

2023 Annual Report

Caringbah High School



8240

Introduction

The Annual Report for 2023 is provided to the community of Caringbah High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

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

School context

Caringbah High School is an academically selective and co-educational public high school of around 915 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>. 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. Vacancies that may occur during a given year are filled by sitting the Higher Ability Selection Test and student interview conducted by the school.

60% of our students hail from non-English speaking backgrounds while 86% were born in Australia. The gender ratio of boys to girls is 60% to 40% respectively. 6 students and 1 staff member identify as of Aboriginal and Torres Strait Islander descent.

The school's 2023 Department of Education staffing entitlement is 75.2 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 250 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 with intention to build meaningful partnerships with the school community.

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	2023 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 growth and performance	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.

- Academic Writing initiative
- Explicit teaching

Resources allocated to this strategic direction

Professional learning
Integration funding support
Low level adjustment for disability
Aboriginal background
Student Support Officer
Socio-economic background
English language proficiency

Summary of progress

The academic writing initiative was part of our Explicit Teaching initiative. The appointment of a head teacher of academic writing and the explicit teaching of academic writing in Years 7 and 10 has resulted in significant gains in the quality of student writing. Students report increasing confidence in writing and there has been a significant uplift in our less capable writers.

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 attending school to a system negotiated target of 95.5%	While we did not meet our target, attendance was 93.4% as opposed to 86.7% for the state and 92.9% for similar schools.
Work towards improving the percentage of students achieving in the top two bands of the HSC from 80% to 85%.	While we did not meet this target, the achievement of students in the top two bands is 80%. The average course mark was 84.4 as opposed to 73.2 for the state.

Strategic Direction 2: Explicit Teaching

Purpose

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

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning

Per capita

Integration funding support

Low level adjustment for disability

Beginning teacher support

Summary of progress

The explicit teaching of writing formed the main focus in our strengthening of systems to support our professional learning community. The appointment of a head teacher of academic writing led the professional learning community to develop expertise in the explicit teaching of writing.

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
80% or more of students to achieve top two bands in the HSC.	This progress measure was made in most subjects with improvement required in others. RAP analysis used to identify areas within programs to include further explicit teaching strategies in order to lift student performance in all subjects.
Student growth/value add in NAPLAN Years 7 - 9 in reading and writing.	This progress measure was achieved in many cases. Analysis of NAPLAN results have identified students who would benefit from learning support intervention and/or further explicit teaching and scaffolding of learning.
Embedding of explicit literacy strategies into teaching and learning programs and pedagogy.	This progress measure was achieved in English programs and some HSIE programs. The English faculty have worked with a HPGE educational consultant to modify all Stage 4 and 5 programs to include explicit teaching of academic skills and literacy strategies.

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

Per capita

Beginning teacher support

Professional learning

English language proficiency

Summary of progress

Our academic writing initiative provided the vehicle for increasingly effective feedback and reflection. Students have increasing confidence that teacher feedback informs their learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Students demonstrate a refined understanding of the purpose of the feedback and apply it to their learning.	Students now understand the importance of feedback and incorporate it in their learning.
Teachers are skilled in providing effective feedback to students and use a range of evidence-based strategies to improve student learning	Teachers increasingly use a range of evidence based strategies to provide effective feedback.
Teachers, faculties and the school executive seek , reflect and respond to feedback to collegially and collaboratively improve school performance and culture	The increasing use of Twilight professional learning events and executive conferences to reflect deeply on assessment has provided the opportunity for teacher teams to work collaboratively.

Funding sources	Impact achieved this year
<p>Integration funding support</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"> • Academic Writing initiative • Explicit teaching • Explicit Teaching of Writing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students • 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: Students who require additional support have been given it so they can achieve results in line with their abilities. Many students have been able to access learning support for executive function, study skills and individual subject specific support.</p> <p>After evaluation, the next steps to support our students will be: Next steps to support students would be to improve the identification of students who require support with their learning and study skills earlier.</p>
<p>Socio-economic background</p> <p>\$16,619.88</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"> • Explicit teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: Students from low socio economic backgrounds are able to access educational opportunities that their peers are able to, resulting in equity of resource and opportunities for all students.</p> <p>After evaluation, the next steps to support our students will be: To identify students from low socio economic backgrounds to ensure all are supported.</p>
<p>Aboriginal background</p> <p>\$6,070.91</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"> • Academic Writing initiative <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$6,070.91</p>	<p>include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • Allowance for staff member to oversee Aboriginal activities such as assemblies, excursions, cultural immersion • Mural <p>The allocation of this funding has resulted in the following impact: A team was established to support Aboriginal students and provide them with vast and varied experiences and academic support. This included a program with Kurranulla and engagement with the local AECG.</p> <p>After evaluation, the next steps to support our students will be: A continuation of support for students.</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"> • Explicit teaching • 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"> • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: EAL/D students are given learning support at their point of need.</p> <p>After evaluation, the next steps to support our students will be: A continuation of support for students.</p>
<p>Low level adjustment for disability</p> <p>\$150,366.16</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"> • Academic Writing initiative • Explicit teaching • Explicit Teaching of Writing • Student Feedback and Reflection <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students with disabilities and who require low level adjustments are supported by a dedicated learning support team, at their point of need.</p> <p>After evaluation, the next steps to support our students will be: A continuation of support for students.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$74,375.87</p>	<p>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"> • Academic Writing initiative • Explicit teaching • Explicit Teaching of Writing • Strengthening of Systems to Support Our Professional Learning Community • Student Feedback and Reflection • Supporting teachers provide effective feedback strategies <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • other methods of learning designed to improve student outcomes. • 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: Students express more confidence in their ability to write academically, thereby improving their learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: A continuation of this initiative is recommended for 2024.</p>
<p>Beginning teacher support</p> <p>\$149,021.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Caringbah High School during their induction period.</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"> • Strengthening of Systems to Support Our Professional Learning Community • Student Feedback and Reflection • Supporting teachers provide effective feedback strategies <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills • mentoring structures and collaborative practices within the school or across a cluster of schools • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback <p>The allocation of this funding has resulted in the following impact: Beginning teachers are supported by this initiative with a reduced teaching load and access to a mentor, to support their transition to teaching.</p> <p>After evaluation, the next steps to support our students will be: A continuation of support for beginning teachers.</p>
<p>COVID ILSP</p> <p>\$12,582.15</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 2023.</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition

<p>COVID ILSP \$12,582.15</p>	<ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: Students have been identified and supported at their point of need.</p> <p>After evaluation, the next steps to support our students will be: A continuation of support for students.</p>
<p>Per capita \$236,992.82</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"> • Explicit Teaching of Writing • Student Feedback and Reflection • Supporting teachers provide effective feedback strategies <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Bespoke Academic Writing program based on the 'This Does That' method outlined in CESE publication outlining effective teaching of writing at Balgowlah Boys High School. • Dedicated one period per cycle in Year 7 on explicit teaching of writing and expansion of vocabulary. • Dedicated one period per cycle in Year 10 English on explicit teaching of writing, vocabulary and grammar. <p>The allocation of this funding has resulted in the following impact: Anecdotal and school-based assessment in target groups clearly indicate significant rise in the quality of academic writing, especially in English. Year 12 were given a 'crash course' in the method and improvement was noted, particularly in the 2023 trial exams.</p> <p>After evaluation, the next steps to support our students will be: Continue to deliver and refine academic writing instruction in years 7 and 10. Explore the method's application to other subjects.</p>
<p>Student Support Officer \$99,516.00</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"> • Academic Writing initiative <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. • working collaboratively with external and other government agencies in their support of students and their families. <p>The allocation of this funding has resulted in the following impact: More students have been supported across the school beyond the school counsellor capacity, to great effect.</p> <p>After evaluation, the next steps to support our students will be: We recommend a continuation of this support for students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	547	542	551	552
Girls	362	364	360	363

Student attendance profile

School				
Year	2020	2021	2022	2023
7	96.6	97.2	92.7	96.2
8	96.1	94.8	91.3	94.7
9	96.3	94.5	90.2	94.2
10	95.3	93.3	88.7	92.5
11	95.9	94.5	90.5	95.0
12	95.6	93.3	90.7	95.2
All Years	96.0	94.6	90.7	94.6
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	1
Employment	0	0	1
TAFE entry	0	0	0
University Entry	0	0	97
Other	0	0	0
Unknown	0	0	1

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Caringbah High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Caringbah High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.9
Learning and Support Teacher(s)	0.9
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,022,751.05
Revenue	12,085,732.43
Appropriation	10,514,245.44
Sale of Goods and Services	45,931.99
Grants and contributions	1,473,819.30
Investment income	51,735.70
Expenses	-11,673,219.63
Employee related	-9,775,011.29
Operating expenses	-1,898,208.34
Surplus / deficit for the year	412,512.80
Closing Balance	1,435,263.85

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.

	2023 SBAR Adjustments (\$)
Targeted Total	58,963
Equity Total	175,457
Equity - Aboriginal	6,071
Equity - Socio-economic	16,620
Equity - Language	2,400
Equity - Disability	150,366
Base Total	9,332,535
Base - Per Capita	236,993
Base - Location	0
Base - Other	9,095,542
Other Total	581,700
Grand Total	10,148,655

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

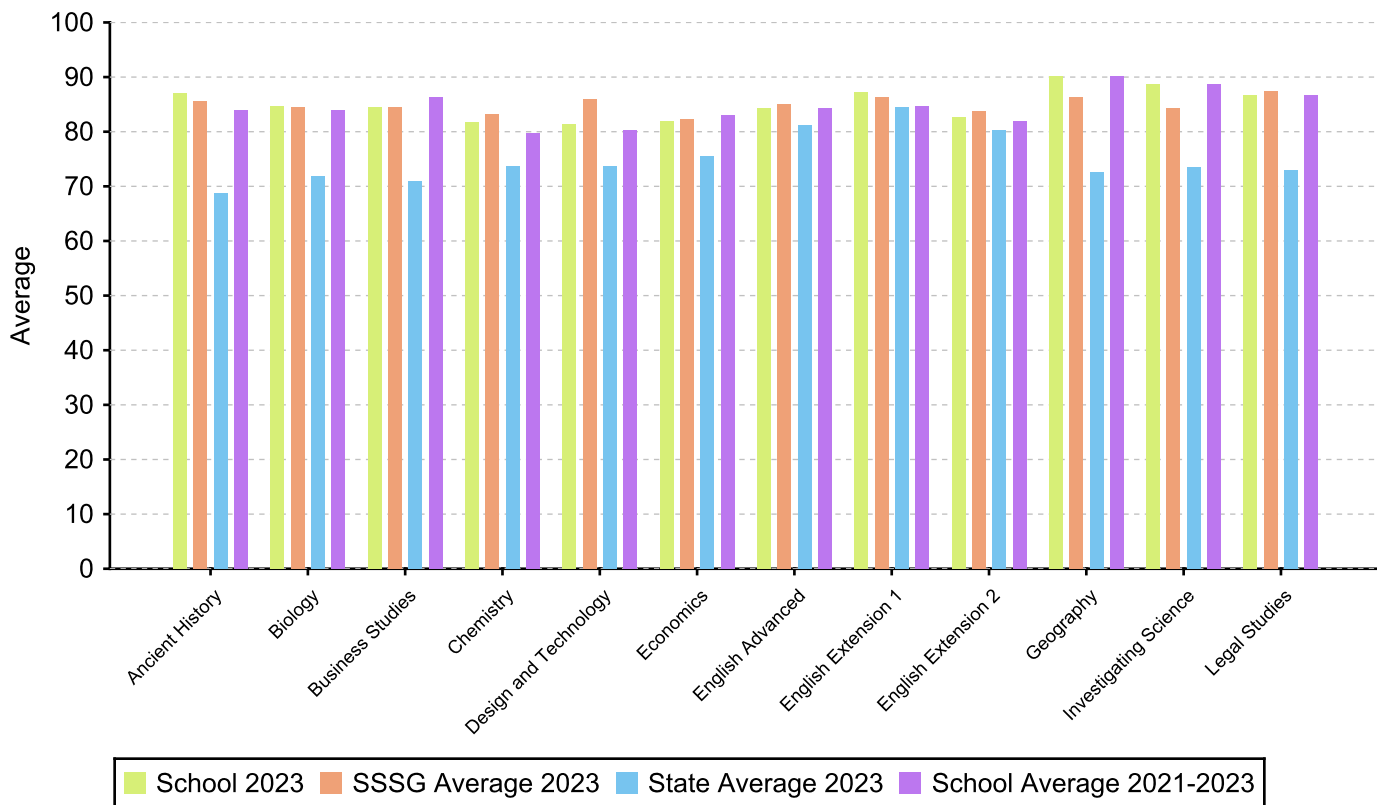
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

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 2023	SSSG	State	School Average 2021-2023
Ancient History	87.0	85.5	68.7	83.9
Biology	84.6	84.5	71.8	84.0
Business Studies	84.5	84.4	70.9	86.3
Chemistry	81.7	83.3	73.7	79.8
Design and Technology	81.3	86.0	73.6	80.2
Economics	82.0	82.3	75.5	83.1
English Advanced	84.3	85.1	81.2	84.2
English Extension 1	87.3	86.4	84.5	84.7
English Extension 2	82.6	83.8	80.3	81.9
Geography	90.2	86.3	72.5	90.2
Investigating Science	88.6	84.3	73.4	88.6
Legal Studies	86.6	87.4	72.9	86.7
Mathematics Advanced	85.1	84.8	77.0	84.9
Mathematics Extension 1	80.9	84.6	78.7	81.8
Mathematics Extension 2	85.1	85.8	83.1	86.8
Mathematics Standard 2	89.9	85.4	68.7	88.0
Modern History	84.1	84.6	69.6	83.8
Personal Development, Health and Physical Education	83.5	84.0	71.0	82.5
Physics	84.0	84.2	74.4	83.7
Society and Culture	89.4	88.9	76.3	89.1
Software Design and Development	83.6	83.5	72.7	83.4
Studies of Religion I	84.6	81.7	82.7	83.4
Visual Arts	89.9	89.0	79.8	88.1

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%.

Results from the Tell Them From Me Surveys from 2023 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.

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.