

2021 Annual Report

Cranebrook High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

Cranebrook High School

CHS - Commitment, High Expectations, Success

At Cranebrook High School we believe:

- in providing quality teaching and learning for every student.
- high expectations and a focus on continual improvement drive success.
- creativity and innovation in teaching and learning will develop engaged and active citizens.
- that all of our students are known, valued and cared for.
- a culture that celebrates success and fosters respect creates a sense of belonging for every member of the school community.
- strong connections with our school community help our students succeed at school and beyond.

School context

Cranebrook High School is a comprehensive co-educational high school servicing a diverse community in the Penrith Valley of Western Sydney. The school is located in a growing part of the Penrith Valley and plans for additional classrooms to be built at the school are in progress. The current enrolment of 815 students is trending upwards and the school has increased its teaching establishment by 2.9 over the past three years. 20% of the student population identifies as Aboriginal and Torres Strait Islander and 5% as Language Background other than English. CHS has a large Support Unit catering for 68 students with diverse disabilities, and focuses on social and learning inclusion. The Support Unit currently has five classes catering for students with moderate intellectual disabilities, physical disabilities and emotional and behavioural disorder.

The school has a FOEI of 138 and this figure has remained steady over the past four years. The school community is diverse and the school has developed strong links with local community organisations and government bodies in order to support and improve student learning and engagement. The school community is appreciative of the school's communication strategy which focuses on the effective use of social media to inform parents, carers and community members about school events and activities as well as celebrate student success which promotes the positive image of the school.

The school's Parents and Citizens Association is committed and focuses on supporting the school. School events throughout the year are well supported by the wider school community as well as our parents and carers.

The school has a dynamic student leadership group that contributes significantly to the wider school community. The Student Representative Council (SRC) and the senior Prefect Body work to ensure that student voice is a key part of our school.

CHS has strong and engaging programs in all areas of the curriculum and the school excels in a number of curriculum areas. The teaching and support staff at CHS is diverse in terms of experience. Students participate in an Accelerated Agriculture Program and are supported through links with Western Sydney University (WSU). The school has an outstanding farm and is an accredited alpaca stud. An Agriculture primary school transition program and a Sports Science primary school program supports students as they move from primary school to high school.

CHS engages with a number of external organisations to further develop educational outcomes and post school options for all students. The school has a strong connection with WSU with the Fast Forward Program and the Pre-Service Teacher Experience Program in place to support students and pre-service teaching staff. All faculties in the school host pre-service teachers each year and staff view this as a positive, meaningful experience.

The school partners with external providers to implement a range of wellbeing and learning programs for students. Successful programs include the Creating Chances Program, the Teen Got It Program, the Elevate Senior Study Program and several programs supported by the Smith Family. These programs are well supported in the school and have positive outcomes for students.

The effective use of technology in teaching and learning has developed strongly in 2020 and the school is currently well placed to increase staff capacity and effectiveness in this area. Professional learning around the effective use of technology will continue to be a focus in 2021 and beyond. The school has a growing number of student use devices. A highly skilled and confident teacher team has been developed to train staff and grow teacher capacity in the technology area.

Excellent processes around the collection of Nationally Consistent Collection of Data (NCCD) exist in the school and have been evaluated and strengthened with each collection cycle. The NCCD process is supported by personalised learning plans and student management plans and a highly committed and valued Learning Support Team works at an expert level to manage students' learning and wellbeing needs. HSC students are supported and provided with high levels of tuition and instruction to ensure that the National Minimum Standard is achieved by every student at the earliest possible stage. A learning centre supports students around learning, behaviour and mental health. The Learning Centre also supports the school's successful remedial reading program and the NCCD Program.

Aboriginal students are provided with additional social, emotional and wellbeing support through the Clontarf Academy Program and the Aboriginal Girl's Program. These highly resourced programs have been successful in engaging students and are supported well by the school community.

A comprehensive situational analysis was conducted by the school which informed the development of the School Improvement Plan. The school completed the Leading Evaluation, Evidence and Data (LEED) Project Situational Analysis Survey. The Centre for Education Statistics and Evaluation (CESE) What Works Best survey was also undertaken to inform the school's situational analysis and explored the following themes: High Expectations, Explicit Teaching, Effective Feedback, Use of Data to Inform Practice, Assessment, Classroom Management, Wellbeing and Collaboration. Two focus group surveys were conducted with staff to assist in the development of the situational analysis. A parent/carer survey was conducted asking parents and carers to respond to questions around learning, communication and wellbeing. Regular "Town Hall" style meetings are held with students from the Student Representative Council, the Prefect Body and the School Captains and Vice Captains. All students in the school are also invited to attend these meetings. The Principal and other Executives speak and answer questions. Information taken from the Town Hall in Semester 2 helped to inform the Situational Analysis.

The School Improvement Plan 2021-2024 will focus on 3 Strategic Directions: Student Growth and Attainment; Teaching Excellence through Best Practice; Attendance, Wellbeing and 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and build strong foundations for academic success in the HSC. Our teachers will develop and refine data-driven classroom practices to achieve positive growth in student outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Systematic approaches to achieve student growth in NAPLAN
- HSC Success

Resources allocated to this strategic direction

: \$40,000.00

Professional learning: \$12,400.00

Socio-economic background: \$5,000.00

Summary of progress

Whole school initiatives and extensive use of school data (student data wall with NAPLAN data, Check-In assessment data, student reading age, and school based assessment results) have supported teachers in refining reading and numeracy strategies. Teachers have developed rich learning activities to target student needs in reading and numeracy. These activities were completed weekly by every year 7 to 10 class and in small group tuition. The resources are shared across facilities via a shared Google Drive, including teacher evaluation of implemented strategies. To support our HSC target, teachers have conducted an in-depth evaluation of the 2021 results. Both SCOUT and RAP data were analysed, allowing teachers to reflect on their individual student results and improve future teaching practices.

In 2022 these practices will continue, with the Cranebrook High School Data Wall as the central location and tool for staff to analyse student data. The focus on reading and numeracy will continue with the further implementation of whole school weekly strategies and small group tuition. Each faculty will focus on improving student writing to meet the demands of HSC verbs through the use of PEEL paragraphing, the intensive use of HSC marking guidelines and explicit feedback to maximise student outcomes.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in percentage of students achieving in the top 2 bands (or above) in reading to system negotiated target of 9.67%	NAPLAN scores indicate 7.57% of students achieved in the top two skills bands for Reading which is an increase against baseline data.
Increase in percentage of students in top 2 bands (or above) in numeracy to system negotiated target of 9.02%	In Numeracy, 6.06% of students are in the top two skills bands indicating an increase against baseline data.
Increase in percentage of students achieving expected growth in reading of 55.68% and numeracy 59.90%.	38% of students achieved growth in Reading, showing progress towards the system negotiated target. This is 9% above state scores and 10.5% above Statistically Similar Schools Group (SSSG).
Increase in the number of students in the Top 3 HSC Bands to system negotiated target of 33.69%	22.8% of students achieved results in the Top 3 Bands (66 out of 292 bands) in 2021 demonstrating progress toward the lower bound target.
• Increase in the percentage of students achieving expected growth in	The percentage of students at or above expected growth in Reading is 56.3% which indicates progress towards this 2023 system negotiated target.

<p>NAPLAN to be at or above the school's system negotiated lower bound target of:</p> <ul style="list-style-type: none"> - reading at 59.90% - numeracy at 63.80%. 	<p>This is 2.7% above the state expected growth and 4.85% above baseline data.</p> <p>Numeracy data indicated 48.9% of students were at or above expected growth indicating progress toward this 2023 system negotiated target.</p>
<ul style="list-style-type: none"> • Proportion or number of Aboriginal students attaining the HSC whilst maintaining cultural identity moves toward the minimum of the system-negotiated lower bound target of 37.7%. 	<p>31.8% of Aboriginal students attained their HSC whilst maintaining their cultural identity in 2021.</p>
<ul style="list-style-type: none"> • A range of evidence supports validation at delivery in lesson planning to improve and maximise student NAPLAN and HSC results, showing steady growth.. 	<p>A number of methodologies, for example HSC and NAPLAN data analysis, explicit teaching of reading and numeracy strategies, whole-school reading initiative, and professional learning where staff reflect and improve upon their teaching practice, to maximise student growth and show steady growth towards lower bound targets.</p>

Strategic Direction 2: Teaching excellence through best practice

Purpose

Teachers are committed to, and responsible for, their own continual improvement with a focus on explicit teaching methods, diagnostic and formative assessment through regular and effective feedback, and the use and analysis of data to inform and drive faculty and whole school decision making. Students' learning outcomes will be maximised through teacher implementation of engaging and challenging evidence-based programs and strategies underpinned by a school culture of high expectations.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A focus on continual improvement by all teachers
- Data-informed decision-making, planning and practice
- Challenging learning in positive classroom environments

Resources allocated to this strategic direction

: \$11,440.00

Professional learning: \$16,220.00

Socio-economic background: \$6,000.00

Summary of progress

The PDP process has been enhanced this year through a focus on deeper and more authentic professional reflection as part of the Annual Review conversation between staff and supervisors, as they plan for the next PDP cycle. Supervisors are encouraging experienced and aspirational staff to include goals in their PDP's that link with APST's at Highly Accomplished and Lead levels, rather than just Proficient, as a basis for future accreditation at higher levels .

In 2021 the CHS Learning Hub and the Student Data Wall were innovations that have resulted in a huge increase in centralised, regular, and ongoing participation of all staff in data compilation and analysis for future classroom, faculty and whole school planning.

A focus on the regular review of behaviour expectations for students and classroom management processes for staff, and the establishment of more 'user-friendly' online Merit and Recognition systems, have empowered more staff to implement and document appropriate consequences for negative incidents and resulted in a 41% increase in staff implementation of positive consequences for students.

The move to online meetings and discussions via such platforms as Zoom, WhatsApp and Microsoft Teams has broadened and enhanced staff ability to receive and provide collegial and professional support, and opportunities for ongoing collaboration. CAPA, PDHPE and Mathematics Head Teachers now regularly incorporate PL into weekly faculty meetings . Thus, despite an extended period of remote learning in 2021, planning for the implementation of new programs addressing school priorities such as Feedback, Assessment and the learning needs of High Potential and Gifted students has begun and will expand in 2022.

In 2022 the focus is on strengthening our whole school teacher accreditation program to broaden Early Career Teacher contact with specialised school personnel. Across the school, staff will use the data wall and Sentral/RAP/Scout data as a basis for collaborative planning, implementation and review of classroom management processes, teaching and learning programs and assessment practice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A range of evidence supports our assessment/validation of the element Learning and Development at Delivering.	Self-assessment against the School Excellence framework shows the element of Learning and Development to be delivering. Self-assessment against the School Excellence framework shows the

A range of evidence supports our assessment/validation of the element Professional Standards at Delivering.	element of Professional Standards to be delivering.
<p>A range of evidence supports our assessment/ validation of the element Data Skills and Use at delivering.</p> <p>A range of evidence supports our assessment/ validation of the theme Literacy Numeracy focus at delivering</p>	<p>Self-assessment against the School Excellence framework shows the element of Data Skills and Use to be delivering.</p> <p>Self-assessment against the School Excellence framework shows the theme of Literacy and Numeracy focus to be delivering.</p>
A range of evidence supports our assessment/validation of the element Effective Classroom practice at Delivering .	Self-assessment against the School Excellence framework shows the element of Effective Classroom Practice to be delivering.

Strategic Direction 3: Attendance, wellbeing and community

Purpose

Critical decision making at Cranebrook High School is underpinned by the best interests of our students. Our core business of quality teaching and learning is supported by consistent school attendance, quality community partners and a student body that is known, valued and cared for.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance Growth and Monitoring
- Wellbeing Structures
- Community Partnerships

Resources allocated to this strategic direction

Socio-economic background: \$243,177.00

Flexible Funding for Wellbeing Services: \$19,000.00

Aboriginal background: \$157,345.32

Summary of progress

At Cranebrook High School our core business of quality teaching and learning is supported by consistent school attendance, quality community partners and a student group that is known, valued and cared for. Across each of the annual growth measures there has been a targeted approach towards implementing programs and initiatives linked directly towards these targets. Covid-19 had a significant impact upon some of the annual progress measures, however, several areas showed some pleasing levels of growth.

The Merit and Recognition policy was also revamped in 2021 and will be unveiled to the school community at the commencement of the 2022 school year.

Due to Covid-19 and associated government restrictions limiting external providers from school grounds, there has been a delay in implementing a number of initiatives which were postponed to 2022. These initiatives were around increasing community partnerships and engagement with the school. Towards the end of 2021 a Student Support Officer was employed at Cranebrook High School who, working collaboratively within existing wellbeing structures and teams within the school, developed effective partnerships with a range of service providers, community organisations and other stakeholders with plans in place for 2022 to have them engaged and embedded into our practice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The percentage of students attending school more than 90% of the time is increased to 50.14%	The number of students attending greater than 90% of the time or more was 33.3%. The number of students attending Cranebrook High School less than 80% of the time or more was 52%.
The percentage of students attending Cranebrook High School less than 80% of the time is decreased from 2020 baseline data.	
People Matters survey will demonstrate growth in staff collaboration and communication.	The People Matters Survey results demonstrate growth in staff collaboration and communication. Responses in "workgroup works collaboratively to achieve its goals" increased by 10.05%. Responses in "my manager communicates effectively with me" increased by 6.08%. Wellbeing data demonstrates growth in the number of positive wellbeing SENTRAL entries by 272. This reflects an increase of 17%. Wellbeing data
Decrease in overall Sentral negative incidents along with growth in Sentral positive incidents.	

<p>People Matters survey will demonstrate growth in staff collaboration and communication.</p> <p>Decrease in overall Sentral negative incidents along with growth in Sentral positive incidents.</p>	<p>demonstrates a decrease in the number of negative wellbeing data entries by 62%.</p>
<p>Tell Them From Me wellbeing data (advocacy, belonging, expectations) improves to be approaching the lower bound system-negotiated target of 58%</p>	<p>Tell Them From Me data demonstrates growth across all domains assessed. The system negotiated target of 58% shows improvement in advocacy (68%), belonging (64%) and expectations of success (64%).</p>
<p>A range of evidence supports validation/assessment in Educational Leadership at delivering.</p>	<p>Self-assessment against the School Excellence framework shows the element of Educational Leadership to be delivering.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$175,828.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cranebrook High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around differentiation of learning materials and making adjustments to meet NCCD requirements for every student • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around making adjustments to incorporate strategies outlined in student learning plans, behaviour plans and risk management plans. • consultation with external providers for the implementation of individual learning programs, including the Out of Home Care plans. • intensive learning and behaviour support for funded students through the employment of student learning support officers. <p>The allocation of this funding has resulted in:</p> <p>All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms and in the newly established Learning Centre. The capacity of teachers and SLSOs increased in the areas of making adjustments for students to enable equitable access to the curriculum. Parent and carer interaction with the school increased as staff worked with students and their parents and carers to develop and evaluate personalised learning plans.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$1,168,522.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cranebrook High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance Growth and Monitoring • Community Partnerships • Wellbeing Structures • Systematic approaches to achieve student growth in NAPLAN • Data-informed decision-making, planning and practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff as part of the implementation of the school wide Reading Strategy. Planning and resourcing sessions to support student learning across all faculties. • additional staffing, head teacher wellbeing, head teacher teaching and

<p>Socio-economic background</p> <p>\$1,168,522.00</p>	<p>learning and SLSOs to implement the learning and assistance program to support identified students with additional needs.</p> <ul style="list-style-type: none"> • equitable access to specialist resources, including the allocation of Chromebook learning devices across the school • engage with external providers to support student engagement and retention, including Creating Chances, Teen Got It, the Smith Family and Elevate Education. • employment of staff to support whole school school teacher relief, ensuring program continuity, the student leadership and transition programs and the employment of SLSOs to support students with additional learning needs in classrooms. • employment of an additional deputy principal to increase oversight of curriculum, teaching and learning, wellbeing and leadership initiatives. • A targeted stage 6 support program focused on monitoring of student progress, creating opportunities to support increased high student engagement and provision of a personalised transition program from stage 5 to stage 6. The program also provided transition support to prepare students for post HSC life activities. <p>The allocation of this funding has resulted in: student improvement evidenced by:</p> <ul style="list-style-type: none"> - Positive results in year 7 to year 9 growth in NAPLAN: Reading results 50.7 (SSSG 27.7 and State 23.5) Writing results 30.4 (SSSG 10.7 and State 19.0) Spelling results 43.8 (SSSG 33.4 and State 30.0) Numeracy results 48.3 (SSSG 36.3 and State 40.2) - The school moved into Sustaining and Growing in terms of NAPLAN year 7 to year 9 valued added for the first time. - Tell Them From Me Data showed: Advocacy at school positive responses 71% (SSSG 53% and State 70%) Expectations for success positive responses 89% (SSSG 71% and State 85%) Sense of belonging positive responses 65% (SSSG 52% and State 65%) <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide intensive literacy and numeracy support for students using universal strategies and individualised support; continue to develop the growing expertise of the school's attendance team to lead improvements in student attendance, including connecting students and families to appropriate support services; continue to develop the school's HSC success strategy with a focus on individualised planning, equity of technology and building staff capacity in using data to inform practice.</p>
<p>Aboriginal background</p> <p>\$235,006.32</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cranebrook High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance Growth and Monitoring • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students. Additional LaST and head teacher wellbeing assisted in the delivery of personalised support • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students

<p>Aboriginal background</p> <p>\$235,006.32</p>	<p>The allocation of this funding has resulted in: All Aboriginal students have an active Personalised Learning Pathway with identified goals, including literacy, numeracy and wellbeing, tracked and monitored through the year. NAPLAN growth 7-9 is greater than SSSG schools for Aboriginal students. The school delivers strong cultural programs for all students and targeted initiatives such as the Clontarf Academy and the Aboriginal Girl's Program have resulted in high levels of improvement in Tell Them from Me survey. Expectations for Success scored at 92%, significantly higher than the state score and SSSG schools.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engaging a literacy and numeracy focused staff member to monitor the delivery of differentiated and personalised support to Aboriginal students. Successful programs supporting Aboriginal students, such as the Clontarf Academy and Aboriginal Girl's Program will continue.</p>
<p>English language proficiency</p> <p>\$6,799.60</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cranebrook High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$403,738.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Cranebrook High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in studying a Life Skills HSC in mainstream classes, including Special Provisions.

<p>Low level adjustment for disability</p> <p>\$403,738.20</p>	<p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved and has reached Sustaining and Growing level. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the school's high functioning learning support team, the school will provide additional support for identified students through the employment of trained staff. Additionally, the learning support team will be provided with further ongoing professional learning to increase expertise and efficiency as students are supported at a high standard.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$19,000.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Cranebrook High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance Growth and Monitoring • Wellbeing Structures <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • supporting students in the school's newly established learning centre • employment of Student Support Officer to support the Learning Support Team in the implementation of engagement programs and the evaluation of school based data • release time provided to support student leadership and wellbeing programs. <p>The allocation of this funding has resulted in: a substantial increase in student engagement in recognition and celebration activities and positive referrals on the school's referral system. A substantial increase in positive faculty postcards being sent home to students and their families. An outstanding student leadership program has developed and will continue to grow. Staff capacity and expertise within the attendance team has grown significantly.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide release to allow teachers to develop wellbeing, leadership and attendance programs for students.</p>
<p>COVID ILSP</p> <p>\$539,357.28</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators

<p>COVID ILSP</p> <p>\$539,357.28</p>	<p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the majority of the students in the program achieving significant progress towards their personal learning goals • year 7 to year 9 NAPLAN Growth exceeding SSSG and State Growth in reading, writing, spelling and numeracy • Value Added NAPLAN data indicates Sustaining and Growing for the first time • school set targets around students achieving year 12 National Minimum Standards has been achieved • positive survey data collected from students and parents and carers around the effectiveness and confidence in the school's COVID ILSP <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. School learning and support processes have been revised and will continue monitoring of students. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	352	388	396	403
Girls	387	393	404	400

Student attendance profile

School				
Year	2018	2019	2020	2021
7	86.9	84.9	88.1	85.6
8	85.6	83.5	84.9	83
9	80.5	80	81.4	78.2
10	75	73	79.6	75.6
11	70	73.4	75.5	72.2
12	80.8	81.1	87	81.1
All Years	80.2	79.7	82.7	79.4
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	9
Employment	9	9	39
TAFE entry	9	10	17
University Entry	0	0	28
Other	64	89	0
Unknown	3		7

Year 12 students undertaking vocational or trade training

29.17% of Year 12 students at Cranebrook High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.1% of all Year 12 students at Cranebrook High School expected to complete Year 12 in 2021 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)	10
Classroom Teacher(s)	45.7
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	18.36
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,004,431
Revenue	12,809,399
Appropriation	12,722,524
Sale of Goods and Services	26,075
Grants and contributions	60,343
Investment income	457
Expenses	-13,347,256
Employee related	-11,529,136
Operating expenses	-1,818,120
Surplus / deficit for the year	-537,857
Closing Balance	1,466,574

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.

	2021 SBAR Adjustments (\$)
Targeted Total	212,665
Equity Total	1,811,269
Equity - Aboriginal	235,009
Equity - Socio-economic	1,165,721
Equity - Language	6,800
Equity - Disability	403,739
Base Total	9,204,246
Base - Per Capita	209,672
Base - Location	0
Base - Other	8,994,574
Other Total	670,083
Grand Total	11,898,262

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

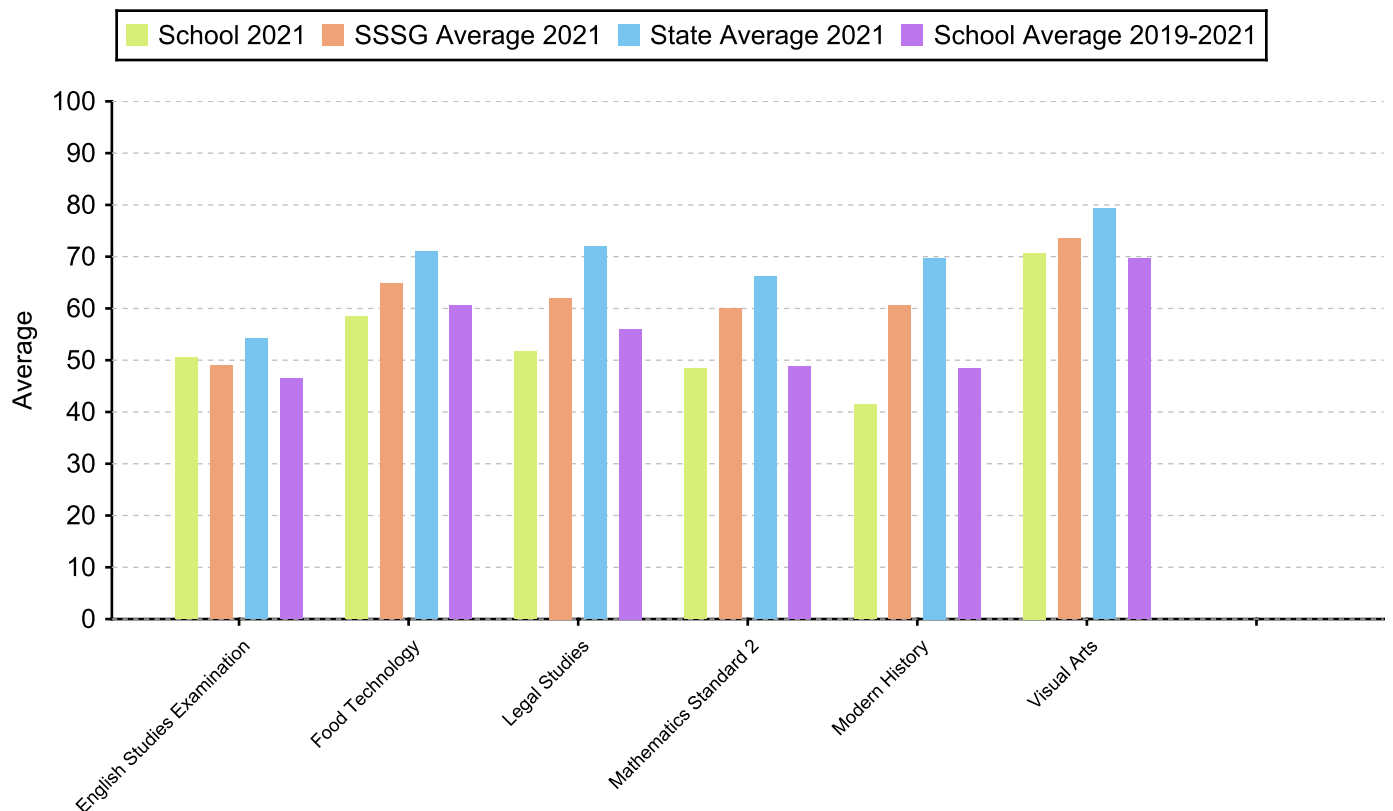
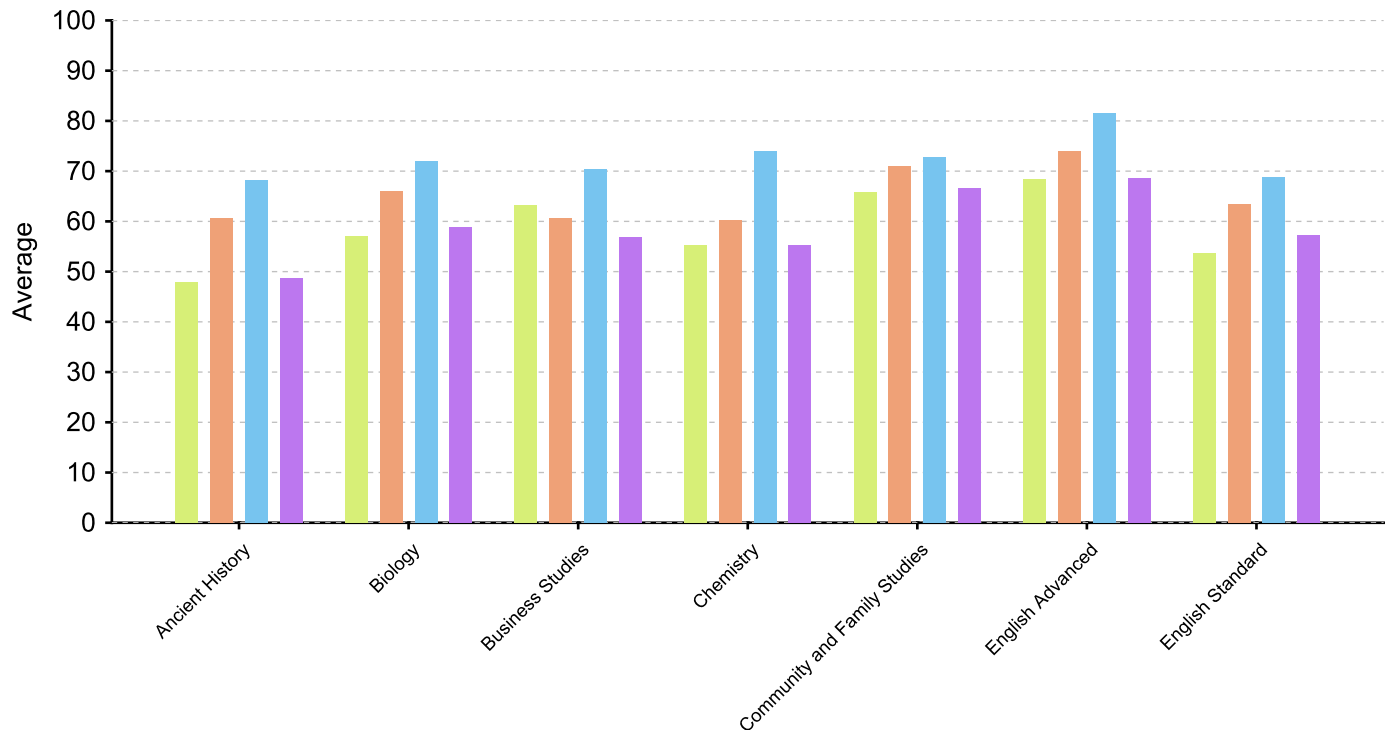
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	47.9	60.6	68.1	48.7
Biology	57.1	66.1	71.9	58.8
Business Studies	63.3	60.7	70.4	56.8
Chemistry	55.2	60.1	74.1	55.3
Community and Family Studies	65.8	71.0	72.7	66.6
English Advanced	68.4	73.9	81.4	68.5
English Standard	53.7	63.4	68.8	57.2
English Studies Examination	50.6	49.0	54.3	46.5
Food Technology	58.4	64.8	71.0	60.6
Legal Studies	51.7	62.0	72.0	56.0
Mathematics Standard 2	48.4	60.0	66.1	48.8
Modern History	41.4	60.5	69.7	48.3
Visual Arts	70.7	73.6	79.4	69.6

Parent/caregiver, student, teacher satisfaction

Cranebrook High School demonstrated significant improvement in all areas of the Tell Them From Me 2021 survey. Sense of Belonging results indicated that our school was equal to the state percentage average and 13% higher than SSSG schools. Expectations for Success results indicated that our school was 4% higher than state average and 18 percent higher than SSSG results. Advocacy at School results indicated that our school was 1% higher than state results and 18% higher than SSSG schools.

Parent and carer surveys held during online learning due to COVID-19 indicated that 83% of parents and students interacted with online learning every school day. 71% of parents indicated that they were happy with the amount of classwork being set by teachers for their children and young people. Parents and carers indicated that they had accessed a range of supports provided by the school such as making direct phone contact, messaging a teacher through Google Classroom, messaging a year adviser through Google Classroom, emailing a teacher or tutor and accessing the school's tutoring and learning assistance programs.

Survey results from the school's COVID ILSP program show participants and their parents/carers have a very high level of confidence and satisfaction.

The 2021 People Matters survey indicated a 7% increase in positive staff responses from the previous year.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.