

# 2022 Annual Report

## Carlingford High School



8447

## Introduction

The Annual Report for 2022 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

---

Carlingford High School

North Rocks Rd

Carlingford, 2118

<https://carlingfor-h.schools.nsw.gov.au>

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

9871 4222

## 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	2022 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	Excelling
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	Excelling
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:** \$20,000.00

**Low level adjustment for disability:** \$70,000.00

**Socio-economic background:** \$31,000.00

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

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

**Professional learning:** \$16,000.00

### Summary of progress

#### NAPLAN YEAR 9 top 2 bands improvement initiatives

NAPLAN preparation was delivered, however, the impacts on staffing due to COVID meant that significant numbers of PL days had to be cancelled. Additional staff were employed at the start of the year for this program however, they were commonly redeployed to cover staff shortages. The NAPLAN preparation was delivered in class by English and Mathematics teachers, however, limited new and targeted materials were able to be developed. The additional English periods were allocated which allowed additional NAPLAN preparation time. The NAPLAN preparation was an improvement on previous years with more specific and targeted learning opportunities developed by classroom teachers. The limitations caused by staff shortages on targeted Professional Learning and teacher release time was a set back in supporting the production of renewed specific materials aimed at top 2 band improvement. Lower ability students continued to be supported by the Learning support team. In short, because of the COVID disruptions, NAPLAN preparation was similar to that put in place in 2021. NAPLAN preparation was delivered in sequenced, targeted lessons in both literacy and numeracy. The learning support team also worked with integrated students and other students with learning needs. Teacher shortages due to COVID restricted the production of new materials and limited additional one on one and small group withdrawal which would have otherwise been provided.

2022 NAPLAN results reflected the following:

- The average Year 9 NAPLAN scores were above similar school groups and above the state average scores in all components of NAPLAN.
- There was an improvement in the average Year 9 NAPLAN scores from the previous year in writing and grammar. Although there was a slight decline of the average NAPLAN scores in numeracy and spelling, the trend correlated with the trend in similar school groups.

In 2023 the focus will be on subject-specific literacy and numeracy professional learning, ensuring teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas. Learning experiences will continue to be differentiated and adjusted to address individual student needs. The school will continue to refine strategies aimed at meeting the school's system mandated targets in NAPLAN.

#### HSC top 2 bands improvement initiative

All faculties participated in professional learning activities aimed at improving HSC writing and have a strong understanding of the writing requirements for senior courses. This has informed changes to the way in which some assessment tasks are written as well as in the delivery of classwork and revision. The majority of teachers are strongly aware of the importance of effective writing and high quality assessment in maximising achievement at HSC level. The teachers are particularly focused on this, given the high NESB student population. A minimum of 80% of faculty members completed professional learning on HSC writing. All faculties also completed the Department's *Stage 6 literacy in Context* resource and developed specific Stage 6 resources based directly from this.

2022 HSC results reflected the following improvements:

- Average HSC course marks increased from 77.4 in 2020, to 78.4 in 2022
- Top 2 bands increased from 49.64% in 2020, to 51.11% in 2022
- Top 2 bands increased in EAL/D English from 41.4% in 2020 to 47.5% in 2022
- Band 6 results in Advanced English increased from 5.1% in 2021 to 7.0% in 2022.

In 2023 the school will continue to maintain a focus on strategic High Impact Professional Learning to further improve practice through explicit teaching strategies. The school will focus on Stage 6 program renovation, embedding evidence based, contextual HSC Writing strategies, quality backward mapped summative assessment and student feedback and feed forward strategies. The school will continue to refine strategies aimed at meeting the school's system mandated targets in 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>  Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Reading of 39.6%.	• 40.36% of students achieved in the top two bands in NAPLAN reading indicating achievement exceeding the lower bound target.
<b>NAPLAN Top 2 Bands</b>  Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Numeracy of 64.0%	• 55.51% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
<b>Expected Growth</b>  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%	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<b>Expected Growth</b>  Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy moving towards the school's lower bound system-negotiated target of 78.2%	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<b>HSC</b>  Increase the percentage of HSC course results in the top two bands to be above the school's lower bound system-negotiated target of 60.9%	• 51.11% of students attained results in the top two bands demonstrating progress towards the lower bound target.

## 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

---

**Socio-economic background:** \$10,000.00

**Professional learning:** \$18,000.00

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

**Low level adjustment for disability:** \$80,000.00

**Integration funding support:** \$30,000.00

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

### Summary of progress

---

#### Improved attendance

Members of the senior executive had responsibility for reviewing these systems and ensuring school practices not only aligned to Department of Education policies but were also effectively and consistently applied. Head Teachers were responsible for a system of closer monitoring of staff in the accuracy of roll marking, getting to roll call on time and ensuring period by period marking occurred every lesson. These initiatives were supported and completed. The vast majority of teachers understand the importance and significance of accurate roll marking and supporting regular attendance. Given our statistics in this area are traditionally strong, most teachers would not be focused on any overall improvement. The data collected showed that on targeted survey days, 97% of teachers effectively and accurately marked their roll during roll call as required. On targeted survey days, 91% of teachers effectively and accurately marked their roll every lesson via PxP Sentral.

In 2023 the school attendance team will review current attendance policies and procedures, refine staff roles and responsibilities and will focus on early intervention strategies to further improve whole school attendance.

#### Improved student wellbeing

The wellbeing team led by the Deputy Principal and Head Teacher welfare worked to ensure the school had an effective and workable wellbeing plan. Additionally, a review and refinement of a number of key policies and practices related to health care plans and risk assessments, excursion planning, and the structure of wellbeing meetings was undertaken. This was an obvious improvement in the level of compliance of policies related to health care plans and administering of medication. The wellbeing team has improved their efficiency in dealing strategically with student wellbeing matters and in keeping up to date records and action plans. Details in the minutes of wellbeing meetings, wellbeing communication to staff and accuracy of Sentral wellbeing records all reflect improvements. Revised policies and practices also reflect a tighter compliance to Department of Education policy. The Roles and Responsibility document was reviewed and updated, providing improved clarity for individuals and their responsibilities.

Tell Them From Me data indicated 67.85% of students reported 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%.

In 2023 the school will develop a continuum of support which will target areas of need for specific cohorts and refine wellbeing policies and procedures.

### 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
<p><b>Attendance</b></p> <p>Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 90.5%</p>	<p>The number of students attending greater than 90% of the time or more has decreased from 85.40% in 2021 to 70.25% in 2022.</p>
<p><b>Well-being measures</b></p> <p>The percentage of students identifying positive wellbeing as measured by the Tell Them From Me surveys is moving towards the school identified target of 75%.</p>	<p>Tell Them From Me data indicates 67.85% 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%.</p>



## 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:** \$80,000.00

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

**Aboriginal background:** \$2,400.00

### Summary of progress

#### 7-12 Program renovation

All faculties continued to take strong ownership for these initiatives. However, the progress of program writing was disrupted by staff shortages due to COVID. Whilst the majority of key learning areas completed the renovations of all 7-10 programs by the end of 2022, some faculties will need Term 1 2023 to complete this process. The Principal interviewed each faculty Head Teacher and 100% of respondents believed that the program renovation process has increased the breadth of pedagogical practice used by their teachers. They also noted significant improvements to backward mapped summative assessment and the use of formative feedback points. The reviews conducted both externally and internally of renovated programs when compared to previous programs (program audit), clearly showed improvements in key criteria points. These included the inclusion of learning intentions and formative feedback as well as improvements to program detail, explicit teaching points, differentiation, response modelling and backward mapped summative assessment.

In 2023 the school will continue to implement and refine 7-10 programs and plan for Stage 4 and 5 curriculum reform. The school will continue to apply the school developed programming check list based on the Centre for Education Statistics and Evaluation (CESE) report, *What Works Best*. (2020)

#### Strengthening High Quality Teaching Practice

Program renovation continued throughout 2022, however, the issue of staff shortages prevented the distribution of a significant number of relief days set aside to provide program writing time.

### 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>  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%.	By the end of 2022, approximately 85% of existing 7-10 teaching programs were renovated and either peer or externally assessed.

**HIGH QUALITY TEACHING PRACTICE**

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 is currently performing at excelling in the element of effective classroom practice. This has been largely due to the concentrated effort in program renovation and review which has strengthened the implementation of high quality teaching practices.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$85,000.00</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 assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Professional learning</p> <p>\$114,000.00</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 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>• HSC top 2 bands improvement initiative</li> <li>• Improved attendance</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>• A curriculum change provided an additional period of English being taught in Year 10 from 2022 onwards. This has a long term aim of improving student literacy in preparation for the HSC.</li> <li>• Faculty PL included a focus on the development of a contextual writing resource aimed at improving senior writing.</li> <li>• Each faculty developed an identified writing strategy used by all teachers with their senior students. These strategies included PEEL, TEEL and ALARM, depending on the particular writing requirements of courses within each faculty.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> HSC English Advanced top 2 band results in 2022 increased from 2021, particularly at Band 5 level. Teachers across all faculties developed course specific writing strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further refine the teaching of writing, particularly in Year 10 to form the foundation for high quality senior writing. This will include a continued focus on challenging writing tasks, explicit skill development and high quality feedback.</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carlingford High School who may be</p>

<p>\$41,000.00</p>	<p>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>• NAPLAN YEAR 9 top 2 bands improvement initiatives</li> <li>• HSC top 2 bands improvement initiative</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>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support program implementation</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> equitable access for all students to engage in the curriculum and extra curricular activities. resourcing of materials to support students in having equitable access to the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to support families financially so that they can engage in all school activities. employ an SLSO to support identified students. to maintain resourcing of identified students who need additional financial assistance and support.</p>
<p>Aboriginal background</p> <p>\$2,400.00</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>• community consultation and engagement to support the development of cultural competency</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 the following impact:</b> Aboriginal families engaging in the PLSP process with authentic conversations taking place. Teaching of Aboriginal Culture and History embedded into teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within whole school.</p>
<p>English language proficiency</p> <p>\$120,000.00</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>• NAPLAN YEAR 9 top 2 bands improvement initiatives</li> <li>• 7-12 Program renovation</li> </ul>

<p>English language proficiency</p> <p>\$120,000.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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 will be:</b> 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>\$150,000.00</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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• support for students in Life Skills; Individual Learning Plans, HSC Disability Provisions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will continue to provide additional support for identified students.</p>
<p>COVID ILSP</p> <p>\$38,000.00</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><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>

<p>COVID ILSP</p> <p>\$38,000.00</p>	<ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• providing intensive small group tuition for identified students</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</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 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>• Improved student wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• developed and delivered small evidence based strategies to build students wellbeing, resilience and pro social behaviours in consultation with the school welfare team.</li> <li>• Implemented the RAISE mentoring program in conjunction with Year 8 Year Adviser.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> individualised, sustainable support to meet student needs proactive, preventative strategies employed to support students created community connections through external agencies to support school wellbeing programs</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to employ the student support officer. consolidate programs implemented in 2022. to build the capacity of the student support officer to meet the more complex needs of targeted students</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	784	855	893	920
Girls	476	526	529	540

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	96.1	95.4	95.7	92.8
8	93.7	95.7	94.3	91.5
9	94.8	94.5	94.4	89.8
10	94.7	95.1	93.7	89.3
11	93.0	96.1	93.4	89.7
12	93.1	94.9	92.6	89.0
All Years	94.3	95.3	94.1	90.4
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	2
Employment	0	0	2
TAFE entry	1	1	4
University Entry	0	0	86
Other	0	0	4
Unknown	0	0	2

## Year 12 students undertaking vocational or trade training

---

12.61% of Year 12 students at Carlingford High School undertook vocational education and training in 2022.

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

---

95.5% of all Year 12 students at Carlingford High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	15
Classroom Teacher(s)	70.3
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	6
School Counsellor	1
School Administration and Support Staff	16.77
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 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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,845,314
<b>Revenue</b>	17,677,857
Appropriation	16,088,574
Sale of Goods and Services	112,668
Grants and contributions	1,434,753
Investment income	38,261
Other revenue	3,600
<b>Expenses</b>	-16,871,533
Employee related	-14,160,926
Operating expenses	-2,710,607
<b>Surplus / deficit for the year</b>	806,324
<b>Closing Balance</b>	3,651,639

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	120,882
<b>Equity Total</b>	905,567
Equity - Aboriginal	1,566
Equity - Socio-economic	43,685
Equity - Language	700,000
Equity - Disability	160,316
<b>Base Total</b>	13,534,953
Base - Per Capita	359,462
Base - Location	0
Base - Other	13,175,491
<b>Other Total</b>	716,599
<b>Grand Total</b>	15,278,001

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.

## Literacy

### NAPLAN Reading:

- 10.9% of students in Year 9 achieved in the top band compared with 10.4% SSSG and 6.7% in the State.
- 40.4% of students in Year 9 achieved in the top 2 bands compared with 39.6% SSSG and 11.8% in the State.

### NAPLAN Writing:

- 11.7% of students in Year 9 achieved in the top band compared with 8.9% SSSG and 5.6% in the State.
- 34% of students in Year 9 achieved in the top 2 bands compared with 26.5% SSSG and 15.9% in the State.

### NAPLAN Spelling:

- 7% of students in Year 9 achieved in the top band compared with 7.5% SSSG and 5.3% in the State.
- 41.4% of students in Year 9 achieved in the top 2 bands compared with 34% SSSG and 20.9% in the State

### NAPLAN Punctuation and Grammar:

- 25.3% of students in Year 9 achieved in the top band compared with 17.3% SSSG and 10.4% in the State.
- 50.2% of students in Year 9 achieved in the top 2 bands compared with 39.5% SSSG and 24.1% in the State.

## Minimum Standards

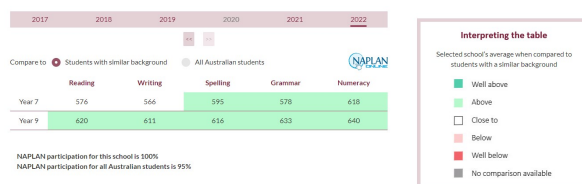
- 98% of students in Year 10 met the minimum standard in reading.
- 88% of students in Year 10 met the minimum standard in writing.

## NAPLAN Numeracy

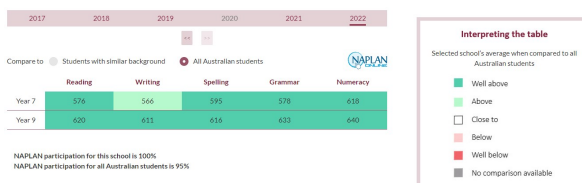
- 23.2% of students in Year 9 achieved in the top band compared with 15.1% SSSG and 9.3% in the State.
- 55.6% of students in Year 9 achieved in the top 2 bands compared with 42.1% SSSG and 22.4% in the State.

## Minimum Standards

- 98% of students in Year 10 met the minimum standard in numeracy.



2022 Carlingford High School NAPLAN results (compared to students with similar background.)

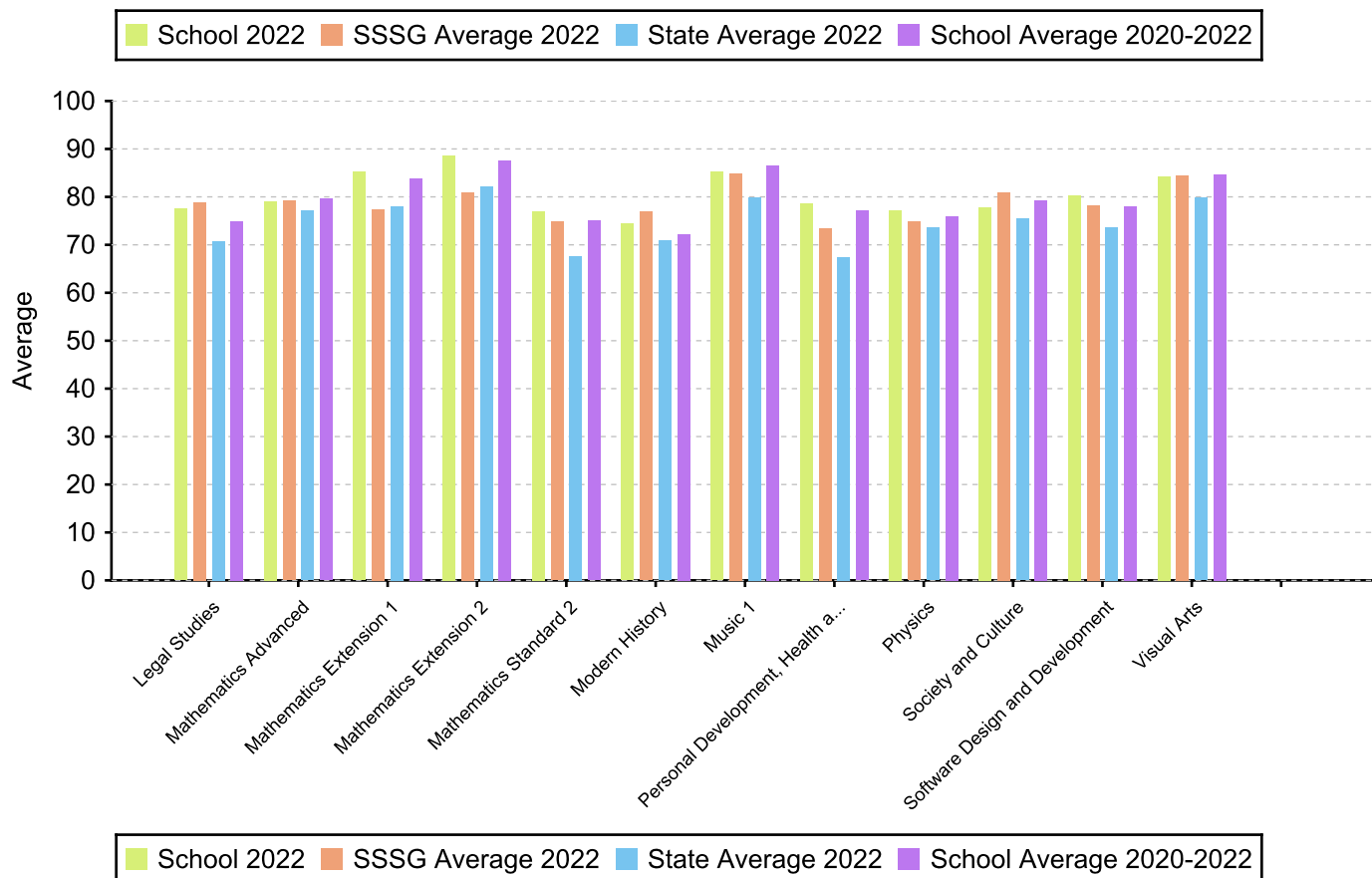
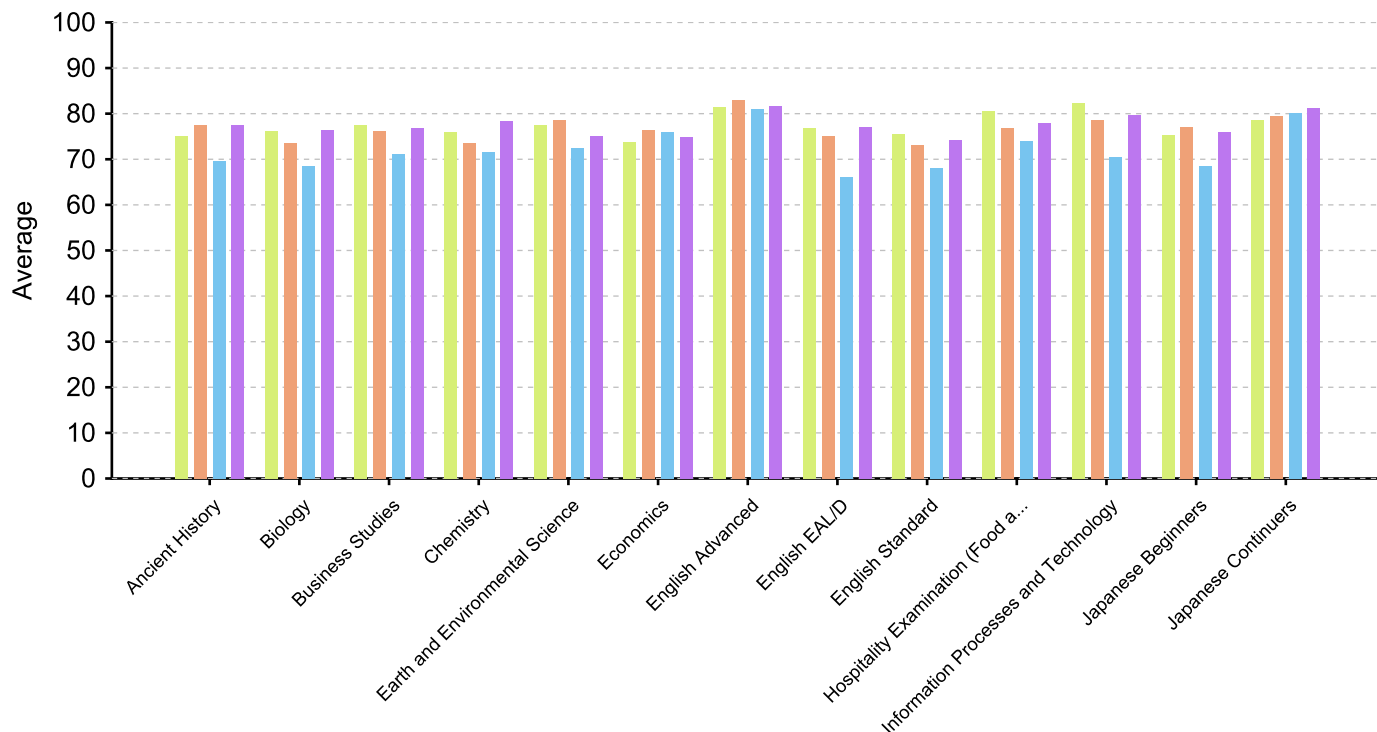


2022 Carlingford High School NAPLAN results (compared to all Australian students.)

## 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	75.1	77.5	69.6	77.6
Biology	76.1	73.6	68.5	76.4
Business Studies	77.6	76.2	71.2	76.9
Chemistry	75.9	73.5	71.7	78.4
Earth and Environmental Science	77.6	78.6	72.5	75.0
Economics	73.8	76.4	76.0	75.0
English Advanced	81.5	82.9	81.0	81.8
English EAL/D	76.9	75.1	66.1	77.0
English Standard	75.5	73.1	68.1	74.3
Hospitality Examination (Food and Beverage)	80.5	76.9	74.0	77.8
Information Processes and Technology	82.4	78.6	70.5	79.6
Japanese Beginners	75.3	77.1	68.5	76.1
Japanese Continuers	78.6	79.6	80.1	81.2
Legal Studies	77.5	78.9	70.8	74.9
Mathematics Advanced	79.1	79.2	77.1	79.6
Mathematics Extension 1	85.2	77.4	78.0	83.8
Mathematics Extension 2	88.7	80.9	82.2	87.6
Mathematics Standard 2	77.0	74.8	67.6	75.1
Modern History	74.4	76.9	70.9	72.2
Music 1	85.2	85.0	79.9	86.6
Personal Development, Health and Physical Education	78.7	73.5	67.5	77.1
Physics	77.2	74.8	73.5	75.9
Society and Culture	77.9	81.0	75.5	79.2
Software Design and Development	80.3	78.2	73.7	78.1
Visual Arts	84.3	84.5	79.8	84.6

2022 HSC results reflected the following improvements:

- Average HSC course marks increased from 77.4 in 2020, to 78.4 in 2022
- Top 2 bands increased from 49.64% in 2020, to 51.11% in 2022
- Top 2 bands increased in EAL/D English from 41.4% in 2020 to 47.5% in 2022
- Band 6 results in Advanced English increased from 5.1% in 2021 to 7.0% in 2022.

There was an overall increase in the percentage of HSC course results in the top two bands, to be above the school's lower bound system-negotiated target of 60.9%, where 51.11% of students attained results in the top two bands, which demonstrated progress towards the lower bound target.

## Parent/caregiver, student, teacher satisfaction

In 2022, 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 Social -Emotional outcomes, Academic Outcomes and Drivers of Students Outcomes. In each of these areas, Carlingford High School students demonstrated a majority of positive responses.

Students reported that they felt accepted and valued by their peers and by others at their school. In sense of belonging, 71% ( school mean) indicated a positive response compared to 66% (NSW Government Norm). 95%( school mean) of students described positive behaviour at school compared to 87% in the state (NSW Government norm). Students reported that classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn (school mean 6.9, NSW Government norm 6.4). 58% of students stated that they set challenging goals for themselves in their schoolwork and aim to do their best. 84% of students demonstrated a medium to high perseverance, meaning that they can pursue their goals to completion even when faced with obstacles. The majority of students stated that teachers emphasise academic skills and hold high expectations for all students to succeed. The majority of students at Carlingford High School feel safe and valued with 56% of students stating that they are always treated with fairness and respect by other students and 86% of students reporting that they know who to see if they or another student is being bullied.

The majority of staff reported that the school leadership team clearly communicates the school's strategic vision and values and that the school leadership team leads school improvement. 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.

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. In 2022, there were 104 respondents in this school who completed the Parent Survey. Overall parents reported that they feel welcome and that communication and written information from the school is in clear, plain language. Parents support learning at home by encouraging their child to do well. Overall parents feel that the school supports student learning and positive behaviour and that students are clear about school rules. The majority of parents reported that their child feels safe at school and that school staff take an active role in making sure all students are included in school activities and that the school was able to access specialist assistance for their child when needed. The majority of parents reported they would recommend the school to parents of primary school students and believe that the school has a positive reputation in the local community.

# 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.