targeted students including EAL/D students and students with learning challenges.</p> <p><b>The allocation of this funding has resulted in:</b><br/>Both mainstream and targeted students were better prepared for the NAPLAN tests through explicit preparation programs and the provision of small group and one on one support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>To refine the explicit preparation programs and consider targeted instruction embedded in existing programs in Year 8 to support their performance in NAPLAN literacy and numeracy tests in Year 9.</p>   |
| <p>School support allocation (principal support)</p> <p>\$45,000.00</p> | <p>School support allocation funding is provided to support the principal at Carlingford High School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• NAPLAN YEAR 9 top 2 bands improvement initiatives</li> <li>• Improved student wellbeing</li> <li>• 7-12 Program renovation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• The employment of additional SASS released the Principal from some administrative tasks.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Increased time for the Principal to lead key initiatives and develop the skills of executive team members.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>An analysis of the improvement of leadership skills amongst executive staff.</p>  |
| <p>COVID ILSP</p> <p>\$47,199.91</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition in preparation for NAPLAN</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy in preparation for NAPLAN</li> <li>• employing staff to provide online tuition to student groups in literacy and numeracy during the Learning from Home phase</li> <li>• ensuring that students who fell behind or who we identified as needing support during the Learning from Home phase received additional one on one and or small group support on their return to school.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>The development of improved confidence of targeted students in completing NAPLAN tests.<br/>Average growth achieved by targeted students in literacy and or numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> |

|                           |  |
|---------------------------|--|
| COVID ILSP<br>\$47,199.91 | To target identified areas of weakness of students and provide explicit instruction and one on one support to improve their learning outcomes. |
|---------------------------|--|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 765        | 784  | 855  | 893  |
| Girls    | 465        | 476  | 526  | 529  |

Enrolments at the school have steadily increased from 1230 students in 2018 to 1422 in 2021.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| 7         | 96.5 | 96.1 | 95.4 | 95.7 |
| 8         | 95.4 | 93.7 | 95.7 | 94.3 |
| 9         | 94.1 | 94.8 | 94.5 | 94.4 |
| 10        | 93.2 | 94.7 | 95.1 | 93.7 |
| 11        | 95.4 | 93   | 96.1 | 93.4 |
| 12        | 95.2 | 93.1 | 94.9 | 92.6 |
| All Years | 95   | 94.3 | 95.3 | 94.1 |
| 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

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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         | 2         | 2         |
| Employment   | 0         | 0         | 7         |
| TAFE entry   | 0         | 0         | 10        |
| University Entry   | 0         | 0         | 79        |
| Other  | 0         | 2         | 0         |
| Unknown  | 0         | 0         | 2         |

### Year 12 students undertaking vocational or trade training

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13.84% of Year 12 students at Carlingford High School undertook vocational education and training in 2021.

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

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98.6% of all Year 12 students at Carlingford 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)                         | 14    |
| Classroom Teacher(s)                    | 69.2  |
| Learning and Support Teacher(s)         | 0.7   |
| Teacher Librarian                       | 1.4   |
| Teacher ESL                             | 4.8   |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 15.37 |
| Other Positions                         | 1.2   |

\*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 <sup>1</sup> | 2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 3,114,653               |
| <b>Revenue</b>                        | 15,420,236              |
| Appropriation                         | 14,422,789              |
| Sale of Goods and Services            | 99,401                  |
| Grants and contributions              | 891,039                 |
| Investment income                     | 3,258                   |
| Other revenue                         | 3,749                   |
| <b>Expenses</b>                       | -15,240,442             |
| Employee related                      | -13,241,616             |
| Operating expenses                    | -1,998,826              |
| <b>Surplus / deficit for the year</b> | 179,794                 |
| <b>Closing Balance</b>                | 3,294,447               |

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

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

|                         | 2021 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 99,378                            |
| <b>Equity Total</b>     | 797,121                           |
| Equity - Aboriginal     | 2,088                             |
| Equity - Socio-economic | 41,701                            |
| Equity - Language       | 597,514                           |
| Equity - Disability     | 155,818                           |
| <b>Base Total</b>       | 12,721,436                        |
| Base - Per Capita       | 340,440                           |
| Base - Location         | 0                                 |
| Base - Other            | 12,380,997                        |
| <b>Other Total</b>      | 564,435                           |
| <b>Grand Total</b>      | 14,182,370                        |

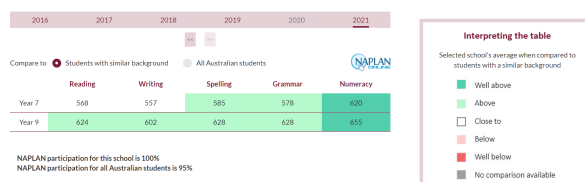
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

# 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.

The table below details Carlingford High School's average NAPLAN results when compared to other students with a similar background. The school has performed above or well above comparative students in the majority of NAPLAN elements.

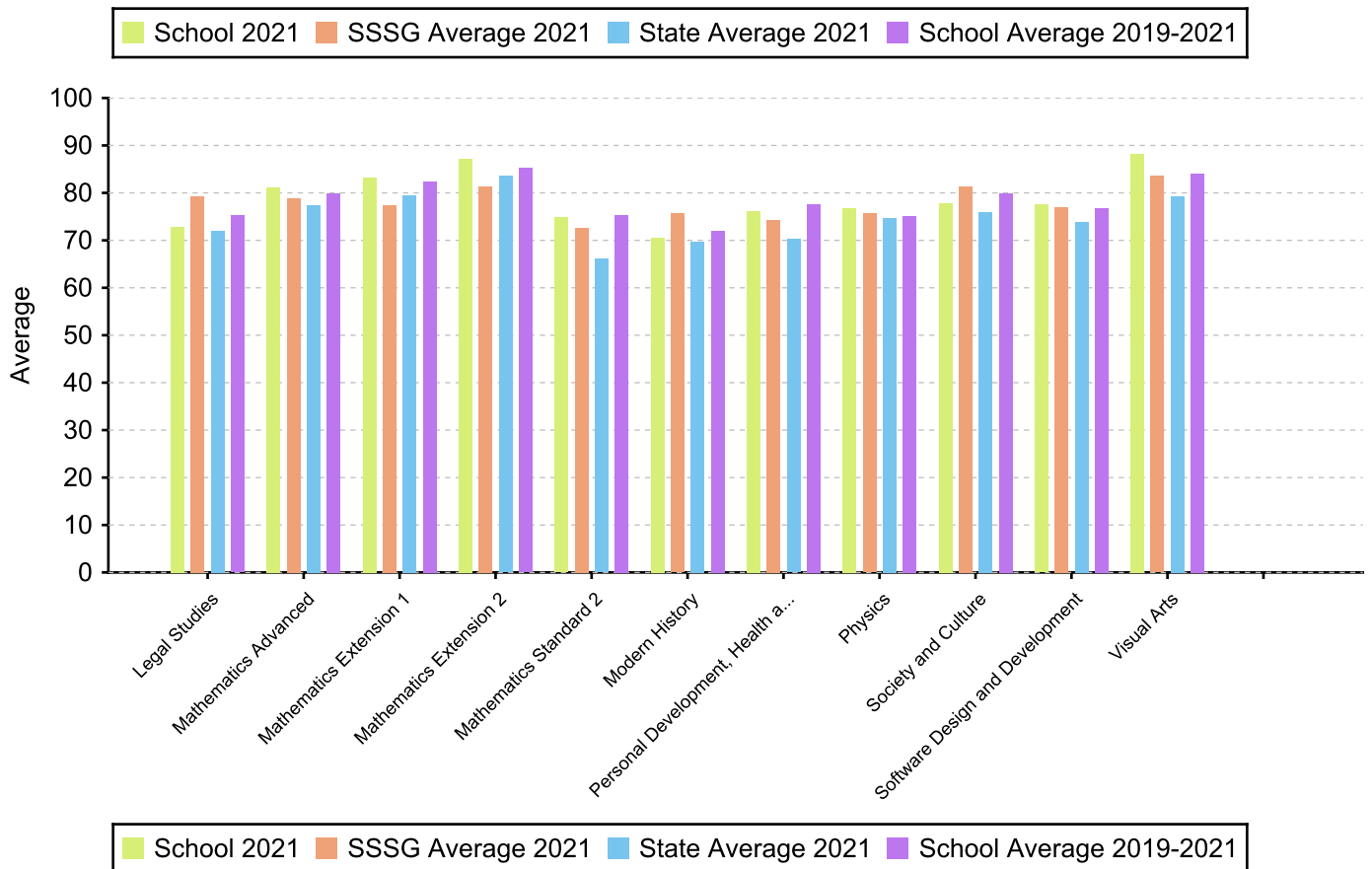
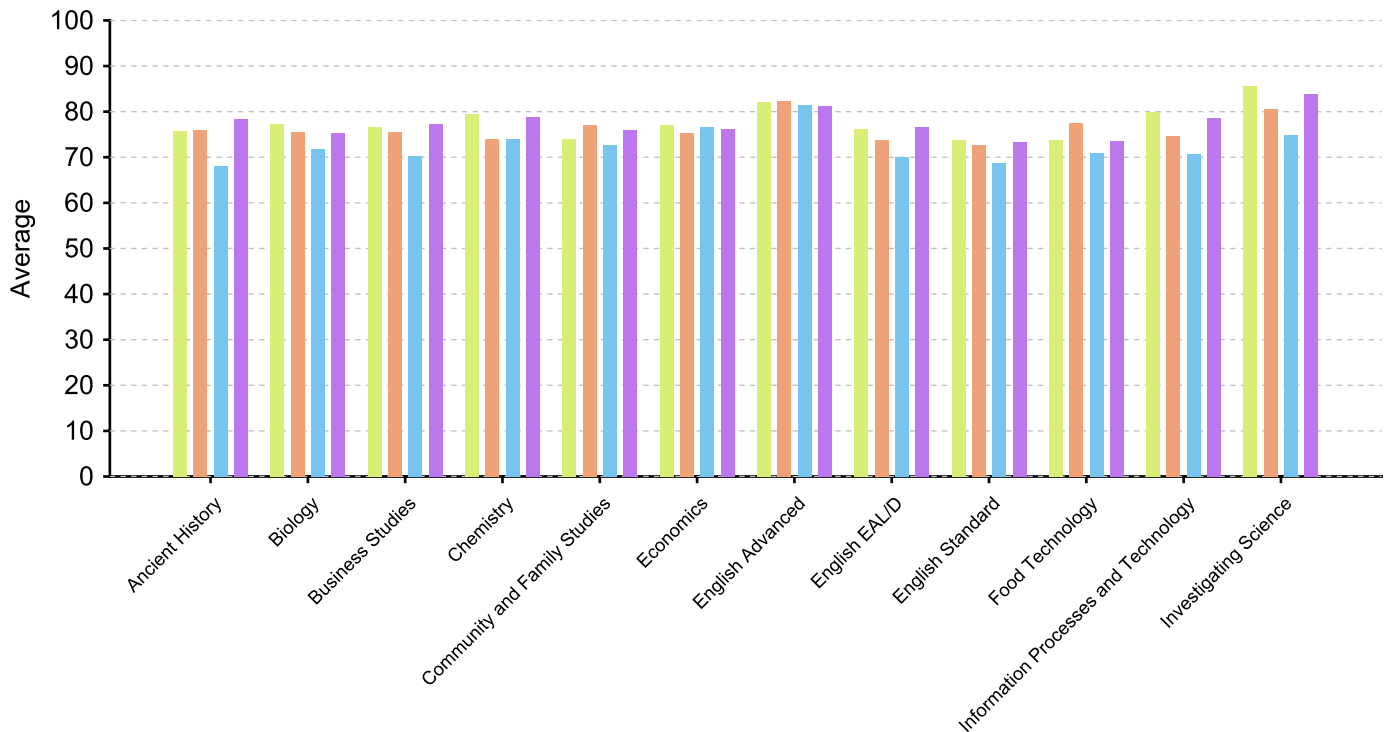


2021 Carlingford High School NAPLAN results table.

## 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 2021</b> | <b>SSSG</b> | <b>State</b> | <b>School Average<br/>2019-2021</b> |
|--|--------------------|-------------|--------------|-------------------------------------|
| Ancient History  | 75.7               | 76.0        | 68.1         | 78.5                                |
| Biology  | 77.2               | 75.5        | 71.9         | 75.4                                |
| Business Studies                                       | 76.7               | 75.5        | 70.4         | 77.3                                |
| Chemistry  | 79.4               | 74.1        | 74.1         | 78.9                                |
| Community and Family Studies                           | 73.9               | 77.2        | 72.7         | 76.0                                |
| Economics  | 77.0               | 75.4        | 76.7         | 76.2                                |
| English Advanced                                       | 82.2               | 82.3        | 81.4         | 81.2                                |
| English EAL/D  | 76.3               | 73.8        | 70.0         | 76.6                                |
| English Standard                                       | 73.7               | 72.8        | 68.8         | 73.2                                |
| Food Technology  | 73.7               | 77.6        | 71.0         | 73.7                                |
| Information Processes and<br>Technology                | 80.0               | 74.6        | 70.8         | 78.6                                |
| Investigating Science                                  | 85.6               | 80.7        | 74.9         | 83.8                                |
| Legal Studies  | 72.8               | 79.3        | 72.0         | 75.3                                |
| Mathematics Advanced                                   | 81.1               | 78.8        | 77.4         | 79.9                                |
| Mathematics Extension 1                                | 83.3               | 77.3        | 79.5         | 82.4                                |
| Mathematics Extension 2                                | 87.2               | 81.4        | 83.5         | 85.2                                |
| Mathematics Standard 2                                 | 74.8               | 72.7        | 66.1         | 75.3                                |
| Modern History   | 70.5               | 75.6        | 69.7         | 72.0                                |
| Personal Development, Health and<br>Physical Education | 76.2               | 74.3        | 70.3         | 77.6                                |
| Physics  | 76.8               | 75.6        | 74.8         | 75.1                                |
| Society and Culture                                    | 77.9               | 81.4        | 76.0         | 79.9                                |
| Software Design and Development                        | 77.5               | 77.0        | 74.0         | 76.8                                |
| Visual Arts  | 88.3               | 83.6        | 79.4         | 84.0                                |

## Parent/caregiver, student, teacher satisfaction

In 2021, Carlingford High School participated in the Tell Them From Me survey. The surveys were made available for all students to complete. Participation in this survey, provided the school with data to assess student wellbeing in three main areas: 1. Sense of belonging, which refers to students' perceptions of being accepted, valued and included in their school setting 2. Expectations for success, which refers to the extent to which teachers value academic achievement and hold high expectations of all students and 3. Advocacy at School, which refers to the active consideration and support of individual students' academic and wellbeing needs.

In each of these areas, Carlingford students demonstrated a majority of positive responses. 71% said they have a positive sense of belonging, 81% of students indicated they have friends at school they can trust and who encourage them to make positive choices and 65% of students indicated they complete homework with a positive attitude and in a timely manner. On average, these positive responses were nine percentage points above the State in each category.

Staff reported that the school has a strong learning culture, with staff setting high expectations for student learning, closely monitoring student progress and giving written feedback on student work. Staff also reported a strong use of data to inform teaching practice including lesson plans and student assessments. Staff rated the school highly on being an inclusive school assisting students with special learning needs and setting clear expectations for classroom behaviour. Staff also use a range of strategies to help students achieve learning goals and give feedback on progress. Staff reported they work collaboratively with other staff to improve teaching practice and assessment strategies.

Carlingford High School enjoys strong parental support as well as an active Parent and Citizen's Association which meets regularly and works to use the funds they raise to enhance school resources. In 2021 the P&C raised over \$120,000 in Government grants and parent contributions to the General and Building Funds.

Surveys conducted and feedback received over the course of 2021 indicated strong parental support for our school in the provision of Learning from Home lessons and the lesson material provided by teachers for their classes. Parents of Year 12 had stronger concerns regarding online testing, how to fairly manage the delivery of the Trial HSC in a Learning from Home mode and final HSC assessment mark compilation.

Overall, parents were very positive regarding the school's operational management and educational delivery in a year beset by COVID restrictions and complications. Of note was the increased levels of parental engagement both at parent teacher interviews and P&C meetings which were all run over Zoom in 2021. Consequently, after parental surveys, future parent teacher interviews in Years 8-11 will continue to operate remotely with only Year 7 and 12 interviews operating in a face to face mode.

P&C meetings will start in 2022 online and an assessment made of how future meetings will operate as the year progresses.

# 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 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

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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.