Principal’s message

The Federal Government undertook a research project headed by the Department of Education, Science and Training to articulate the elements of successful high demand schools and the findings were written up and published in a document titled, High Demand Government Schools, 2005.

“Parents at high demand schools value high quality teaching and caring teachers. They also like extra learning opportunities, broad subject choices and schools that promote vocational training pathways as well as academic routes” (Executive Summary p.vi).

Although the selected extracts are out of context they nevertheless reflect the direction and existing reputation of Carlingford High School.

Our strategic plan (2005-2007) was informed by extensive consultation with key groups in the school community whereby an emphasis has been placed on professional learning for staff and strengthening pastoral care systems which give “practical effect to the values of ‘caring’” (p.vi).

We have implemented for 2006 a structural change to Tuesdays, to enable scheduled time for higher levels of professional exchange in whole staff groups or faculty groupings for the purpose of strengthening quality teaching and learning practices.

As stated in the document “professional development of teachers is considered to be as important as years of teacher experience” (p.11).

As part of the discussion within the findings, an overview of some of the characteristics of a good reputation among high demand schools are “academic factors.”

The study revealed that “perception of high academic achievement is the drawcard for aspiring parents at many of the schools” sampled and that “parents are highly conscious of league tables when they are published in the newspapers”. (Commentary and Discussion p.9)

Embedded within this Report are a range of results or ‘league tables’ indicating the academic performance of our students which denotes academic excellence.

It is pleasing to note that although both our school and parents are keen to hold high academic expectations for their children they also want to know that their child will be safe and within a caring environment.

The concept of the importance of the ‘whole package’ is repeated throughout the document as the main attraction for parents and staff in the study finding it “difficult to rank factors in that package in a precise order of importance” (p.9).

It is pleasing to note that our school community is always seeking ways to increase parental participation and links with both TAFE and Universities as partners in the learning process and I commend this report to you for your enjoyment as you read evidence of some of the quality outcomes of Carlingford High School’s ‘whole package’ of opportunity afforded your child.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Robert Clarke
Our achievements

The Arts

- Eamon Dilworth (Year 12) and Jason Mitchell (Year 12) were members of the Australian All Star Big Band Monterey Tour and the NSW Public Schools Instrumental Ensemble Jazz Orchestra.
- Bai Bai Bi (Year 11) was awarded first place in the ‘Clean Up Australia’ Day Poster & Poetry Competition.
- Over forty students from Years 7 to 12 were members of the choir who attended the Northern Sydney Regional Music Festival in which they had the experience of performing at the Sydney Opera House.
- Twenty four students attended the follow up performance for the Opera Ed Programme.
- Campbell Jensen-Robilliard (Year 11) and Nicholas Morgan (Year 11) were members of the NSW Public Schools Instrumental Ensemble Stage Band.
- Aimee Cervanaro (Year 11) and Jason Mitchell (Year 12) were selected to attend the State Senior Music Camp.
- Amy Coggiola (Year 11) was selected to become a member of the NSW Public Schools Dance Company.
- A total of thirty eight students performed in various choir, dance and instrumental items at the Schools Spectacular including Amy Coggiola (Year 11) and Jemma Gardner (Year 9) in the Ballet Ensemble and David Coombs (Year 12) in the Marching Band.
- Stephen Endicott (Year 11) was a member of the Sydney Public Schools Senior Singers.
- At the MacDonald Performing Arts Challenge in the Rock category, Year 11 students Gordon Anderson, Luke Keanan-Brown, Paul MacWhirter and Christopher Warren won 2nd Place.
- Fifty nine students competed at the Galston Eisteddfod and gained 1st Place for the String Quartet Chamber Music Section, 1st Place for the String Ensemble and Highly Commended for the Concert Band 2.
- Jia Wei Koh (Year 9) was a voice actor in the Japanese film ‘Akikaze’.
- Twenty eight dancers from Years 9 to 11 were selected to perform at the Northern Sydney Regional Dance Festival.
- Six Year 11 students were selected to perform at the Northern Sydney Regional Drama Festival.

Sport

- Bai Bai Bi (Year 11) won a bronze medal in the GKR Karate World Cup.
- Peter (Taek Han) Yoon (Year 10) competed in the International Taekwondo Muyae Championships in Seoul, Korea.
- Kate Low (Year 12) was selected for the NSW Combined High Schools Netball team.
- Martin Bell (Year 12) was selected for the Northern Sydney Baseball team and the NSW Combined High Schools Baseball team.
- Adam Spencer (Year 9) was selected for the NSW Combined High Schools Baseball team.
- Anthony Bennett (Year 12) competed in the National Cycling Championships.
- Owen Maxwell (Year 12) won a bronze medal for NSW in the National Dragon Boat Racing Championships.
- Stefan Gavrilovic (Year 10) competed at the National Handball Championships in both the NSW Junior and the U18s Handball teams.
- Eight students from Years 7 to 12 represented NSW in the NSW Combined High Schools Athletics Carnival.
- Lauren Cox (Year 11) and Karina Cox (Year 8) successfully competed in a range of Equestrian Championships with the most outstanding results being 4th in NSW ODE Championships for Lauren and 1st in PLC Dressage Championships, 5th in NSW ODE Championships and 1st and 2nd in the Closed Pony Dressage Championships for Karina.
• Chris Bassett (Year 11) was ranked 9th in the world in Discus and 10th in Javelin at the Pacific School Games, Track and Field events.

• Gareth Smith (Year 12) was part of the All Schools Second XV Rugby team who toured the UK and Ireland.

• Ian Pemberton (Year 11) competed for NSW at the National U16s Indoor Soccer Championships.

• Pearce Scammell (Year 10) and Dennis Wong (Year 11) represented NSW at the Combined High Schools Swimming Carnival.

• Kate Low (Year 12) competed at the NSW Combined High Schools Cross Country Carnival.

• Travis MacDonald (Year 8) was a member of the NSW U14s Baseball team.

• Daniel Shaw (Year 9) was a member of the NSW U15s and U18s Ice Hockey teams.

• Ashlyn Collins (Year 7) and Gemma Collins (Year 8) competed at the NSW U15s Volleyball Championships.

General

• Naomi Rowsell (Year 11) was the State Winner in the World Skills Australia VET in Schools Competition: Food & Beverage Category.

• Jason Chan and Kenny Qiu (Year 12, 2004) were awarded Macquarie University Innovation Scholarships.

• Five Year 12 students were awarded Preferred Admissions to Macquarie University.

• Adam Price (Year 12, 2004) was awarded the 2005 University of Technology, Sydney Engineering Co-Operative Scholarship.

• Kate Low (Year 12) received a Fitness Australia Sports Traineeship.

• Shelley Hwang (Year 11) was awarded the Carlingford Rotary Centenary Scholarship.

• Matthew McGilvery (Year 11) was chosen to attend the National Youth Science Forum in Canberra.

• Danielle Jung (Year 7) and Jason Man (Year 8) were awarded Marsden Intensive English Centre Certificates of Citizenship.

• Robin Lloyd’s HSC major work for Visual Arts was nominated for the Art Express exhibition.

• Jason Ju’s HSC major work for Design and Technology was selected to be exhibited in the DesignTech Exhibition.

• Elizabeth Park was nominated to perform in the HSC Encore Music Performances.

• Zena Anjoul (Year 12) was a finalist at the Regional Plain English Speaking Competition.

• Richard Vorobieff (Year 9) was selected to perform at the Apex Public Speaking Competition.

• John Loc (Year 9) was in the Top 1% and Adam Shen (Year 10) Top 0.5% of the Australian Mathematics Competition.

• Christine Luo (Year 11) achieved a High Distinction in the Australian Science Olympiad.

• Shelley Hwang (Year 11) achieved a Level 3 Certificate of Proficiency in the Japanese Foundation Examination.

• Aaron Cochrane (Year 8) competed for the Llandilo Volunteer Rural Fire Brigade in the Annual St Paul’s Cadet Rural Fire Service Competition.

• Richard Vorobieff (Year 9) and Annie Lin (Year 9) represented the school in the Legacy Public Speaking Competition.

• Zena Anjoul (Year 12) represented the school in the Lions Clubs Youth of the Year Quest.

• Ramon Tan (Year 12) attended the Australian Business Week State Program.

• Results in the Australian competitions included: business studies – 4 distinctions; chemistry – 6 high distinctions and 12 distinctions; economics – 1 distinction; financial literacy – 28 distinctions; science - 2 high distinctions; mathematics – 4 high distinctions and 20 distinctions and computing – 5 distinctions.

Key evaluations

Educational and management practice

Literacy

Background

Over the past few years there has been an increase in the number of students enrolling from a background other than English. The percentage increase has shifted dramatically from 42% (2000) to 58% (2005). This dynamic has had an impact upon the resources and support needed to maintain quality learning outcomes for all students.

Although ELLA results appeared to indicate no apparent drop in the achievement levels compared to
state percentages at the ‘High’ and ‘Proficient’ levels, there were concerns from teachers about the level of engagement with learning at the curriculum delivery level.

An examination of statistics using the DET’s latest software was undertaken in consultation with Regional Literacy Consultant Michelle Mawer and Barrie Laing, CEO, School Consultants.

Findings and conclusions

- Data indicated that our 2005 Year 8 students’ scores on the ELLA (English Language and Literacy Assessment) had made progress since their 2004 assessment. However, that progress appeared to be less substantial in Writing than some comparable schools in our region and less than state average in some subgroups. While there are many variables which might influence the results (already high scores on Year 7 entry to High School, high NESB percentage population etc.), our best advice gave a strong indication that we could not only help students with writing tasks required in Years 7 and 8 across the curriculum but also that better structure and elaborated detail would help them succeed in later School Certificate and HSC tasks. We therefore decided to target Writing as a significant area of need.

- In the areas of Reading, Comprehension and Language we identified relatively stronger rates of progress in comparison to state and local schools. We noted a need to focus on ‘decoding’ tables, graphs etc to interpret meaning and a need to develop students’ correct recognition and use of appropriate tenses.

- A detailed summary of our analysis of progress rates for population groups (girls, boys, LBOTE, NESB) in the three tested areas (Reading, Writing and Language, which includes spelling and grammar) is recorded in a School Literacy Committee report.

- It should be noted that the positive achievements of the school population should be largely attributed to the work of the staff as a whole and to Ed Truscott’s leadership of the Literacy Team over many years, particularly in developing staff awareness and practices in literacy across the curriculum.

Future directions

Responses to Ella – Following analysis of the 2005 data, staff were informed of the conclusions, particularly regarding Writing. The school Executive received a more detailed analysis linking ELLA results to subsequent student achievement in Stages 5 and 6, and as a consequence:

- The Executive have supported a process of in-service and the production of Writing materials to be shared within all Faculties and monitored by the Principal and Head Teachers.

An example was lesson materials produced by Kate Stockdale in collaboration with Literacy consultants Pam Dunstan and Michelle Mawer. It gave LOTE staff usable lesson materials for developing knowledge, giving models of the text types and producing effective (English) responses to a foreign language film.

- Approval was given to 5 teachers from different KLA’s to participate for the first time in marking the two Writing Tasks in ELLA at Hornsby Regional Office, led again by our Literacy Consultants. The tasks were reporting in diary format and writing a factual explanation. The awareness and understanding of our students’ levels of achievement and specific areas of need will inform the participants’ teaching practices. It is anticipated that their colleagues will benefit from their experience through the sharing of their conclusions in Faculty Meetings and lesson planning.

- The range of text types will be included in students’ diaries and put on laminated cards for each classroom.

Curriculum

Gifted and Talented Education

Background

During the broad consultation processes which occurred to develop the 2005 – 2007 Strategic Plan, one curriculum area which was identified as needing further development was the school’s capacity to fully cater for the needs of Gifted and Talented students.

In response to the subsequent inclusion of Gifted and Talented education in the 2005 Management Plan and also the 2004 DET’s Revised Gifted and Talented Policy, the school started to plan for the introduction and implementation of extension classes for Year 7 2006.

Findings and conclusions

During 2005 the school underwent a number of various strategies to plan and prepare for the extension classes. The first of these strategies was the appointment of a GATS Committee and Co-ordinator. The members of this Committee attended several conferences and workshops to improve their
knowledge and skills, especially in relation to the DET’s Policy and its requirements and expectations.

The Committee then developed and implemented a series of professional learning activities targeting both the whole staff and an identified subsection of the staff who would be the proposed teachers for the 2006 extension classes. The topics of these professional learning activities included: DET’s Revised Gifted and Talented Policy and its implications for Carlingford High; Curriculum Differentiation – How We Do It and its implications for all students of the school and program development incorporating differentiated curricula, especially for the gifted and talented students in the extension classes.

The funding for these professional learning activities came from a grant awarded to the school from State Office under the “Extension Programs in Comprehensive High Schools” Project.

Along with the necessary staff training, the school also needed to revise its procedures for the identification of student’s capabilities in preparation for the creation of class groupings. As a result, the school introduced a placement test for which 195 students accepted the school’s invitation. The data from the placement test, along with primary school profiles and parental information, were all utilised during the creation of the 2006 classes with particular emphasis on the composition of the two extension classes.

The culmination of all these preparations was the introduction and implementation of two extension classes into Year 7 2006.

Future directions

During the course of 2006, the school with need to evaluate the success of the introduction of the extension classes and make revisions, where required. Stage 4 programs will continue to be revised to reflect further differentiation especially in light of the intention to continue the extension classes into Year 8, 2007. Further professional learning activities will be offered and undertaken to broaden the pool of teachers who have received the additional skills and knowledge to allow them to better cater for our future gifted and talented students.

The evaluation will also need to cover the area of student identification and, where required modifications to the procedures will be made.

Other programs

Welfare and Student Wellbeing

Background

As part of the strategic planning, it was determined that further work was needed on anti-bullying programs, processes, identification of groups and their needs.

Student leadership opportunities also emerged as an area to be developed.

Findings and conclusions

It was felt to help students develop positive relationships that programs promoting resilience building be developed. As a result the staff experienced professional learning in the ‘Mind Matters’ Program.

 Approval was given for a 16 lesson pastoral care program called ‘Creating Connections’ to be included in the Year 7 program to help the transition to High School and the development of skills for success in High School.

A Student leadership committee looked at the reintroduction of the House System and wrote a three lesson section on student leadership for the Year 7 pastoral care program.

A Chinese Community Liaison Officer was employed to further encourage the development of positive relationship with students of diverse backgrounds.

A study skills program was run for Year 7. This has now been included in the Pastoral Care program.

Awareness raising of ‘adolescent health issues’ and “how to parent adolescents” were the topics for two parent talks.

Future directions

There is a need to explore and expand leadership opportunities for students. The need for a Pastoral Care period in Year 8 will be investigated.

Technology

Background

In providing an evaluation of technology in teaching and learning, it would be first helpful to first look at the background.

By the close of 2005 all faculties now have a comprehensive web site. Student learning has been enhanced in a number of areas, through student access to these sites, and through the new teaching practices that these faculty web sites enable.
The faculty web sites have these common features: Direct links to relevant syllabus pages outlining content, issues, and skills outcomes; Past HSC exam papers and assessment tasks; Links to the best Internet educational resource sites for that subject; General resources pages and advice on a range of learning skills; Photographs of past student excursions, lesson activities and HSC Major Works; Student Web Lessons.

Findings and Conclusions

The current finding is that teaching practice has been enhanced. A series of PL workshops was provided for staff in 2005 on the following: How to build on and update their faculty web site; How to find quality educational Internet resources; How to prepare web lessons. (These are online worksheets with student activities, and active hyperlinks to the best educational Internet sites, most relevant to that lesson.)

Increasingly, teachers from different faculties are providing web lessons for their students. The Internet is a very motivational teaching tool in itself. These web lessons with specific activities that use targeted Internet sites, are now more widely used across the school.

Student learning outcomes have also been significantly increased. This was done by not only improving student access to the ICT, but also by being able to direct students to specific Internet sites. These are the best quality Internet resource sites, that are most relevant to the specific subject’s syllabus, skills and content area requirements.

A specific example of increased student outcomes, through integrating ICT skills, could be seen in the lesson activities of some of our junior History classes. The students first researched specific aspects of the topic: ‘The History of the Australian Whaling Industry.’ They then had to synthesise the information (or apply to different situations – Bloom’s Taxonomy of higher order thinking skills) using a range of ICT skills. The students had to construct a web lesson with specific activities for other students. It had to be on an interactive web page, that included animations or sound and active hyperlinks to relevant sites on the topic.

Future Directions

Professional learning has always included assistance in developing lessons for the curriculum that integrated ICTs. This training addressed adaptation to the curricula to include ICT lessons, methods of assessing student achievement using ICTs which also included task development, and finally classroom management strategies when teaching in a technology environment.

Over the past two years, the School ICT team has been working towards a system where each faculty has a resource rich faculty intranet site, that can also be accessed by students from home.

Whilst extensive ICT professional learning has occurred in 2005, the focus was placed on encouraging staff to make use of the school’s Intranet facilities for student learning. This focus looked at providing professional learning for staff so they could develop and administer web quests as well as provide an alternative content rich web environment that fostered engagement and interaction for the students.

This technology professional learning will continue to occur through 2006 in line with the targeted areas outline in the school ICT Strategic Management Plan.

Student performance

English Language and Literacy Assessment (ELLA) results, Year 7 2005

The following table lists the percentages of Carlingford High School students who achieved a High (H), Proficient (P), Elementary (E) or Low (L) result in comparison to the percentage of those results achieved by the state-wide candidature.

<table>
<thead>
<tr>
<th>Year 2005</th>
<th>Writing</th>
<th>Reading</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CHS State</td>
<td>CHS State</td>
<td>CHS State</td>
</tr>
<tr>
<td>% at High Level</td>
<td>48 32</td>
<td>47 36</td>
<td>57 35</td>
</tr>
<tr>
<td>% at Proficient level</td>
<td>46 51</td>
<td>47 44</td>
<td>35 45</td>
</tr>
<tr>
<td>% at Elementary level</td>
<td>5 11</td>
<td>6 15</td>
<td>8 14</td>
</tr>
<tr>
<td>% at Low level</td>
<td>2 5</td>
<td>0 5</td>
<td>0 6</td>
</tr>
</tbody>
</table>

With the percentage of students in high and proficient, the school continued to achieve results in English Language and Literacy that are well above state comparisons in writing, reading and language.

Secondary Numeracy Assessment Program (SNAP) results Year 7 2005

The following table lists the percentages of Carlingford High School students who achieved a High (H), Proficient (P), Elementary (E) or Low (L) result in comparison to the percentage of those results achieved by the state-wide candidature.

<table>
<thead>
<tr>
<th>YEAR 7 2005</th>
<th>Numeracy</th>
<th>Number</th>
<th>Measurement</th>
<th>Space</th>
<th>Data</th>
<th>Problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CHS ST</td>
<td>CHS ST</td>
<td>CHS ST</td>
<td>CHS ST</td>
<td>CHS ST</td>
<td>CHS ST</td>
</tr>
<tr>
<td>% at High Level</td>
<td>45 24</td>
<td>52 27</td>
<td>47 24</td>
<td>44 27</td>
<td>36 26</td>
<td>40 26</td>
</tr>
<tr>
<td>% at Proficient Level</td>
<td>40 41</td>
<td>28 33</td>
<td>42 46</td>
<td>40 40</td>
<td>48 38</td>
<td>33 36</td>
</tr>
<tr>
<td>% at Elementary Level</td>
<td>15 31</td>
<td>19 34</td>
<td>9 24</td>
<td>13 28</td>
<td>14 30</td>
<td>20 33</td>
</tr>
<tr>
<td>% at Low level</td>
<td>4 5</td>
<td>6 6</td>
<td>2 2</td>
<td>2 2</td>
<td>7 7</td>
<td>7 7</td>
</tr>
</tbody>
</table>
School Certificate Information

The School Certificate is standards referenced. Performance is reported in six bands. Band 6 is the highest achievement band. Band 1 is the lowest.

English Literacy

24% of students achieved in the top two bands, compared with 29% in the state.

Mathematics

42% of students achieved in the top two bands compared with 25% in the state.

Science

41% of students achieved in the top two bands compared with 31% in the state.

Australian History, Civics & Citizenship

40% of students achieved in the top two bands compared with 29% in the state.

Australian Geography, Civics & Citizenship

31% of students achieved in the top two bands compared with 29% in the state.

In all five courses, there were fewer students in the lowest two bands (Band 1 and 2) compared with the state averages.

Overall analysis of School Certificate results

In 2005, there were substantial improvements in the academic growth of students compared to where they were measured to be in the Year 5 Basic Skills Test in primary school. Substantial growth was maintained in the Australian History, Civics and Citizenship and the Australian Geography, Civics and Citizenship courses. There was a decline in overall academic performance in the English Literacy School Certificate course compared with previous years.

There was a noticeable decline in the achievement levels of students relative to their performance from the Year 5 Basic Skills Test in the upper and middle bands at the School Certificate in 2005. The overall performance was noticeably lower in 2005 to that of the school average for English Literacy 2001 – 2005.
(see graph below) and compared with the Local School Group (LSG) average for 2005. A closer examination of data and programs will be necessary in 2006.

Overall, in the School Certificate Mathematics course there has been a significant improvement in the student performance in 2005 compared to the school average 2001 – 2005 and the Local School Group average for 2005. Strong levels of achievement in the upper and middle performance bands with statistically insignificant numbers in the lower performance bands.


Higher School Certificate Information

In 2005, students studied 41 courses for the Higher School Certificate (HSC) examinations. The analysis of the Higher School Certificate results indicates that students have been achieving above to well above the state mean in 29 courses. The following achievement in courses indicates the percentage of candidates in the top Bands 5 and 6 in the school as compared with the State. Some outstanding results included:

- Ancient History – 54% of students achieved in Bands 5 and 6 (highest two bands) as compared with 42% in the state.
- Business Studies – 35% (school) to 24% (state)
- Community & Family Studies – 56% (school) to 30% (state)
- English as a Second Language – 43% (school) to 20% (state)
- English Extension 2 – 91% (school) to 80% (state)
- Geography – 70% (school) to 39% (state)
- Information Processes and Technology – 64% (school) to 34% (state)
- Legal Studies – 54% (school) to 34% (state)
- Music Course 1 – 100% (school – small candidature) to 53% (state)
- PD H PE – 50% (school) to 34% (state)
- Senior Science – 52% (school) to 31% (state)
- Society & Culture – 100% (school) to 28% (state)
- Software Design & Development – 80% (school – small candidature) to 33% (state)
- Japanese Beginners – 73% (school) to 43% (state)
- Japanese Continuers – 85% (school – small candidature) to 54% (state)
- Japanese Extension – 100% (school – small candidature) to 83% (state).

Students achieved 123 course results with a mark of 90 or above and were recognised by being named in the Board of Studies Distinguished Achievers List. Phoebe Seo distinguished herself by achieving first in the state in the Japanese Beginners course in 2005 with Tristan Crisante achieving second place in the state in the Spanish Beginners course in 2005.

Each Year exhibitions, concerts and performances recognise and celebrate the best of Creative and Performing Arts from the HSC. Carlingford High School students
were nominated for inclusion in the following displays of excellence:

- Elizabeth Park for Encore Music
- Robin Lloyd for ArtExpress
- Jason Ju for DesignTech

Our students in Year 12 2005 when matched against their performances in the School Certificate 2003 showed positive value-adding across lower, middle and higher achievement groupings. There has been steady improvement from the previous two years.

Achievements: Ramon Tan was awarded a highly-prized accounting cadetship with Price Waterhouse Coopers.

Ramon Tan, Katheryn Mulhearn and Wande McCunn accepted offers to study at Macquarie University under the School Partners program. Five of our TAFE students gained first place in a regional TAFE course and Naomi Rowsell of Year 11 gained 1st place in the Region and in NSW for Food & Beverage Service and will compete at the National Worldskills Championships in Melbourne in early May 2006.

Curriculum Patterns – Stage 6.

Most of our 70 TVET students are attending Hornsby, Ryde and Meadowbank colleges of TAFE but there were a few students accessing specialised courses in Film and Screen production at North Sydney TAFE and Music Production at Ultimo TAFE. TAFE courses add 30 more choices to the existing senior curriculum which includes the VET framework courses of Hospitality, Information Technology, Construction and Metals & Engineering.

Ms Jane Mullen trained at NIDA gaining a Certificate III in Entertainment which, combined with her experience, knowledge and background in the industry, will enable her to implement the Entertainment Certificate II course at school in 2006. This course, like the other VET frameworks, counts towards the UAI and contains two weeks of relevant work placement in the entertainment industry.

Student destinations: 35 students were offered places at Sydney University, 29 at University of New South Wales, 19 students were offered a place at Macquarie University, 14 students were offered at place at UTS and 33 students were offered a place at the University of Western Sydney for 2006 entry. We are planning to enhance our relationship with UWS next year, especially since our school is part of their regional entry scheme.

Our targets

Progress on 2005 targets

Target 1. Increase opportunities for parental involvement in P & C activities.

Our achievements include:

- Implemented a program of Parent evenings on a range of specific topics involving speakers from the community as well as from within the school.
- Along with the continuation of a Korean Community Liaison Officer (CLO,) a Chinese Community Liaison Officer was employed to engage parents from these communities, through meetings and newsletters, in better understanding school life.
- P & C implemented the idea of a working bee to complement the school’s environment plan and provide an opportunity for parental involvement. Several more are planned for 2006.

Target 2. Ensure the provision of a broad based curriculum.

Our achievements include:

- Staff were trained for the VET Entertainment Framework to extend curriculum offerings for students in the senior years. An audit was done to assess the facilities available to resource the course. In planning for 2006 the Entertainment Course was chosen by students to be delivered as a school-based VET Course.
- A Curriculum Committee was formed to examine the opportunity, within the curriculum, to create a professional learning time for staff as part of the implementation of a professional learning program for the Quality Teaching and Learning (QTL) strategy and the integration of Information Communication Technologies (ICT) into all teaching contexts. An examination of the curriculum patterns in Stage 4 was deferred until 2006.

Target 3. Strengthen the school’s professional learning and exchange.

Our achievements include:

- A comprehensive ICT professional learning plan was developed and implemented as part of the school’s plan. A strong focus in 2005 was the active participation of staff in the development of Faculty sites on the school’s intranet to further
enhance opportunities for student engagement in their learning at school and at home;

- A strategic plan supporting the environment policy was developed and implemented with increased staff awareness and participation;
- In negotiating an increase in professional learning time for staff, a plan was developed to identify learning needs and allocate specific activities.

**Target 4. To provide opportunities for gifted and talented students.**

Our achievements include:

- Implemented a Placement Test to assist with a base knowledge for class groupings for 2006;
- Developed and implemented a series of workshops and seminars to raise awareness of the needs of gifted and talented students;
- Provided time and opportunity for staff in faculties and across school to develop new programs for Year 7 2006 to reflect a differentiated curriculum in Stage 4;

Interested staff more identified in each faculty to be trained allocated to the extension classes in the school’s planning for 2006.

**Targets for 2006**

**Target 1. Strengthen Extension Program Year 7 and 8.**

Strategies to achieve this target include:

- Evaluate the introduction of extension classes and make the required recommendations to inform the Year 8 Extension Program;
- Professional Learning activities undertaken to broaden the pool of teacher expertise for our future gifted and talented students;
- Review processes of student identification for Extension classes.

Our success will be measured by:

- Evaluation process undertaken using formative and summative evaluative tools providing a set of recommendations to inform future improved practice;
- Increased pool of teacher expertise to teach Years 7 and 8 in 2007;
- A strengthened process for student identification for extension classes.

**Target 2. Increased support for students experiencing difficulties with Literacy.**

Strategies to achieve this target include:

- Early identification of students with particular needs through liaison with feeder schools, early testing, teacher referrals and analysis of ELLA data;
- Review of support needs of individuals by the regular meetings of the Learning Support Team;
- Following identification of individual needs of students, provide the support of teacher-aides in class or special provisions for tests.

Our success will be measured by:

- Specific profiles of students established with clear actions of support and resourcing.
- Increased awareness of specific strategies for teachers across the curriculum eg writing to improve the levels of literacy.

**Target 3. To explore and expand leadership opportunities for students.**

Strategies to achieve this target include:

- Developing a pastoral care program for inclusion in the Year 7 Curriculum Program promoting resilience building;
- Evaluate the existing practices of the Student Representative Council (SRC);
- Develop a strategy for the reintroduction of the House system

Our success will be measured by:

- successful implementation and evaluation of the Pastoral Care Program
- SRC evaluation with a set of recommendations for consideration.
- Strategy for House System adopted.

**Target 4. Strengthen further the ICT professional learning for teachers as outlined in the School’s ICT Strategic Management Plan.**

Strategies to achieve this target include:

- Encouraging more staff to make use of the school’s intranet facilities for student learning;
- Support professional learning of staff to develop and administer web quests as well as an alternative content rich web environment.

Our success will be measured by:
• Increased staff use of the school’s intranet;
• Richer web environments across the school with higher levels of engagement and interaction by students.

Our context

Enrolment profile

It was the intention four years ago to restrict the intake in Year 7 to six classes to gradually shrink the school over a six year period to better fit the actual size of the school. According to our revised policy, our student enrolments are steadily dropping. Our student population at the end of 2005 was 1148. Over the next two years the total student population should settle at approximately one thousand from thirteen hundred over four years ago.

In the senior school, students numbered 215 in Year 11 and 223 in Year 12. The greatest reduction has been in the junior school with a total of 710 students.

Attendance profile

The monitoring of attendance is considered a high priority at the school. Systems are in place to identify partial truancy and lateness. The graph below shows that the school has higher attendance rates than that of the state and slightly above that of the region.

Parent and Caregiver Involvement and Participation

About 20 parents attended monthly P&C meetings in 2005. As anticipated in 2004, this represented a slight decline in attendance resulting from the departure of a number of long-standing parents from the school. Strategies implemented to renew and broaden parental involvement, in the lead up to 2006, included strengthening channels of communication through the regular emailing of monthly meeting Agendas and Minutes, the regular inclusion of P&C news in Carlingford Calling and systematic contact with NESB parent networks through the school’s Chinese and Korean Liaison officers. A program of guest presentations by teachers from the school was also introduced late in 2005 to ensure informative, relevant and lively meetings.

P&C continued to provide financial and other support for initiatives such as the Welcome to Year 7 Families BBQ, the school’s Annual Public Speaking Competition, Australian Business Week Program, Year 12 Graduation, Reward Day Out, the annual Cabaret Night, the student-run magazine “Voice”, and the school’s program of guest speakers for student and parent seminars. P&C members also contributed to the school through the Music Support Group, Uniform Shop and Landscaping Committees. A working bee held in August was well attended by parents and contributed to the school’s environmental plan. The P&C also assisted one of its feeder schools, Carlingford Public School, which suffered extensive fire damage in late 2004, with an initial donation and by providing a team of parent helpers to run the BBQ at their school fete.

In 2005, P&C donated $22,000 to Carlingford High, which was subsequently used to purchase teaching and learning resources, including data projectors located within each Block, so that teachers could more easily access and incorporate these resources for the benefit of all students.
The school run canteen is increasing the variety of products on offer with importance being placed on those suitable for a healthy canteen. The canteen is well patronised by both students and staff, however more parent volunteers are always needed.

The Uniform Shop, now very comfortably, effectively and conveniently located in a room adjacent to the Canteen, continued to operate smoothly in 2005 with the ongoing support of parent volunteers.

The small active membership base of the P&C remains a concern for the executive which is continuing to monitor and develop strategies to improve channels of communication with all parents in 2006.

Financial statement summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, buildings and major maintenance.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>1 007 751.83</td>
</tr>
<tr>
<td>Global funds</td>
<td>590 030.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>230 176.96</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>1 161 216.12</td>
</tr>
<tr>
<td>Interest</td>
<td>45 831.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>122 372.24</td>
</tr>
<tr>
<td>Canteen</td>
<td>225 043.77</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>3 382 423.02</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>245 039.01</td>
</tr>
<tr>
<td>Excursions</td>
<td>139 685.10</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>193 763.39</td>
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<tr>
<td>Library</td>
<td>61 155.33</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>under tied</td>
</tr>
<tr>
<td>Tied funds</td>
<td>229 927.31</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>82 521.21</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>674 267.09</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>226 249.02</td>
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<tr>
<td>Utilities</td>
<td>96 777.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>66 555.86</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>136 934.89</td>
</tr>
<tr>
<td>Capital programs</td>
<td>357 238.14</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>2 503 113.35</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>879 309.67</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2005 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

A substantial amount of money was retained for use in 2006 for the painting of a further 15 classrooms, carpeting of eight classrooms, upgrade of staff and public restrooms. It is planned to commence the upgrade of science laboratories in 2006. The total of monies held in trust includes a text book deposit for senior students paid at the commencement of Year 11 and refunded at the conclusion of their senior course.

Training and development expenditure is now under Tied Funds.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee has determined targets for the school’s future development.

Members of the school self-evaluation committee included:

Robert Clarke: Principal
Dr Brigid Rooney: Parent
Joanne Sim: Head Teacher Administration
Dale Halloran: Head Teacher Administration/Welfare
David Erwin: Head Teacher Computing Studies
Margaret Hegarty: Senior Administration Officer
Kieran O’Regan: Class Teacher
Garry Hardy: Careers Adviser
Tony Turner: Class Teacher
Amelia Dominy: Student
Richard Vorobieff: Student

A designated regional officer has provided guidance to the school during the self-evaluation process and validated the analysis of student performance data contained in this report.

Brian Jarman
Chief Education Officer
Northern Sydney Region

The school education director has endorsed the targets contained in this report, which will be used to facilitate regional planning and allocation of regional resources.

Janet Wasson
School Education Director
Hills School Network