

2022 Annual Report

Cranebrook High School



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Introduction

The Annual Report for 2022 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 building of additional classrooms and a new learning centre were completed in 2022. 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 seven classes catering for students with moderate intellectual disabilities, physical disabilities, autism 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 2022 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 2023 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. A highly successful Intensive Learning Support Program (ILSP) supports students to attain high standards in literacy and numeracy.

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.

The Strategic Improvement Plan 2021-2025 continues to focus on three 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
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

Socio-economic background: \$33,000.00

Summary of progress

In 2022, Cranebrook High School continued to enhance teaching and learning practices in the areas of reading, numeracy and the HSC. Teachers implemented whole-school initiatives and data-informed practices to target student needs in these areas. This included small group tuition in reading and explicit answering of HSC questions, weekly reading Do Now lessons in every 7-10 classroom and targeted lessons of numeracy in the Maths faculty. These practices will continue to be implemented as a whole school focus in 2023. Up-to-date data collation and time dedicated to teachers to make teaching decisions based on data analysis. The Cranebrook High School Data Wall will be expanded to include student wellbeing data to support learning.

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
NAPLAN <ul style="list-style-type: none">• Increased percentage of students achieving in the top 2 bands (or above) in reading to system negotiated lower bound target of 12.6• Increased percentage of Aboriginal students achieving Top 3 bands in reading and numeracy.	NAPLAN scores indicate 5.48% of students achieved in the top two skills bands for Reading, demonstrating progress toward the lower bound target. In 2022 NAPLAN, the percentage of Aboriginal students achieving in the top 3 bands was 24% for Reading. This is an increase from 17% in 2021. 33% for Numeracy. This is a significant increase from 4% in 2021.
<ul style="list-style-type: none">• Increased percentage of students in top 2 bands (or above) in numeracy to system negotiated lower bound target of 12.1%	In Numeracy, 2.11% of students are in the top two skills bands, demonstrating students are working towards the lower bound target.
HSC <ul style="list-style-type: none">• Increase in the number of students in the top 3 HSC bands to the system negotiated lower bound target of 37.7%.	20.6% of students achieved results in the top 3 Bands in 2022, demonstrating progress toward the lower bound target.
<ul style="list-style-type: none">• Increase in the percentage of students achieving expected growth in NAPLAN to be at or above the school's system negotiated lower bound target of: - reading at 59.90%	The 2022 NAPLAN Year 9 Cohort did not sit the 2020 NAPLAN due to COVID restrictions. Although the 2022 Year 9 results were outstanding, growth in reading cannot be reported. Scores indicate that the results were the best the school has seen.

<ul style="list-style-type: none"> • Increase in the percentage of students achieving expected growth in NAPLAN to be at or above the school's system negotiated lower bound target of: - numeracy at 63.80%. 	<p>The 2022 NAPLAN Year 9 Cohort did not sit the 2020 NAPLAN due to COVID restrictions. Although the 2022 Year 9 results were outstanding, growth in numeracy cannot be reported. Scores indicate that the results show progress towards the 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>75% of Aboriginal students attained their HSC whilst maintaining their cultural identity in 2022.</p>
<ul style="list-style-type: none"> • A range of evidence supports validation at sustaining and growing in lesson planning to improve and maximise student NAPLAN and HSC results, showing steady growth.. 	<p>In 2022, teachers at Cranebrook High School will continually reflect on their practices, work collaboratively, and use evidence, via data analysis, to inform practice, and create a range of teaching and learning resources. 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

Professional learning: \$21,940.00

Summary of progress

In 2022, Cranebrook High School has continued to build a culture of High Expectations through continued improvement. A particular area of focus, in support of the system-negotiated targets within SD1, has been the building of staff capacity in the explicit teaching of reading skills, with ongoing opportunities for support and collaboration offered throughout the year. The other main focus areas have been the evaluation and enhancement of High Potential and Gifted Education faculty and cross-curricular programs and the systematic whole school evaluation of assessment practice using tools like "The Educator Calculator" and "The Elements of Assessment" to analyse numerical and descriptor-based student data. This focus on assessment will continue throughout 2023 with effective feedback, as a vital part of the assessment process, forming a central platform of our continued focus on improvement for all staff and students. The highly-successful Year 7 HPGE class project will be expanded in 2023 across stage 4.

In 2022 we have engaged external DoE personnel to lead inspirational and practical professional learning around the Aboriginal Education Policy and will continue to do so in 2023 in order to ensure inclusive and engaging learning opportunities for all students.

Within the PDP process there has been a strong focus on aligning individual PDP goals with the teaching and learning targets within our strategic directions, and our 2IC program has continued to identify and upskill staff with identified leadership talent and potential.

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
<p>A coordinated Cranebrook Learning Community approach - the C.A.N. - supports a core group of teachers seeking higher levels of accreditation, as well as Early Career Teachers and those maintaining accreditation at proficiency.</p> <p>PDP goals are directly linked to the school's SIP initiatives and the Australian Professional Standards and staff identify and monitor specific areas for improvement.</p>	<p>Self-assessment against the School Excellence Framework shows the element of Professional Standards to be Delivering.</p> <p>Self-assessment against the School Excellence Framework shows the element of Leadership to be Sustaining and Growing.</p>

<p>Within faculties and across the school, leadership potential is recognised and capacity developed through "2IC" positions and team leadership opportunities.</p>	
<p>Sessions at School Development Days are utilised for teachers to access external assessment data from NAPLAN, PAT and HSC and build their skill in the analysis, interpretation and use of student progress and achievement data to inform programming decisions and classroom practice.</p> <p>Teacher understanding of effective strategies in teaching literacy and numeracy is enhanced through the Yr. 8 Reading and Numeracy Strategy resources and the 7-10 implementation of the whole school teaching of Literacy and Numeracy Skills, coordinated by the school's Literacy and Numeracy teams.</p> <p>The increased use of pre- and post-testing of literacy, numeracy, subject content and skills is encouraged and monitored across the school and allows for more effective measurement of the impact of teaching strategies on student learning outcomes.</p>	<p>Self-assessment against the School Excellence Framework shows the element of Learning and Development to be Sustaining and Growing.</p> <p>Self-assessment against the School Excellence Framework shows the element of Data Skills and Use to be Sustaining and Growing.</p> <p>Self-assessment against the School Excellence Framework shows the element of Collaborative Practice to be Delivering.</p>
<p>Staff utilise supports such as HT's, 2IC's, class teacher meeting and collegial 'buddy' arrangements to ensure that behaviour expectations are met and consistent consequences and routines implemented.</p> <p>With consistently implemented routines and consequences, and both formal and informal support systems for staff in place, teachers shift their focus to 'engagement' as both a classroom management and learning tool. Whole school PL focused on 'restorative practice' and 'growth mindset' supports this shift, and positive and negative Sentral entries are utilised as a tool for the measurement of the strategy's success from 2022 onwards.</p> <p>Curriculum and lesson planning by all teachers reflects an increasing understanding of individual students and the ways they learn, and the development and implementation of specific teaching and learning strategies to address identified needs, gaps or weaknesses.</p> <p>Feedback on coursework, drafts and assessment tasks is increasingly timely, individualised, syllabus outcome-based and improvement-focused, and work samples are being collected by</p>	<p>Self-assessment against the School Excellence Framework shows the element of Effective Classroom Practice to be Delivering.</p> <p>Self-assessment against the School Excellence Framework shows the element of Learning Culture to be Delivering.</p> <p>Self-assessment against the School Excellence Framework shows the element of Assessment and Reporting to be Sustaining and Growing.</p>

teachers to measure and review the impact of their feedback on student achievement.

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: \$239,577.00

Flexible Funding for Wellbeing Services: \$19,000.00

Aboriginal background: \$115,000.00

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.

The Merit and Recognition policy was also recently revamped continues to evolve.

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
Attendance The percentage of students attending school more than 90% of the time is increased by at least 3.7%. The percentage of students attending Cranebrook High School less than 80% of the time is decreased.	The number of students attending greater than 90% of the time or more was 23.3% for the year and 32.4% for Semester Two. The number of students attending Cranebrook High School less than 80% of the time or more was 41.4%.
People Matters survey will demonstrate growth in staff collaboration and communication. Decrease in overall Sentral negative incidents along with growth in Sentral positive incidents.	The People Matters Survey results were not available for analysis during Term 1, 2023. Wellbeing data demonstrates growth in the number of positive wellbeing Sentral entries by 1773. This reflects an increase of 92%. Wellbeing data demonstrates an increase in the number of negative wellbeing data entries by 29%.
Student Wellbeing Tell Them From Me wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 58%.	System negotiated targets of 58% for belonging, advocacy and expectations for success are in place for Tell Them From Me data. The 2022 data shows advocacy (60%), belonging (54%) and expectations of success (70%).

<p>This supports validation / assessment in Educational Leadership at sustaining and growing.</p> <p>An increase in community and community partners working with and in the school is evident in an increase in participation in school events</p>	<p>Self-assessment against the School Excellence framework shows the element of Educational Leadership to be Delivering.</p> <p>In 2022 there was an increase in community partners participating in school events.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$217,639.00</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 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 the following impact:</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 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 will be:</p> <p>To continue to incorporate integration funding decision making into the learning 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. The learning support team will use student learning plans and a range of data sources to increase the number of students supported by Integration Funding Support.</p>
<p>Socio-economic background</p> <p>\$1,208,431.54</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"> • Systematic approaches to achieve student growth in NAPLAN • Attendance Growth and Monitoring • Wellbeing Structures • Community Partnerships • 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>\$1,208,431.54</p>	<p>learning and SLSOs to implement the learning 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 teacher relief, ensuring program continuity, 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 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 activities. <p>The allocation of this funding has resulted in the following impact: student improvement evidence by:</p> <ul style="list-style-type: none"> - Semester 2 attendance results indicating students attending 90% was above SSSG schools and state school averages. - increased percentage of Year 7 and Year 9 students achieving in the top 3 bands of NAPLAN from previous years. - increase in Year 9 NAPLAN reading, writing and spelling scores from 2021. <p>After evaluation, the next steps to support our students will be: to continue to provide intensive literacy and numeracy support for students using universal strategies and individual support; continue to the 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>\$240,424.95</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 • 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>The allocation of this funding has resulted in the following impact: All Aboriginal students have an active Personalised Learning Pathway with identified goals, including literacy, numeracy and wellbeing, tracked and monitored through the year. NAPLAN results (scores) for Year 9 in reading, writing, spelling, grammar and punctuation and numeracy are above SSSG schools and above state average scores for Aboriginal students. The school delivers strong cultural programs for all students and targeted</p>

<p>Aboriginal background</p> <p>\$240,424.95</p>	<p>initiatives such as the Clontarf Academy and the Aboriginal Girls program - Wiruwi. A strong sense of belonging to the school is indicated through the Tell Them From Me Survey results.</p> <p>After evaluation, the next steps to support our students will be: Strengthening further the literacy and numeracy supports provided to Aboriginal students and continuing to monitor the delivery of differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$7,140.81</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 programs <p>The allocation of this funding has resulted in the following impact: 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 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>\$396,351.40</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 and 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>The allocation of this funding has resulted in the following impact: The school continues to provide high quality student learning support and interventions. Learning support referrals from teachers and staff are consistently and regularly discussed and planned actions effectively support students.</p> <p>After evaluation, the next steps to support our students 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</p>

<p>Low level adjustment for disability</p> <p>\$396,351.40</p>	<p>support team will be supported to continue growing in experience and expertise as students are supported to a high standard.</p>
<p>Professional learning</p> <p>\$77,673.93</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • A focus on continual improvement by all teachers • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief provided for PDP lesson observations • teacher relief to facilitate attendance at HSC Professional Learning program and courses relevant to teacher PDP and school goals • teacher relief for beginning teachers to attend induction courses and professional learning through the year <p>The allocation of this funding has resulted in the following impact: increase staff capacity in providing teaching and learning programs to students with a variety of backgrounds, learning styles and complex learning and wellbeing needs.</p> <p>After evaluation, the next steps to support our students will be: An increase focus on teachers attending the HSC Professional Learning program will support the achievement of HSC school targets.</p>
<p>COVID ILSP</p> <p>\$647,229.00</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 2022.</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>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the majority of the students in the program achieving significant progress towards their personal learning goals - NAPLAN scores in years 7 and 9 above SSSG schools - school set targets around students achieving National Minimum Standards has been achieved - positive survey data collected from students and parents and carers around the effectiveness of and the confidence in the school's COVID ILSP <p>After evaluation, the next steps to support our students will be: continue the effective implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Learning and support processes will be monitored continuously to ensure a high standard of support for students is continued.</p>
<p>Student support officer (SSO)</p>	<p>These funds have been used to support improved outcomes and the</p>

<p>\$96,058.00</p>	<p>achievements of staff and students 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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • individual wellbeing support of students from years 7 to 12 • facilitation of wellbeing programs to support student engagement, mental health and positive behaviours • co-facilitating specialist programs with external providers. <p>The allocation of this funding has resulted in the following impact: students have access to positive specialist wellbeing programs that support learning and wellbeing goals. Increased engagement with specialist external providers has occurred throughout the year.</p> <p>After evaluation, the next steps to support our students will be: to continue to analyse programs available and to engage effectively with quality wellbeing programs that directly support student learning goals and school targets.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	388	396	403	395
Girls	393	404	400	382

Student attendance profile

School				
Year	2019	2020	2021	2022
7	84.9	88.1	85.6	79.9
8	83.5	84.9	83.0	74.3
9	80.0	81.4	78.2	72.9
10	73.0	79.6	75.6	70.1
11	73.4	75.5	72.2	68.9
12	81.1	87.0	81.1	78.5
All Years	79.7	82.7	79.4	73.9
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	10
Employment	24	30	41
TAFE entry	0	0	11
University Entry	0	0	28
Other	72	66	0
Unknown	4	4	10

Year 12 students undertaking vocational or trade training

26.53% of Year 12 students at Cranebrook High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

94.4% of all Year 12 students at Cranebrook High School expected to complete Year 12 in 2022 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)	47.4
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	20.36
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,466,574
Revenue	13,584,652
Appropriation	13,453,648
Sale of Goods and Services	12,131
Grants and contributions	115,084
Investment income	3,689
Other revenue	100
Expenses	-13,647,087
Employee related	-11,993,873
Operating expenses	-1,653,214
Surplus / deficit for the year	-62,436
Closing Balance	1,404,138

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.

	2022 SBAR Adjustments (\$)
Targeted Total	217,639
Equity Total	1,819,349
Equity - Aboriginal	240,425
Equity - Socio-economic	1,175,432
Equity - Language	7,141
Equity - Disability	396,352
Base Total	9,706,045
Base - Per Capita	215,455
Base - Location	0
Base - Other	9,490,590
Other Total	814,034
Grand Total	12,557,068

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

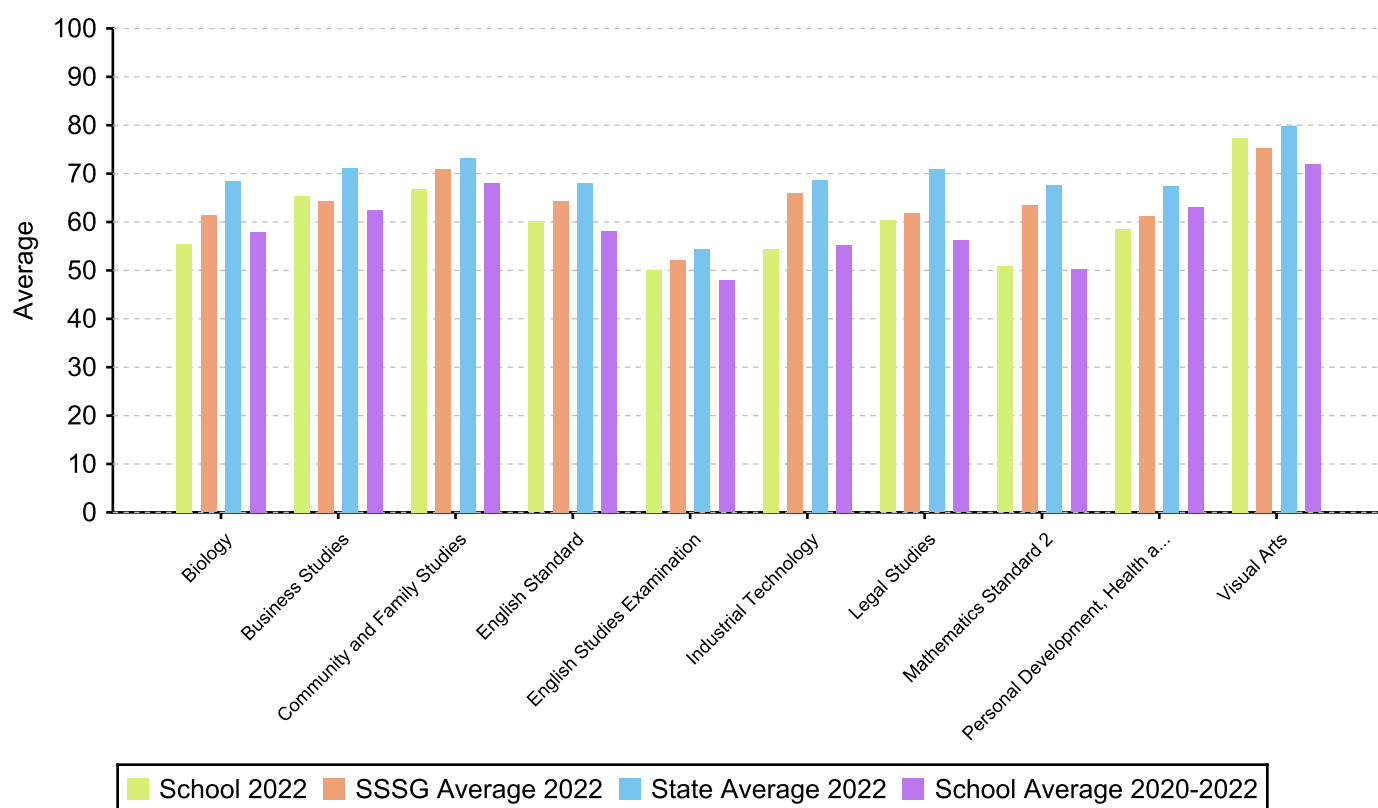
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Biology	55.5	61.4	68.5	58.0
Business Studies	65.4	64.4	71.2	62.4
Community and Family Studies	66.8	71.0	73.2	68.0
English Standard	60.1	64.3	68.1	58.1
English Studies Examination	50.1	52.2	54.3	47.9
Industrial Technology	54.5	65.9	68.6	55.3
Legal Studies	60.3	61.8	70.8	56.2
Mathematics Standard 2	50.8	63.4	67.6	50.2
Personal Development, Health and Physical Education	58.6	61.3	67.5	63.1
Visual Arts	77.4	75.2	79.8	71.9

Parent/caregiver, student, teacher satisfaction

Parents and carers were surveyed in 2022 around the school's Intensive Learning Support Program (ILSP). The survey indicated that as a consequence of the school's ILSP (tutoring program), 68% of students who participated in tutoring improved their writing skills significantly and 73% improved their numeracy skills significantly. 53% of those surveyed indicated that their children felt more enthusiastic about school and learning.

68 parents and carers responded to survey questions about their child's overall learning at school. Parents were generous with their praise of school processes and identified literacy, mathematics and study skills as core areas in which their children required additional assistance and focus.

Parent participation in school events and activities demonstrated a strong connection between the school and its community. Parent teacher evenings, subject selection evenings, senior school information seminars and Presentation Evening had very high levels of parent and carer attendance and participation. Feedback from these school events indicate high levels of satisfaction from parents and carers, staff and students. The P&C were represented on the Learning Centre Building Committee as the project progressed through to completion.

In 2022 student meetings, such as regular town hall style meetings and Student Representative Council (SRC) meetings were well attended by students and had high levels of engagement. This indicated that students feel a sense of belonging and connection to the school and that they feel accepted and valued by the school community. Students indicated that they have a broad range of opportunities available to them. Senior students felt strongly supported by the Future Focus interview and mentoring program and valued the opportunities to talk individually with staff about their progress at school and what future opportunities were open to them.

Staff participation and support of school community events and activities continued to remain exceptionally high in 2022. This level of high staff involvement and commitment assisted to foster and maintain a culture of quality support and encouragement for students. The school's ACE award program allows staff to acknowledge other staff members for doing good work around the school. This program is regularly highlighted at staff meetings and over 500 ACE awards were issued in 2022, indicating a high level of staff support and direct involvement in the program.

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.