

2022 Annual Report

Caringbah High School



8240

Introduction

The Annual Report for 2022 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

Caringbah High School

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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. 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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
- Learning Support
- Student Support Officer

Resources allocated to this strategic direction

Professional learning: \$14,505.00

Socio-economic background: \$14,960.03

English language proficiency: \$2,400.00

Low level adjustment for disability: \$45,968.00

Aboriginal background: \$3,626.13

Student support officer (SSO): \$96,058.00

Summary of progress

A new initiative involving the explicit teaching of literacy skills began in 2022, to promising effect. This initiative will be extended in 2023 to begin in Year 7 and continued throughout the junior school with the aim of equipping all students with academic writing skills in preparedness for the senior school.

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
Increase the percentage of students achieving in the top two bands in NAPLAN reading by a system negotiated improvement of up to 8%	This target was not met. Moving from paper to online NAPLAN examinations may be one of the reasons for this.
Maintain the percentage of students achieving in the top two bands in NAPLAN numeracy at 99%	96.6% of Year 9 students achieve in the top 2 bands for NAPLAN in 2022. While there was a decrease in NAPLAN numeracy result in 2022, this could be attributed to moving from paper to online testing. There was also a state-wide decrease in NAPLAN numeracy results, across SSSG and state schools.
* Explicit teaching of reading skills in English lessons so that more than 63.2% of students reach the expected growth in reading	Due to the cancellation of the 2020 NAPLAN tests, student growth in NAPLAN cannot be measured for this cohort. The school continues to use Literacy and Numeracy check-in data to monitor student progress.
* Explicit teaching of numeracy skills so that more than 73.4% of students reach the expected growth in numeracy	Due to the cancellation of the 2020 NAPLAN tests, student growth in NAPLAN cannot be measured for this cohort. The school continues to use Literacy and Numeracy check-in data to monitor student progress.
Increase the percentage of students	While this target was not met, there was an increase in student achieving in

<p>achieving in the top two bands of the HSC by a system negotiated improvement of up to 10%</p>	<p>the top two bands of the HSC from 74.06 in 2021 to 76.59 in 2022.</p>
<p>Increase the percentage of students attending school to a system negotiated target of 95.5%</p>	<p>This target was not met. After COVID and lockdowns in 2021, the message from NSW Health and the Department of Education was that if students were unwell, they should stay at home.. This has affected the attendance rates in 2022.</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.

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

Resources allocated to this strategic direction

Professional learning: \$57,621.36

Summary of progress

In 2022 there was a whole school focus on explicit teaching, particularly in the English and HSIE faculties on sentence structure and academic writing, but also including mathematical and science skills. Students report they feel more confident in their mastery of the skills they need to succeed. The school employed a Head Teacher Academic Writing who, working with the Head Teacher, Teaching and Learning, led this initiative.

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
To move from delivering to excelling in the element of Explicit Teaching	The school has assessed itself as 'Sustaining and Growing' in the initiative of Explicit Teaching of writing, moving up from Delivering, on the journey to excelling. This has been a major focus in 2022, including two faculties working with an educational consultant on embedding differentiation into programs, as well as a focus on sentence structure in the English and HSIE faculties.
Improvement in HSC writing responses (both short and extended) measured by item analysis	Analysis of the quality of both short and extended responses in the 2022 HSC Advanced English paper 1 and 2 clearly indicates improvement, despite the faculty implementing the focus on sentence structure and academic writing only from term 2, 2022.
Increase the percentage of students in the top 2 bands in NAPLAN writing	There was an increase in the number of students achieving results in the top two bands for writing in 2022
SEF assessment of the element of Curriculum shows that Teaching and learning programs programs are maintained at Delivering, but themes within are sustaining and growing	The implementation of differentiated teaching and learning programs, informed by teachers' deeper understanding of the learning needs of HPG students through their engagement in GERRIC and HPG professional learning, has provided students with appropriate levels of challenge, increasing engagement and achievement. Professional teacher judgement indicates a strong progression to 'sustaining and growing' whilst it is evident that on balance 'delivering' remains the foregrounded judgement.
SEF assessment of the element of effective classroom practice indicates maintenance at sustaining and growing, but themes within of excelling	Authentic, dynamic and innovative teaching practices are embedded as part of whole school practice. Regular staff, faculty and team meetings, and a strong middle leadership team, promote dialogue and the sharing of best practice to improve student achievement and engagement.

SEF assessment of the element of effective classroom practice indicates maintenance at sustaining and growing, but themes within of excelling

The Behaviour Management Team has disseminated clear, consistent, articulated expectations and guidelines in response to identified focus areas, increasing student engagement in productive learning. Students understand this consistent school-wide approach and are deepening their intrinsic motivation and desire to learn.

We have begun to embed consistent, explicit teaching of writing across faculties, using the Seldon method. Students have benefitted from an increased confidence in their ability to produce effective and authentic academic writing by building word, sentence and paragraph structure in a formulaic method, progressing to the flair and sophistication required in the senior years.

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

Low level adjustment for disability: \$45,583.46

Summary of progress

GERRIC education for our teachers relative to the learning needs of our HPGE students enhanced confidence and skills of teachers to modify feedback procedures to focus on the provision of relevant, explicit, constructive and actionable advice to students.

We value the allocation of faculty time in professional learning to collaboratively refine assessment and feedback processes, including the modification of summative assessment tasks to include more authentic opportunities for student self and peer reflection.

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
Teachers and students understand that improvements in performance are as a result of receiving, and acting on, effective feedback	The school has actively shifted the focus from marks to grades for junior years to broaden the scope of achievement, reduce performance anxiety and place an emphasis on growth through feedback. Students focus on their progression in learning rather than their numerical marks. A focus on formative assessment to support summative assessment has been emphasised. Self, peer and teacher feedback is given at checkpoints before a final task is submitted. School expectations of a two-week turnaround for the return of tasks ensure that the task return is timely and relevant for student response to feedback.
School community attitudes appreciate the value of ongoing reflection and improvement rather than a singular focus on marks or rankings	Teacher professional observations report lower anxiety levels in students surrounding the return of assessment tasks. They also report less competitive comparing of marks and focus on how to achieve another mark and more student focus on a deep engagement with the skills and knowledge required to progress their learning and understanding.
Students demonstrate a refined understanding of the purpose of the feedback and apply it to their learning.	Positive parent and student feedback on Stage 4 reporting using grades rather than marks indicates a gradual cultural shift to the valuing of the process of learning as opposed to a focus on a mark.
Improving results in the TTFM component on Feedback (2020 score is 7)	The 2022 TTFM component score for Feedback is 7.1 (The state average is 6.4) while 72% of students agreed with "Feedback helps me learn".

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$43,758.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Caringbah High School in mainstream classes who require moderate to high levels of adjustment.</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"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release for targeted professional learning around [course] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Additional learning support staff and time has resulted in more students accessing learning support.</p> <p>After evaluation, the next steps to support our students will be: Continuation of program.</p>
<p>Socio-economic background</p> <p>\$14,960.03</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"> • 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"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: More students are able to access additional teaching and learning experiences such as camps, excursions.</p> <p>After evaluation, the next steps to support our students will be: Continuation of program.</p>
<p>Aboriginal background</p> <p>\$3,626.13</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"> • employment of specialist additional staff (LaST) to support Aboriginal students • community consultation and engagement to support the development of

<p>Aboriginal background</p> <p>\$3,626.13</p>	<p>cultural competency</p> <p>The allocation of this funding has resulted in the following impact: Support and mentoring for students from Aboriginal background.</p> <p>After evaluation, the next steps to support our students will be: Continuation and extension of the program.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Caringbah High School.</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"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Literacy support for students to develop their English language proficiency.</p> <p>After evaluation, the next steps to support our students will be: Continuation of support.</p>
<p>Professional learning</p> <p>\$72,126.36</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Caringbah High School.</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 • Strengthening of Systems to Support Our Professional Learning Community • Using data/evidence to inform best practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Teachers accessing professional learning at their point of need as well as a whole school focus on explicit teaching to support the school's strategic directions.</p> <p>After evaluation, the next steps to support our students will be: Hold another GERRIC PL so that all CHS staff are trained in gifted education. More whole faculty professional learning to differentiate teaching and learning programs and a continued focus on explicit teaching.</p>
<p>COVID ILSP</p> <p>\$21,527.00</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 2022.</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</p>

<p>COVID ILSP</p> <p>\$21,527.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: Identified students have access to tutoring in Maths and English as per COVID tutoring rules.</p> <p>After evaluation, the next steps to support our students will be: Continuation dependent on funding.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Caringbah High School</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"> • Student Support Officer <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Daily sessions with students identified through a comprehensive referral system. • Introduction of initiatives such as a Boxercise and breakfast program and working with our local First Nations community (Kuranalla). <p>The allocation of this funding has resulted in the following impact: Many more students have access to support services. Liaison between the school's wellbeing team, executive, school counselors and outside agencies such as Lovebites and Kuranulla is much enhanced and highly effective in meeting student needs.</p> <p>After evaluation, the next steps to support our students will be: Continuation of program.</p>
<p>Low level adjustment for disability</p> <p>\$91,551.46</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 • Student Feedback and Reflection • Supporting teachers provide effective feedback strategies <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Additional learning support staff and time has resulted in more students having access to learning support.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional learning support staff where possible.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	532	547	542	551
Girls	381	362	364	360

Student attendance profile

School				
Year	2019	2020	2021	2022
7	97.2	96.6	97.2	92.7
8	95.6	96.1	94.8	91.3
9	95.4	96.3	94.5	90.2
10	93.1	95.3	93.3	88.7
11	94.8	95.9	94.5	90.5
12	95.4	95.6	93.3	90.7
All Years	95.2	96.0	94.6	90.7
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

1.15% of Year 12 students at Caringbah High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

99.3% of all Year 12 students at Caringbah High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification. 0.7% of students completed their HSC over two years, following a pathways pattern of study.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.37
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	893,710
Revenue	11,159,189
Appropriation	9,930,788
Sale of Goods and Services	106,920
Grants and contributions	1,106,865
Investment income	14,615
Expenses	-11,004,178
Employee related	-9,320,061
Operating expenses	-1,684,117
Surplus / deficit for the year	155,011
Closing Balance	1,048,721

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.

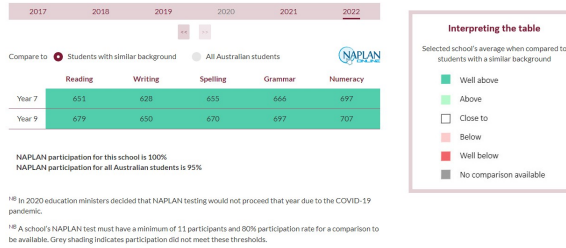
	2022 SBAR Adjustments (\$)
Targeted Total	43,758
Equity Total	112,538
Equity - Aboriginal	3,626
Equity - Socio-economic	14,960
Equity - Language	2,400
Equity - Disability	91,552
Base Total	8,997,026
Base - Per Capita	228,877
Base - Location	0
Base - Other	8,768,149
Other Total	540,319
Grand Total	9,693,641

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.



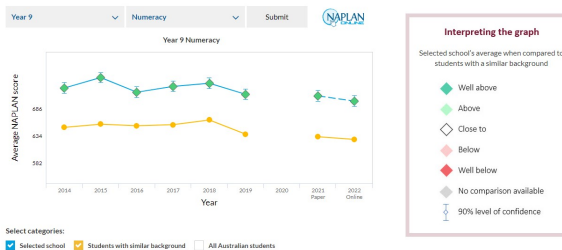
NAPLAN Average Scores 2022



Year 9 NAPLAN - READING Average Score



Year 9 NAPLAN - WRITING Average Score

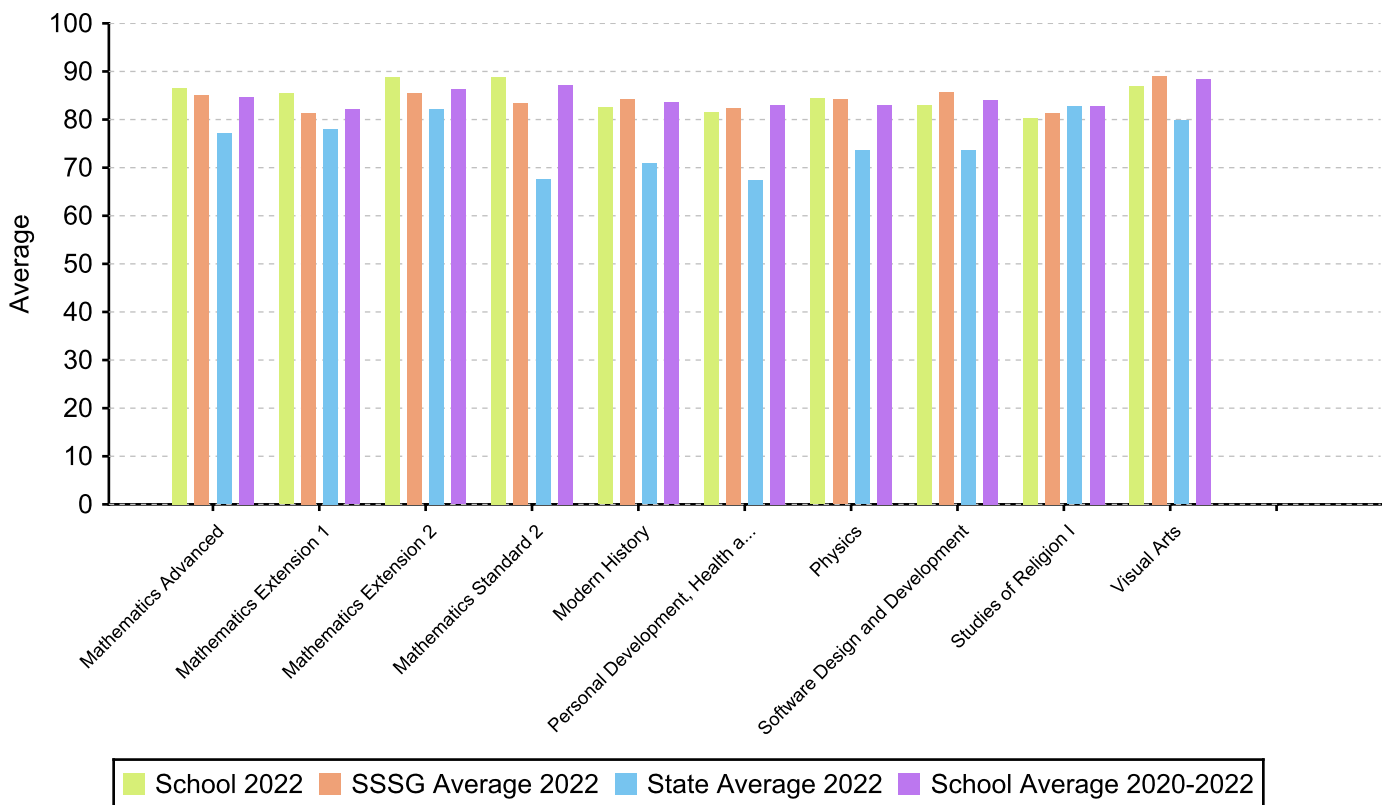
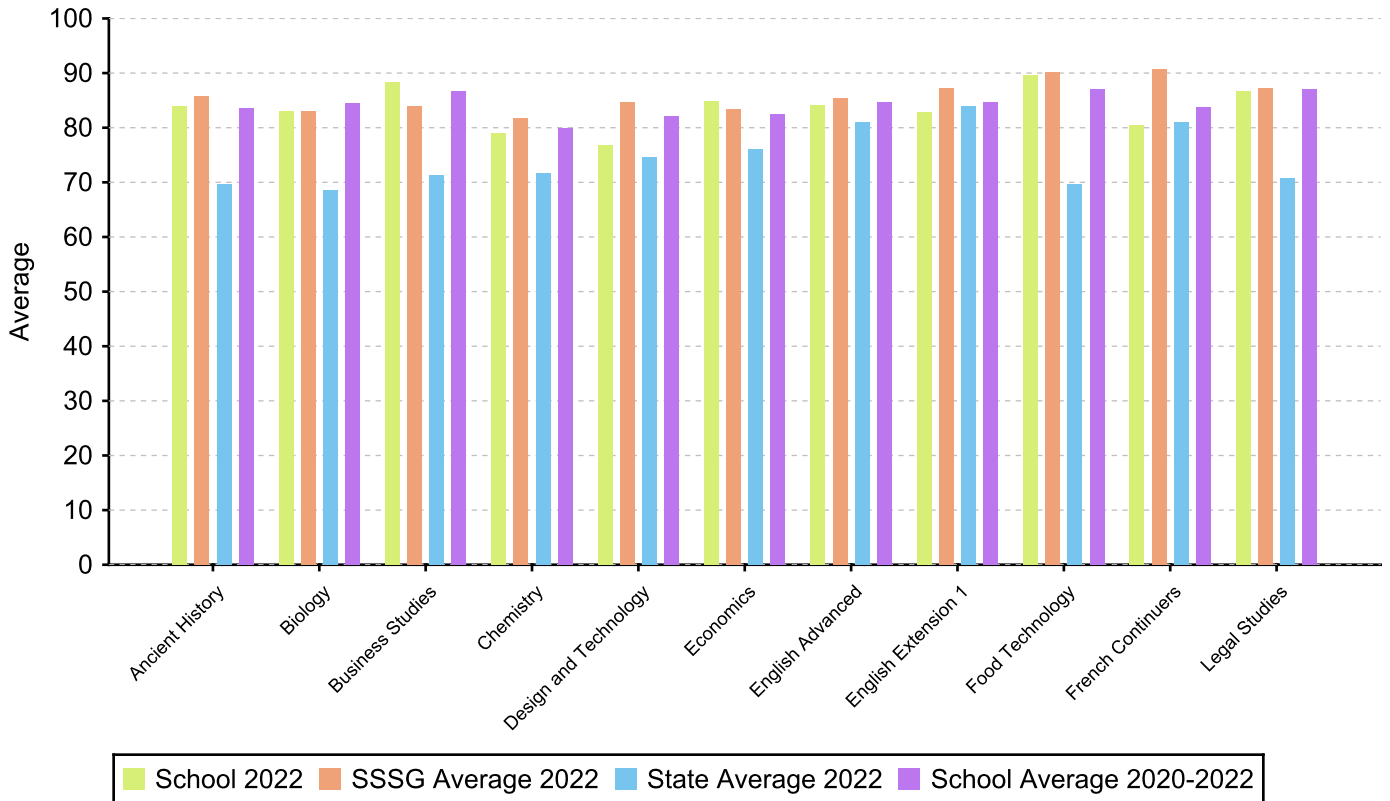


Year 9 NAPLAN - Numeracy Average Score

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 2022	SSSG	State	School Average 2020-2022
Ancient History	84.0	85.8	69.6	83.5
Biology	83.0	82.9	68.5	84.5
Business Studies	88.4	83.9	71.2	86.7
Chemistry	78.9	81.7	71.7	79.9
Design and Technology	76.7	84.7	74.6	82.1
Economics	84.8	83.3	76.0	82.5
English Advanced	84.1	85.4	81.0	84.6
English Extension 1	82.8	87.2	83.9	84.6
Food Technology	89.6	90.2	69.7	87.1
French Continuers	80.5	90.7	81.0	83.8
Legal Studies	86.6	87.2	70.8	87.1
Mathematics Advanced	86.5	85.0	77.1	84.7
Mathematics Extension 1	85.4	81.3	78.0	82.1
Mathematics Extension 2	88.9	85.5	82.2	86.3
Mathematics Standard 2	88.9	83.5	67.6	87.3
Modern History	82.5	84.2	70.9	83.5
Personal Development, Health and Physical Education	81.5	82.5	67.5	83.0
Physics	84.4	84.2	73.5	83.1
Software Design and Development	83.1	85.8	73.7	84.1
Studies of Religion I	80.3	81.4	82.7	82.8
Visual Arts	87.0	89.0	79.8	88.4

Parent/caregiver, student, teacher satisfaction

The school seeks the opinions of parents, students and teachers about the school using the Learning Bar's 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 75% of students report a high sense of belonging; the NSW average is 66%.

68% of students reported 'High Belonging, High Expectations' as opposed to 60% across the state. 68% of students responded positively to 'Advocacy at School'.

Results from the *Tell Them From Me Surveys* from 2022 indicate that Caringbah High School students report they feel positive (above state average) about the following:

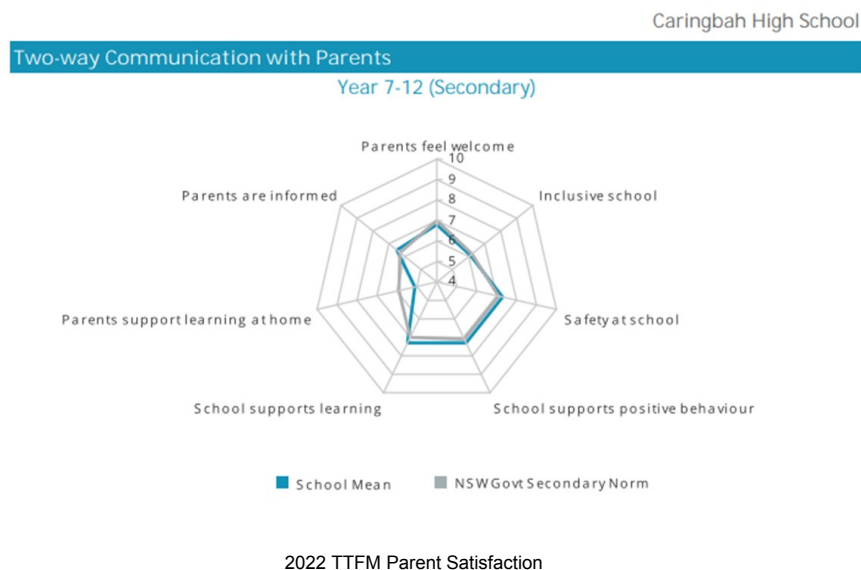
Students feel accepted and valued by their peers and by others at the school

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

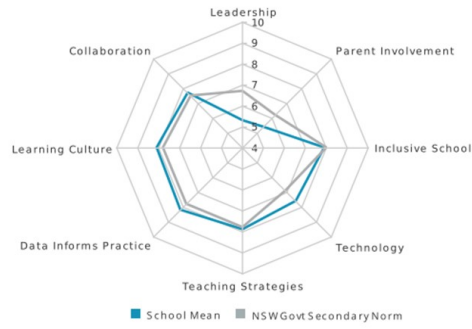
Students feel they have someone at school who consistently provides encouragement and can be turned to for advice

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



Eight Drivers of Student Learning

Year 7-12 (Secondary)



2022 TTFM Teacher Survey - Eight Drivers of Student Learning

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.