Introduction

The Annual Report for 2018 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 school 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.

Kate Wootten
Principal

School contact details

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Orange, 2800
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6362 1677
School background

School vision statement

Leading innovation in education for a changing world

School context

The Canobolas Rural Technology High School is a comprehensive high school located in Orange. The school has an enrolment of 620 students, including approximately 30% Aboriginal students. There is a strong focus on academic achievement across all key learning areas and a range of innovative and award winning specialist programs cater for academic, sporting and cultural needs. A strong student well being structure exists within the school and this is managed by a committed Learning and Support Team in conjunction with The Clontarf Foundation and Girls Academy for Aboriginal students.

The school has embarked on a journey of innovative curriculum pathways to support student engagement. Integrated Project Based Learning (IPL) in Stage 4 and the Big Picture design model meets the individual learning needs of students through tailored learning opportunities to match the passions and interests of the students. The school is a leader in STEM (Science, Technology, Engineering and Mathematics) with initiatives to engage students through project based learning. A high performance athletes program called CHPA is also a fundamental feature of the school.

The school has strong links with TAFE and tertiary education providers and is well supported by the delivery of a full range of accredited vocational education and training programs. The school prides itself on forming productive partnerships with parents and the wider community. Further information regarding The Canobolas Rural Technology High School is available on the school website http://www.canobolas–h.schools.nsw.edu.au/.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Collaborative, reflective practices led by the executive team have allowed all staff to gather evidence and contribute to the judgement of Canobolas Rural Technology High School improvement against "School Excellence Framework Self–assessment Survey". This has allowed us to determine that in most instances, Canobolas Rural Technology High School continues to be either Delivering or Sustaining and Growing in its work to meet all elements of the School Excellence Framework.

In the Domain of Learning,

We have continued to have a strong focus on quality teaching and learning principles with all staff expecting to achieve the best educational outcome for each student. Our successful tutorial program continues to provide peer assistance to junior students in need in Literacy and Numeracy. This program also provides a vehicle for student leadership and student wellbeing through peer interactions.

The staff have worked to implement explicit teaching strategies that are evidence based and support specific student need. This approach has been scaffolded by frameworks such as ALARM, ready to learn and the Quality Teaching Framework. Students have been well supported by the Learning support team and we continue to use Equity funding support to ensure student need is met.

In the Domain of Teaching,

Staff at Canobolas Rural Technology High School have been focusing on effective classroom practice and are beginning to use data to inform lesson delivery.

Teachers throughout the school have focused on refining and reviewing teaching and learning programs in light of the
introduction of a range of new syllabuses. Inclusive and differentiated teaching practices have enabled students to engage with meaningful and accessible learning experiences. Targeted professional learning has been accomplished through a robust professional planning process utilising the Performance and Development Framework.

In the Domain of Leading,

Canobolas Rural Technology High School has continued to progress leadership and management practices and processes throughout the school. We have continued to augment school resources and have dedicated funds to improving teaching and learning areas to cater for student need. All teaching staff completed their professional development plans with in-depth discussions with supervisors to lead staff through improvements and effective feedback.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

Strategic Direction 1

LEARN

Purpose

To provide a relevant curriculum that enables all students to transition to lifelong learning and employment with the skills to be active citizens and leaders.

Overall summary of progress

Canobolas Rural Technology High School provides a curriculum that is broad and varied, catering for a diverse range of students. The implementation of Independent Project Learning (IPL) and the Innovations Faculty in Stage 4 along with the Big Picture Junior Advisory provide engaging and practical learning and teaching methods as well as the opportunity to extend students with deeper inquiry and research questioning. The Stage 5 and 6 curriculum and the Big Picture Senior Advisory enables students a wide range of choice in school based board developed, board endorsed, alternative and vocational education programs. Students have the opportunity to learn the skills required to transition to employment or further education and training to be active citizens and leaders.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased literacy and numeracy growth over three years as indicated by external and internal assessment results.</td>
<td>Funding of LaSTS and Literacy tutors.</td>
<td>A comprehensive Literacy plan developed in 2018 has led to targeted and intensive literacy support and staff professional learning. Program embedded literacy and numeracy strategies and specifically designed Improvement Sprints have led to improvement in literacy and numeracy of target students. The Wordsmiths program for students passionate about writing assists and extends the writing ability of interests students, with many students entering competitions and have written and illustrated a collaborative novel. Continued focus on writing and structured paragraph scaffolding through PEEL has shown positive results based on Compass and individualised testing for lower ability students. Regular structured reading time, literacy lesson starters and targeted tutoring are among many strategies used.</td>
</tr>
<tr>
<td>All teaching and learning programs are annotated and show evidence and revision to inform student need.</td>
<td>Professional learning provided by staff and LaST team trained teachers in annotation and differentiation of programs and best practice for annotation.</td>
<td>Teachers record adjustments and individualised support provided to students in programs. Programs are monitored by Head Teachers and supported by the LaST team Proforma sheets where KLA’s record evidence of adjustments made by teachers for students on the NCCD.</td>
</tr>
<tr>
<td>Improvements in student wellbeing.</td>
<td>Professional learning funds dedicated to a number of staff participating in Stronger Smarter Professional learning and Bridges out of Poverty.</td>
<td>The schools Learning and Support Team meets weekly to discuss individual students and support programs in the school. Students are identified through a comprehensive referral system and their needs addressed on a case by case basis. Strategies are identified and school and inter–agency support coordinated by the team. Our learning support team has seen a rapid rise in referrals as students with a wide range of well–being needs are being identified using a whole–school approach by teaching and other staff.</td>
</tr>
</tbody>
</table>

Next Steps

Printed on: 4 June, 2019
In 2019, Personalised Learning Plans will be a greater focus for all students, with each student selecting a staff mentor for them to meet with each fortnight to ensure the whole child is being catered for. Project Based Learning and the expansion of teaching and learning based upon the 'soft skills' and future focused learning will lead to a greater number of authentic learning experiences being created for students.
Strategic Direction 2

TEACH

Purpose

To demonstrate personal responsibility for continual growth through high quality teaching practice in order to maximise student learning.

Overall summary of progress

Continual growth in student learning and development is achieved by staff taking individual responsibility to develop and provide a learning environment that maximises the potential of each and every student. This is underpinned by a strong welfare focus and well-being structure utilising a whole school approach. Canobolas High School ensures that the basic needs of students and their well-being is at the forefront of the core business of teaching and learning. Teachers use data to inform planning, interventions and lesson development and deliver learning experiences that are relevant, engaging, motivating and challenging. High expectation relationships assist in developing continual growth and the provision of an inclusive and engaging learning environment.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased staff capability and opportunities to analyse and interpret data to inform planning, identify interventions and modify teaching practice.</td>
<td>Professional learning allocated time, utilising the expertise of staff.</td>
<td>Whole staff professional learning around data analysis has empowered staff to make informed decisions about each students learning. Staff map student abilities based on levels of reading and numeracy correlating with the Australian Core Skills Framework. Each class in the school is mapped enabling staff to effectively plan teaching and differentiation of the curriculum.</td>
</tr>
<tr>
<td>Improved teaching practices are evident through all performance and development processes within the school.</td>
<td>Time for formal scheduled PDP conversations with supervisors and discussion around individual goals and plans.</td>
<td>All staff PDP’s are documents that are used to assist in the allocations of professional learning funds and the development of PL strategies and direction for staff. Opportunities and areas for leadership development are also identified and guided by the PDP process. Individual staff PL applications are reviewed by the PL team using staff PDP’s and the school plan.</td>
</tr>
</tbody>
</table>

Next Steps

In 2019, the teaching will focus upon developing opportunities for students to challenge themselves through future focused learning. Staff will continue in a targeted professional learning program informed by the school plan and staff PDPs. Students will develop their skills in collaboration, critical thinking, communication and thinking creatively through STEM and specialised programs such as Project Based Learning.
Strategic Direction 3

LEAD

Purpose

Leaders foster an innovative school wide culture of high expectations for student engagement, learning, development and success.

Overall summary of progress

Executive focus on fostering a supportive and collaborative working team with a positive an active cultural action plan. Support structures including instructional leadership and formal mentoring is in place with a HT Mentor supporting new and beginning teachers along with the teacher accreditation process. Executive took part intensive 1.5 day conference based on instructional leadership and supporting staff.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved support for staff that leads to continued improvement in teaching, learning and staff wellbeing, through PDP process and executive support structure.</td>
<td>Executive support structure in place supported by school funded positions of a Head Teacher Mentor and Deputy Principal.</td>
<td>Staff are supported by their supervisors and peers in the development and implementation of PDP's. Goals, directions and strategies are discussed during formal and informal contact meetings. Adjustments are mad throughout the year as required and the annual based review process and timeline adhered to.</td>
</tr>
<tr>
<td>Improved levels of parent engagement and feedback through involvement in school activities and programmed events.</td>
<td>Funding provided for catering for events involving parents and carers where possible.</td>
<td>Increased parent engagement and involvement with the school is evident through parent attendance at Stage 4 IPL exhibitions and school based special program events in Girls Academy, Clontarf, concerts and performances, rewards assemblies and parent information evenings. Parents are informed and engage regularly with school social media postings, newsletters and letters home about events, happenings and opportunities to visit and be part of the school.</td>
</tr>
<tr>
<td>Increased use of the professional standards for teachers and professional development plans by all staff for self and peer reflection.</td>
<td>Time during faculty and professional learning time for staff to develop these areas along with HT Mentor funded position to work with new and beginning teachers in the development of these areas.</td>
<td>Teachers continually self assess and review their teaching and professional practices in line with the teacher professional standards. Supervisors use the teaching professional standards as a basis for conversation around PDP's, professional development, future goals and aspirations as well as the teacher accreditation process.</td>
</tr>
</tbody>
</table>

Next Steps

Staff will enhance parent and family communication and involvement. While executive will lead explicit teaching and enriched assessment practices. Head teachers will develop skills and strategies to manage and lead staff development.
**Key Initiatives**

<table>
<thead>
<tr>
<th>Aboriginal background loading</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$237,919</td>
<td>2018 saw an improvement in Aboriginal students’ academic engagement and results, and in their access to and development in cultural identity programs and community engagement. An increase in staff engagement with Aboriginal culture and identity is building partnerships and inclusivity.</td>
</tr>
</tbody>
</table>

Student results have improved due to the individualised focus on assessment completion and literacy across the school, with positive trends in attendance and retention to the HSC. The involvement of our two Aboriginal academies to support students in higher engagement and results were seen clearly for those who took greatest advantage of this support.

Period allocations were funded for one staff member coordinating the Girri Girri Sports Academy, which this year has successfully worked with over 40 Aboriginal girls, developing cultural and community links. They have supported a range of local initiatives such as the Elders’ Olympics and a key focus has been developing literacy and numeracy skills through working on assessments, classwork, and homework. The girls who have engaged with this program have shown growth in their achievement and engagement in academic, sporting and personal/cultural development.

The more than 2 hours of week of Wiradjuri language to Stage 4 students has been halted out of respect for cultural protocols. However, the integration of many concepts of Wiradjuri language and culture are embedded across the Project–Based Learning structure in Stage 4 and continue to be part of classroom experience.

Initiatives supporting and promoting Aboriginal identity through dance, art and music have been undertaken throughout the year. Students were involved in cultural dance training with Aboriginal Elders, developing protocol awareness, the NAIDOC week NAIROC competition in which we placed first, and in partnerships with local primary schools. Local Aboriginal artists have been a strong presence in school art across a range of faculties. Students completed a range of individual and group artworks in classes and as part of community involvement in painting murals to promote and express their culture and identity.

Verto has continued to be a key partner in a range of programs at school, providing additional support to the Girri Girri Academy, but also with Stages 4, 5 & 6 Aboriginal Studies classes to expand on previously developed community links and in supporting
<table>
<thead>
<tr>
<th>Aboriginal background loading</th>
<th>$237,919</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity. As part of the Verto partnership, a junior AECG cohort has been expanded this year to promote links between students in local primary and secondary schools.</td>
<td></td>
</tr>
</tbody>
</table>

We have been successful in partnering with Girls Academy to develop a Canobolas Girls’ Academy. This has expanded the reach of programs for our Aboriginal girls. Operating for 1 year and 9 months, there has been a rapid connection with the program by Aboriginal girls, and attendance and engagement in class of our female students has increased. More than 100 girls are accessing support in their academic and community pathways, with stronger attendance, healthy lifestyles, teamwork and leadership opportunities the key focuses of the current operation.

The Canobolas Clontarf Academy has increased its student participation with approximately 120 boys enrolled in the Academy. We are continuing to work on improving the attendance of Aboriginal students as part of our overall attendance focus and Clontarf are keen partners in engaging with the boys to bring them to school and linking them in community activities.

Three more staff undertook Stronger Smarter training in 2018, with professional learning in staff culture and high expectation relationships the main flow on effect from this involvement. The current Executive Leadership team will continue to embed practices from this training into our school daily life to develop stronger and smarter students and staff.

The focus from here will be the review and refinement of current programs for integration into the 2019–2020 section of the School Plan. The consolidation of programs such as Clontarf and Girls Academy, and the exposure of more staff to Stronger Smarter training are central to developing a positive culture within the school context to build upon and further encourage and celebrate student success.

<table>
<thead>
<tr>
<th>Low level adjustment for disability</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio–economic background</td>
<td></td>
</tr>
<tr>
<td>Support for beginning teachers</td>
<td></td>
</tr>
</tbody>
</table>
Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>315</td>
<td>288</td>
<td>313</td>
<td>310</td>
</tr>
<tr>
<td>Girls</td>
<td>314</td>
<td>309</td>
<td>296</td>
<td>316</td>
</tr>
</tbody>
</table>

Student enrolments are stable and any minor variations relate to partner school enrolments and the enforcement of the out of zone enrolment policy.

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>87.3</td>
<td>89.3</td>
<td>90.3</td>
<td>84.3</td>
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<tr>
<td></td>
<td>8</td>
<td>84</td>
<td>82.8</td>
<td>83.5</td>
<td>79.1</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>80.7</td>
<td>80.5</td>
<td>75.1</td>
<td>71.5</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>75.1</td>
<td>79.6</td>
<td>70.5</td>
<td>65.7</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>79.6</td>
<td>83.2</td>
<td>74.6</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>83.9</td>
<td>88</td>
<td>83.8</td>
<td>77.2</td>
</tr>
<tr>
<td>All Years</td>
<td>81.2</td>
<td>83.4</td>
<td>79.8</td>
<td>74.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State DoE</th>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>92.7</td>
<td>92.8</td>
<td>92.7</td>
<td>91.8</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>90.6</td>
<td>90.5</td>
<td>90.5</td>
<td>89.3</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>89.3</td>
<td>89.1</td>
<td>89.1</td>
<td>87.7</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>87.7</td>
<td>87.6</td>
<td>87.3</td>
<td>86.1</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>88.2</td>
<td>88.2</td>
<td>88.2</td>
<td>86.6</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>89.9</td>
<td>90.1</td>
<td>90.1</td>
<td>89</td>
</tr>
<tr>
<td>All Years</td>
<td>89.7</td>
<td>89.7</td>
<td>89.6</td>
<td>88.4</td>
<td></td>
</tr>
</tbody>
</table>

Proportion of students moving into post-school education, training or employment

<table>
<thead>
<tr>
<th></th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking Employment</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Employment</td>
<td>0</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>7</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>University Entry</td>
<td>0</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Post-school destinations

At the end of year 12, University is the destination for 24% of our students, while 24% are undertaking further studies at TAFE. Those taking up apprenticeships and traineeships account for 14% of our students. Currently 18% of our students are leaving to fulltime work and 13% will be seeking full time, part time or casual work next year.

For year 11 and 10 students, employment and TAFE are the most popular post–school destinations.

Management of non-attendance

An attendance team, consisting of the senior executive, Year Advisers, a School Administration Officer and the Home School Liaison Officer met on a weekly basis to monitor and address attendance concerns. This included a focus on whole day and partial unexplained absences. There was also emphasis placed on recognising students with positive patterns of attendance, and also those who achieved improved attendance rates.

Year 12 students undertaking vocational or trade training

Year 12 students attaining HSC or equivalent vocational education qualification

Year 12 students undertaking vocational or trade training

19% (11/58) of year 12 students completed an externally delivered TVET course. Courses included Automotive, Construction, Children Services (Cert III and Statement of Attainment), Human Services and Information Technology.

Canobolas Rural Technology had one student SBAT completing Education Support in 2018.

74% of year 12 students completed school delivered VET courses (VETIS), including Hospitality (Food & Beverage), Construction, Metals and Engineering, Sports Coaching, Skills for Work and Vocational Pathways and Primary Industries (delivered through Distance Education Dubbo) specialising in sheep and wool handling.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the students who sat for the HSC in 2018, 100 % attained a higher School Certificate. One student achieve 2 band 6 results in English Extension 2 in 2018.
Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>41.1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administration and Support Staff</td>
<td>17.48</td>
</tr>
<tr>
<td>Other Positions</td>
<td>1</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

A number of staff identify as having an Aboriginal background at our school. The staff are in a number of areas of the school including school administration and support, student learning and teaching staff. The school also has an Aboriginal Education Officer.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>37</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

A comprehensive professional learning outline for the year was produced by the Deputy Principal – Teacher Quality, following an analysis of professional learning needs of staff based on Professional Development Plans. Teachers participated in a range of whole school professional learning around literacy, numeracy, student and staff wellbeing. This included one late evening professional learning event each term. Staff attended, presented at and hosted a wide range of professional learning, linked to their professional development plans and overseen by the Professional Learning committee, chaired by the Deputy Principal – Teacher Quality.

Support for teachers applying for accreditation at Proficient level, along with those needing to maintain their accreditation was provided by supervising Head Teachers and the Deputy Principal – Teacher Quality. Teachers collated evidence of how they met the Australian Professional Standards for Teachers under the guidance of Head Teachers and annotated it. The Deputy Principal – Teacher Quality then provided feedback prior to submission to the Principal and the NSW Education Standards Authority.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>1,436,442</td>
</tr>
<tr>
<td>Revenue</td>
<td>10,523,480</td>
</tr>
<tr>
<td>Appropriation</td>
<td>10,192,484</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>19,364</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>291,867</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>10,961</td>
</tr>
<tr>
<td>Investment Income</td>
<td>8,804</td>
</tr>
<tr>
<td>Expenses</td>
<td>-10,123,383</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>-10,123,383</td>
</tr>
<tr>
<td>Employee Related</td>
<td>-8,903,236</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>-1,220,147</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>0</td>
</tr>
<tr>
<td>Employee Related</td>
<td>0</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>0</td>
</tr>
<tr>
<td>SURPLUS / DEFICIT FOR THE YEAR</td>
<td>400,097</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>1,836,539</td>
</tr>
</tbody>
</table>

The school has used equity funding to support the leadership capacity of staff, in particular Head Teachers supporting faculty staff in managing student learning. Additional student learning support officers have been employed to support students with learning needs in mainstream classes. The funds that are being rolled over have been allocated to programs in 2019 that continue to support student learning and achievement.

Financial summary equity funding

The equity funding data is the main component of the ‘Appropriation’ section of the financial summary above.
<table>
<thead>
<tr>
<th>Base Total</th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Per Capita</td>
<td>127,995</td>
</tr>
<tr>
<td>Base Location</td>
<td>4,416</td>
</tr>
<tr>
<td>Other Base</td>
<td>5,772,791</td>
</tr>
<tr>
<td>Equity Total</td>
<td>1,673,925</td>
</tr>
<tr>
<td>Equity Aboriginal</td>
<td>346,126</td>
</tr>
<tr>
<td>Equity Socio economic</td>
<td>925,659</td>
</tr>
<tr>
<td>Equity Language</td>
<td>5,370</td>
</tr>
<tr>
<td>Equity Disability</td>
<td>396,771</td>
</tr>
<tr>
<td>Targeted Total</td>
<td>1,583,201</td>
</tr>
<tr>
<td>Other Total</td>
<td>202,274</td>
</tr>
<tr>
<td>Grand Total</td>
<td>9,364,603</td>
</tr>
</tbody>
</table>

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.

A full copy of the school’s financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

**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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The data provided below indicated the number of students that have achieved each band in the NAPLAN test sat at Year 7 and again Year 9.

This data does not demonstrate is the level of growth experience by these students over that same period of time. Analysis of growth data indicates that the majority of students in this cohort achieved levels of growth within or above the expected growth range.

This growth data analysis is available on request.

Students continue to perform consistently in the area of Numeracy.

In 2018 data suggests that there has been observable growth with respect to the number of students able to access band 9 and 10 in the area of numeracy by Year 9.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The school did not have any Aboriginal students in the top two NAPLAN bands in 2018. Given the literacy and numeracy starting points for those Aboriginal students entering Year 7 in 2016 it is difficult to expect a level of growth that would have placed them in the top two bands in NAPLAN by 2018.

However, NAPLAN data does show that those Aboriginal students entering Year 7 at Canobolas Rural Technology High School in 2016 did experience observable growth in their Literacy and Numeracy Skills across these two years of schooling. This growth is equal to and sometimes better than growth experienced by non-aboriginal students in the same cohort.

**Higher School Certificate (HSC)**

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). At Canobolas Rural Technology High School students completed patterns of study that represent areas of strength and interest.
The average HSC mark across courses was consistent with schools of a similar type. Improvements in HSC performance across the school are attributable to a reduction in Band 1 and 2 results, indicating better performance by students at all levels. Students achieving at Band 5 and 6 increased from 2017.

Parent/caregiver, student, teacher satisfaction

As in previous years the school relied heavily on gauging parent, teacher and student satisfaction through the Tell Them From Me surveys conducted by the Department of Education’s, Centre for Education Statistics and Evaluation. In 2018 parents, teachers and students were surveyed.

While the survey size for parent participation was low it did provide some useful information for the school to use as a basis for planning. Parents of Year 11 and 12 students indicated strongly that they felt welcome, they were well informed and the school strongly supports student learning. A large majority of parents said they would recommend the school to parents of primary school students.

Thirty staff participated in the Tell Them From Me survey. Teaching staff indicated school leaders clearly communicate their strategic vision and values for our school and are leading improvement and change. Staff responses related to parent involvement in student learning indicated that a focus needs to be placed on improving this in the new school plan. A significant number of staff also identified staff morale as a focus area moving forward.

Over 300 TCRTHS students were surveyed in 2018 and the following is a summary of the highlights of the results. Students at TCRTHS indicated a higher rate of participation in school sport when compared to the whole survey cohort. Students felt classroom instruction was well organised, had a clear purpose and they were provided immediate feedback which helps them learn. In addition students identified that teachers were responsive to their needs and encouraged independence. Student responses indicated that improvements need to be made when addressing the issue of bullying, including cyber bullying, in the school. This also extends to developing a feeling of belonging within the school environment.

Policy requirements

Aboriginal education

In 2018 we developed new and consolidated many existing Aboriginal education programs which supported the focus areas from our School Plan of

- improving literacy and numeracy
- targeting educational strategies to suit individual student needs
- increasing parent participation in school activities
- providing targeted pathways to higher education through traineeships
- increasing participation by senior students in either further education or employment
- improving teacher knowledge of the educational, cultural and social needs of students
- building the school and community relationship.

In 2018 we saw the continued integration and development of our Girls Academy which aims to develop and empower Aboriginal girls through leadership training, mentoring, sport and extra-curricular programs. The Academy’s goal is to create an environment within schools where the girls receive the support and programs needed to help them realise their full potential. The Canobolas Academy has three staff and engage most of our girls. Increased attendance and engagement, healthy lifestyles, leadership opportunities, and being an active part of our local community have all been successful this year.

The Clontarf Academy has developed during 2018, aiming to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal men. This has expanded to include a fourth staff member this year to fulfill an increasing role in our school. Currently, they lead activities within the focus areas of education, healthy lifestyles, life skills, leadership and football to engage with many of our Aboriginal boys.

The Girri Girri Sports Academy continued to focus on girls in 2018, linking with the Girls Academy to ensure that a maximum number of girls accessed engagement through sport while encouraging academic achievement, with a concentration on literacy and numeracy. This year the focus was on assessment tasks, homework, resume writing and employment options.
Our school Aboriginal Education team continues to meet on a regular basis to progress the interests of Aboriginal students at our school. This year the team has welcomed greater community participation in meetings, with parents, Elders, and community partners attending as able. The team completed reviewing the school's Aboriginal Education Policy based on the findings from the Turning Policy into Action Reflect>Plan>Act guide completed late in 2017, enabling them to see areas for celebration, development and refinement for Aboriginal education and Professional Learning. This has led to structures supporting Learning, Teaching and Leading in the 2018–2020 School Plan.

Links between school and work remain an essential part of future employment for our students. One Year 10 Aboriginal student was successful in gaining a school–based traineeship with the Commonwealth Bank. One student started an Educational Support SBAT at Anson Street School.

Aboriginal language through culture is integrated throughout Stage 4, and with a wider range of Aboriginal culture and awareness being included to represent the many Aboriginal student cultures and identities at our school. These have been integrated into the Stage 4 Project–based Learning classes. The students continued to learn some common words and phrases of different Aboriginal languages, with a primary focus on the Wiradjuri language. We have been very fortunate to have been gifted all of the professional learning and teaching resources, as part of our Language Tutor Ron Wardrop's legacy, to assist us in partnering with teaching Aboriginal language and culture in the future as appropriate.

Stages 4, 5 and 6 Aboriginal Studies classes continued to be a popular elective subject for Aboriginal students to take in 2018. These courses have expanded to be taught by four staff. Students in these classes have strong attendance, retention, and level of engagement. Aboriginal and non–Aboriginal students are enrolled in these courses. The teaching programs reflect and cater for the range of Aboriginal identities present in our school, with a strong focus on literacy throughout the teaching of skills and content.

Updated individual learning plans (ILPs) provide strategies for school staff to assist each individual to achieve their best learning outcomes. Parental and student input is shown to be the key to success of these plans and we have increased support from our parent community. Parents have continued to be invited to meet with school staff to discuss their child’s individual education needs, reflected in the ongoing changes and updates made at least annually to the ILPs.

Teacher professional development continued in 2018 including strategies to increase the education success of our students. Three more of our staff undertook Stronger Smarter training to build on our current well equipped staff base to cater for the individual learning needs of our Aboriginal students. We have 10% of our teaching staff trained in using these processes. This focus on Aboriginal processes as part of our school culture has created positive change in the Executive leadership team and is being spread through faculties during PL at whole staff meetings.

Our girls Aboriginal dance group performed as part of the wider school dance troupe in the 2018 NAIDOC week competition. This was the culmination of our expansion of participation in a number of dance workshops run by our community Elders. The workshops provided an opportunity for the students to increase prior understanding of protocols essential to correct storytelling and movement through dance, and for Aboriginal and non–Aboriginal students to gain cultural pride and understanding of the intricacies of dance as a communication form. Our PDHPE staff and Girri Girri coordinator worked to develop the holistic performance, and we were successful in gaining first place in the dance Eisteddfod section for NAIROC.

Our school continues to actively join and participate in meetings and events relating to the broader community including NAIDOC Week celebrations, ANZAC Day, Student Leadership, family case management meetings with various local government and non–government service providers, and links with Orange City Council and Verto. These links enable us to maximise student participation in school and community events and pursuits.

**Multicultural and anti-racism education**

A whole school approach to cultural awareness and acceptance of difference is implemented in the school. School welfare programs provide students, staff and community with clear processes of complaint resolution procedures and staff receive training annually. The school has a trained Anti–Racism Contact Officer (ARCO), along with a number of staff who support this position. All concerns expressed are dealt with by the clear procedures of the school.

Year 7 students developed an appreciation for the Wiradjuri culture and have developed basic language skills in both spoken and written forms.

Many excursions had access to multicultural activities including visits to cultural exhibitions and performances, with studies of social diversity in our major cities.

The school promotes multicultural awareness through all school programs and teaching content.