

Cranebrook High School

Annual Report



2017



8580

Introduction

The Annual Report for 2017 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 comprehensive year 7 to year 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 focussed 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. 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 C. Dunne

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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. 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.

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 process will assist the school to refine our school 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/sef-evidence-guide>

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

Progress towards meeting each of the improvement measures in Quality Teaching and Learning was made in 2017. Growth was achieved in 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)	Funds Expended (Resources)	Progress achieved this year
• Increased numbers of students achieving above average growth in Literacy and Numeracy in NAPLAN.	150,000	Growth occurred in NAPLAN data from Year 7 to Year 9, particularly in the lower bands. Growth in Reading, Spelling. Students who received the highest growth participated in the Quicksmart program.
• All students requiring targeted intervention and support to have Individual Learning Plans (ILPs) and Personalised Learning Pathways (PLPs) to improve student achievement.	150,000	All students requiring targeted intervention had Individual Learning Plans developed in 2018. Staff increasingly accessed student plans to inform teaching and learning programs. All staff used learning plans to make adjustments to teaching programs and recorded this as part of the NCCD program.
• 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.	20,000	2017 saw all staff participate at an authentic level in the PDP process.
• All teaching staff will engage in professional learning activities aimed at enhancing skills in developing innovative and differentiated learning experiences for students.	80,000	Professional learning was a focus area for the school in 2017 as the Professional Learning Team evaluated, designed and implemented an outstanding professional learning program for the school.

Next Steps

Further development of programs and skills around meeting literacy and numeracy benchmarks will be developed in 2018 as the new School Plan commences. Explicit teaching of literacy and numeracy will become a key feature of the school plan. Linking student plans, professional learning, teaching strategies and literacy and numeracy targets will assist in improving student learning outcomes. In 2018 a greater focus on staff setting more strategic PDP targets and goals will lead to a PDP being increasingly aligned with the school plan.

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 2017. 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 continued to grow grew extensively, with a highlight being a new and highly successful school leader selection process which involved the entire school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* 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.	40,000	Representing the school in leadership, sport, culture, academic and community service programs was celebrated increasingly in 2017 at school assemblies and year meetings. CHS students participate in a wide variety of representative programs and always represent the school with excellence. The new and school leader selection process was embedded and outstanding results.
* Reduction in peer-related incident records on Sentral due to development of more positive peer, buddy and mentor relationships.	10,000	Strong gains were made in this area through the Peer Support Program and increased training for Peer Support Leaders.
* More staff members seeking leadership positions, or involved in presentation of professional learning and organisation of school events.	30,000	Staff continued sharing their expertise in teaching and learning throughout 2017. The school's professional learning culture continued to grow in a positive manner.
* Increase in the level of parent/carer engagement with the school.	15,000	Parent/carer engagement continued to grow again in 2017. Both parent teacher evenings were well attended which supported student learning and all school evening events were very well attended by the wider school community.
* Introduction of decision-making processes that actively engage a broader range of school community members.	5,000	Collaborative decision making processes were a feature of the school executive again in 2017, with future plans to widen collaborative processes to all staff and the wider community.

Next Steps

2018 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 2018 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 2017. 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)	Funds Expended (Resources)	Progress achieved this year
<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.	2,000	School uniform improved in 2017, with staff and community noting an improvement in student dress standards. However, this remains an area that the school community wishes to focus on and improve further in 2018.
<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.	4,000	The school saw a significant increase in enrolments in 2016 and term 1, 2017 after a period of declining enrolments. Enrolments for year 7 2018 have been the largest for some years.
<ul style="list-style-type: none">PL Activities planned and conducted with the Cranebrook Learning Community and the Penrith Education Alliance.	25,000	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 2017.

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 2018, 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	Resources (annual)	Impact achieved this year
Aboriginal background loading	150,000	<p>Personal 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 12 in literacy and numeracy is an area that the school will continue to target.</p> <p>Student engagement has been increased as teachers and student learning support officers develop students' literacy skills and knowledge. The Quicksmart program has continued to operate in 2017 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 2018. 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 Western Sydney University, the AIME Program and the Pathways to Dreaming program have led to increased student engagement and has supported 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>
English language proficiency	0	This area was not a school priority in 2017.
Low level adjustment for disability	160,000	<p>The school employed 4 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>35 students from Years 7 and 8 completed the QuickSmart program in 2017. A certificate presentation and morning tea for parents/carers and students highlighted the success of the program again in 2017. There was an improvement in reading accuracy an improvement in comprehension accuracy and an improvement in vocabulary as a result of the program.</p> <p>Individual Learning Plans for all students with additional and complex learning needs were completed and used to modify curriculum in 2017. Class meetings for teachers were held again this year to share information and completed class profiles supported teachers.</p>

Low level adjustment for disability	160,000	<p>Student Learning and Support Officers provided significant assistance for students and teachers in classrooms across the school in 2017.</p>
Socio-economic background	250,000	<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 and managed mandatory training for staff and led the continuing. 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>
Support for beginning teachers	7,000	<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</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	406	371	344	341
Girls	375	386	370	384

Student attendance profile

School				
Year	2014	2015	2016	2017
7	86.6	87.5	90	89.8
8	84.8	84.6	83.2	86.2
9	79	82.5	79.6	81.1
10	78.7	75.4	78.3	80.2
11	77	73.1	69.2	76.4
12	83.2	81	77.7	80.2
All Years	81.4	80.4	79.4	82.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

In 2017, 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 Wellbeing 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	30	21
Employment	9	11	41
TAFE entry	0	8	6
University Entry	0	0	13
Other	85	30	10
Unknown	6	21	9

Year 12 students undertaking vocational or trade training

Entertainment, Construction, Hospitality and Health Services are courses in which our students 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 2017. 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
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	43.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.7
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	17.56
Other Positions	1

*Full Time Equivalent

The school has 4 Aboriginal teachers and 5 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	0

Professional learning and teacher accreditation

The Professional Learning Team which was established in 2017 continued 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 participation in delivering professional learning across the school. 4 after school professional learning sessions were run to provide staff with quality training and development.

Staff Meetings, now called Higher Order Thinking (HOT) Staff Meetings, continue to be held after school 3 times per term for 1 hour. 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 Term 3 School Develop Day each year, where Key Learning Areas from across the schools meet and participate in a range 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 executive 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. 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, 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 both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	643,206
Global funds	372,031
Tied funds	658,387
School & community sources	94,715
Interest	8,182
Trust receipts	9,191
Canteen	0
Total Receipts	1,142,505
Payments	
Teaching & learning	
Key Learning Areas	75,038
Excursions	13,693
Extracurricular dissections	20,025
Library	5,386
Training & Development	0
Tied Funds Payments	576,627
Short Term Relief	190,778
Administration & Office	87,789
Canteen Payments	0
Utilities	99,188
Maintenance	48,691
Trust Payments	21,223
Capital Programs	0
Total Payments	1,138,440
Balance carried forward	647,271

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,618,442
Appropriation	1,551,393
Sale of Goods and Services	2,271
Grants and Contributions	64,570
Gain and Loss	0
Other Revenue	0
Investment Income	207
Expenses	-648,869
Recurrent Expenses	-648,869
Employee Related	-325,787
Operating Expenses	-323,083
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	969,573
Balance Carried Forward	969,573

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	6,816,152
Base Per Capita	116,973
Base Location	0
Other Base	6,699,178
Equity Total	1,368,253
Equity Aboriginal	137,662
Equity Socio economic	850,512
Equity Language	18,212
Equity Disability	361,867
Targeted Total	1,167,661
Other Total	314,687
Grand Total	9,666,753

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.

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 Year 7 Reading, Year 7 Spelling, Year 7 Grammar and Punctuation, Year 7 Numeracy. Students came close to state average growth in Year 9 Spelling, Year 9 Grammar and Punctuation and Year 9 Numeracy. Year 9 students who completed the school's Quicksmart program demonstrated above school average growth in several areas of NAPLAN and had higher than state average growth in Grammar and Punctuation and Numeracy.

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. Go to <http://www.myschool.edu.au> 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).

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). HSC results in 2017 were close to or above the school average for the last 3 years. In 2017, HSC Monitoring continued to be a focus of the school, and discussions around how faculties work with senior students and how students perform across the curriculum and school community was further strengthened as a key feature of executive and faculty meetings. A higher degree of HSC continued with procedures for monitoring course delivery and assessment processes an important 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. 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 is being

developed.

In 2017, head teachers were asked to prepare and present to the executive an HSC analysis of each of the courses in their faculty area, to be presented as a faculty group. 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.

The 2017 HSC results saw most students falling with Bands 2, 3 and 4. Results in Music, Agriculture and Mathematics indicated that strong explicit teaching and learning practices aligned with excellent student feedback leads to improved results for students as compared to previous years. Music students received outstanding results in the HSC, with the entire cohort of 4 students receiving Band 5.

Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	62.1	65.2	70.9	64.6
Chemistry	57.3	68.1	72.1	57.3
English (Advanced)	63.6	74.1	77.6	65.7
English (Standard)	60.1	61.5	65.6	57.3
Geography	60.3	61.8	70.7	49.9
Mathematics General 2	51.3	57.1	63.6	51.1
Modern History	56.8	62.6	69.6	55.8
Personal Development Health and Physical Education	61.6	62.1	67.7	60.9
Visual Arts	71.1	73.5	77.7	70.1

Parent/caregiver, student, teacher satisfaction

In 2017, 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 2017 was to increase positive communication with the school

community through 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. 2018 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

2017 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 2017, 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.

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