Cranebrook High School is a comprehensive 7 - 12 school that takes pride in providing a quality education in a caring environment for every student in our diverse school community.

Our teaching and learning programs and co-curricular programs are focused on providing positive educational experiences for all students and supporting every student to achieve their personal best in all aspects of school life.

As part of the Cranebrook Learning community we join our partner primary schools in working to provide the best possible education provision for students from kindergarten to year 12. We encourage and support our students to be respectful, responsible, resilient, lifelong learners who are prepared to be successful, contributing members of our 21st century society.

The many achievements of the Cranebrook High School community are due to the engagement and endeavor of our wonderful students, the support we receive from parents, carers and the wider community and the commitment and expertise of our dedicated teaching, support and administrative staff.

With the assistance of Ms Karen Paluzzano, the former Member for Penrith, at first, and then Mr Stuart Ayres, the Member for Penrith extra funding was secured to allow for the completion of the school fence. The P&C thank Mr Ayres for his swift response and action.

A school working bee was organised and was well attended by parents, students and staff, with an enjoyable BBQ held to thank all who came along.

The P&C remains committed to working with the staff and students in order to support quality teaching and learning at Cranebrook High School.

Vicky Banks
P&C Association President

The Student Representative Council consists of 25 students, chosen by their peers, from Year 7 to Year 11. They have worked together on numerous community, school and fundraising activities throughout 2011 and have shown and developed excellent leadership and team skills.

As part of the SRC’s commitment as citizens they have organised fundraising activities to support the Victims of the Christchurch Earthquake, Anglicare, Legacy and the Cancer Council.

Brendan Nicholson and Joshua Gow both represented Cranebrook High at the Regional SRC and Joshua was selected as the Indigenous representative for State SRC. SRC members have also attended several Youth leadership seminars and conferences.

Within the school, the SRC have run the ANZAC day ceremony and provided support at school events such as parent teacher nights and subject selection evenings.

The Parents and Citizens Association congratulates the staff and students of Cranebrook High School for their wonderful achievements and outstanding successes in 2011.

The P&C supports and works with the school in providing parent representatives on selection panels and committees and donating funds for various projects within the school.

Deb Summerhayes
Principal

2011 P&C Message

The Parents and Citizens Association congratulates the staff and students of Cranebrook High School for their wonderful achievements and outstanding successes in 2011.

The P&C supports and works with the school in providing parent representatives on selection panels and committees and donating funds for various projects within the school.
In 2011, 15% of students in year 12 were successful in achieving a place at University. Students are studying courses in Science, Nursing, Teaching, Social Science, Business and Arts at tertiary institutions including the University of NSW, the University of Sydney, the University of Western Sydney and the University of New England.

In partnership with Laing O’Rouke and the Schools Industry Partnership the year 11 Construction class built a community garden at Banardos, Cranebrook in 2011. Students had the opportunity to learn from industry experts and complete a large-scale project to industry standards, whilst at the same time creating a space that would benefit our local community.

The Cranebrook High school Rock Eisteddfod team achieved 2nd place in the Australian Rock Eisteddfod Challenge and then went on to achieve first place in the International Rock Eisteddfod Challenge 2011. The international competition included teams from Japan, New Zealand, the United Kingdom and the USA. This was an outstanding achievement for the hard working and talented school team of students, staff and community members.

The school Agriculture team achieved outstanding successes including:

- Participation in the Penrith, Castle Hill, Hawkesbury and Royal Agricultural Society Shows, winning prizes for alpacas and produce.
- Placed 3rd in Rural Olympics in the Penrith Show.
- Amber O’Neill became the National Junior Alpaca Judging Champion.
- Brendan Nicholson, Michaela Dealtry, Taylor Mortimer and Rebecca Trinder all placed at the Royal Agricultural Society, Castle Hill and Hawkesbury shows.
- Cranebrook High School was the only school invited to participate at the National Alpaca Show, running the nursery section.
- The Agriculture Team collaborated with Curriculum Directorate to produce a resource for new teachers on how to organise and run an effective Agriculture Farm. As a result a virtual farm is now live on the internet.
- The Agriculture Team, combined with the school’s Environment Group successfully applied for grants for the funding of solar panels to be installed in the school and gained funding from the Climate Clever Energy Challenge which provided advanced trees for planting around the school grounds.
- Running a friendship farm experience for infants and primary students at Henry Fulton Primary as well as having the local community playgroup attend Cranebrook farm for a preschool visit.

Keegan McGarry was selected to represent Australia as a member of the Australian Boy’s Futsal team.

Jasmine Dighton competed in the Australian All Schools Athletics Championships in walking.

Joshua Gow represented both the school and the Penrith area on the Regional Student Representative Council as well as being a member of the Western Sydney Aboriginal Student Leadership Team. He has gone on to represent Western Sydney on the NSW Student Representative Body. An outstanding achievement in Student leadership.

Outstanding Achievements

Cranebrook High School students excel in academic endeavours, sport, the creative and performing arts, vocational education and student leadership.

In 2011 once again we had an outstanding year in sport and it follows the strong Sport Programs that we have introduced over the last five years. Success in sport links directly to school pride and we take every opportunity to celebrate success. We offer a range of activities to suit the needs of all students within the school. Our students can choose to follow the school sport program at school where they participate in three different sports each term. Students are also able to access the recreational facilities in the community. We have a strong commitment to the Zone interschool sport program which is recognised as one of the best in the Sydney West Region.

Our successes include:

- Zone Premiers in the following sports:
  
  **Girls Cricket 1**
  **Boys Football 2A**
  **Boys Touch 2**
  **Girls Softball 2**
  **Boys Touch 2A**
  **Girls Basketball 1A**
  **Girls Touch 1**
  **Girls Touch 2**
  **Boys 7/8 Rugby League**
Gifted and Talented Education is an integral component of Cranebrook High School’s learning community. We recognise that gifted and talented students in our community have unique learning needs and talents that should be nurtured.

The Gifted and Talented program was introduced to Cranebrook High School in 2008. As a result of its success, we currently have selective classes from Year 7 to Year 11. Our Year 7 and Year 8 selective classes are run as core classes – students are grouped together for all subject areas. However, our Year 9 and 10 selective classes are grouped in the core areas of English, Science, Maths, HSIE and PDHPE only. Entry into these subject area selective classes is based on individual student performance and achievement in each of these subject areas during Year 8. Due to student interest, our Year 11 se-

Girls Hockey 1
Girls Netball 1
Girls Netball 2
Lawn Bowls
Mixed Touch 2
Tennis Division 2

Zone Runners Up in the following sports:
Girls Softball 1
Girls Football 1
Boys Hockey 2
Boys Volleyball 2
Girls 6 a side Football 2
Boys Touch 1
Boys Touch 2B
Boys Touch 3
Mixed Touch
Tennis Division 1

In the Zone Carnivals we were placed 4th in the Athletics, 2nd in the Cross Country and 3rd in Swimming.

Our school was the Champion School in the Werrington Zone Overall competition.

Our school also competed in the CHS Knockout competitions. The Boys u13yrs Rugby League team won their Division of the Panther Trophy and the Girls won the Area Championships for the junior girls Rugby League.

A large number of students were selected in the Werrington Zone Teams to represent at the Sydney West Championships.

The following students were selected as Sydney West Representatives at the Combined High Schools State Championships.

Courtney Hands Basketball
Courtney Hosie Tennis
David Haines Rugby League
Sharna Coyne Touch
Jasmine Dighton Athletics
Cross Country
Jessica Tibbett Athletics
Cross Country
Melinda Martin Athletics
Keegan McGaritty Futsal

Outstanding individual achievements include:

*Jasmine Dighton came 2nd in the CHS Championships in the 17+ yrs 3000m walk and was selected in the NSW team to complete in the Australian All Schools Athletics Championships where she was also successful in gaining a medal in the championships.

*Jessica Tibbett won a silver medal in the teams event at the CHS Cross Country Championships.

*Keegan McGaritty was selected in the Australian Boys Futsal Team.

*Sharna Coyne was selected in the NSW Touch team to compete in the Australian Schoolgirls Touch Championships. She was also awarded a Sydney West Blues Award for her outstanding achievements in Touch.

An example of Art work completed by students in the Visual Arts Program. There are several examples of student art work throughout this report.

Gifted and Talented

Gifted and Talented Education is an integral component of Cranebrook High School’s learning community. We recognise that gifted and talented students in our community have unique learning needs and talents that should to be nurtured.

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In 2011, over 11% of our student population was from an Aboriginal or Torres Strait Islander background. The school provides a number of outstanding curricular and co-curricular programs that support Aboriginal and Torres Strait Islander students to successfully engage with education, improve their learning outcomes and experience success in the school and wider community.

In 2011, students were supported in the classroom, through the Norta Norta in class tuition program and by the Aboriginal Education Officer. Senior students were involved in a tutorial program where they were supported in their senior studies.

All Aboriginal and Torres Strait Islander students developed Personalised Learning Plans with the support of the Aboriginal Education Officer and teachers. Students and their families were consulted and students identified their goals for learning and the future.

Year 10 students were invited to participate in the University of Western Sydney Indigenous Student Mentoring program. Cranebrook High School students were matched with University student mentors and participated in activities at school and at UWS. The mentors worked with our students to increase their educational opportunities, aspirations and encourage participants to view tertiary education as a real post school option. This valuable program will continue in 2012.
The successful year 6 into year 7 Transition program continued in 2011 and supported a highly successful transition for Aboriginal and Torres Strait Islander students from our partner primary schools to Cranebrook High School in 2012. Students were involved in organizing and presenting at assemblies for NAIDOC, Reconciliation Week and Sorry Day. A highly successful student team represented the school in the Indigenous Student Mathematics Olympiad.

These programs support our Aboriginal and Torres Strait Islander students to positively engage with their school community, improve their learning outcomes and increase their post school work, training and educational opportunities.

**Multicultural Education**

Eight per cent of our student population come from language backgrounds other than English. Multicultural perspectives are embedded into teaching and learning programs in all key learning areas. Students are encouraged to develop awareness and understanding of the value of cultural diversity in the school and wider community. The diverse backgrounds of members of our school community are acknowledged and celebrated at school assemblies and special events through the performing and creative arts.

**Vocational Education and Training**

Vocational Education and Training (VET) Courses continue to be a successful and important component of the curriculum at Cranebrook High School. In 2011, 80 students studied a VET Course, which was 32% of senior students. In Year 11, 45 students studied a VET Course and in Year 12, 35 students studied a VET Course.

The school is part of the Penrith Network that shares delivery of VET courses. Students received formal qualifications in Construction, Business Services, Entertainment Industry, Retail, Hospitality, Information Technology and Metals and Engineering courses.

Compulsory work placement of 70 hours week is a popular and rewarding experience for students, allowing them to practise their skills and experience work in their chosen industry. HSC results for VET courses continue to show steady improvement and more students are opting to sit for the HSC examination.

**Cranebrook High School Career Education Program**

Career Education at Cranebrook High School provides a comprehensive program designed to assist students to develop the knowledge, skills, confidence and resilience required to make informed career decisions and manage their lifelong learning.

The Careers Education Program supports students’ career and transition planning and includes special programs for identified groups such as Students at Risk and School Leavers.

Features of the 2011 Career Education Program included:

**Year 10 Careers Days**

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

**Year 11 & 12 Vocational Learning**

To assist students make a successful transition through their senior years and beyond, all Year 11 students participated in a special workshop delivered by external providers. As well as vocational information, other focus areas included the life long learning skills of time management, stress management and goal setting.

**Year 12 Careers Seminars**

Guest speakers from tertiary institutions and industry professionals provided Year 12 Students with first hand information about post-school options, including application procedures for tertiary institutions and information about gaining apprenticeships and employment.

Throughout Years 11 and 12 numerous students studied a VET or TVET course. The associated TAFE qualification and work experience gained greatly enhances student’s employment opportunities.
A number of senior students also undertook School Based Traineeships. This program strengthened student employability skills and assisted students prepare for their future careers.

Experiential Learning Programs

Cranebrook High values experiential learning and in 2011 students engaged in a range of practical learning experiences and programs.

Work Experience Program

Through their participation in the Work Experience program students gain valuable job search and employability skills. In 2011 all Year 10 students participated in one to two weeks work experience and learnt first hand about employer expectations and the day to day duties involved in their chosen career area/s. Students in Years 11 – 12 participated in a flexible Work Experience Program in order to further support their career and transition planning.

Careers Excursions are an important way for students to gain first hand information about a range of career related matters. Several career excursions were organised in 2011.

Year 10 and 12 students attended the annual Nepean Careers Market in term three. With representatives from a range of Universities, private providers, group training companies, industry and professional organisations, this event allows students to gain up to date information about further education and vocational pathways.

With many of our students interested in Trade careers, Year 9 students attended the Try a Trade Day event. Initiated by the Schools Industry Partnership, this event gave students hands-on experience and information relating to over 20 different trade areas.

Throughout the year, interested students attended excursions to University & TAFE open days, Apprenticeship Expos and Job Markets.

Individual Career Planning Interviews

As part of the School to Work Program, all Year 10, 11 and 12 students were interviewed individually by Careers Advisers. As part of the subject selection process, throughout term 2 all year 10 students were involved in a special Academic Mentoring program developed by their Year Adviser. In term 3, Year 10 students were individually interviewed in relation to their subject selection preferences for Years 11 and 12, their goals, and how their choices may affect post school options.

Year 11 into 12 interviews took place at the beginning of term 4 and provided a good opportunity for students to discuss issues about their progress at school and their plans for their future.

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

Community & Industry Partnership Programs

Through our partnership with Jobquest, students accessed special programs to support their engagement at school and enhance their career development.

The Links to Learning Program provided groups of students in Years 9 and 10 with ongoing mentoring, educational support and specialised career education activities which included community project based learning opportunities.

A group of year 10 students participated in a two term Youth Connections program which involved students working with primary school students in the design and construction of a community garden.

The Independent Employment Adviser program provided students in Year 11 with individual mentor support and opportunities to work on community projects with industry professionals.

Through Cranebrook High School’s partnership with The Smith Family, students were able to access a range of activities to enhance and broaden their knowledge and understanding of careers and further education & training opportunities. These included the "itrack" online mentoring program and structured industry and university visits.
## Destinations of Year 12 Students

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>%</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>14</td>
<td>17</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>TAFE Full Time</td>
<td>18</td>
<td>21</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>TAFE Part Time</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TAFE and WORK</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>5</td>
<td>6</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Traineeship</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Employed Full Time</td>
<td>11</td>
<td>13</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Employed Part Time</td>
<td>9</td>
<td>11</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>12</td>
<td>14</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Unknown</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>84</td>
<td>100</td>
<td>46</td>
<td>38</td>
</tr>
</tbody>
</table>

Learning, Respect, Responsibility and Safety are the core expectations taught through our Positive Behaviour Learning program and underpin all that we do at Cranebrook High School. These expectations are reinforced in curricular and co-curricular programs and the school wellbeing and discipline programs.
Staff Information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Teacher Qualifications
All teaching staff meet the professional requirements for teaching in NSW Public Schools with a Degree or Diploma in Education. A further 6% of the staff have successfully completed a Postgraduate Degree.

Three members of staff identify with Aboriginal and Torres Strait Islander backgrounds.

Staff Establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>42.80</td>
</tr>
<tr>
<td>Teachers of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teachers of Mild Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Physical Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Careers</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>18.96</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>84.13</strong></td>
</tr>
</tbody>
</table>

Established in 2008, the Cranebrook Learning Community Band is a music program run weekly at Cranebrook High School. It provides music education to students, ranging from Years 4 to 10, from schools in the Cranebrook Learning Community: Braddock Primary School, Llandilo Primary School, Kingswood Park Primary School, Cambridge Gardens Primary School, Samuel Terry Primary School, Henry Fulton Primary School, and Cranebrook High School. The program is led by Cranebrook High’s two music teachers, Miss Joanne Ford and Miss Cristie Neill, and provides tuition to students on woodwind and brass instruments. These two instrument groups are combined to create a wind ensemble for larger rehearsals and performances.

This program allows primary school students the opportunity to explore their interests in music. Students receive tuition on their instrument and a wider music education than classroom practice can necessarily provide. Students rehearse alongside other students from different schools and learn to work with them towards a common goal. They work as part of a team in producing pieces for performance allowing students to develop strong social skills and help to expand their personal identities.

Through the Cranebrook Learning Community Band, students are able to experience music and are encouraged to further develop their skills through attendance at Cranebrook High School. As students attend rehearsals at Cranebrook High School and rehearse alongside a number of high school students, the Cranebrook Learning Community Band also provides students with a more informed transition into High School.

Approaching the fifth year for the Cranebrook Learning Community Band, the development of the ensemble and individual musical skills are key goals. A large number of students have enrolled at Cranebrook High School and have retained their place in the band. These students, along with those continuing as primary school students, will serve as guides to our primary school students who have started learning their instrument this year.
Student Information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>371</td>
<td>397</td>
<td>392</td>
<td>424</td>
<td>432</td>
</tr>
<tr>
<td>Female</td>
<td>441</td>
<td>428</td>
<td>421</td>
<td>425</td>
<td>425</td>
</tr>
</tbody>
</table>

Student Attendance Profile
In 2012 a review was conducted of attendance procedures at Cranebrook High School and an Attendance Action Plan was developed. Student, teachers and parents were interviewed and surveyed by member of the Home School Liaison Team. Questions were asked about student attendance, reasons for staying away from school, attitudes towards attending school and the ways of improving a student’s attendance.

An Attendance Committee was formed to examine the results of the survey and to develop an Attendance Action Plan. Strategies that have been adopted so far include:

- SMS systems alert to parents for student absence
- Year Advisers becoming supervisors of the Roll Call teachers who notify the Year Advisers of students with poor or unusual attendance patterns on a regular basis.
- Attendance expectations outlined to students by the Senior Executive at the weekly Year Meetings.
- HSLO to work closely with the HT Admin to identify students with attendance concerns. Immediate follow up to occur by the school.
- Fortnightly draw at the Year Meetings to win a canteen voucher for students who have shown a 100% attendance record over the previous two weeks.
- Continuation of the many programs used to engage students in their education. These include Careers markets, TAG targeted group, I-Track mentor program, Links to Learning, Youth Connections, the Real Game and Norta Norta.
- Attendance Certificates at the end of each semester to be placed with the students’ reports.
- Additional lunchtime activities to engage students in their schooling.

2012 Attendance targets include improving the overall attendance rate by 4% and reducing the number of late arrivals by 15% each day.
The retention rate from Year 10 to Year 12 has improved steadily from 2007 to 2011. The retention rate in 2007 was 38.9% increasing to 59.2% in 2011. The increase in the retention rate exceeds state increases in retention across the same period.

### Minimum Standard Information

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>90.5</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>89.2</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>80.0</td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
<td>74.8</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>81.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>82.8</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>59.6</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>83.4</td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
<td>70.9</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>83.9</td>
</tr>
</tbody>
</table>

The percentage of Year 7 students achieving at and above minimum standard in 2011 increased significantly from Year 7 2010 in Reading, Writing and Punctuation and Grammar.

Increases in Year 9 students achieving at or above the minimum standard in 2011 occurred in reading, writing and spelling.
Year 7 and 9 Results:

National Assessment program: Literacy and Numeracy

The National Assessment Program (NAPLAN) tests the literacy and numeracy learning of students in all Australian Schools at Years 3, 5, 7 and 9.

Results showing student achievement are shown for Years 7 and 9. The achievement scale represents increasing levels of skills and understanding demonstrated in the NAPLAN assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for all Year 7 students)

Year 9: from Band 5 (lowest) to Band 10 (highest for all Year 9 students).

In 2011, Year 9 results indicated above State average growth for Spelling and above School Education Group average for Reading, Grammar and Punctuation and Numeracy. Growth from Year 7 to 9 for girls indicated above State average scores for Reading, Spelling and Grammar and Punctuation. Aboriginal student growth was above the State average in Reading, Spelling and Numeracy.
Year 7 and 9 Results:

- **Year 7 Grammar & Punctuation**:%
- **Year 7 Numeracy**:%
- **Year 9 Reading**:%
- **Year 9 Writing**:%
Year 7 and 9 Results:

**Percentage in bands:**

- **Year 9 Spelling**
- **Year 9 Grammar & Punctuation**
- **Year 9 Numeracy**

![Graphs showing percentage in bands for Year 9 Spelling, Grammar & Punctuation, and Numeracy.](image)
In 2011 senior students were supported and monitored through the school’s review program. This program identifies for students their areas of strength and areas requiring improvement. As a result, students were able to make adjustments to their study and learning patterns. Attendance concerns were addressed and students were supported to complete all assessment tasks.

Higher School Certificate results indicated that most courses achieved near or above the past five year school average.
A mural created and constructed by students. The mural represents one of our core expectations, Respect.
Evaluating Our Performance

Progress on 2011 Targets

Target 1
To improve literacy outcomes in stages 4 and 5, with a particular focus on Writing, and achieve a 5% increase in student growth in Writing across all bands.

- As part of the transition from Year 6 to Year 7, teachers at our school continued to work with colleagues from feeder primary schools to examine Literacy and Numeracy data. The Year 3 and 5 NAPLAN results of Year 6 students were assessed prior to enrolment into Year 7, 2012.

- Individual Literacy and Numeracy learning plans were developed for students.

- Literacy and Numeracy strategies are embedded in KLA programs.

- In 2011, Year 9 student growth in Reading, Grammar and Punctuation and Numeracy was greater than the student growth in Western Sydney Region. Growth in Writing will be available in 2012 (not available in 2011) for teachers to analyse against the 5% target set.

Target 2
To improve numeracy outcomes for stages 4 and 5 with a 2% increase in bands 6, 7 and 8 and bands 8, 9 and 10 for year 9.

- Teachers engaged in professional learning numeracy in stage 4 and stage 5.

- In Year 9, a greater than 2% increase in bands 9 and 10 was achieved.

- School growth in numeracy from Years 7 to Year 9 remains strong, being above the SEG and just below the State average.

- Staff continue to be supported through KLA planning and professional learning, to embed numeracy teaching and learning strategies in programs and pedagogy.

Target 3
To improve student learning outcomes and increase student engagement in learning across the curriculum.

- KLA teaching and learning plans continue to be developed that promote students’ understanding of themselves as learners and have a focus on developing higher order thinking skills through rich assessment tasks.

- Strategies continue to be developed and embedded into KLA programs that increase student engagement and lead to improved learning outcomes across the curriculum.

Key Evaluations

It is a requirement for all NSW public schools to conduct two annual evaluations—one related to educational and management practice and the other related to curriculum. In 2011 Cranebrook High School carried out evaluations the School's Sport Program and Literacy Across the Curriculum.

Curriculum Evaluation

Literacy Across the Curriculum

Throughout 2011 our school reviewed literacy, with a particular focus on writing, across all Key Learning Areas. Analysis of NAPLAN data revealed strong growth across several areas of literacy and numeracy in both Year 7 and Year 9. However, writing was identified as a particular area which would benefit from a whole school focus. Each KLA reviewed their programs and strategies in place to support literacy across stage 4, with a particular emphasis on stage 4 writing. The National Partnerships Program enabled funding to be allocated to KLAs to support the literacy evaluation in stage 4.

The finding and conclusions were:

- Increased professional learning around how to analyse student literacy results and information through SMART2 would be required as part of whole school literacy learning approach.

- Teachers across all Key Learning Areas would further develop their literacy teaching skills as part of a whole school literacy program with teachers accessing professional learning at their appropriate level of expertise and confidence.
In 2011, the school undertook an evaluation of the Thursday afternoon Sport Program.

The review was brought about by changes to the sport program within the Penrith Valley Schools group. Student engagement and staff involvement in the Sport program was reviewed along with how Sport was structured at school. Following discussions at the local school level, only two schools wished to remain in a Grade Sport program in 2012, where local schools compete against each other in a variety of sports throughout the year. Cranebrook High School was one of the two schools.

Parents, students and staff were surveyed about the sport program. Questions were asked about the running and organisation of sport, student and staff interest and involvement, areas of concern and areas for improvement in the Thursday Sport Program. As well, questions were asked about additional sports they would like to see offered and additional sports they would be willing to participate in or run.

The findings and conclusions were:

- Recreational Sport was a valuable and engaging part of the Sporting program and it would still go ahead as it had previously.
- A new Thursday Sport Program would be run on a trial basis in Term 4 of 2011 and evaluated.

Following the Trial in Term 4, the evaluation took place.

It was widely agreed that the changes had been a great success. Student and staff involvement and engagement had increased and issues of poor student behaviour at sport had significantly decreased. There was clearly a greater level of enjoyment in the Sport Program for all involved. In 2012, the Gala days will also take place and a further evaluation of this aspect of the new arrangements for sport on Thursday afternoon will need to take place at the end of the year.

Future directions:

- Gala days would be held throughout the year to enable schools and students to still compete against their local schools.
- The definition of sport would be widened to include new sports and student/staff areas of interest.
- Equipment and resources would be obtained or purchased to enable the newly introduced sports to proceed.
- Students would be able to select the sporting activity they wished to be involved in, regardless of their academic year. This would result in the possibility of a sport having students from a number of different academic years.

KLA literacy programs already embedded within stage 4 curriculum programs would benefit from being connected to a whole school approach to teaching literacy with a focus on professional learning for teachers.

Future directions:

- Professional learning around using and analysing information in SMART2 would become a focus of future School Development Days.
- Teachers would access professional learning around developing teaching literacy by first identifying their own professional learning requirements and then accessing appropriate information and training at school.
- KLA programs in stage 4 would be designed to reflect a whole school approach to developing writing.

Educational and Management Practice Evaluation

In 2011, the school undertook an evaluation of the Thursday afternoon Sport Program.

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**National Partnerships Program**

In June 2010, Cranebrook High School was informed that it was part of the National Partnerships Program. Throughout semester two 2010 the school formed a National Partnerships Team and began planning a program to be implemented in 2011.

The National Partnership Literacy and Numeracy program provides schools with additional resourcing to focus on improving student outcomes in literacy and numeracy in stages 4 and 5.

The National Partnerships Program at Cranebrook High School focused on professional learning around using data to inform literacy and numeracy planning, programming and practice and school leadership.

In the planning stages of the 2011 National Partnerships program, a number of surveys were completed as part of a school evaluation process. Parents/carers, students and teachers were surveyed to gather information on community involvement, leadership and teaching and the learning environment. Teachers also completed the Data Analysis Skills Assessment.

National Partnership Program Funding has been allocated to address the three reform elements included in the program for 2011: Effective, evidence based teaching; leadership and whole school engagement in literacy and numeracy; and monitoring school and student performance.

The National Partnerships program included:

- Designing a structured guide to familiarise teachers with SMART2. This enabled teachers to access data with a level of expertise and confidence.
- The Years 8 and 9 Term 1 English programs were redesigned to include pre-testing of writing skills, embed strategies which specifically target writing skills and include an end of term post test of student writing skills. This specialised approach in English supported the whole school literacy approach.
- Teachers accessed SMART2 and Support Teachers Learning data to obtain information about students in their own Year 8 classes as well as Faculty, NAPLAN and STL data on their Year 9 students.
- Teachers designed tasks and strategies to address areas of need in literacy, with a whole school focus on writing.
- A key part of the program was Programming, classroom observation and team teaching across the school with a focus on the improvement of student writing. Teachers were provided with literacy-based professional learning at point-of-need so that student learning outcomes were maximised. Teachers experienced modelling of the teaching of literacy, assistance with developing literacy strategies for their subject area and observation of their implementation of literacy strategies.
- Remedial assistance provided for students on a 1:1 and small group basis. This provided intensive and targeted assistance to students with particular literacy/numeracy needs.
- Additional Professional Learning Sessions were provided for teachers. These sessions increased teachers’ ability and confidence around teaching literacy.
Analysis of the 2010 NAPLAN results identified student writing as a focus area for 2011. Students in Years 7-9 received explicit instruction as part of the writing program on persuasive writing. As part of the strategy to address this area, students in Year 9 were pre-tested on a persuasive writing task early in term 1, as no NAPLAN data was available for these students from previous years for this type of task. A team of English teachers, using the NAPLAN marking criteria marked the tasks and provided students with detailed written feedback. This information was then collated for class teachers into booklets and utilised to direct teacher instruction based on the specific needs of the students. Students were later re-tested and results indicated improvements for a large number of students. The girls’ literacy class experienced marked improvements in results with 87% of the class experiencing growth and 75% demonstrating significant growth of 7 points on average.

Further analysis of these results and NAPLAN results highlight the need for further development in student higher order thinking skills and the stylistic features of their writing which will further direct Literacy planning in 2012 and beyond.

Throughout 2011, students were involved in a number of literacy initiatives. As part of the school and region targets to improve ATSI students’ literacy outcomes, Cranebrook High School students were involved in the Koori Stories Exchange. This project was run by Information and Cultural Exchange Inc. (ICE) in partnership with Nepean Community Neighbourhood Services NCNS and the local council. Identified ATSI students with a range of academic ability took part in the 8 week program in term 2.

Students were given the opportunity to engage with learning that promoted links with their cultural heritage in a significant and powerful way. The focus was upon student narratives that allowed them to express their personal stories in a variety of media in a meaningful way. Each week in term 2, students met with ICE representatives and Staff from SWITCH Digital Arts Centre and two English staff members to develop their stories. The program was well attended by students.

The program culminated in a community showcase in September that recognised student work and culture and was attended by students, their families, teachers, project partners and community representatives as well as the local MP.

2011 saw the commencement of the school’s exciting partnership with the ABC. As part of the school’s targets to improve student literacy outcomes in the upper bands, talented writers and selected students were involved in a number of workshops around research and interviewing skills that utilised the expertise of ABC staff presenters Deb Findlay and Peter Longman. Students are scheduled to develop factual writing skills in a series of workshops. Students will be also given access to the ABC multimedia trailer to produce radio and news stories. The program is set to continue into 2012 with ABC committing to a long term involvement.

The Cranebrook High School Reading and Homework club has continued to operate throughout 2011 on Wednesday afternoons between 3 and 4pm under the coordination of the Teacher Librarian and is staffed by teacher and student support staff volunteers. Students receive literacy support and work in small groups to develop reading skills. The reading and homework club is well attended by students and continued to be a successful program in 2011.
**Parent, Student and Teacher satisfaction**

In 2011 the school sought the opinions of parents/carers, students and teachers about the school. Students were surveyed and interviewed, teachers were surveyed and interviewed and groups of parents/carers were surveyed and gave their views throughout the year.

Students were generally satisfied with subject choices and opportunities to be involved in co-curricular programs in the areas of sport, the creative and performing arts and student leadership.

Teachers were satisfied with the school’s focus on providing quality teaching and learning in a caring environment. They were satisfied with professional learning opportunities, particularly in the areas of ICT and literacy.

Parents and carers were generally satisfied by the curricular and co-curricular opportunities on offer to students. They support the school’s merit system. They provided interesting feedback regarding literacy and numeracy programs in the school.

**Professional Learning**

Early career teachers participated in an induction program provided at school and professional learning opportunities provided by the Department of Education and Training. In 2011 each teacher involved in the beginning teaching program successfully completed the accreditation program acknowledged by the Institute of Teachers Standards.

Teaching staff received training in; Quality Teaching and Learning, Assessment, using laptops as a learning tool in the classroom, Improving Literacy and Numeracy learning outcomes, Higher Order Thinking Skills and key learning area specific courses. Mandatory training for all staff included Managing Diabetes, Emergency care training, Child Protection training and OH&S training.

The average expenditure per teacher on professional learning was $850 per person and the average expenditure on professional learning for school learning support officers and administrative staff was $410 per person. Funding for teacher professional learning was supported by the National Partnership program at Cranebrook High School in 2011.

**School Development 2009 – 2011**

**Targets for 2012**

**Target 1**

To continue to improve literacy outcomes in stages 4 and 5, with a particular emphasis on Writing, and achieve a 5% increase in student growth in Writing across the upper three bands.

Strategies to achieve this include:

- Teachers to analyse NAPLAN data using SMART2 to identify specific areas for improvement.
- Provision of teacher professional learning to refine and embed literacy activities in quality teaching programs across all KLAS.
- Inclusion of literacy-related criteria in the marking rubric for assessment tasks.
- More explicit teaching of higher order literacy skills across the school.

Our success will be measured by:
• A growth in Writing outcomes for students as reflected in literacy testing.

• A movement of student writing outcomes closer to Region and State averages in NAPLAN testing.

Target 2

To continue to improve numeracy outcomes in stages 4 and 5 with a 2% increase in bands 7, 8 and 9 for year 7 and bands 8, 9 and 10 for year 9.

Strategies to achieve this include:

• Professional learning for teachers in becoming increasingly proficient in delivering explicit instruction of Numeracy skills.

• Development of scaffolds to teach Numeracy skills.

• Each KLA to identify and develop elements of Numeracy in the curriculum.

Our success will be measured by:

• Movement of students’ learning outcomes to achieve in the higher bands in Numeracy testing.

• A growth in student numeracy outcomes closer to the State average of student achievement in Numeracy.

Target 3

To improve student learning outcomes across the school through improved standards of technological literacy for students and teachers.

Strategies to achieve this include:

• Explicit teaching of internet and digital research methods, referencing and presentation.

• Professional learning for teachers around technology and the use of technology to support and enhance teaching and learning programs.

• Further develop policies and procedures to support the continued development of a whole school online resource learning structure.

Our success will be measured by:

• Increased student engagement and improved student learning outcomes in all KLAs.

• An increase in proficiency of teachers in using technology in teaching and learning programs across all KLAs.
Financial Summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td>Income</td>
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<td>Balance brought forward</td>
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<td><strong>Total Income</strong></td>
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</table>

Expenditure

Teaching & learning
- Key learning areas: 172,183.62
- Excursions: 18,407.88
- Extracurricular: 122,228.62

Library: 23,938.44

Professional Learning: 3,185.75

Tied funds: 370,829.54

Short Term Relief: 169,299.11

Administration & office: 149,150.53

School-operated canteen: 0.00

Utilities: 134,565.74

Maintenance: 61,314.36

Trust accounts: 29,984.07

Capital programs: 0.00

**Total Expenditure**: **1,255,087.66**

Balance carried forward: 476,171.23

About This Report

In preparing this report, the self evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Members of the school evaluation committee for 2011 included:

- Deb Summerhayes: Principal
- Craig Dunne: Deputy Principal
- Peter Platts: Deputy Principal
- Ken Bradley: Head Teacher
- Vicky Banks: P&C President
- Jodie Cooper: School Administration Manager
- Phil Kanaan: Head Teacher (English)
- Heike Forth: Head Teacher (PD/Health /PE)
- Garry Kemp: Head Teacher (Creative and Performing Arts)
- Melanie El Mir: Careers teacher
- Frances Freemantle: Science teacher
- Jo Ford: Music teacher
- Cristie Neill: Music teacher
- Amber O’Neill: SRC member

School Contact Information
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CRANEBROOK-h.School@det.nsw.edu.au

A full copy of the school’s 2011 Financial Statement is tabled at the Annual General Meeting of the P&C. Further details covering the statement can be obtained by contacting the school.