

# Strategic Improvement Plan 2021-2025

## Canobolas Rural Technology High School 8444



# School vision and context

## School vision statement

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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

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Canobolas Rural Technology High School is a comprehensive school located in Orange with an enrolment of 623 students, including 45% Aboriginal students. The Family Occupation and Employment Index (FOEI) is 157.

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 both 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 a strong transition program with the local primary schools and strives to further develop productive partnerships with our 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/>

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to develop the academic growth of all students. Our students will be challenged through quality teaching and assessment strategies that are embedded across the curriculum. Our expert teachers use data to guide practice to effectively cater to the diverse learning needs of our students. Our teachers will deliver evidence-informed practices to foster quality teaching and learning.

## Improvement measures

### HSC achievement - top 3 bands

Achieve by year: 2023

**HSC Top 3 Bands-** 7% improvement in the percentage of students achieving HSC course results in the Top 3 bands.

### Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Reading Check-in assessment.

### Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Numeracy Check-in assessment.

## Initiatives

### Explicit Teaching of Literacy. and Numeracy.

- Develop a whole school focus on individualised learning, in order to enhance literacy and numeracy skills and encourage continual student growth and achievement.
- Embed the explicit teaching of literacy and numeracy into teaching and learning programs.
- Develop differentiated teaching and learning programs with explicit teaching strategies that engage and enrich students of all abilities.
- Staff participate in high-impact professional learning in evidence-based teaching practices that align with improved student learning outcomes.

### Data Use to Guide Practice.

- Further develop staff expertise in the use of internal and external data to analyse student achievement.
- Identify HPGE students and embed supportive strategies that ensure they are challenged and enriched..
- Staff participate in targeted professional learning in data analysis for differentiation to inform programming and guide planning.
- Develop data-informed high-impact teaching and learning programs and interventions.
- Analyse schoolwide assessment practices and embed strategies that ensure the validity of internal and external data.

## Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimises student learning across the full range of abilities. Teachers employ evidence-based teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed.

Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, student feedback, and provides continuous improvement for all students, across the full range of abilities.

Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. HPGE students are identified and supported to meet their potential.

## Evaluation plan for this strategic direction

**QUESTION:** What has been the impact of using consistent, explicit evidence-based teaching practices, on student performance?

To what extent do teachers evaluate and reflect on data and adapt practice?

**DATA:** NAPLAN, PAT, RAP, HSC and NESA - Monitoring folders - student performance measures.

Faculty-based internal assessment practices. Teaching programs, classroom observations, and student work samples.

**ANALYSIS:** Analyse the data to determine the extent to which the purposes around Explicit Teaching, Assessment, and Data, have been achieved in each of

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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the three initiatives.

**IMPLICATIONS:** This will ensure progress across the three initiatives and inform future planning for school improvement.

## 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 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 student engagement ensuring all students are known, valued, and cared for.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

**Attendance:** 10% increase in students achieving greater than 90% attendance.

#### Inclusive Practices

Achieve by year: 2025

**Inclusive Practices:** embed culturally appropriate pedagogies into all Year 7-12 Teaching and Learning programs, including the 8 Ways of Learning.

#### Aboriginal student HSC attainment

Achieve by year: 2025

**Aboriginal Student HSC Attainment-** increase the number of Aboriginal students attaining the HSC with culturally appropriate learning opportunities by 12..5%.

### Initiatives

#### Student Engagement.

- The school will promote positive behaviour in all areas and use restorative practices to support the development of positive relationships amongst members of the school community.
- The school will aim to support students' self-regulation, relationships, and wellbeing to increase engagement and significantly improve academic achievement.
- The promotion of a safe and welcoming school environment through the implementation of a school-based anti-bullying policy.

#### Inclusive Practices.

- The Aboriginal and Torres Strait Islander communities are provided regular opportunities to engage with the school and student learning.
- Engage the broader school community through a welcoming culture and involvement with school activities.
- Engaging external support for the development and embedding of cultural learning and teaching practices within all KLA programs.
- Build the capacity of all staff in the delivery of culturally supported pedagogy and effective implementation in classroom practice. (e.g. Aboriginal 8-Ways of Learning)
- Parents, carers, and relevant stakeholders are engaged in the development of IEPs and PLPs.

### Success criteria for this strategic direction

- Cultural knowledge, perspectives, and teaching practices are embedded in all teaching and learning programs, allowing staff to confidently deliver content that promotes inclusivity and supports student success.
- Collaborative practice and systematic processes are developed and embedded within the school.
- The school achieves a significant and positive shift in the attendance of Tier 1 and Tier 2 students. Attendance monitoring procedures can also account for and display actions/interventions for Tier 3 students.

### Evaluation plan for this strategic direction

**QUESTION:** Does Tell Them from Me (TTFM) data show to what extent the school has achieved its purpose and targets for inclusivity and the provision of a positive and valued learning culture?

- Does SENTRAL data reflect an upward trend in overall attendance with particular improvement in Tier 1 and Tier 2 data?
- Does attendance monitoring data account for all actions/interventions for Tier 3 students?
- Are collaborative and inclusive initiatives clearly visible in all classrooms and reflected in student improvement data?
- Does staff feedback reflect a positive outlook on collective teacher efficacy initiatives?

**DATA:** Sentral Wellbeing, Sentral Attendance, Edval, TTFM, Faculty programs, PAT, NAPLAN, classroom observations, staff survey.

**ANALYSIS:** Analyse the data to determine the extent to which the purposes around Attendance, Behaviour and Wellbeing has been achieved.

**IMPLICATIONS:** This will ensure progress across these

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

### Evaluation plan for this strategic direction

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two initiatives and inform future planning in school improvement.

# Strategic Direction 3: Excellence For All.

## 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 underpin our day-to-day practices, along with catering to individual student needs. We aim to ensure effective transition processes are in place to foster a smooth transition into Year 7 and defined pathways for our Stage 5 and Stage 6 students seeking further education or employment opportunities.

## Improvement measures

### SEF- Learning Culture

Achieve by year: 2025

Self assessment against the School Excellence Framework demonstrates the school is Excelling in the theme of "transitions and continuity" of learning in the element Learning Culture.

### SEF- Student Wellbeing

Achieve by year: 2025

Self-assessment against the School Excellence Framework demonstrates the school is Excelling in the theme of "a planned approach to wellbeing" and "caring for students" in the element of Wellbeing.

## Initiatives

### Transition

- Develop a whole school approach to the transition process, including transition into high school (targeted Year 5 and Year 6 engagement program), the middle years of schooling, and the transition from school to post-school destinations.
- Continue to build the school transition team to establish strong connections to feeder primary schools, businesses, and organisations to support during, and post-school options. Collaborative partnerships will also exist with further education institutions such as Universities and TAFE.
- Establish and evaluate a calendar of events for transition each year, including set activities for Year 6 to Year 7 transition, TAFE and university taster days, careers events, etc so that focus on transition is sustained year by year.

## Success criteria for this strategic direction

- The school supports and promotes all students in a culture of positive wellbeing, evidenced through improvements in our student's sense of belonging and advocacy at school.
- Pre and post-student surveys will be completed for the incoming Year 6 into Year 7 cohort about their Transition to High School.
- Peer Support programs to be implemented and evaluated.
- Students engaged in work experience and working with external providers to be reviewed and evaluated.

## Evaluation plan for this strategic direction

**QUESTION:** What has been the impact of using consistent whole-school practices for maintaining high expectations, and the student transition process?

- How have these practices impacted learning outcomes across the school?

**DATA:** Tell Them From Me Survey (students, parents, staff), entry and exit surveys into targeted support programs, improvement in learning outcomes in both external assessments (NAPLAN, HSC) and internal measures (completion of faculty assessment tasks, QTR, IPI, etc).

**ANALYSIS:** Analyse the data to determine the extent to which the purpose has been achieved.

**IMPLICATIONS:** This will inform future planning for school improvement.