

Cranebrook High School

Annual Report



2018



8580

Introduction

The Annual Report for **2018** 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.

Craig Dunne

Principal

School contact details

Cranebrook High School

Hosking Street

Cranebrook, 2749

www.cranebrook-h.schools.nsw.edu.au

cranebrook-h.school@det.nsw.edu.au

4729 0777

Message from the Principal

Introduction

The 2018 HSC results were very positive for Cranebrook High School. The school received 38 results in the top 2 bands of the HSC. This is the very best result that the school has seen. The improvement from recent years in this area is well in excess of 100%. This outstanding improvement is the result of the effort put in by our students and staff during the final HSC year.

Cranebrook High School is a comprehensive 7 to 12 Western Sydney High School, including a Support Faculty, that is situated in Penrith Valley, the traditional country of the Darug people. The school provides quality education in a caring learning environment. Over 18 per cent of our student population are students from an Aboriginal or Torres Strait Islander background. Our school has an experienced and dedicated staff focused on delivering quality teaching and learning, supporting students' growth academically and in the wellbeing.

Classes and programs are structured to meet the individual learning needs of students and cater for a diverse community of learners. The school has a stimulating and challenging selective class program for students who demonstrate academic excellence as well as individual learning programs for students in need of learning support. The senior curriculum is varied, providing learning and training opportunities for all abilities and interests, including university entrance, further study at TAFE and preparation for work. Vocational education and training courses provide opportunities for students to gain trade skills and the school is part of the Penrith Education Alliance.

At Cranebrook

High School we are committed to supporting the development of the whole child. Students, teachers, parents/caregivers and community work together to ensure relevant curricula and co-curricula experiences that create a positive learning environment, help support students' well being and prepare them for the future. Our school has links with Western Sydney University and community groups who work with us on programs to develop students' leadership, learning and life skills. The school is recognised for its outstanding Aboriginal education, creative and performing arts, sport and vocational education programs, with our students experiencing success at district, state and national levels. Our banner statement is 'meeting the future through caring and learning today'. This is translated into our daily practice through the delivery of diverse learning experiences that meet the individual needs of the students in our school community and help prepare them to be respectful, responsible and resilient members of society.

A number of programs and activities support students to excel across the school:

- As a result of the Art Express excursion in early 2018 and excellent teaching, Year 12 Visual Arts classes achieved outstanding results including 6 band 5's (25% of the results).
- Out TAG program helped many students make connections, value learning and build self esteem. Several amazing murals were produced, improving the school environment.
- The purchase of a new piece of equipment, the Slab Clay Roller, has opened up many new methods of clay making. This has resulted in new, creative ceramic forms being produced by students.
- Quad Jam was introduced in 2018, with our Music staff and talented students performing regularly in the quadrangle at lunchtime, entertaining students and staff with wonderful musical performances.
- 2018 saw the highest performing HSC Advanced English cohort in the school's recent history with multiple Band 5 results and strong average performances. Students achieved strong results with the support of dedicated revision time and a focus on writing as an iterative process.
- The introduction of Year 9 English Faculty electives occurred in 2018: students self-selected from courses offered by teachers in their areas of personal expertise. Student and teacher feedback reported high levels of engagement and more personalised learning.
- Year 6 and 7 Comparative Marking: incoming Year 6 and current Year 7 students participated in a whole-cohort Writing assessment where teachers assessed their work through cutting-edge software aimed at improving the reliability and validity of our teacher judgements. Student work is now tracked from Years 7–12 digitally.
- Senior Drama students travelled to Belvoir Street Theatre in their own time to extend and appreciate their understanding of performance.
- Year 8 students composed Digital Narratives as part of a collaboration with the University of Sydney, creating multimodal texts integrating media literacy with storytelling.
- Japanese Food Celebration: students participated in a cultural activity where they made authentic Japanese cuisine. This included rolling their own sushi. The activity was thoroughly enjoyed by all participants.
- Students achieved two Band 6 and eight Band 5 results in their HSC in HSIE subjects.
- Students entered the Australian History and Australian Geography Competitions. Year 9 Business and Law students competed in the Australian Sharemarket Game.
- Business and Law students attended the Police and Justice Museum and were mentored by the team at Pfizer Pharmaceuticals in career planning in the business world.
- Year 9 and 10 Time Travels students went to the Australian Museum in Sydney.
- A very excited group of HSIE students at Cranebrook are looking forward to our first overseas trip to Italy. This will take place in 2021.
- The CHS Robotics Team formed in 2018 and completed in 2 major Robotics competitions.
- CHS' partnership with Creating Chances continued, with programs across years 9, 10, 11 and 12 delivered with the Creating Chances Team.
- The Fast Forward Program run by Western Sydney University continued to an important and highly valued program in the school.

Career Education Program

Career Education at Cranebrook High School provides a comprehensive program designed to assist students to develop the knowledge, skills, confidence to make informed career decisions and manage their lifelong learning. The Careers Education Program supports students' career and transition planning and encourages students to take a pro-active role in their career development. Features of the 2018 Career Education Program included:

Year 10 Careers Days

All Year 10 students participated in a series of Careers Day Seminars. Through information gained from guest speakers, workshops, individual research, written work and discussion, students gained knowledge about important career related aspects including: the world of work, career investigations, work experience preparation, job applications, resume writing and interview skills, employer expectations and job seeking skills. Presenters from TAFE, University, Group Training Companies, other organisations and teaching staff provided students with current, first hand information about further education options, apprenticeships and other career related matters.

Year 12 Careers Seminars

Guest speakers from tertiary institutions and industry professionals provided Year 12 Students with first hand information about post-school options, including application procedures for tertiary institutions and information about gaining apprenticeships & employment. Through a partnership with the local Cranebrook Community Centre, Cranebrook High held a Careers Expo for students. This enabled all year groups to connect with training and community organisations in preparation for life after high school.

Experiential Learning Programs

Cranebrook High values experiential learning and in 2017 students engaged in a range of practical learning experiences and programs.

Work Experience Program

Through their participation in the Work Experience program students gain valuable job search & employability skills. In 2018, Year 10 students participated in two one week blocks of work experience and learnt first hand about employer expectations and the day to day duties involved in their chosen career area/s. Students in years 11 and 12 participated in a flexible Work Experience Program in order to further support their career and transition planning.

Careers Excursions are an important way for students to gain first hand information about a range of career related matters. In 2018, these included a variety of excursions to University & TAFE open days and special KLA related careers events, Apprenticeship Expos, Job Markets and industry visits.

Individual Career Planning Interviews

As part of the School to Work Program, all Year 10 and 12 students were interviewed individually by Teachers and/or Careers Advisers.

As part of the subject selection process, in term 3, Year 10 students were individually interviewed in relation to their subject selection preferences for years 11 & 12, their goals, and how their choices may affect post school options.

The Year 12 Exit Interviews assisted students clarify their post school plans and prepare for further education and/or employment. Information gained from these interviews is used when conducting the post school destination survey. The statistical information gained from this survey assists with assessment and forward planning of the Career Education Program.

Year 10, 11 & 12 Vocational Education & Training

Studying Vocational Education and training courses at school greatly enhances student's employment opportunities and assist students in making a smooth transition from school into the workforce or on to further education. In 2018 over fifty senior students participated in VET courses and eight Year 10 students participated in a Stage 5 TAFE delivered EVET course.

A number of senior students also undertook School Based Traineeships. This program strengthened student employability skills and assisted students prepare for their future careers.

Year 12 students undertaking Vocational or Trade Training

In 2018, 30% of the Year 12 cohort studied a VET subject. 16 students completed an SVET course and 22 students completed a VET course provided by EVET. 3 students completed a School Based Traineeship. 1 student completed a School based Apprenticeship.

The Year 12 Post-School Destination Survey conducted in March 2019, shows that: 38% of students moved into tertiary studies; 24% had obtained either part-time or full-time employment and a further; 11% had obtained Apprenticeships & Traineeships.

THE "MEERS" PROJECT

In 2018, a team of academic researchers from Western Sydney University was commissioned by the NSW Teachers Federation to undertake the MEERS Project: "Mapping the Education Experiences of Refugee Students", and compile a report on their findings. As part of this research, they visited sixteen primary and secondary schools across NSW to interview principals, students, classroom teachers and caregivers. Cranebrook High School was invited to participate in the project, as the research team was keen to compare and contrast refugee student experiences in schools where there is a high refugee population with experiences in schools where there are few refugee students – which is the case at CHS.

During their 2-day visit in June, 2018, the three researchers interviewed students, convened a teacher focus group, interviewed the Principal and conducted playground and lesson observations. The team provided positive anecdotal feedback about the quality and usefulness of the data they obtained, particularly from our teacher focus group, whom they described as both highly-engaged and student wellbeing-focused. We look forward to reading the results of their research when we receive a copy of the report, which has now been presented to the NSWTF.

Sporting Achievements include:

Girls Basketball – Werrington Zone Champions;

Athletics – Werrington Zone Champions

Cross Country – Werrington Zone Champions

Swimming – Werrington Zone Runners Up

Soccer Boys – Werrington Zone Runners Up

Boccia Team – 6th in State

Open Girls Basketball – Sydney West Runners Up, Top 16 in the State

Athletics – 3rd Best High School in Sydney West

Lawn Bowls Team competed at NSW State Championships

NSW Lawn Bowls Team – 2nd and 3rd place at National Championships

CHS students competed in NSW CHS State Athletics; NSW CHS State Cross Country; NSW CHS State Tennis; NSW CHS Hockey; NSW CHS State Swimming; NSW All Schools Triathlon; NSW CHS Basketball;

Mr C. Dunne

Principal

School background

School vision statement

Cranebrook High School strives to meet the Future through Caring and Learning. School values are articulated as part of the school's THINK program and include Respect, Responsibility and Learning. The school is dedicated to achieving:

- School-wide improvement. Every student, every teacher and every leader will improve every year.
- High Expectations. A culture of high expectations for our students and staff sets high standards, which leads to improved student learning outcomes.
- Personalised Student Learning. By teaching to the strengths and needs of each individual, students will be better able to reach and exceed their potential.
- Wellbeing. Every student will be known, cared for and respected.
- Community Connections. Parents and carers are our partners in the education and wellbeing of each student. Partnerships with local businesses and community groups create opportunities for our students to contribute and thrive in our society.

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, 5% NESB, and a staff of 85 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 wider school community.

CHS has very strong and engaging programs in all areas of the curriculum. 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 Education Alliance of schools and the Cranebrook Learning Community.

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.

As part of the school planning, self-assessment and reporting cycle of School Excellence, all schools self-assess using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading. Schools critically reflect on their school improvement efforts to inform their decision making process for future directions. This School Excellence Framework Self-assessment Survey (SEF S-aS) has been designed to support schools to capture the "point-in-time" judgement that has been informed by their ongoing self-assessment processes using the School Excellence Framework. The statements of excellence in the School Excellence Framework are central to guiding a school's reflection on each element. The on-balance judgement determined by the school is a reflection of the school's progress on these statements.

School culture is focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school. The school's on-balance judgement for this area is Sustaining and Growing. There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

The school has developed a strategic and planned approach to developing whole school wellbeing processes that

support the wellbeing of all students so they can connect, succeed, thrive and learn. In 2019, this area will continue to be a focus for school staff. The school's on-balance judgement for this element is: Delivering. Students can identify a staff member to whom they can confidently turn for advice and assistance at school. Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement.

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. In 2019, the school's on-balance judgement for behaviour is working towards delivering.

Curriculum in schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. The school's on-balance judgement for this element is Sustaining and Growing.

Teaching and learning programs: on balance judgement is Sustaining and Growing. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

Differentiation: on balance judgment is Sustaining and Growing. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Assessment in schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. The school's on-balance judgement for this area is Delivering.

Reporting in schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum. The school's on-balance judgement for this element is Sustaining and Growing.

The on-balance judgment for explicit teaching is Delivering. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.

The on-balance judgement for feedback is Sustaining and Growing. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

The on-balance judgment for classroom management is Delivering. Teachers maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning.

The on-balance judgment for improvement of practice is Sustaining and Growing. Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

The on-balance judgement for accreditation is Sustaining and Growing. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

The on-balance judgment for literacy and numeracy is Delivering. The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

The on-balance judgement for expertise and innovation is Sustaining and Growing. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

Educational leadership In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. The school's on-balance judgement for educational leadership is Delivering.

The on-balance judgement for high expectations culture is Sustaining and Growing. The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.

The on-balance judgement for continuous improvement is Sustaining and Growing. The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be

shared and monitored.

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

Learning

Purpose

A focus on Excellence in Learning will result in a range of positive outcomes for students. Having high expectations around student engagement and differentiation for all students in all lessons is important in meeting the learning and wellbeing needs of students at all levels. Wellbeing structures and supports for students will result in increased engagement across the curriculum. Using the language and practices of a positive education school will allow students and staff to work together effectively, leading to a harmonious and positive school culture.

Overall summary of progress

Wellbeing Structures

Our school places importance on the idea that every student is known, valued and cared for. Wellbeing structures and practices that support learning are explicit, integrated and effective. These clearly understood and collaboratively developed structures and practices will support all members of the school community. Positive Education values and practices underpin the school's wellbeing structures. Processes around student attendance, merit and recognition, school uniform, behaviour and high expectations support students to be engaged in all lessons. Sound progress has been made in 2018 to develop and embed merit and recognition strategies across the school: merit awards, positive phone calls home and faculty postcards.

Differentiation

Differentiation of curriculum delivery occurs in all classrooms. Teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and have learning needs met. The schools NCCD collection process is outstanding and continues to be effective.

Curriculum

Curriculum supports high expectations for learning and allows all students to demonstrate development of develop skills and knowledge. A curriculum review is occurring in 2019 to set new directions and new structures to support our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase overall school attendance by 3%	Additional school staff, including student learning and support officers, were employed to work with at risk students in 2018.	In 2018, several strategies were used to increase overall school attendance, including targeting at risk students for additional support, revising and implementing a significant number of individual learning plans, and changing the way the learning support team works to support students.
Decrease daily student lateness to school by 10%.	The attendance merit award program was strengthened to identify and recognise good, on time attendance at school.	Moving into 2019, the school will examine different school day structures and times to ensure that we are meeting the needs of our students and allowing teachers to keep their work focus on teaching and learning.
Increase in positive referrals, merits, Deputy Principal and Principal awards by 10%.	School year meetings and assemblies have been changed to include a stronger focus on student achievement and recognition.	Positive referrals, merit awards and higher level school awards have grown significantly due to a changing culture more focussed on recognising student work and achievement.
Reduce the number of N–Award Warnings Letters issued in the senior school by 10%. Increase	Increased teacher time and student learning and support officer time was	Increased focus on identifying students at risk of not completing course requirements and working with students who require additional assistance on

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
the number of N Award Warnings being redeemed by students by 10%.	made available for students requiring additional support with learning, assignments and assessment tasks.	a more structured and regular basis have led to a significant decrease in N Award Warnings being issued.

Next Steps

In 2019, school funds will be allocated to employ a staff member to focus on increasing student attendance rates. A range of strategies around student wellbeing, student engagement and community engagement will work collaboratively to increase student attendance rates. Differentiation of learning programs for students will continue to be a focus and teachers will continue to receive valuable information to help meet the needs of all students in their classes. A major curriculum review will be held in semester 1, 2019. The curriculum review will examine roll call time, lunch, recess and bell times, patterns of study and subjects studied.



Strategic Direction 2

Teaching

Purpose

A high performing teaching staff with a focus on continuous improvement and sharing of practice in the areas of student assessment and feedback, explicit teaching of literacy and numeracy and classroom management will lead to improved student learning outcomes and opportunities for students.

Overall summary of progress

Student Feedback

Systematic feedback in all teaching areas supports a whole school assessment strategy, ensuring all students have a clear understanding of how to improve. Systems and professional development support teachers' consistent, evidence-based judgement of assessments.

Explicit teaching

All teachers have begun to develop literacy and/or numeracy expertise and have worked to produce resources and practices around the Do Now activity for students in Year 7 to 10.

Classroom Learning Culture

All classrooms and learning spaces are well managed within a consistent, school-wide approach. All students are engaged in a productive learning environment. Teachers provide a positive learning culture through outstanding classroom management.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the proportion of students in the top two NAPLAN bands by 8%.	The school introduced Do Now activities at the beginning of every lesson for students in years 7 to 10. Resources were allocated to assist teachers in preparing and planning.	2018 saw an increase in the proportion of students in the top two bands of NAPLAN as compared to the school average over the past three years.
Increase in the number of HSC students attaining an ATAR and gaining acceptance in tertiary study by 5% per year.	Additional focus, mentoring and resources were put in place for Year 12 2018, including a teacher to guide each student through the final stage of high school.	There was a significant increase in the percentage of students seeking and gaining an ATAR.
Increase in the number of students attaining a band 5 or 6 in HSC courses by 3% each year.	Additional focus was placed on student achievement and support in year 12. A staff member was employed to assist students with study patterns and university applications in term 3.	This target was achieved in 2018. The percentage of students attaining a band 5 or 6 increased by more than 100%.

Next Steps

Next steps for Student Feedback across the school include further strengthening whole school assessment procedures to include a clear and practical Student Feedback policy. The new school wide Do Now activity across years 7 to 10 will be embedded into all teaching and learning programs. A literacy team will be developed, provided with professional

development and will lead the implementation of a further school wide literacy development program based around building the capacity of all teachers. Quality Teaching Rounds will be introduced to staff and a QTR program will commence across the school to support building teacher and leader capacity across the areas Quality Teaching and Learning.



Strategic Direction 3

Leading

Purpose

The executive team model instructional leadership and support a culture of high expectations, continuous improvement and evidence based teaching and learning. The needs of all students are met as a result of an intense focus on these practices.

Overall summary of progress

Instructional Leadership

The school is beginning to develop and maintain a culture of high expectations consistently across all teaching areas. A professional learning community within the school is re-forming and will focus on continuous improvement of teaching and learning.

Community engagement

The school community recognises the school as working hard to meet the needs of our students and that it works in a responsive way. The community is engaged in meaningful two-way communication and authentic collaborations resulting in a meaningful and sustained partnership that caters for the range of equity and learning needs in the school.

Culture of Best Practice

All staff proactively seek to improve, monitor and share their performance. Collaborative performance development and efforts to monitor performance occur regularly. All teachers use professional standards and PDPs to identify and monitor specific areas for development and continual improvement. The accreditation status of all staff is monitored and staff are encouraged to pursue the higher levels of accreditation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Recruit, develop and retain high quality teachers in our classrooms.	Talented casual and temporary teachers are retained and provided with valuable and rewarding teaching opportunities.	A shortage in the availability of teachers in specific subjects areas has affected this improvement measure. However, three outstanding temporary teachers were retained as permanent members of the teaching staff.
Effective evidence based teaching and learning practices are modelled across the school with 5% of teaching staff completing the higher stages of NESA Accreditation.	High quality professional development around NESA accreditation was provided to teaching staff.	Although not yet achieved, our goal of having 5% of teaching staff completing the higher stages of NESA Accreditation remains an area of focus.
Two comprehensive reviews of education and management practice and curriculum conducted each year.	Resources were allocated to a review of Vocational Educational and Training Courses and delivery across the school.	One education and management review was conducted in the area of Vocational Education and Training. This improvement measure was not attained.

Next Steps

The school will continue to set and maintain a culture of high expectations. Building a leadership team of teachers and executive with expertise and commitment to sound instructional leadership and high expectations is the next step.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$120,000.	<p>Personal Learning Plans were collaboratively developed to target students' wellbeing needs, including school attendance, class engagement and wider school participation and learning outcomes. Growth from year 7 to year 12 in literacy and numeracy is an area that the school will continue to target. 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 2018 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 2019. As a result of the program, students' ability and confidence to access the curriculum successfully across the school has grown significantly. 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. 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. 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> <p>The school has formed a partnership with the Clontarf Academy. This will commence in 2019 and will support the attendance and engagement of Aboriginal boys within the school.</p>
Socio-economic background	\$240,000	<p>An 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. Additional Student Learning and Support Officers have increased student engagement in classrooms across the school, developing student learning outcomes. 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. 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. 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</p>

Socio-economic background	\$240,000	for students and groups of students with various identified needs throughout the school year. A Head Teacher Wellbeing continued 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.
----------------------------------	-----------	--



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	371	344	341	352
Girls	386	370	384	387

Student enrolments have changed significantly. The Year 7 cohort in 2018 was the largest year group the school has had for more than ten years. The 2019 Year 7 group was even larger than in 2018. Our Year 10 2018 Year group, moving into Year 11 in 2019, is the smallest group the school has had for many years.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	87.5	90	89.8	86.9
8	84.6	83.2	86.2	85.6
9	82.5	79.6	81.1	80.5
10	75.4	78.3	80.2	75
11	73.1	69.2	76.4	70
12	81	77.7	80.2	80.8
All Years	80.4	79.4	82.4	80.2
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

In 2018, procedures around non-attendance at school was overseen by three Deputy Principals and the Head Teacher Wellbeing. Attendance rates have fallen, however, and students of concern are being identified and supported by the school and community organisations linked to the school. Identifying students who are attendance concerns, reporting them to community services, processing Home School Liaison Officer referrals and linking them to local community organisations has improved dramatically. Working with

students and families in crisis and providing appropriate supports is a daily focus of school staff. In 2019, a dedicated staff member will work in the attendance space.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	12
Employment	0	14	24
TAFE entry	0	23	12
University Entry	0	0	26
Other	0	21	11
Unknown	0	42	10

Year 12 students undertaking vocational or trade training

Entertainment, Construction, Hospitality and Health Services are courses 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 one afternoon per week.

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 2018. Students who did not achieve an HSC were supported into employment or alternative training organisations. Approximately 25% of the year group completed year 12 with at least two qualifications: an HSC and a Vocational Education and Training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	43.8
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.56
Other Positions	1

*Full Time Equivalent

Approximately 10% of school staff identify as Aboriginal or Torres Strait Islander.

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	

Professional learning and teacher accreditation

TEACHER ACCREDITATION AND THE PERFORMANCE AND DEVELOPMENT FRAMEWORK

Accreditation processes for Early Career Teachers continue to be led and monitored by Dani Saxon (HT TAS) in consultation with relevant executive. With the introduction of accreditation maintenance for pre-2004 teachers in 2018, the recording of Professional Development (PD) through eTAMS and increasing engagement with the Australian Professional Standards for Teachers (The Standards) have been two major focuses of PD at CHS in 2018. Early in 2018, Deputy Principal, Judith Kempthorne and School Administration Manager, Jodie Cooper collaborated on a plan for the introduction of PDP's for SASS staff that reflects the approach and processes within the teacher PDP process.

In January and October, Deputy Principal Judith Kempthorne led interactive PD sessions introducing teaching staff to eTAMS and explaining how to enter Teacher Identified Professional Development (TIPD) to

support their maintenance of accreditation. Teachers are also provided with information about the Standards covered by each PD session offered at Staff Meetings and Staff Development Days to make their accreditation maintenance easier.

The Performance and Development Plan (PDP) annual cycle is embedded within school planning, with Supervisors maintaining and updating electronic copies of PDP's throughout the year, and scanning fully signed and completed plans for centralised storage on Google Drive by December, 2018. In 2017, teaching staff were trained in linking their PDP goals explicitly with The Standards and the CHS School Plan 2018–2020, and these explicit links were incorporated in PDP's in 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	969,573
Revenue	10,680,578
Appropriation	10,496,205
Sale of Goods and Services	27,398
Grants and Contributions	153,012
Gain and Loss	0
Other Revenue	1,556
Investment Income	2,407
Expenses	-10,299,238
Recurrent Expenses	-10,299,238
Employee Related	-9,527,481
Operating Expenses	-771,758
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	381,340
Balance Carried Forward	1,350,912

The financial summary information provides a broad overview of expenditure throughout 2018. The surplus for the year was a very sensible and reasonable surplus for 2018.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,080,272
Base Per Capita	149,006
Base Location	0
Other Base	6,931,266
Equity Total	1,341,321
Equity Aboriginal	128,403
Equity Socio economic	824,458
Equity Language	15,343
Equity Disability	373,117
Targeted Total	1,152,344
Other Total	322,915
Grand Total	9,896,853

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.

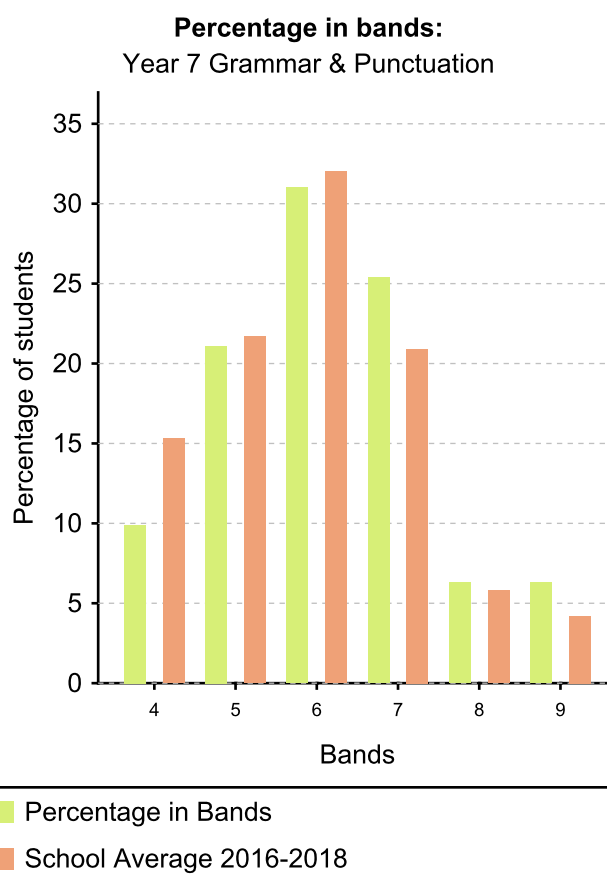
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 9 Grammar and Punctuation average results were the same as like schools (SSSG). Year 9 Reading average results exceeded the SSSG. Year 9 Spelling average results significantly exceeded the SSSG. Year

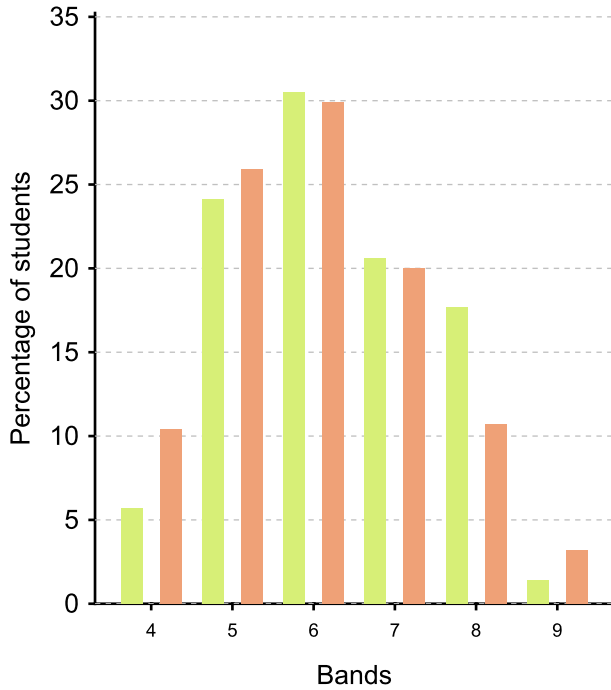
9 Writing is an area that requires improvement across the school in 2019.

Year 9 Grammar and Punctuation average results for Aboriginal students significantly exceeded both the SSSG and the State. Year 9 Reading average results for Aboriginal students exceeded both the SSSG and State.



Band	4	5	6	7	8	9
Percentage of students	9.9	21.1	31.0	25.4	6.3	6.3
School avg 2016-2018	15.3	21.7	32	20.9	5.8	4.2

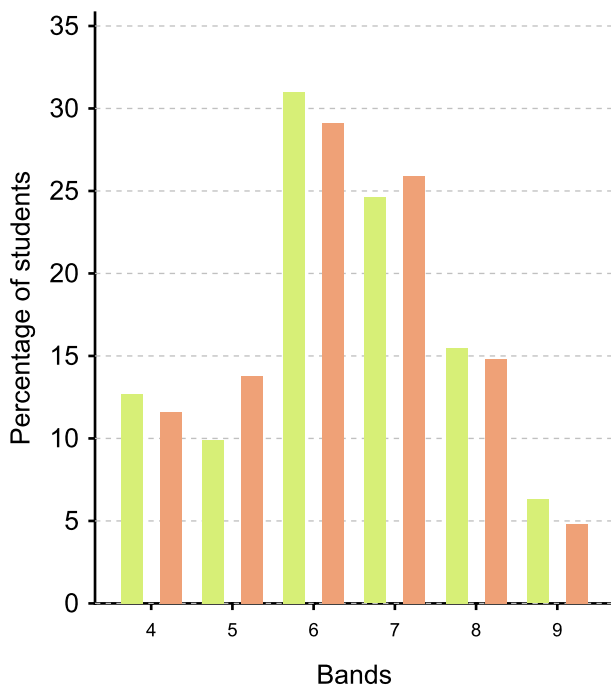
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	5.7	24.1	30.5	20.6	17.7	1.4
School avg 2016-2018	10.4	25.9	29.9	20	10.7	3.2

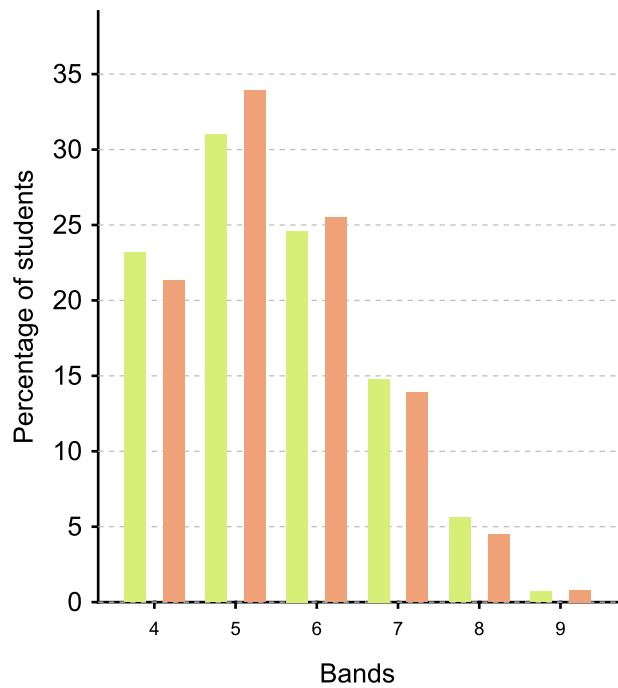
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	12.7	9.9	31.0	24.6	15.5	6.3
School avg 2016-2018	11.6	13.8	29.1	25.9	14.8	4.8

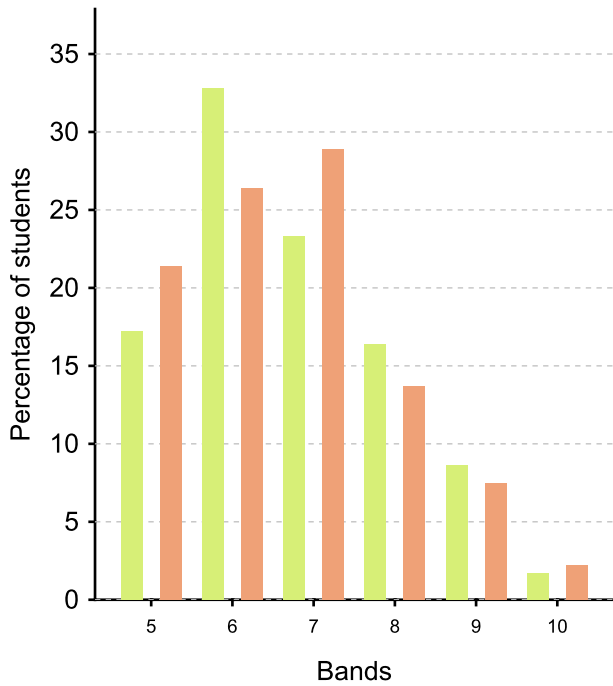
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	23.2	31.0	24.6	14.8	5.6	0.7
School avg 2016-2018	21.3	33.9	25.5	13.9	4.5	0.8

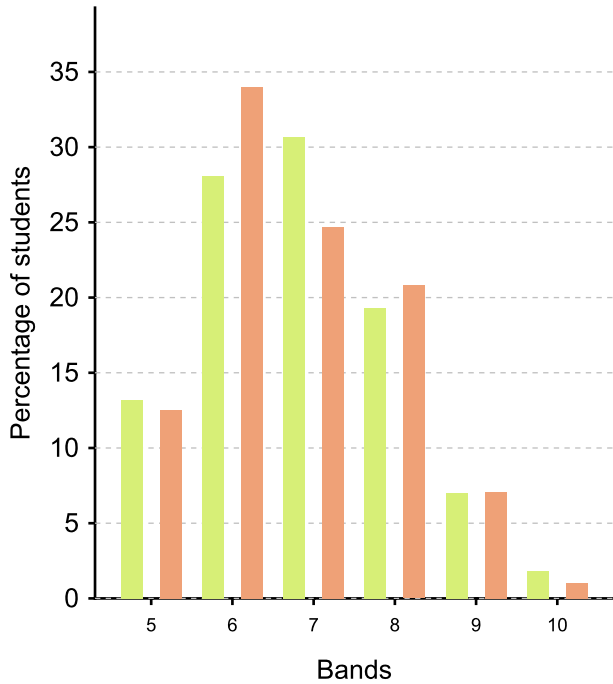
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	17.2	32.8	23.3	16.4	8.6	1.7
School avg 2016-2018	21.4	26.4	28.9	13.7	7.5	2.2

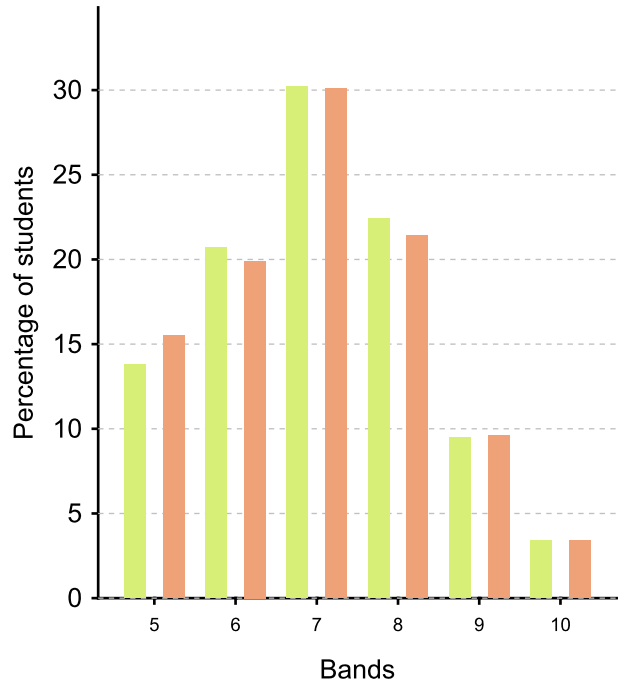
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	13.2	28.1	30.7	19.3	7.0	1.8
School avg 2016-2018	12.5	34	24.7	20.8	7.1	1

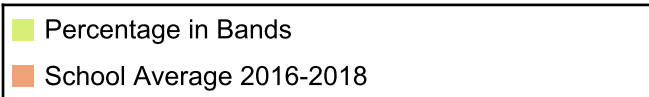
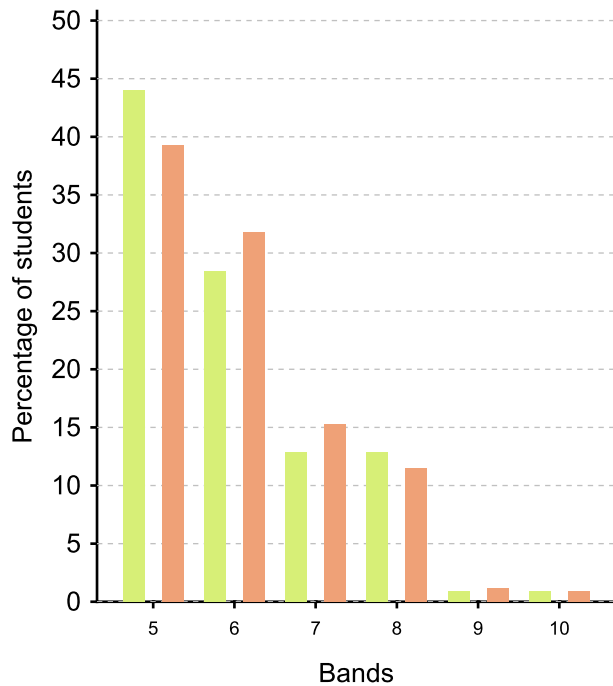
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	13.8	20.7	30.2	22.4	9.5	3.4
School avg 2016-2018	15.5	19.9	30.1	21.4	9.6	3.4

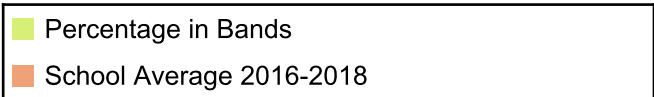
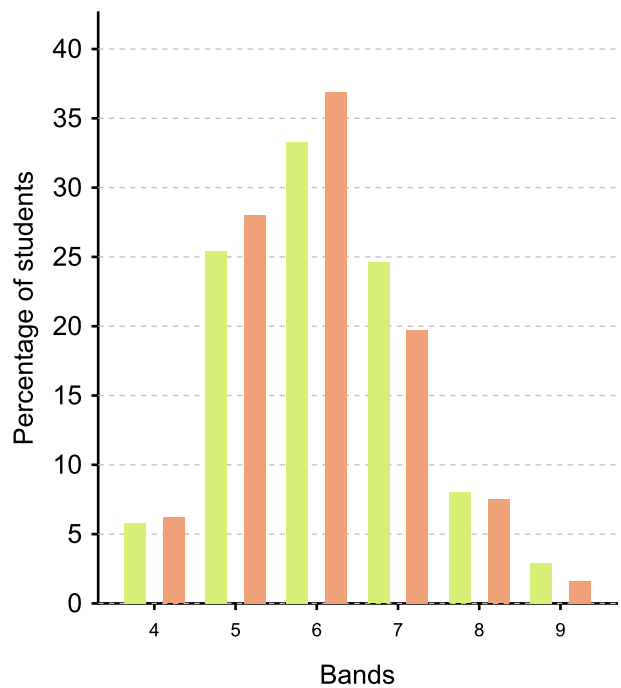
Percentage in bands:
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	44.0	28.4	12.9	12.9	0.9	0.9
School avg 2016-2018	39.3	31.8	15.3	11.5	1.2	0.9

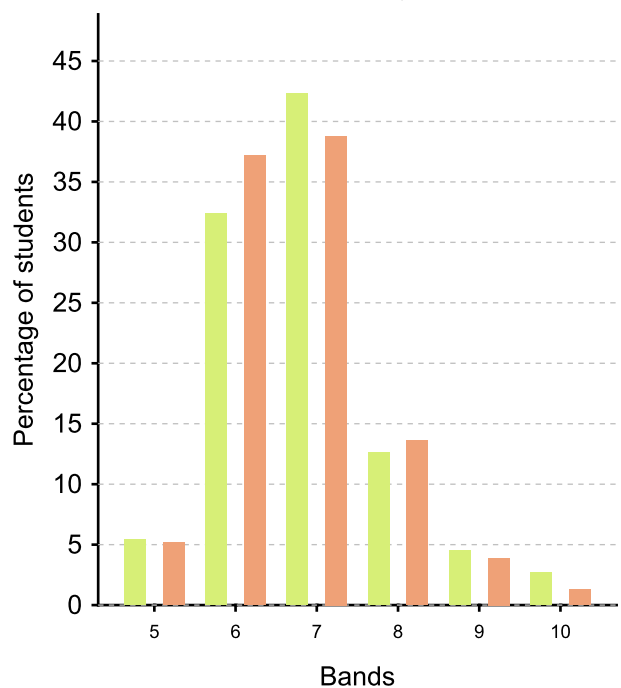
Year 9 Numeracy average results for Aboriginal students significantly exceeded both the SSSG and the State. Year 9 Numeracy across the group is an area that will be focussed on for improvement.

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	5.8	25.4	33.3	24.6	8.0	2.9
School avg 2016-2018	6.2	28	36.9	19.7	7.5	1.6

Percentage in bands:
Year 9 Numeracy



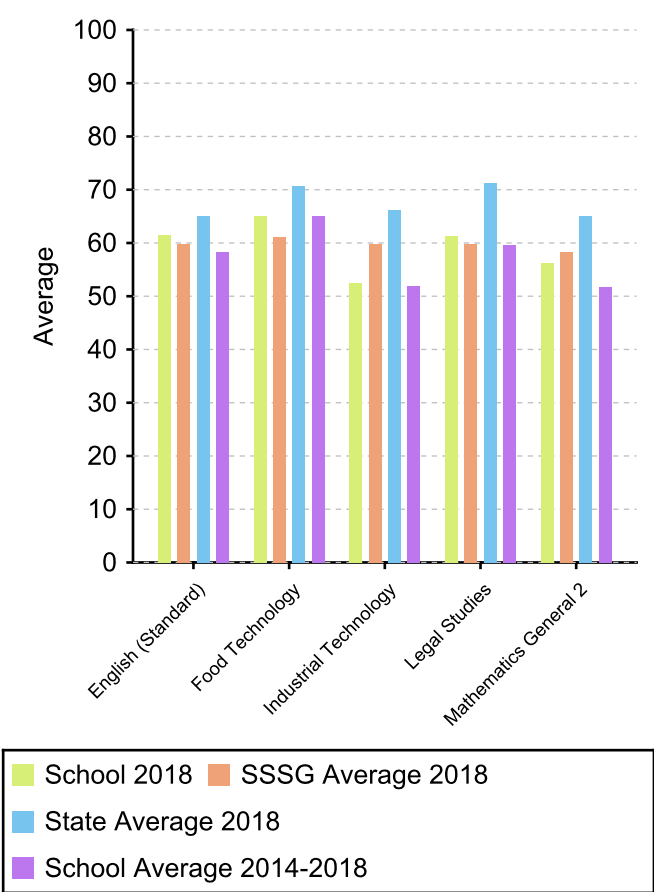
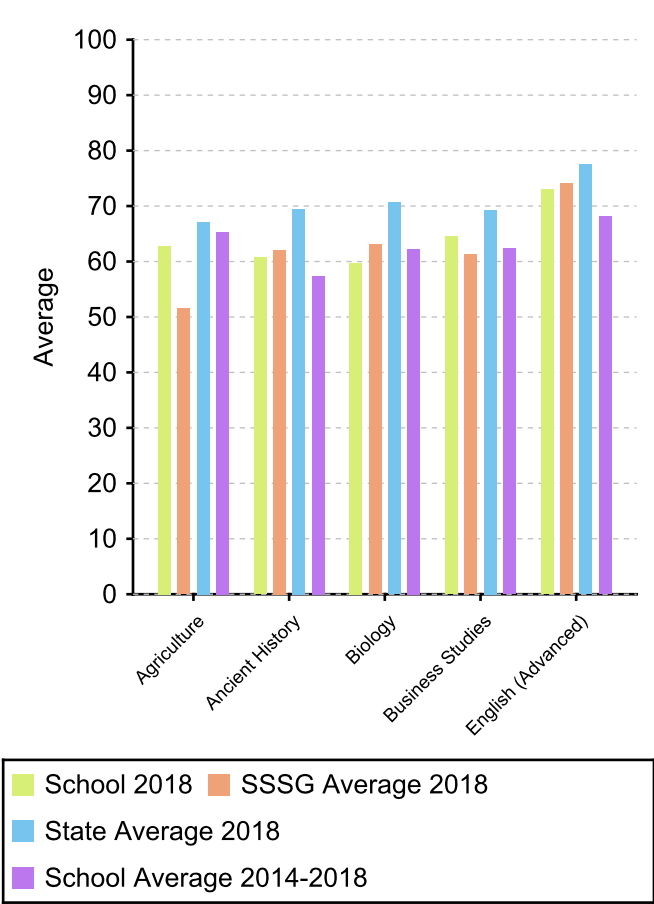
Band	5	6	7	8	9	10
Percentage of students	5.4	32.4	42.3	12.6	4.5	2.7
School avg 2016-2018	5.2	37.2	38.8	13.6	3.9	1.3

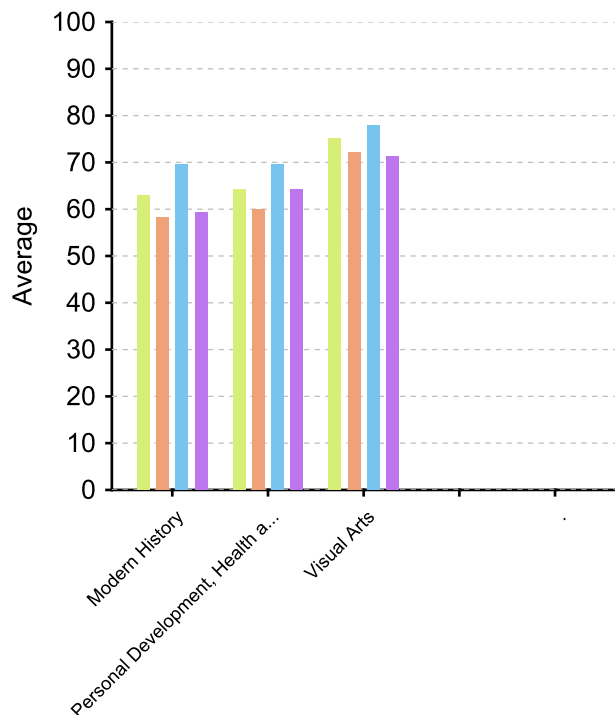
60 students achieved results in the top two ands of NAPLAN. The percentage of results in the top 2 bands for reading and numeracy improved from 6.89% in 2017 to 11.90% in 2018.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2018, Society and Culture was taught for the HSC for the first time at CHS, with excellent results.





In 2018, the number of results attained by students in the top two bands improved by more than 100%. There were 38 results in the top 2 bands. An outstanding result for students and staff.

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinion of parents/carers, students and teachers about the school. A variety of approaches were 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 2018 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 achievements of students and staff and a culture of celebrating success was further developed.



Policy requirements

Aboriginal education

2018 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 and Western 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 2018, with our students visiting Western Sydney University throughout 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

■ School 2018	■ SSSG Average 2018
■ State Average 2018	■ School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
Agriculture	62.8	51.5	67.1	65.3
Ancient History	60.7	62.1	69.5	57.4
Biology	59.7	63.1	70.7	62.3
Business Studies	64.5	61.2	69.3	62.4
English (Advanced)	73.0	74.1	77.5	68.1
English (Standard)	61.5	59.8	65.0	58.3
Food Technology	65.0	61.2	70.7	65.0
Industrial Technology	52.5	59.8	66.2	51.8
Legal Studies	61.3	59.7	71.2	59.6
Mathematics General 2	56.2	58.3	65.1	51.7
Modern History	62.9	58.2	69.5	59.3
Personal Development, Health and Physical Education	64.2	60.0	69.5	64.2
Visual Arts	75.2	72.1	78.0	71.4

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.



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 teaching and learning programs. Values are also reflected in the school's values: Respect, Responsibility and Learning