

# 2022 Annual Report

## Canobolas Rural Technology High School



8444

# Introduction

The Annual Report for 2022 is provided to the community of Canobolas Rural Technology 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.

## School contact details

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## Message from the principal

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Canobolas Rural Technology High School is an inclusive comprehensive high school that provides wonderful opportunities for all students. It offers a broad range of educational, sporting, and cultural activities with a proud tradition of success and achievement across all areas. We have good facilities with large sporting and playing fields. We provide many additional opportunities for students such as excursions - sporting and academic, student leadership, wood and metal technology, computing, art, music, drama, and an excellent agriculture program.

I welcome all parents into our school and believe the strongest schools are those that are committed to a two-way partnership between the home and school. We have an active P&C and work closely with all parents to support the educational attainment of our students.

## Message from the students

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As Kim Kouzes once stated, "*Leadership is not about titles, positions, or work hours, it's about relationships.*" As captains, we are privileged to have been given the opportunity to lead Canobolas Rural Technology High School. We are appreciative of the support systems available to all students and the high expectations established by our teachers.

As the term and year continue, all members of the school's Senior Leadership team will continue to build relationships and rapport with the student body as we advocate for our peers. We can't wait to continue to grow these relationships and build the status of this school.

To our student body, we would like to congratulate you on all of your achievements thus far, and we hope you enjoy your journey at our school. We hope you leave here with an abundance of experience, skills, and friendships which will contribute to a successful future.

School Captains

Maddison Reilly and Rhianna Lucas

## School vision

At Canobolas Rural Technology High School, we connect to our past as we create our future. We are proud, inclusive, and creative learners who hold high expectations for ourselves and the school community.

## School context

Canobolas Rural Technology High School is a comprehensive high school located in Orange with an enrolment of 654 students, including 45% Aboriginal students. The Family Occupation and Employment Index (FOEI) is 150. The school has recently undertaken a school development review with a specific focus on school-based initiatives, community engagement, quality teaching and school-wide processes and practices. The findings, conclusions, recommendations and strategies developed from that process have driven the new Strategic Improvement Plan and provided a clear roadmap of priorities for the school in the coming years.

The school provides core academic subjects in all stages of learning along with a broad range of elective courses which are proven to engage students positively in their learning. A strong student wellbeing structure exists within the school and this is managed by a committed Learning and Support Team. The school has nine support classes across multiple classifications with students working towards mainstream and life skills outcomes.

Staff are working to enhance links with the Western Institute of TAFE and Charles Sturt University, and is supported by industry in the delivery of a range of accredited vocational education and training programs. The school has an emerging transition program with its local primary schools and is keen to further develop productive partnerships with parents and the wider community.

Further information regarding Canobolas Rural Technology High School is available on the school website:  
<https://canobolas-h.schools.nsw.gov.au/>

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to develop the academic growth of all our students. Students will be challenged through the quality teaching and assessment strategies across the curriculum. Our expert teachers will also utilise data to effectively cater for the diverse learning needs of our students and deliver explicit, evidence-informed practices to foster quality teaching and learning.

### 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.

- Explicit Teaching across the Curriculum
- Data Use to Guide Practice
- Quality Assessment

### Resources allocated to this strategic direction

**Professional learning:** \$16,000.00

**Socio-economic background:** \$613,577.58

**Integration funding support:** \$110,000.00

**Low level adjustment for disability:** \$339,710.43

### Summary of progress

In 2022, there has been a significant focus on developing a whole school strategic plan to enhance the Explicit Teaching of Literacy and Numeracy. Professional learning was undertaken in Date Use (SCOUT) to enable our teachers to effectively plan teaching and learning sequences to ensure our students were challenged and enriched in their learning. This targeted data analysis has also enabled our staff to begin embedding literacy and numeracy strategies into their programs, which will have a continued focus in 2023.

All current Year 12 teachers completed the HSC Professional Learning modules which are KLA-specific. This system-wide routine professional learning inspired teachers to progressively evaluate their practice, respond to their analysis of the HSC Results Analysis Package (RAP), and implement a range of evidence-based practices to enhance their student learning. The Senior Executive team also led a revision of professional learning to ensure our staff could effectively integrate Learning Intentions and Success Criteria into classroom practice. This key formative assessment strategy has proved beneficial in ensuring our students have learning goals and our teachers can monitor student progress. Our Learning and Support team effectively led a targeted literacy and numeracy program for our Year 7 cohort. This was a successful initiative that has been supported by a positive improvement in Year 7 NAPLAN results.

The use of evidence-informed practices has been integral to the development of quality teaching and learning programs. There has been a strong focus on Learning Support and reasonable adjustments to ensure all lessons are pitched appropriately to meet the needs of our students. Furthermore, working collaboratively with our partner primary schools has enabled us to review incoming student data school data which has formed the foundation of our IEPs, PLPs, and Individual Class Profiles that have been generated.

The establishment of consistent school-wide assessment practices has enhanced the quality of assessment tasks and improved student engagement. These practices, including the introduction of assessment booklets for Years 7-12, assessment schedules, a staff assessment handbook, and whole school examinations have promoted higher-quality assessment tasks that are differentiated to meet the needs of all students.

### 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
<b>Reading-</b> 7.5% improvement in the percentage of students achieving in the Top 2 NAPLAN bands.	7.05% of students are now in the top two skill bands (NAPLAN) for Reading, <b>indicating progress towards the annual measure.</b>  9.3% of Year 7 students achieved the top two skill bands (NAPLAN) for

<b>Reading-</b> 7.5% improvement in the percentage of students achieving in the Top 2 NAPLAN bands.	Reading, <b>indicating achievement of the annual progress measure.</b>
<b>Numeracy-</b> 6% improvement in the percentage of students achieving in the Top 2 NAPLAN bands.	4.35% of students are now in the top two skill bands (NAPLAN) for Numeracy, <b>indicating progress towards the annual measure.</b>  8.7% of Year 7 students achieved the top two skill bands (NAPLAN) for Numeracy, <b>indicating achievement of the annual progress measure.</b>
<b>HSC Top 3 Bands-</b> 5% improvement in the percentage of students achieving HSC course results in the Top 3 bands.	There was a reduction of students achieving Top 3 Bands. Targets will need to be readjusted for 2023.
<b>Reading-</b> 5% improvement in the percentage of students achieving expected growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<b>Numeracy-</b> 4% improvement in the percentage of students achieving expected growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

## Strategic Direction 2: Quality Systems and Practices to support teaching and learning.

### Purpose

Our purpose is to develop great learners. This will be facilitated through the implementation of quality systems and practices which will create supportive, focused and quality teaching and learning environments for all students.

Our staff will work collaboratively to enhance their professional capacity and embed consistent school wide systems and practices to support students' attendance, behaviour and inclusive practices which will ensure that all of our students are 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.

- Student Engagement
- Inclusive Practices

### Resources allocated to this strategic direction

**Professional learning:** \$35,000.00

**Socio-economic background:** \$391,422.42

**Aboriginal background:** \$573,839.03

### Summary of progress

A key element within this strategic direction is the explicit focus on improving student attendance and engagement. Improving student attendance is essential for students to achieve quality learning outcomes. Establishing high expectations and implementing appropriate interventions where necessary has been effective in 2022. The school-based attendance team has worked collaboratively and provided a range of interventions to support students throughout the year and reengage students within the classroom.

In reference to student engagement, our staff have implemented consistent school-wide approaches to behavior management and have established classroom routines to actively engage students in their learning. By consistently applying these rules and explicitly modeling appropriate behavior, our students know what is expected of them. To further enhance engagement, our staff have begun professional learning on the Berry Street Education Model. This model has provided strategies for our staff to increase the engagement of students with complex, unmet learning needs and to successfully improve students' self-regulation, relationships, well-being, growth, and academic achievement. This model will continue to be modeled, guided, and practiced during 2023.

To meet the needs of our diverse school community, all staff undertook the Aboriginal 8 Ways of Learning training in 2022. This pedagogical framework has allowed our teachers to include Aboriginal perspectives in their teaching by using Aboriginal learning techniques. In this way, the focus can remain on core curriculum content while embedding Aboriginal perspectives in every lesson. Similar to the Berry Street Education Model, this will be an ongoing focus in 2023 as our staff continues to refine their knowledge, understanding, and implementation of these strategies.

The school's Aboriginal Education team has also undertaken professional learning around the new Personalised Learning Pathways for Aboriginal students. Effective development of quality and authentic Personalised Learning Plans has enabled our staff to cater to the needs of all students. The school will continue to ensure reasonable adjustments are made to support students, lessons are effectively differentiated to engage all learners and authentic plans are developed to cater to the needs of our students.

### 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
<b>Attendance:</b> 7.5% increase in students achieving greater than 90% attendance	Students achieving greater than 90% attendance decreased in 2022.. New targets will be set for 2023.



<b>Reading-</b> 9% improvement in the percentage of Aboriginal students achieving in the Top 3 NAPLAN bands.	8.5% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress toward the lower bound target of 9%..
<b>Numeracy-</b> 7% improvement in the percentage of Aboriginal students achieving in the Top 3 NAPLAN bands.	9.5% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement of the lower bound target of 7%.
<b>Aboriginal Student HSC Attainment-</b> increase the number of Aboriginal students attaining the HSC with culturally appropriate learning opportunities by 5%.	The number of Aboriginal students attaining the HSC has exceeded the target.

### Purpose

Our purpose is to develop excellence for all students. We aim to develop a culture of high expectations regarding behaviour, conduct, and learning. The wellbeing needs of all students are at the core of our day-to-day practices along with catering to individual student needs. We aim to ensure we have effective transition processes in place to foster a smooth transition into Year 7 and defined pathways for our Stage 5/6 students seeking either further education or employment opportunities.

### 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.

- Transition
- Wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$115,000.00

**Student support officer (SSO):** \$96,058.00

**Low level adjustment for disability:** \$96,058.00

**Integration funding support:** \$77,161.00

### Summary of progress

The school has continued to work collaboratively to ensure there is a high-quality transition program to support and meet the needs of our students. We work collaboratively with our partner primary schools to develop and implement a structured transition program and suitable taster lessons for our incoming Year 6 students. In 2023, the school will continue to implement a middle schooling option for Year 7 and students will continue to have access to their exclusive Year 7 playground area. Both of these initiatives proved to be successful this year..

Our Year 10/11 Transition process has also been successful in 2022. We have had several students engage productively with outside agencies such as OCTEC, Skillset, and VERTO. This has enabled students to gain full-time employment in their areas of interest. We have also seen a huge increase in the uptake of students participating in Work Experience. Providing these opportunities ensures our students can make well-informed decisions about their future.

In 2022, a whole-school well-being schedule of support was developed as part of the strategic plan to support the well-being needs of students. The school-based support, including the Wellbeing Team, School Counsellors, and Student Support Officers have capably supported our students and we have re-engaged a broad range of external providers to work closely with our students to support their wellbeing. The expertise and specific subject knowledge provided by external agencies has underpinned the restorative practices and student engagement focus of the Wellbeing Team at Canobolas, whilst also supporting ongoing targeted improvement measures for student agency across the wellbeing domains.

Targeted activities for all cohorts have seen the school build collaborative partnerships with our community. This schedule of support this year has included working closely with Headspace, RAISE Mentoring, Tomorrow Man/Tomorrow Woman, The Goanna Academy, and The Strong & Deadly Futures Project. The acquisition of an Above Centrally Identified Head Teacher well-being has effectively led and driven a range of these well-being initiatives which have been evaluated for their student effect size over the course of the year. Furthermore, analysis has been conducted as to the enhancement of programs in line with Safeguarding Kids Together recommendations following a situational analysis in Semester 2. As a result, a greater emphasis on planning for Tier 1 Universal Prevention wellbeing programs has been undertaken in preparation for 2023.

### 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
Self assessment against the School Excellence Framework demonstrates	The 2022 self-assessment, compared to the School Excellence Framework has been judged as Delivering This goal has not been achieved in 2022.

<p>the school is working towards Sustaining and Growing in the theme of "transitions and continuity" of learning in the element of Learning Culture.</p>	
<p>Self-assessment against the School Excellence Framework demonstrates the school is working towards Sustaining and Growing in the theme of "a planned approach to wellbeing" and "caring for students" in the element of Wellbeing.</p>	<p>The 2022 self-assessment, compared to the School Excellence Framework has been judged as Sustaining and Growing. This goal has been achieved in 2022.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$187,161.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Canobolas Rural Technology High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Use to Guide Practice</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for targeted professional learning.</li> <li>• staffing release to build teacher capacity around effective data use to guide practice.</li> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> We have built our teacher's capacity to explicitly teach literacy and numeracy which ensures that our students can better engage with the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use data to guide our practice and build our students' understanding of reading, writing, and numeracy.</p>
<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Canobolas Rural Technology High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Transition</li> <li>• Data Use to Guide Practice</li> <li>• Student Engagement</li> <li>• Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through SCOUT/Trauma Informed Practices to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our teaching staff have built their capacity to use data to inform their practice and manage challenging behaviour's using a trauma-informed approach.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to enhance these skills and work collaboratively with our partner primary schools to promote a continuity of learning.</p>
<p>Aboriginal background</p> <p>\$573,839.03</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Canobolas Rural Technology 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><b>Funds have been targeted to provide additional support to students</b></p>

<p>Aboriginal background</p> <p>\$573,839.03</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Inclusive Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our teachers have built their skills and capacity to deliver the Aboriginal 8-Ways pedagogies to engage our students. Additional staff funding has also ensured the continuity of the Ngurang-Gu Yalbilinya program which has been successful in re-engaging young Aboriginal males in their education.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued implementation of the Aboriginal 8-Ways pedagogies and additional staffing support to enhance the needs of our students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Canobolas Rural Technology High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• the purchase of resource materials to support teaching and learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our teachers are equipped to support student engagement and learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Student support will always be managed and guided to promote success.</p>
<p>Low level adjustment for disability</p> <p>\$435,768.43</p>	<p>Low level adjustment for disability equity loading provides support for students at Canobolas Rural Technology High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Use to Guide Practice</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The appointment of additional learning support and wellbeing staff has ensured the individual needs of our students has been met.</p> <p><b>After evaluation, the next steps to support our students will be:</b> On a needs basis, staff will be employed to support the needs of our</p>

Low level adjustment for disability \$435,768.43	students.
Location \$3,105.65	<p>The location funding allocation is provided to Canobolas Rural Technology High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• the purchase of CARS/STARS resources to implement a targeted intervention program in Year 7.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Successful implementation of the CARS/STARS program which has ensured our students have develop explicit skills in comprehension.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensuring that learning in transferred across all Faculty areas and reinforced through Faculty based learning activities.</p>
Professional learning \$91,931.53	<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 Canobolas Rural Technology High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching across the Curriculum</li> <li>• Student Engagement</li> <li>• Inclusive Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• the whole school implementation of the Aboriginal 8-Ways Pedagogies and the Berry Street Education Model with appropriate professional learning..</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Enhanced teacher capacity to deliver elements within the curriculum and ensuring our staff with the skills to manage challenging behaviour.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing refinement and implementation of key school priority areas and building this into our school culture.</p>
COVID ILSP \$407,099.00	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> </ul>

<p>COVID ILSP</p> <p>\$407,099.00</p>	<ul style="list-style-type: none"> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted and explicit teaching and learning activities to improve student learning outcomes and build the collective capacity of CILSP tutors to provide high quality, engaging learning activities</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued use of data to identify learning needs of targeted students in Literacy/Numeracy and a growing emphasis on formative assessment practices to monitor student progress.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Canobolas Rural Technology High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional student support officer.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school has been able to expand our connection with external providers who have supported the needs of a broad range of students. The school is better resourced to triage challenging wellbeing issues.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support the diverse needs of students and implement preventative measures/programs to support our students.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	358	355	382	357
Girls	321	290	308	310

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	85.0	88.5	79.6	76.1
8	80.7	82.5	75.2	69.9
9	77.9	76.8	73.3	64.6
10	72.5	74.9	66.1	59.4
11	69.1	59.9	60.3	55.4
12	79.8	79.5	76.4	71.9
All Years	78.0	77.5	72.2	65.9
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

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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	32	12
Employment	0	12	41
TAFE entry	4	7	3
University Entry	0	0	27
Other	22	18	17
Unknown	4	10	0

## Year 12 students undertaking vocational or trade training

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27.45% of Year 12 students at Canobolas Rural Technology High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

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81.8% of all Year 12 students at Canobolas Rural Technology High School who 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)	9
Classroom Teacher(s)	46.3
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	20.88
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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

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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

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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 <b>Actual</b> (\$)
<b>Opening Balance</b>	982,072
<b>Revenue</b>	13,570,596
Appropriation	13,385,520
Sale of Goods and Services	6,714
Grants and contributions	153,994
Investment income	4,478
Other revenue	19,891
<b>Expenses</b>	-13,474,005
Employee related	-11,438,639
Operating expenses	-2,035,366
<b>Surplus / deficit for the year</b>	96,591
<b>Closing Balance</b>	1,078,663

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	187,161
<b>Equity Total</b>	2,312,007
Equity - Aboriginal	573,839
Equity - Socio-economic	1,300,000
Equity - Language	2,400
Equity - Disability	435,768
<b>Base Total</b>	9,158,083
Base - Per Capita	191,081
Base - Location	3,106
Base - Other	8,963,895
<b>Other Total</b>	892,661
<b>Grand Total</b>	12,549,912

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

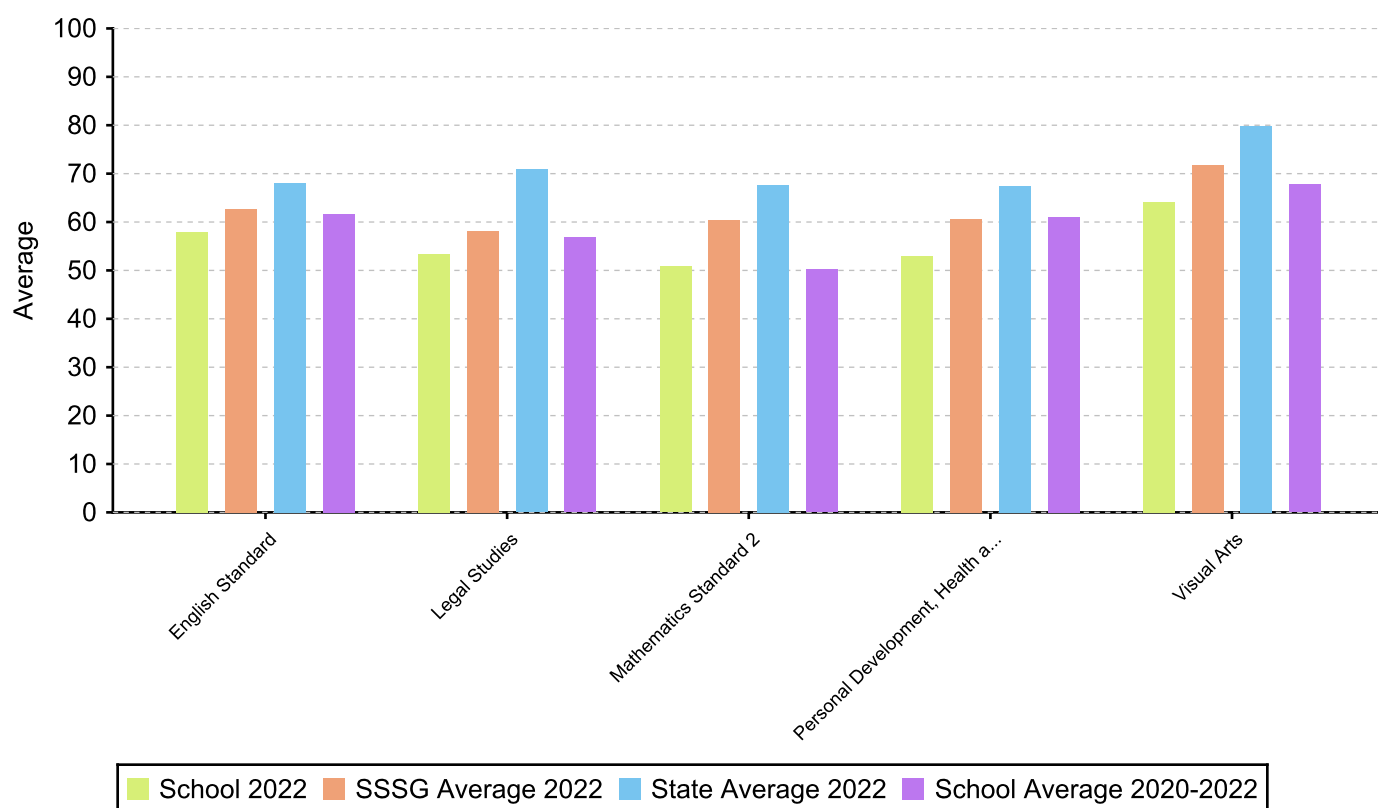
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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
English Standard	58.0	62.8	68.1	61.6
Legal Studies	53.4	58.2	70.8	56.8
Mathematics Standard 2	50.8	60.4	67.6	50.2
Personal Development, Health and Physical Education	53.0	60.6	67.5	61.1
Visual Arts	64.2	71.7	79.8	67.7

## Parent/caregiver, student, teacher satisfaction

Canobolas Rural Technology High School used the Tell Them From Me (TTFM) survey in 2022 to gauge student satisfaction. At all times the school welcomed and received feedback and recommendations from members of the community, and our families.

In 2022, 371 students completed the TTFM survey. Aboriginal and Torres Strait Islander students were well represented in the survey with 37% of student respondents identifying as Aboriginal and/or Torres Strait Islander. The survey provides data on Social - Emotional outcomes, Academic outcomes, and some customised measures of student satisfaction.

42% of our students felt a positive sense of belonging with students highly valuing friendship. 82% of our students display positive behaviour at school. The school averages have improved from 2021 and we have seen improvements in a sense of belonging, positive behaviour, and intellectual engagement.

Students reported higher than the state average in their positive relationships with staff which indicates a positive learning environment.

We regularly seek feedback from our teachers, parents/carers, and community members in regard to our progress and how we can improve. The following excerpt is a great indicator of where we are currently positioned. *"As a new teacher at CRTHS, I have felt incredibly supported throughout my first year. I have always found people willing to problem-solve and support me. Within the staff, there is a lot of knowledge and expertise. There is a positive culture within the school, regardless of the challenges we face. The executive team is highly supportive and with the consistency of leadership, the school will continue to make positive improvements".*

Our parents/carers are also highly complementary of the open lines of communication and transparency we share with them in regard to our school. Our parents/carers were recently involved in the creation of our new school vision statement. This statement shapes our future goals and we always encourage our community to be involved in our journey towards school excellence.



# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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Walking Together, Working Together, the NSW Department of Education and NSW Aboriginal Education Consultative Group Inc. Partnership Agreement 2020 - 2030

The Partnership Agreement is based on a genuine and practical approach to working together to improve outcomes for Aboriginal learners by ensuring that they have access to an education and training system that values their cultural heritage and identity and supports their learning and career development through quality teaching practices, relevant policies and strategies, and inclusive curriculum and training programs.

The outcomes are:

1. The educational outcomes for Aboriginal children and young people will be as good as or better than those of the general student population of NSW.
2. On completion of school, Aboriginal young people will confidently express and demonstrate their knowledge of the cultures of their own Peoples as well as their achievement of western education.

## Anti-Racism Policy

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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

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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.