

Cranebrook High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Cranebrook 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 school 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.

Cranebrook High School is a truly comprehensive 7 to 12 high school and takes pride in providing a quality education in a caring, learning environment for every student in a diverse school community.

The school has experienced and dedicated staff focused on delivering quality teaching and learning programs and co-curricular experiences that engage and support students to achieve their personal best in all aspects of school life.

As part of the Cranebrook Learning Community and the Penrith Education Alliance the school joins its partner schools in working to provide the best possible education and opportunities for students from year 7 to year 12. With the support of families and the wider community the school encourages and supports students to be respectful, responsible, safe, lifelong learners who have the skills to be successful and contributing members of society.

Mr Craig Dunne

Principal

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School background

School vision statement

Cranebrook High School strives to meet the Future through Caring and Learning.

Caring

- Equity, Excellence and Inclusivity
- Respect, Responsibility Learning
- Success for all
- Trust, Empathy, Tolerance, Compassion, and Acceptance
- Pride in, and Belonging to
- Leadership and Citizenship

Learning

- High Value placed on learning
- Critical Thinkers, Problem Solvers and Future Focused Learners
- Real world related Learning

School context

Cranebrook High School is a comprehensive co-educational high school servicing a diverse community in Western Sydney with a current enrolment of 805 students, 16% of the school population identifies as Aboriginal and Torres Strait Islander, and 5% NESB, and a staff of 95 teachers and support staff. CHS has a large Support Faculty catering for 65 students with diverse disabilities, and focuses on social and learning inclusivity. The school has a dynamic student leadership group that contributes significantly to the local community.

CHS has very strong and engaging programs in Agriculture, Creative and Performing Arts; Technology and Support. The school has developed strong links with local community groups in order to support and improve student learning and engagement. The teaching and support staff at CHS is also diverse in terms of experience. CHS engages with a number of external organisations in a bid to overcome the equity gap that exists in the community and improve educational outcomes and post school options for all students. CHS also has strong links with UWS, including an accelerated Agriculture program. CHS is part of the Penrith Alliance of schools and is a long standing PBL school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In the domain of Teaching the external validation found that: all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence based teaching strategies; student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions; there are explicit systems for collaboration and feedback to sustain quality teaching practice; professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated; all staff demonstrate personal responsibility for maintaining and developing their professional standards. The school is Delivering in these areas and Sustaining and Growing in the area of collaborative practice.

In the domain of Learning the external validation found that school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community, including students take responsibility for their ongoing learning; there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students; an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students; consistent,

school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum; students consistently perform at high levels on external and internal school performance measures. The school is Delivering in these areas and Sustaining and growing in Wellbeing, Learning Culture and Curriculum and Learning.

In the domain of Leading the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement; the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity; resources are strategically used to achieve improved student outcomes; management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. The school is Delivering in these areas and Sustaining and Growing in the area of Leadership.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Strategic Direction 1: Quality Teaching and Learning

Purpose

To ensure student success and achievement through provision of high quality, flexible and future focused pedagogy that meets the diverse needs of our students and develops resilient, engaged lifelong learners.

Overall summary of progress

Sound progress towards meeting each of the improvements measures in Quality Teaching and Learning was made in 2016. Strong growth was achieved in among targeted groups of students, increasingly, Individual Learning Plans and Personalised Learning Plans informed lesson and program development and staff increasingly engaged in giving and receiving feedback through lesson observations and in sharing their practice through structured professional learning opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Increased numbers of students achieving above average growth in Literacy and Numeracy in NAPLAN.	Strong growth occurred in NAPLAN data from Year 7 to Year 9, particularly in the lower bands. Growth in Reading, Spelling and Numeracy were above state average.	\$150,000
<ul style="list-style-type: none">All students requiring targeted intervention and support to have Individual Learning Plans (ILPs) and Personalised Learning Pathways (PLPs) to improve student achievement.	An increase in the number and quality of plans for students occurred in 2016, with both staff and students increasingly being aware of and referring to plans as a guiding document.	\$150,000
<ul style="list-style-type: none">All staff are actively engaged with improving personal practice via the PDP process, observations and utilising strategies for giving and receiving feedback to refine and enhance pedagogy.	2016 saw increase participation at an authentic level in the PDP process as staff become increasingly familiar with the process.	\$20,000
<ul style="list-style-type: none">All teaching staff will engage in professional learning activities aimed at enhancing skills in developing innovative and differentiated learning experiences for students.	Professional learning was a focus area for the school in 2016 as the newly formed Professional Learning Team evaluated, designed and implemented an outstanding professional learning program for the school.	\$80,000

Next Steps

Further development of programs and skills around meeting literacy and numeracy benchmarks will be developed in 2017. Linking student plans, professional learning, teaching strategies and literacy and numeracy targets will assist in improving student learning outcomes.

Strategic Direction 2

Strategic Direction 2: Learning and Leadership Capacity

Purpose

To develop leadership capacity amongst staff and students through self-reflective and evaluative practices that build a culture of continual improvement so that engaging, dynamic teaching and learning occurs across our school.

Overall summary of progress

Opportunities for staff and student leadership across the school improved significantly in 2016. An intensive and carefully planned program of professional learning for staff significantly increased learning and leadership opportunities for all staff. Several staff in relieving executive positions provided leadership across faculty areas and the whole school and were able to grow significantly as leaders. Student leadership opportunities grew extensively, with a highlight being a new school leader selection process which involved the entire school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
* Increase in the number of students seeking and undertaking leadership and representative roles within the school – academic, sporting, public speaking, school service and community service, etc.	Representing the school in leadership, sport, culture, academic and community service programs was celebrated increasingly in 2016 at school assemblies, meeting and events. CHS students participate in a wide variety of representative programs and always represent the school with pride and exemplary conduct.	\$40,000
* Reduction in peer-related incident records on Sentral due to development of more positive peer, buddy and mentor relationships.	Strong gains were made in this area through the Peer Support Program and increased training for Peer Support Leaders.	\$10,000
* More staff members seeking leadership positions, or involved in presentation of professional learning and organisation of school events.	More than a third of the staff presented workshops or shared their skills and knowledge with other staff members in our new professional learning program. All leadership positions in the school in 2016 saw strong fields of applicants.	\$30,000
* Increase in the level of parent/carer engagement with the school.	Parent/carer engagement continued to grow in 2016. Both parent teacher evenings were well attended our annual NAIDOC Dinner continued to be a success with increased community attendance.	\$15,000
* Introduction of decision-making processes that actively engage a broader range of school community members.	Collaborative decision making processes were a feature of the school executive in 2016, with future plans to widen collaborative processes to all staff and the wider community.	\$5,000

Next Steps

2017 and beyond will see our school work further to enhance current student leadership opportunities and develop new opportunities for student leadership. Professional learning will continue to be a focus area for the school as staff participate in well planned, shared activities around learning. Engagement with parents and carers will grow in 2017 as the school further develops a positive communication strategy using social media platforms.

Strategic Direction 3

Strategic Direction 3: Quality Community Partnerships

Purpose

To develop the local profile of Cranebrook High School by building and strengthening dynamic, collaborative community partnerships which support all students at school and through their transition to adulthood.

Overall summary of progress

Ongoing self-assessment indicates that the school has strengthened and enhanced community relationships significantly in 2016. New relationships with the community were formed and existing relationships were strengthened. Dynamic, collaborative community partnerships which support all students will lead to improved outcomes for students in both educational and wellbeing areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Improvement in the wearing of school uniform by all students measured by data entries in Sentral and by Deputy Principal records of intervention.	School uniform improved in 2016, with staff and community noting an improvement in student dress standards. However, this remains an area that the school wishes to focus on and improve further	\$2000
<ul style="list-style-type: none">Improved community perception of the school measured by survey, Tell Them From Me and by increased Year 7 intake rates.	The school saw a significant increase in enrolments in term 4, 2016 and term 1, 2017 after a period of declining enrolments.	\$4000
<ul style="list-style-type: none">PL Activities planned and conducted with the Cranebrook Learning Community and the Penrith Education Alliance.	As part of the Cranebrook Learning Community and the Penrith Education Alliance the school joins its partner schools in working to provide the best possible education and opportunities for students from year 7 to year 12. High quality, teacher driven professional learning opportunities were highly valued by staff in 2016.	\$25,000

Next Steps

The school will continue to explore new ways to connect with the community and community organisations ensuring that our students experience rich engagement and participate in opportunities beyond the school. In 2017, the school will focus on increasing and improving communication with the wider school community through the use of newsletters, the school website, "Schoolbag" App and new social media platforms.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Professional Learning Plans were collaboratively developed to target students' wellbeing needs, including school attendance, class and wider school engagement and learning outcomes. Growth from year 7 to year 9 in literacy and numeracy is an area that the school will continue to target.</p> <p>Student engagement has been increased as tutors and teachers develop students' literacy skills and knowledge. The Quicksmart program has continued to operate in 2016 and has been very successful and popular with students and staff. This will continue to be used as a literacy and engagement support program in 2017. As a result of the program, students' ability and confidence to access the curriculum successfully across the school has grown significantly.</p> <p>Partnerships with Sydney University and Western Sydney university through the AIME Program and the Pathways to Dreaming program have led to increased student engagement and has strengthened Personalised Learning Plans.</p> <p>An extensive Aboriginal Transition Program has strengthened links with local primary schools and their communities. The program has also supported students and their families as they transition from primary school to high school.</p> <p>The popular Maths Deadlys held in term 3 was a huge success, with the wider school community and the Cranebrook Learning Community working together to inspire and challenge students in the area of Mathematics.</p>	\$180,000
English language proficiency	This area was not a school priority in 2016.	\$0
Low level adjustment for disability	<p>The school employed 3 Student Learning and Support Officers per day to work with students and trained 5 staff in QuickSmart to support literacy development and growth in the school.</p> <p>26 students from Years 7 and 8 completed the QuickSmart program in 2016. A certificate presentation and morning tea for parents/carers and students highlighted the success of the program in 2016. There was an improvement in reading accuracy of 8.5%, an improvement in comprehension accuracy of 5% and an improvement in vocabulary of 4.9% as a result of the program.</p> <p>Individual Learning Plans for all with additional learning needs were completed and used to modify curriculum in 2016. Class meetings for teachers were held to share</p>	\$160,000

Low level adjustment for disability	<p>information and completed class profiles supported teachers.</p> <p>Student Learning and Support Officers provided significant assistance for students and teachers in classrooms across the school in 2016.</p>	\$160,000
Socio-economic background	<p>The additional Learning and Support Teacher had a significant impact on the school and student outcomes in the areas of Nationally Consistent Collection of Data around Disabilities, Individual Learning Plans for students, Behaviour Management Plans for students and assisting students with Literacy and Numeracy development.</p> <p>Additional Student Learning and Support Officers have increased student engagement in classrooms across the school, developing student learning outcomes.</p> <p>An additional Deputy Principal allowed the school to develop and monitor literacy programs, strengthen the professional learning program for all staff manage mandatory training for staff and led the continuing Quality Teaching Rounds project. The additional Deputy Principal has allowed the school to respond more effectively to the high number of student wellbeing issues within the school and the community.</p> <p>The Student Support Officer has provided valuable in school support for students suffering stress, anxiety and external to school pressures. The SSO has developed and delivered programs for students and groups of students with various identified needs throughout the school year.</p> <p>A Head Teacher Wellbeing was appointed to oversee the many support and engagement programs throughout the school. The position also managed student attendance and assisted students with a variety of wellbeing issues.</p>	\$250,000
Support for beginning teachers	<p>Staff were provided with support in the form of a mentor and relief from face to face teaching each learning cycle. Three beginning/teacher accreditation meetings were held each term supporting staff with guest speakers and resource provision.</p>	\$25,000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	422	406	372	344
Girls	395	375	386	371

Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.1	86.6	87.5	90
8	81.4	84.8	84.6	83.2
9	85.5	79	82.5	79.6
10	81.3	78.7	75.4	78.3
11	80.5	77	73.1	69.2
12	80.3	83.2	81	77.7
All Years	83.4	81.4	80.4	79.4
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

In 2016, procedures around non-attendance at school were reviewed and re-structured. While, initially, attendance rates have fallen slightly students of concern are being identified and support arranged at school and through community organisations linked to the school. The introduction of a third Deputy Principal has allowed for the Senior Executive to focus on and oversee the attendance of 2 year groups each. The Head Teacher Welfare also monitors student attendance and is supported by the Student Support Officer. Regular meetings are held to discuss attendance year group by year group. Students are referred to a newly re-structured Learning Support Team, Home School Liaison Officers and other key staff within the school.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	3	11
Employment	1	10	41
TAFE entry	2	4	12
University Entry	0	0	25
Other	1	0	6
Unknown	2	0	5

Year 12 students undertaking vocational or trade training

Entertainment, Construction and Hospitality are courses in which our student regularly undertake and successfully complete. The opportunity to learn and be assessed in a practical manner attracts students and they can clearly see the link between learning and industry. Workplacement is a wonderful opportunity for our students to learn, experience the relevant industry and make important contacts and connections. In addition to Vocational Education and Training courses delivered at school, Year 12 students participated in a wide range of school based apprenticeships and traineeships as well as studying at TAFE.

Year 12 students attaining HSC or equivalent vocational education qualification

The vast majority of Year 12 students who commenced the HSC year at Cranebrook High School achieved an HSC in 2016. Students who did not achieve an HSC were supported into employment or alternative training organisations such as TAFE.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	38.1
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	17.56
Other Positions	6

*Full Time Equivalent

The school has 3 Aboriginal teachers and 3 Aboriginal school administration and support staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	8

Professional learning and teacher accreditation

A Professional Learning Team was established in 2016 to plan and drive professional learning across the school. The team developed a comprehensive professional learning survey via Survey Monkey, surveying staff on their professional learning needs, preferred learning styles, their Professional Development Plan goals and their own abilities and willingness to participate in delivering professional learning across the school. The Professional Learning Team analysed the survey results and began planning, implementing and evaluating highly valued and relevant professional learning events and activities for staff. These activities were designed and based around the needs identified by staff and have directly led to changes in teaching and learning practice in the school, particularly around the use of iPads in learning.

The evaluation completed at the conclusion of each professional learning activity clearly demonstrates that

staff value the activities and new professional learning structure highly and that staff skills and knowledge across a number of areas are developing. A pleasing result of this practice has seen an enormous increase in the number of staff willing to share their skills and professional practice with other staff, in turn leading to increased staff satisfaction, confidence and collegiality. Staff Meetings are now called Higher Order Thinking (HOT) Staff Meetings and are held after school 3 times per term for 1 hour. Four School Development Afternoons are now held throughout the year afterschool for 3 hours. The careful and collaborative style of planning and organising staff professional learning time has ensured that staff meeting time is more efficiently used and has led to increased staff satisfaction and participation.

Community is a key feature of CHS and there are several ways in which CHS links with and provides leadership to its community. The Penrith Education Alliance (PEA) includes CHS, Cambridge Park High School, Kingswood High School, Jamison High School and Blaxland High School. The PEA works to plan and develop professional learning experiences for staff, such as the Term3 School Develop Day each year, where Key Learning Areas from across the schools meet and participate in a range of professional learning activities. These activities are planned, implemented and evaluated by each of the KLAS, allowing teachers and executive to take ownership and responsibility for their own professional learning on that day. In addition to professional learning, the PEA combines to partner with external agencies to deliver student wellbeing programs such as the Creating Chances program for students at risk of not achieving to their potential. Curriculum is shared throughout the PEA, with a strong Vocational Education and Training (VET) Network allowing students from each of the PEA schools to access a wide variety of VET courses as part of their Preliminary High school Certificate and Higher School Certificate (HSC) studies. CHS offers Entertainment, Business Services and Construction as part of this network. Principals from the PEA meet regularly to ensure effective planning and communication.

The Cranebrook Learning Community (CLC) is made up of CHS and its feeder primary schools: Braddock Primary School (PS), Samuel PS, Henry Fulton PS, Cambridge Gardens PS, Castlereagh PS and Llandilo PS. The principals and several executives from each of the CLC schools meet once a term to share experiences and professional learning and the team's collegiality and support is highly valued. The CLC organises professional learning for all staff throughout its schools on the Term 2 School Development Day each year. In 2017, a renowned guest speaker, Simon Breakspear, has been booked to speak and run workshops. Transition to High School Activities are highly valued throughout the CLC and students experience a rich and rewarding high school transition. These activities include, but are not limited to, visits to CHS and participation in demonstration lessons, the CLC Band based at and run by CHS teachers, an Accelerated Mathematics program, where talented year 6 students attend year 8 mathematics lessons at CHS, the Maths Deadlys, where Aboriginal students from the CLC experience a day of mathematics activities and

competition at CHS and the hugely popular Cranebrook Learning Community Performing Arts Festival.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	547 059.36
Global funds	776 423.67
Tied funds	1 129 927.71
School & community sources	147 886.38
Interest	14 283.78
Trust receipts	23 834.35
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	136 884.48
Excursions	56 246.66
Extracurricular dissections	41 684.17
Library	11 640.23
Training & development	135.00
Tied funds	1 000 368.45
Short term relief	249 142.50
Administration & office	161 355.22
School-operated canteen	0.00
Utilities	148 863.73
Maintenance	102 385.03
Trust accounts	26 970.81
Capital programs	60 532.84
Total expenditure	0.00
Balance carried forward	0.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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 literacy component of the NAPLAN assessment assesses student performance in Reading, Writing, Spelling, Grammar and Punctuation in Years 3, 5, 7 and 9. Students at Cranebrook High School achieved on average higher growth than the state average in Reading, and Year 9 girls from achieved higher than state average growth in Spelling. Year 9 Boys achieved higher than state average growth in Grammar and Punctuation.

The numeracy component of the NAPLAN assessment assesses students' performance in Data, Measurement, Space and Geometry and Number, Patterns and Algebra in Years 3, 5, 7 and 9. Overall, in numeracy, students achieved higher average growth from year 7 to year 9 than the state average and Year 9 Girls achieved significantly higher growth than the state average.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Our core business is quality teaching and learning and our goal is to improve educational results and to deliver a safe, respectful and positive learning environment for all students. A focus on developing strong partnerships with students and the wider school community assists us in delivering quality literacy and numeracy programs. In 2016, there was an increase in students achieving a Band 10 in Spelling (4.7%) and Grammar and Punctuation (1.9%). Year 9 students in 2016 achieving a Band 9 increased in the following areas: Reading (8.9%), Spelling (8.4%), Grammar and Punctuation (5.6%), Numeracy (3.0%) and Number, patterns and Algebra (3.0%).

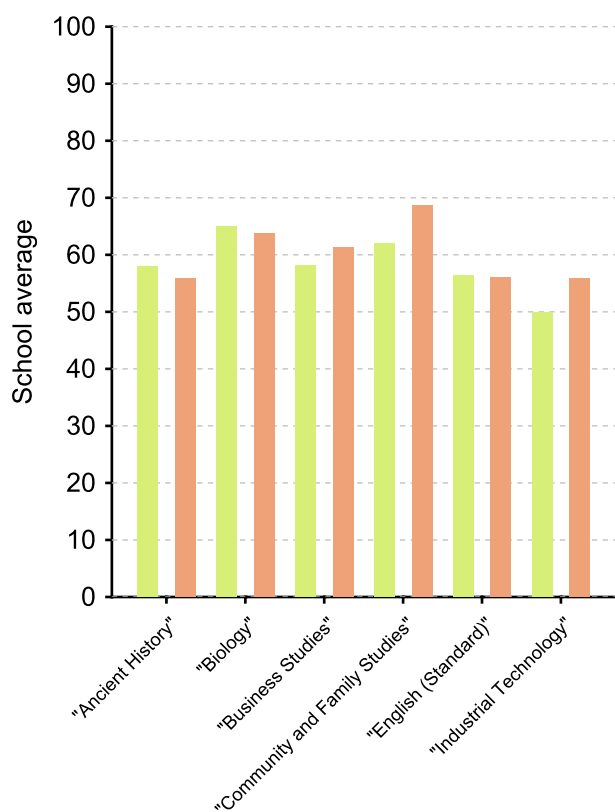
There was an increase in Year 7 students achieving the highest band of the NAPLAN assessment of 18.2% in 2016. Year 9 Aboriginal student achieving the

highest band in Spelling increased by 4.8% in 2016. Year 9 Aboriginal students performed close to the state average growth from Year 7 to Year 9 in Spelling and Grammar and Punctuation.

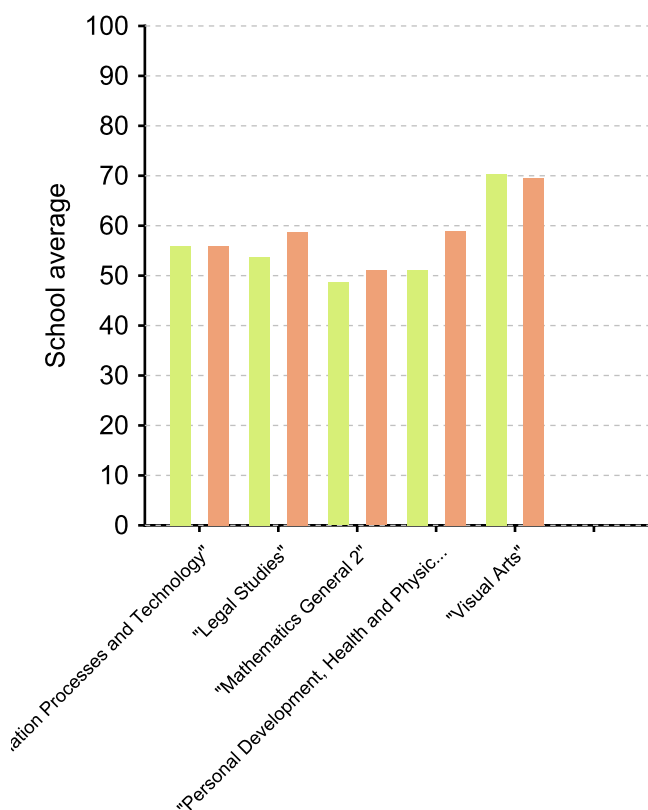
Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). HSC results in 2016 were close to or above the school average for the last 3 years. In 2016, HSC Monitoring became a focus of the school, and discussions around how we work with senior students and how students perform across the curriculum and school community became a key feature of executive and faculty meetings. A higher degree of HSC monitoring was introduced with procedures for monitoring course delivery and assessment processes becoming an increased focus for staff. The Senior Executive met with each HSC teacher individually to discuss students in each class and how they were being supported by the teacher and which strategies were being successfully implemented. The conversations were highly valued, as teachers had the opportunity to talk about their students and their subject area whilst having the opportunity to evaluate their practice in a supportive environment. The HSC Monitoring conversations led to the collection of useful information which has informed planning for the future. For example, most teachers discussed how they were working to develop students' ability to write effectively at an HSC level and how they were working hard to help students structure their written responses to sample HSC questions. Teachers across the school are using a wide variety of strategies to develop senior student writing skills and the need for a common approach across the school in teaching writing and structuring information may be required. This would almost certainly lead to improved results and value added improvements in the HSC examinations.

In 2016, head teachers were asked to prepare and present to the executive an HSC analysis of each of the courses in their faculty area. This included an analysis of school based data and data collected from SMART and the Results Analysis Package (RAP), a question by question HSC examination analysis, and an outline of strategies developed by each faculty to improve results as well as acknowledgement for pleasing results already produced. Head teachers were provided with professional learning around using and analysing data and how to present and organise their faculty analysis to the rest of the executive. A sample faculty HSC analysis and presentation was developed on which faculty leaders could develop their own analysis.



■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

in 2016, the school sought the opinion of parents/carers, students and teachers about the school. A variety of approaches was used including surveys,

meetings with the Student Representative Council, feedback from parent-teacher evenings and Parents and Citizens meetings. The Tell Them From Me survey was also used. One focus of the school in 2016 was to increase positive communication with the school community through the introduction of the Skoolbag App and a re-design of the school website. New processes were developed around communicating the wonderful achievements of students and staff and a culture of celebrating success was further created. 2017 will see further growth in terms of the school using a social media platform to communicate with the wider school community.

Policy requirements

Aboriginal education

2016 saw Cranebrook High School further develop and strengthen its relationship with the Australian Indigenous Mentoring Experience (AIME) program. AIME mentors worked with students at school and students visited Sydney University to take part in an extensive range of mentoring experiences and positive workshops throughout the year. The Pathways to Dreaming Program with Western Sydney University continued in 2016, with our students visiting Western Sydney University through the year. These partnerships with local Universities are highly valued by the school and the wider school community and are appreciated as positive programs which support our students to achieve the best possible learning and wellbeing outcomes.

A teams approach was used to review and develop Personalised Learning Plans, with classroom teachers, learning and support teachers, executive teachers, the Aboriginal Education Officer and the Aboriginal Home School Liaison Officer working together with students and their parents/carers to create meaningful plans to support educational and wellbeing outcomes. An extensive Aboriginal Transition program ensured that students movement from primary to high school was monitored carefully and supported.

A highlight of the school year was the annual NAIDOC Community Dinner at school. Record numbers of parents/carers and community members came together to recognise and celebrate the achievements of our students. It was a wonderful evening. One of our Year 9 students, Reece Nuttall was recognised as the state local electorate's Aboriginal Student of the Year. A great achievement, reflecting the community minded nature of the wider school community.

Multicultural and anti-racism education

Opportunities for students to develop knowledge, skills and positive attitudes around multicultural and anti-racism education are provided through the integration of multicultural perspectives within faculty programs. Values are also reflected in the school's PBL or THINK program: Respect, Responsibility and

Other school programs

CHS hosts the Cranebrook Neighbourhood Advisory Board (CNAB) meeting twice a term. The CNAB includes CHS, Braddock PS and a large number of community, government and non-government support agencies who work in the Cranebrook Community. The regular meeting of these key community organisations promotes a sense of community and ensures services are working collaboratively to support the needs of CHS students and the local community. Programs and events are regularly planned and run as part of the CNAB and CHS is a key partner in all of these. For example, the Cranebrook Community Collective Impact program sees the local schools and organisations work together to promote community and support young people in the Cranebrook area. The CHS Student Representative Council (SRC) provides leadership and organisational skills to this program.

CHS is a complex comprehensive high school. The needs of students with a range of abilities, behaviour, social and emotional and academic needs are met through the provision of a supportive school culture that focusses on quality teaching and learning. The school's Selective Class caters for students who may be talented or gifted in a particular field of study or endeavour. Parents and students can apply for entry into this selective class program in year 6. Students in this class participate in the Western Sydney University Fast Forward program, which aims at informing students about tertiary opportunities and study in the future.

Over 400 of CHS students are recorded with a disability on the Nationally Consistent Collection of Data (NCCD) around disability and an effective Learning and Support Team works successfully to cater for the individual learning needs of all students. Student Learning Plans, Personalised Learning Plans and Behaviour Plans underpin an intensive program of in class and out of class support for students who require additional assistance with literacy and numeracy support, social and emotional support and behavioural support. Effective and positive links with parents/carers, external government and non-government agencies and the Home School Liaison Service allows the school to follow up students who require additional support with attendance issues. A highly effective process for collecting NCCD data and monitoring teachers' classroom modifications has been established and is operating extremely well at CHS.

The school's Emotional Disorder (ED) Class operates successfully to provide educational provision to very high support needs students who require intensive support programs and ongoing intricate planning. All staff have completed training in Non-Violent Crisis Intervention in 2016, which has raised the level of confidence and support for staff when working with our high support needs students.

The Support Faculty at CHS caters for the needs of 64 students with intellectual and physical disability through the provision of an intensive and successful learning program which includes vocational links, school to work

training and social skills. A highly popular coffee program operates, where senior Support Faculty students operate and manage a barista quality coffee service for staff each week. This support environment allows students to feel successful and confident about their learning and their future.

The key transition points of year 8 into 9, year 10 into 11 and year 12 exiting the school are supported with careful planning and evaluation. Subject Selection Evenings are extremely popular with students and parents/carers, and are a highlight of the different transition processes. These evenings are well attended and high quality information and support are provided. Year 10 students participate in a number of careers days, which informs students about senior study and subject choices, as well as providing tertiary and vocational information. Students are mentored around their senior subject choices and staff are involved in the process of ensuring that student needs are met and that a comprehensive senior curriculum is built and maintained each year. The Year 10 Work Experience Program is a highly regarded program within our school community. The rate of participation is very high and the feedback from students, families and employers is very positive. Students gain valuable experience during this vocational event.

HSC students are provided with high quality information around HSC requirements, tertiary study and key dates, TAFE and vocational information, including apprenticeships and traineeships. Individual support and planning is carried out as part of a school to work program, which helps to focus students on their goals and aspirations for the future. A review of students in year 11 and 12 is carried out in term 1 each year by the Deputy Principal and the Year Adviser to monitor and support students who are experiencing difficulty with their senior studies and to celebrate the achievements of students who are progressing well and trying hard.

A weekly school assembly is scheduled to be held each Monday morning in the yard. Students are provided with information and announcements are made to the whole school. Student leaders chair the assembly and make announcements and students are recognised for good work and achievements. THINK awards for students play an important part of each assembly. The THINK Team, CHS's Positive Behaviour for Learning Team, developed a plan for moving assembly into the hall and making the assembly more student focussed, celebrating student success and achievement.

Formal assemblies are highly successful at CHS. These assemblies are student centred and run by students. The school's ANZAC Assembly, NAIDOC Assembly and the Remembrance Day Assembly are three examples of where students and staff successfully meet as a school. The THINK Team have identified the benefits that having more formal assemblies would have on the school and this is a project that will be developed in 2017.

A new senior student handbook has been developed in 2016, outlining key expectations and procedures for students and staff. This has clarified for our school

community how students can obtain extra assistance with their learning, assessment and examination rules and procedures, as well as general school conduct expectations. A revised School Captain and School Leader selection process has been clearly articulated to the school community, which will lead to a more robust, fair and rewarding process for students involved.

The Exceptional Merit Program (EMP) sees CHS working in partnership with Western Sydney University. Students with an interest and ability in Agriculture are accelerated through Years 10, 11 and 12. When their HSC Agriculture course is finished one year earlier than the traditional pathway, students complete a semester long Agriculture Program with Western Sydney University and, upon completion of this program are granted unconditional entry into the university's Bachelor of Agriculture program. This program has provided students with an additional pathway into tertiary study.