Cranebrook High School

2019 Annual Report

8580

Introduction

The Annual Report for 2019 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.

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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

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

Increase overall school attendance by 3%

Decrease daily student lateness to school by 10%.

Increase in positive referrals, merits, Deputy Principal and Principal awards by 10%.

Reduce the number of N–Award Warnings Letters issued in the senior school by 10%. Increase the number of N Award Warnings being redeemed by students by 10%.

Progress towards achieving improvement measures

Process 1: Wellbeing Structures

Every student will be known, cared for and respected. 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.

Evaluation	Funds Expended (Resources)
Progress was made in the Attendance Target. Terms 1 and 2 saw an increase in attendance above 3% for the same time in the previous year. Strong progress made, however data also indicate that additional resources need to be in place for the increasing number of high risk students. Positive reinforcement and student recognition celebration programs including Faculty Postcards, Merit Awards, Lunchtime Programs such as Shake and Cake and the highly acclaimed Quad Jam and Quad Jam on Tour have made a significant impact for students and staff. The Professional Learning Team worked to map out Professional Development activities for Staff Meetings. Staff Meetings were held to focus on developing an understanding of the Department of Education Strategic Direction of Every Student is Known Valued and Cared For. Two professional learning activities were run. The first being the Professional Development for Staff in developing a deep understanding of Every Student is Known Valued and Cared For. The second Professional Learning activity conducted with Staff was around a student that has improved this year under their instruction.	Resources for this Process in the learning Strategic Direction include staffing and minor resources. **Funding Sources:** • Socio–economic background ($20000.00)

Process 2: 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.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
There has been solid impact on learning and supporting students to improve with literacy and numeracy through differentiation. Differentiation Learning Plans for students has been a focus. Systems have been improved and further developed around ensuring student Learning Plans, Behaviour Management Plans and Risk Assessments are current and innovative. This has allowed staff to plan more effectively for students in lesson time. Many students who have been at risk of exiting education early have been supported to stay at school for as ln as possible, leading to positive outcomes as they transition from school into post school destinations. The Learning Support Team has developed into a highly skilled faculty, providing expertise in differentiation to teachers and other faculty teams across the school. The increase of student support in the learning plan space has led to a significant reduction of N Award Warning Letters being produced and sent. Teachers use strategies to cater for a wide variety of learning needs in classrooms. 2019 was the second year where Do Now activities for all students and classes in Years 7 to10 occurred in every lesson. Teachers plan a Do Now activity for the beginning of every lesson to help focus and settle the class. The Do now activity often focuses on subject knowledge, using literacy and numeracy strategies and short activities. Professional Development was provided to staff around developing and implementing Do Now activities and staff continuously share DO Now activities and idea with each other. This has been a productive form of teacher and cross faculty collaboration. Notably, student achieving Band 7 or higher in Year 9 NAPLN between 2017 and 2019 has increased from 29% to 54% as a result of the No Now program.	An additional Learning and Support Teacher was employed to support high needs students and to provide professional learning and guidance to Teachers and Student Learning and Support Officers. Additional Student Learning Support Officers employed to support differential in classrooms across the school. **Funding Sources:** • Low level adjustment for disability ($70000.00) • Socio–economic background ($140000.00)

Process 3:   Curriculum

> Curriculum supports high expectations for learning and allows all students to demonstrate development of skills and knowledge.

Evaluation	Funds Expended (Resources)
Students and families has felt supported by CHS programs. The Selective Class Program identifies students with particular talent, ability and work ethic and provided a curriculum to support and engage learning and challenging experiences. Literacy support classes are highly effective and use the Quicksmart program to develop strong literacy work ethic and knowledge. Feedback from families and students is highly positive and both students and families participating in celebrating student achievements with the school. Subject selection processes from Year 8 to Year 9 and from Year 10 in to Year 11 are smooth, supportive for students and families and encourage engagement with a dynamic and exciting curriculum for students. in both Stage 5 and Stage 6. A new timetabling program was purchased to support curriculum development, timetable formation and subject selection processes. It is anticipated that this new program will make these processes more efficient, saving time and resources into the future.	Resources for Curriculum has included faculty resourcing, additional staffing already covered in other Processes of the School Plan. **Funding Sources:** • Socio–economic background ($90000.00)

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.

Improvement Measures

Increase in the proportion of students in the top two NAPLAN bands by 8%.

Increase in the number of HSC students attaining an ATAR and gaining acceptance in tertiary study by 5% per year.

Increase in the number of students attaining a band 5 or 6 in HSC courses by 3% each year.

Progress towards achieving improvement measures

Process 1: 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.

Evaluation	Funds Expended (Resources)
In 2019, Professional development at staff meetings involved teachers bringing selected work samples from across all stages to discuss with other teachers. This structured discussion included task description, engagement level of students, how the task was marked and how feedback was provided. This process was highly valued by staff as they worked with other teachers, including cross faculty collaboration, to share and develop practice. This has worked to support continued student growth through consistent feedback on assessment processes. NAPLAN data is continuously analysed and has shown an increase in the number of student attaining a Band 7 or above for 2017 to 2019. The introduction of Teachers Folders at CHS include the requirement for Teachers to store and share student work samples and update these regularly. This has ensured compliance with NESA requirements and has assisted teachers in using work samples to develop and grow teaching programs and teaching strategies.	Funding for minor expenses and professional development has been provided through Socio–economic background. **Funding Sources:** • Socio–economic background ($10000.00)

Process 2: Explicit Teaching

Explicit teaching – all teachers have literacy and/or numeracy expertise and are able to deliver literacy and numeracy strategies to all levels of achievement.

Evaluation	Funds Expended (Resources)
Explicit Teaching – where all teachers display literacy and numeracy expertise as part of their practice. A school Literacy Team was formed and worked with the Literacy Team from State Office to development a professional development for staff around writing across the school. Literacy Team members were trained by Literacy Consultants in the use of writing strategies to develop literacy across all aspects of the curriculum. The next step in the process is for Literacy Team members to lead professional development for all staff. All staff are expected to have some expertise in developing writing skills in students across Year 7 to 12. The proportion of students in the top two ands of NAPLN remain have remained steady at 10% from 2016 to 2019. Average NAPLAN Scores by SES Quarter from 2017 to 2017 in Writing have increased significantly. For Year 12 students, ATAR Bands across 2018 and 2019 have increased significantly from the previous	

Progress towards achieving improvement measures	
two years. 2018 saw the best HSC results in the school's modern history. Professional Practice Placements from the University of Western Sydney has grown significantly in 2018 and 2019. All Faculty areas are expected to accommodate Student Teachers for blocks of Professional Practice.	

Process 3:   Classroom Learning Culture

> 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 based on the Growth Mindset.

Evaluation	Funds Expended (Resources)
The journey to improvements around further developing a more positive classroom learning culture is continuing. CHS believes that providing quality professional learning around leadership and excellent classroom practise will result in improvements in classroom learning culture. Providing Teachers and staff with the opportunity to learn more about Growth Mindset and how to apply relevant concepts regularly in classrooms will be continued up in 2020. The performance and Development Process and teacher lesson observations encourage a positive classroom learning culture and lift teacher capacity in this space. CHS ensures that students who require extra assistance in classrooms are provided with a learning plan and, where appropriate, an Student Learning Support Officer to assist them, helping to create a supportive and engaging environment. The installation of 10 class sets of Chromebook Computers around the school has allowed Teachers to vary learning activities and utilise technology more and more. This has helped to encourage a positive learning culture where students feel supported and challenged as they engage in interesting tasks. Professional Development discussed in the Leading Strategic Direction has supported this Process.	Resourcing for Classroom Learning Culture includes the purchase of Chromebook computers and related securing charging cupboards. **Funding Sources:** • Socio–economic background ($90000.00)

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.

Improvement Measures

Recruit, develop an retain high quality teachers in our classrooms.

Effective evidence based teaching and learning practices are modelled across the school with 5% of teaching staff completing the higher stages of NESA Accreditation.

Two comprehensive reviews of education and management practice and curriculum conducted each year.

Progress towards achieving improvement measures

Process 1: Instructional Leadership

Set and maintain a culture of high expectations. A professional learning community within the school is focussed on continuous improvement of teaching and learning. Develop and maintain a culture of strong instructional leadership. Effective reflection and evidence based teaching and learning that aims to enrich learning experiences and enhance student outcomes

Evaluation	Funds Expended (Resources)
The introduction of the Head Teacher Stage 6 has had an immediate impact on the school's ability to support Stage 6 students struggling with assessment requirements. The work of the Head Teacher Stage 6 has ensured that student university transitions are achieved by students who require additional targeted school support to gain entry. The Head Teacher Stage 6 position provides immediate support to faculties and students in order to ensure that assessment, strategic support and other Stage 6 related issues are dealt with efficiently. Plans have been put in place to oversee transition pathways and National Minimum Standards for the HSC. HSC analysis occurred and Head Teachers were encouraged to ask class teachers to assist in the presentation of data to the Executive Team. This data analysis used results as a springboard for reflection and innovation in teaching and learning practices within faculties and across the school and building teacher capacity. Senior Executive lead professional development relating to the changing focus and levels of personal responsibility within the Code of Conduct, and identification of students that each staff member feels that they know, value, and have cared for. Senior Executive led professional development staff to learn about each other, with a focus on the difference this makes, and can make with the students we teach if we make the effort to get to know them. There was a positive response from staff to this activity, and transferrable knowledge and skills were taken away. Staff understanding of their impact – both positive and negative – on individual students was enhanced by the professional development opportunity to think about students they really feel they have helped to improve. Senior Executive led an Executive analysis of assessment, to identify the number, types and timeline of assessment tasks for students. This was plotted on the timeline of an academic year.	**Funding Sources:** • ($0.00)

Progress towards achieving improvement measures	
Professional development led by the Principal focused on the use of rubrics for the corporate examination of work samples and the reaching of consensus.Staff have a greater understanding of the need to modify previous Stage 6 assessment practices so that outcomes can be assessed in fewer set tasks. Professional development activity, where all students identified by staff in earlier activities as being known, valued and cared for were identified, then each staff member had to choose a student who had not previously been someone's focus, to focus on over the next term. As a result of these activities, individual student needs are becoming more of a focus, and staff are reflecting on a parent's expectation that their child is not overlooked at school. Staff Development Trivia afternoon around the "What Works Best" document – hosted by the Principal and run by the Senior Executive – provided an energetic, positive and competitive way for staff to engage with a useful document. The Senior Executive modelled ways to engage with complex and challenging theory and pedagogy in a positive and engaging way. This was highly appreciated by staff, who report an understating that the most important thing is to make time to have the conversation and reflect, which is what these activities allow them to do.	

Process 2:   Community Engagement

> The school community recognises the school as excellent and responsive. The community is engaged in meaningful two–way communication and authentic collaboration resulting in a meaningful and sustained partnership that caters for the range of equity and learning needs in the school.

Evaluation	**Funds Expended (Resources)**
Establishment of the Clontarf Academy incudes a variety of community outreach practices, such as picking up students to get them to school, engaging students in before–school fitness activities and liaising with students, parents and Aboriginal community carers and members in a culturally–sensitive way. 2019 has been a positive start for Clontarf with school staff, students and families very keen to engage with the program. Clontarf is working well and developing links with other staff and school programs. P&C membership promoted by parents at Year 6 into 7 Information Evening to increase parent involvement in 2019 and beyond. P&C numbers are low but engaging, positive and encouraging members are taking initiative to promote the school. Conversations between parents/carers and teachers at Parent–Teacher Evenings represent a shift in the school's culture and demographic. More conversations about specific assessment requirements, educational and career pathways and learning support were evident. Community engagement programs were strong in 2019. Successful and events included Year 6 Information Evening and School Tour, The Cranebrook Learning Community Performing Arts Festival, NAIDOC Community Dinner/Evening, Year 8 Subject Selection, Year 10 Subject Selection Evening, Clontarf Awards Evening and Presentation Evening.	**Funding Sources:** • Aboriginal background loading ($15000.00) • Socio–economic background ($10000.00)

Process 3:   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	
Evaluation	**Funds Expended (Resources)**
The creation of an Attendance Teacher position every Thursday to analyse and follow up attendance concerns and to support the Head Teacher Wellbeing and Deputy Principals. The aim is to improve communication with parents/carers so that students return to school or a suitable pathway is developed, providing the student with educational continuity. 2019 teacher PDP requirements include an explicit link between each teacher–identified goal and The Standards, the School Plan or the teacher's own professional goals.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	In 2019, the CHS Clontarf Academy was funded by the Department of Education and Clontarf Foundation Partners. **Funding Sources:** • Aboriginal background loading ($300 000.00)	A partnership between CHS and Clontarf led to the formation of the CHS Clontarf Academy in 2019. The first year of the CHS Clontarf Academy has led to improved outcomes in learning, Year 12 retention and wellbeing for Aboriginal students. Aboriginal background loading allows CHS to run community events such as our NAIDOC Week recognition events, which includes a large and well attended annual community dinner for our parents, carers, students and community partners. This well attended, highly successful evening allows the school community to come together to celebrate NAIDOC and the achievements of our wonderful students and also thank and show appreciation to the CHS wider community for their support. The employment of an Student Learning Support Officer to work specifically with Aboriginal students around engagement, literacy and numeracy and social positivity is a highly appreciated strategy employed under Aboriginal background loading.
Socio–economic background	**Funding Sources:** • Socio–economic background ($340 000.00)	All aspects of Socio–economic background spending have been beneficial to the CHS school community. The socio–economic background key funding initiative has funded the following programs and activities: Additional Student Learning Support Officers; Employment of a Head Teacher Stage 6; Ongoing employment of a Head Teacher Wellbeing; Additional 0.3 Learning and Support Teacher; Ongoing employment of a Technical Support Officer. Funding has supported programs such as the Wakakirri Dance competition. CHS students performed highly in the Wakakirri Dance Competition in 2019. The Dance Team on several awards and were highly celebrated for their achievements. The Head Teacher Wellbeing works to coordinate and supervise the work of the Learning and Assistance Faculty which has led to an increased focus on Learning Plans being developed and implemented for students across the school. This has led to increased engagement for targeted students. The Head Teacher Wellbeing has also focused on improving student attendance and as developed a range of strategies and programs to support at risk students in the attendance space. The Head Teacher Stage 6 has developed highly effective strategies to successfully engage students as they transition from Stage 5 to Stage 6, movie through the Stage 6 curriculum, undertake HSC Minimum Standard Testing and transition to post school destinations. Students outcomes have

| Socio–economic background | Funding Sources:
• Socio–economic background ($340 000.00) | included a reduction of N Award Warning Letters and a higher percentage of students applying and gaining entry into tertiary study. |

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	344	341	352	388
Girls	370	384	387	393

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	90	89.8	86.9	84.9
8	83.2	86.2	85.6	83.5
9	79.6	81.1	80.5	80
10	78.3	80.2	75	73
11	69.2	76.4	70	73.4
12	77.7	80.2	80.8	81.1
All Years	79.4	82.4	80.2	79.7
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	16
Employment	0	4	40
TAFE entry	7	1	11
University Entry	0	0	16
Other	66	47	10
Unknown	27	48	7

Year 12 students undertaking vocational or trade training

30.26% of Year 12 students at Cranebrook High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

91.4% of all Year 12 students at Cranebrook High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	43.8
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.96
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	1,350,912
Revenue	10,927,012
Appropriation	10,759,249
Sale of Goods and Services	32,200
Grants and contributions	128,403
Investment income	2,988
Other revenue	4,172
Expenses	-10,200,471
Employee related	-9,275,673
Operating expenses	-924,799
Surplus / deficit for the year	726,541

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	1,240,456
Equity Total	1,461,571
Equity - Aboriginal	163,772
Equity - Socio-economic	901,184
Equity - Language	10,830
Equity - Disability	385,785
Base Total	7,221,423
Base - Per Capita	183,525
Base - Location	0
Base - Other	7,037,898
Other Total	605,433
Grand Total	10,528,882

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
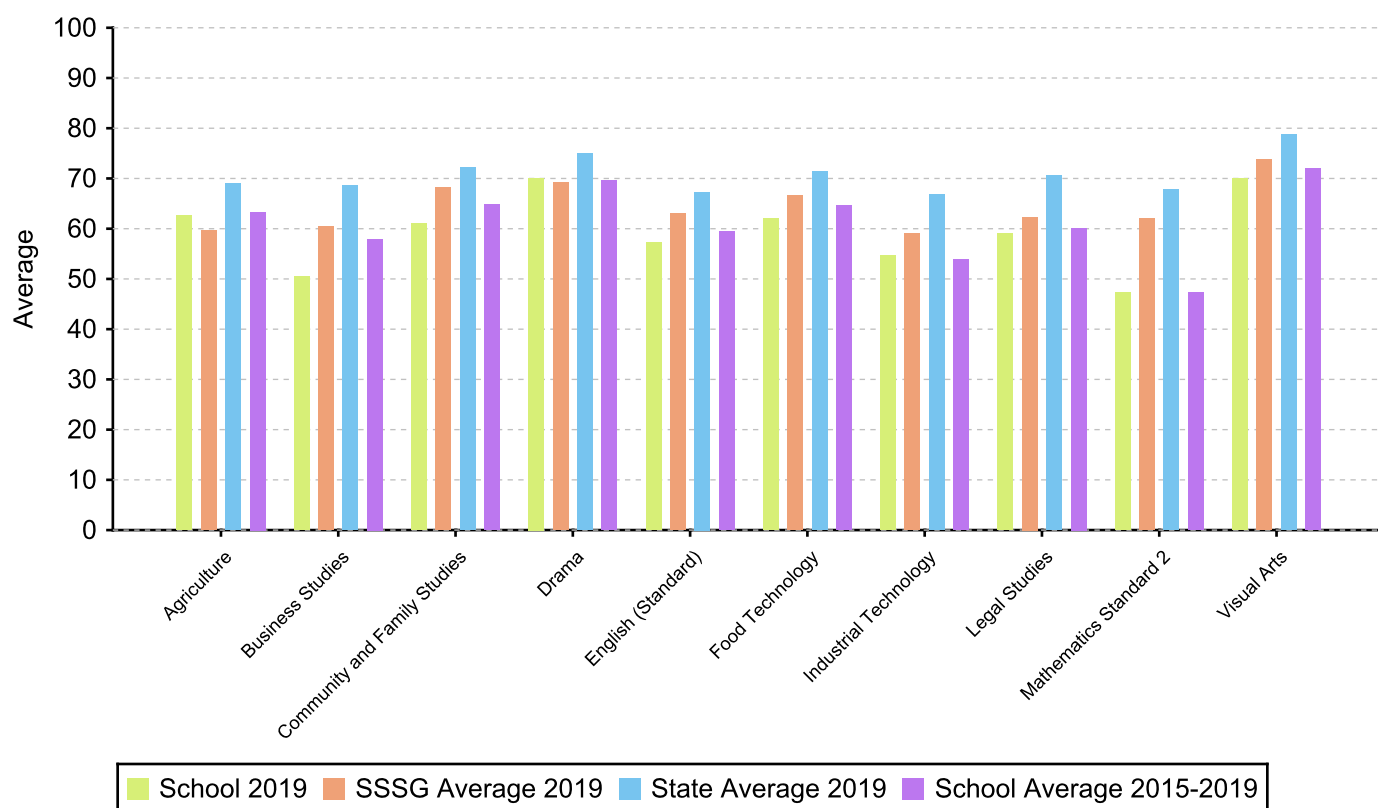
Subject	School 2019	SSSG	State	School Average 2015-2019
Agriculture	62.7	59.6	69.0	63.3
Business Studies	50.5	60.5	68.6	57.9
Community and Family Studies	61.0	68.3	72.2	64.8
Drama	70.1	69.3	75.0	69.5
English (Standard)	57.3	63.0	67.3	59.4
Food Technology	62.1	66.7	71.4	64.6
Industrial Technology	54.7	59.0	66.8	53.8
Legal Studies	59.1	62.3	70.6	60.1
Mathematics Standard 2	47.3	62.0	67.7	47.3
Visual Arts	70.0	73.7	78.8	71.9

School performance - HSC

Parent/caregiver, student, teacher satisfaction

Parent/carer and community satisfaction in terms of positive interaction with the CHS Facebook page has been very positive in 2019. The number of Posts have increased by 186%, Post Engagement has increased by 132% and New Page Likes have increased by 118%.

Parents, carers and community local members provide highly positive feedback around CHS Evening Events in 2019. The quality of each event, the professionalism of staff and the idea that every student is known valued and cared for has been highly appreciated. Events included Year 6 Transition Evening, NAIDOC Dinner, Presentation Evening, Year 12 Graduation, Community Movie Night with NCNS.

The People Matter Employee Survey is a valuable tool in understanding how staff experience their workplace. It provides insight into school culture, level of employee engagement, aspects of leadership, diversity and wellbeing. Results of this survey show Cranebrook High School scoring more positive results in every category as compared to schools in the Operational Group. Positive topics included Engagement, Communication, Senior Managers, High Performance, Public Sector Values, Diversity and Inclusion, Flexible work satisfaction an Action on results.

The Tell Them From Me Survey was conducted with 300 students participating in 2019. In the Sense of Belonging section of the survey, Year 7 students indicated a higher sense of belonging by 7% from 2017. Year 10 expectations for success increased from 56% in 2017 to 63% in 2019.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.