

Trangie Central School Annual Report



2016



3254

Introduction

The Annual Report for **2016** is provided to the community of **Trangie** 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.

Anne Holden

Principal

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Message from the Principal

This is our opportunity to recognise achievements and look back and remember a wonderful 2016. Each year, since my first year in 2009, I write this report and say how much better each year has been than the last! But it is always so true! I would be here for a very long time if I went through every success and high point one at a time.

Again, our secondary numbers continue their upward trend with primary numbers stable. Primary will have 5 classes again, all with small numbers and we will have a lovely straight Kindy class to give our Early Birds the best start ever. Mrs Corcoran, our Early Bird teacher always does a great job preparing her students for big school and Miss Druce, our Kindergarten teacher is ready and waiting for them to continue the good work. There will also be a support teacher, funded by the school, in Kindy as we believe that Early Intervention is the key to success.

We will still be an Early Action for Success School, which is an amazing Early Literacy and Numeracy program that measures progress constantly and provides targeted support to meet the needs of every student. The on-going high quality teaching that takes place in Primary has been recognised in the Weekend Australian 'Your School' edition where we were named as the second most improved Primary School in NSW and 5th in the whole of Australia. Four out of the top five, I might add were public schools.

In secondary we will have our biggest senior school yet and we are extending the library to create more senior study spaces appropriate for a mature, hardworking, reliable, trustworthy and seriously studious senior group! – I have a vision, which I hope will not be a mirage! We are offering all the Senior Science courses, a full range of Mathematics courses up to Extension 1 and Advanced English, Standard English and English Studies. There is indeed something for everyone.

Our commitment to the Creative Arts remains very strong with Senior Music, Visual Arts and Visual Design being studied in both Year 11 and Year 12. Vocational subjects are also still strongly supported with Primary Industries and Hospitality. In junior secondary we will have three classes in both Stage 4 and Stage 5 and these will be graded to ensure both extension and support as the case may be. As the numbers have increased, so has our staffing and this week we have employed an extra Science teacher and a Geography/History teacher to cover all the extra classes we have created. Without our community's trust, our students would continue to leave Trangie on the bus each day to go to school in another town. I would like to express my gratitude for this support and confidence and assure everyone that we do not treat this responsibility lightly. We are able to then contribute to our community by feeding all that earning power back into this community.

We have so many highlights with the following being some of them (forgive me if I miss any): The year started off well with Meegan Seymour being named Young Citizen of the Year and Reuben Stoneman named Children's Champion at

the Australia Day Awards. Our new TCS Team Sports Uniform was launched. Huge thanks to all the sponsors for making this possible, Troy Jones for his talent in design and Mel Gleeson for never giving up. Our Leadership Team went well with SRC participating in the Lachlan District Meeting, Year 9/10 Visual Arts did some amazing portraiture at Kurrajong Court and Mr Jones and his team of Tim James, Anna Terry and Bonnee Morton are painting a beautiful ANZAC mural on the water tank of the services club.

This year was the first time we had ventured into the world of Eisteddfods in Wellington and we performed to our usual high standard. The Year 3/4 and Year 5/6 dance groups both came in second in their category and the Secondary Aboriginal Dance Group came first at the Eisteddfod and then first of the best in the Dubbo Concert the week later. In September we were notified that we had won a place in the prestigious Educator Magazine's annual 'Innovative Schools' edition. This was recognition for innovation in education where we achieved a change of culture using creativity and strong, positive relationships between all members of our community. There are copies of this magazine at the administration office for anyone who would like one.

Term 4 saw our secondary debating team reach the NAIDOC Debating State Finals where they only just came second after a very long adjudication. Meegan Seymour, Karly Edwards, Morgan Gale and Bryce Hannaford were not very experienced but their capacity for argument stood them in very good stead and they were outstanding.

NAIDOC Day was our best yet with a notable and very pleasing increase in community participation in 2016. Harmony Day epitomised our harmonious and accepting student body and Grandparents' day was a wonderful event and one that I am sure, all the participants will not forget in a long time. There were many lovely photos taken and if you have not seen the photo slide show on Facebook that Sharyn Brown has put on then take a look –there was not a dry eye in the house!

The Aboriginal Dance Ensemble once again successfully auditioned for the Schools Spectacular. Mr Holden and I travelled down to watch and it was a truly amazing show. It made me very proud to be a part of a Public Education System that nurtures so much talent and provides such wonderful opportunities for its students – regardless of ethnic background, socio-economic circumstances or geographic location.

This year has seen a real growth in the number of individual achievements in an ever widening range of endeavours. Audrey Kater was selected for the Sydney Youth Orchestra Workshop, Pat Skinner and Meegan Seymour were selected for NAISDA Dance College Camp and Bangarra Dance Company B for School Spectacular. Daniel Flannery got through to the finals in the Soap Box Challenge public speaking, Mal Hanley is to be congratulated for his Victor Chang Award for Science, Karly Edwards is into Far West Academy for netball, Taylah Brown has been chosen for the Central West Rugby Sevens, Pat Skinner has been to New Zealand for Karate, Jacana Powell went to State for Javelin and Shakirra Sunderland for shot put and Anna Terry and Ben Thornton for swimming. Jayden Dunn, Audrey Kater, Ellie Broughton and Zoe Andrews all made it to PSSA for Cross Country. Taylah Brown received a CWA of NSW Education Grant this week.

We have had excursions to Sydney, Canberra, the Blue Mountains, Wambangalang, Burrendong, the Zoo and had a ball. The list goes on and on. We need to see and experience all these places, but we don't necessarily have to live there.

We are only small, but we really punch above our weight. If you believe you can, then you can. If you don't succeed the first time, learn and then try again. A combination of a great staff, great kids and a great community makes this a very special place to be.

Message from the school community

2016 P&C Report

2016 demonstrated what a small group of parent volunteers can achieve with the assistance of the wonderful staff at TCS. Our P&C committee has worked tirelessly this year through fundraising efforts and working bees at the school. With a focus on the continued redevelopment of the Primary Department playground, our small committee was able to fundraise a significant amount of money to purchase a new handball court, a half cricket pitch, upgrade the sandpit area, complete our outdoor tunnel and purchase the first stage of our Moduplay Geoclimber equipment. We also continued our financial support to assist students travelling away for the NSW Schools Spectacular and to those students who represented our school and region at a state level. All members should be extremely proud of the effort they have contributed to our school and its students.

School background

School vision statement

Trangie Central School will provide a caring and creative environment that encourages independent learners. We will maintain the consistently high expectation that all students, in our care, will realise their full potential through a wide range of interesting, innovative and challenging academic and extra-curricular learning opportunities. We will produce interested, confident, competent and resilient learners who are equipped to thrive in today's ever-changing world.

We will meet our challenging goals with talent and passion, believing that there is always a better way.

School context

Trangie Central School is a small rural school located 72kms west of the major NSW regional centre of Dubbo. Trangie Central School is part of the Lachlan School Education Area. The school is situated in an area that is dominated by cotton production and crop farming with some livestock production. The school has excellent facilities which include a multi-purpose sports centre which is used for a variety of school activities. Student numbers have doubled since the end of 2009 for both primary and secondary. The school has a mixture of experienced and young teaching staff. The school receives equity funding for location, Low Socio-economic and Aboriginality. The school also receives an additional 0.3 staffing allocation which is used to create support and extension in Literacy and Numeracy which has been rewarded by pleasing NAPLAN growth. A wide range of extra-curricular activities has increased student engagement and has resulted in a strong creative school culture. The senior school operates as part of the Western Access Program which allows it to offer a great selection of subjects and experiences that would not normally be available. The school has a long and proud history of being a true community resource.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

Learning Elements

The Learning culture of our school has moved from sustaining and growing to excelling. We have positive community relationships, we know the students very well and we use a consistent language across the school. We excel in the area of Wellbeing, with many opportunities for individual learning, be it academic, sporting or extra-curricular. There is a strong and positive relationship between staff and students and very strong emotional support is given to all students.

The success of the school's wellbeing strategies is evident in huge levels of participation in a wide range of activities and an improving attendance rate. The steady increase in student numbers is also a good indication of how the students and the community perceive our school.

In Curriculum and Learning we are sustaining and growing, with significant extra-curricular activities supporting student development and strongly aligned with the school's vision. More programs are being offered and a sound transition program is in place for both Kindergarten and Year 7.

Assessment and reporting is a focus area for our school and we have moved into sustaining and growing. We are successful in the use of PLAN to report for Early Action for Success and we have a high level of success with the written reporting system, and the Parent Teacher meetings, where individual reminder phone calls to families produces excellent participation rates.

Student Performance measures are at the sustaining and growing level, with NAPLAN results showing a steady trend

upwards and the outstanding results in Year 3 in 2015 reflecting the success of our Early Action for Success and Early Bird transition to school program.

Teaching Elements

In the area of Effective Classroom Practice, we have raised our own expectations and feel that we are still only delivering in this area. Teachers are using student feedback and assessment of learning to inform their own teaching practices but this needs developing. NAPLAN data is analysed and high expectations are consistent with all staff across the school. Stage 6 program delivery through the Western Access Program has many benefits for both students and staff, but the delivery of different subjects lacks consistency. This will be a focus for 2017.

The Data Skills and Use element is at the sustaining and growing level at our school. Data is used to develop the school's learning goals, with extended response writing and Spelling being the focus for 2017. The School Plan is driven by student data and we constantly review attendance. PLAN and the Literacy/Numeracy continuums are used to target gaps in student learning

Our school is achieving well in the area of Collaborative Practice where we are sustaining and growing. Teachers receive regular feedback in relation to the Quality Teaching Framework. The staff works effectively as a team and share common goals. We now meet in Year 7–10 subject groups and have improved how we collaborate with the other Western Access schools.

In Learning and Development, we have moved into sustaining and growing. Staff strengths are identified with succession planning in place. Leadership development and preparation is at the fore and we have improved our Early Career Teacher development and accreditation.

With Professional Standards we are sustaining and growing. We support ongoing professional development and all staff are committed to their own on-going development. All staff members are highly capable in their own areas.

Leading Elements

In the area of Leadership, our school is sustaining and growing and moving towards excelling. P&C, assemblies, SRC, cattle team, NAIDOC, and Schools Spectacular all give the community opportunity to participate. Our newsletter is a community resource with community organisations able to place articles and information into the weekly magazine each week free of charge. Our electronic sign, App, website and now Facebook have created an outstanding communication model which has been very well received by our community. Community involvement is strengthening with the increased extra-curricular offerings and the improved communication strategies. The staff is very responsive to anything that is not working and student leadership is developing in strength with an active SRC both within the school and in the district.

School Planning, Implementation and Reporting is sustaining and growing. The school acknowledges and celebrates a wide diversity of student, staff and community involvement. Community involvement is strengthening. Staff are becoming more articulate in a broad understanding of the School Plan.

We are sustaining and growing in management of the School's Resources. Extra-curricular activities are offered to all students and the Western Access Program offers a wide range of subjects. All staff work well together to provide quality education and financial decisions are used to gain efficiencies and maximise resources to implement the School Plan.

In Management Practices and Processes, we are excelling. More parents are coming to the school and positive interaction by far outweighs the negative. All roles, including the Executive, have been clearly identified in terms of expectations. WAP roles have been clarified, organised and adhered to and we will carry on working towards allowing feedback from the community. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

What next?

We need to continue to develop more partnerships and ensure that we have quality Scope and Sequences across all KLAS K–6.

Writing still remains a focus area for us and the implantation of ALARM is beginning to have a positive impact on this. Implementing ALARM will continue to be a priority in 2017.

Processes are in place in Primary for classroom management and this is being clarified and developed in Secondary. We need to ensure we have consistency of classroom expectations. Stage 6 program delivery through the Western Access Program has many benefits for both students and staff, but the delivery of different subjects lacks consistency. This will continue to be a focus for 2017. We need to develop consistency of teacher judgement and use

classroom observations more effectively.

More emphasis needs to be placed on induction of new staff, into the school and into Western Access.

We now need to support staff in pursuing the higher levels of accreditation and we need an emphasis on professional standards and curriculum requirements.

Technology is an area that requires improvement and development. Delivery of subjects needs to be more effective and consistent.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

A culture of Quality Teaching and Learning

Purpose

The school has high expectations of student achievement. Every student will have the opportunity to perform to their potential. Adjustments to learning programs will support the learning needs of students. Quality teaching practices effectively develop the knowledge, understanding and skills of all students using evidence based teaching practices.

Overall summary of progress

Professional learning opportunities identified in staff PDPs have led to targeted training and development. Teachers' feedback sheets from book collection have been overwhelmingly positive and indicate that Quality Teaching is evident in classrooms across the school. Lesson observations by peers and supervisors have had a positive impact and have provided valuable and beneficial feedback. NAPLAN results, despite small school variations, indicate an upward trend in student achievement. Staff have been trained in L3 and are implementing the program effectively. We are meeting EAfS targets or working beyond with the exception of students with either confirmed disabilities or attendance problems.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers provide evidence that the Quality Teaching Framework is being addressed.	Professional learning was provided in quality assessment with on-going internal professional dialogue about quality reporting. Feedback was given on quality teaching and learning as evidenced by the collection of student workbooks. The on-going collection of student workbooks and the lesson observations conducted with the PDPs was evidence of Quality Teaching.	Western Access (\$1200.00) RAM funding and a train the trainer model. Teacher expertise to present to the rest of the staff.
Average progress of all TCS students in NAPLAN assessment continues to be equal or greater than average progress achieved at State level.	<p>Year 5 – below average in Reading, Punctuation and Grammar but well above average growth in Spelling and Numeracy</p> <p>Year 7 – Well above average growth in Reading and Spelling but below average growth in Punctuation and Grammar and Numeracy</p> <p>Year 9 – Below average growth in all areas of the assessment.</p> <p>NAPLAN results vary tremendously across the years, in a small school, and the results do not form a clear pattern. The areas for improvement in 2017 will be Punctuation and Grammar and Writing.</p>	PDP program and collection of books by the Head Teachers and Principal.
EAfS literacy and numeracy targets are met for students K–2.	<p>46% of Kindergarten at or above this benchmark for Literacy and 76% in Numeracy.</p> <p>70% of Year One students reached at or above level 17–18 and 85% of students reached benchmarks.</p> <p>In Year 2, 60% reached benchmark in Literacy and 80% in Numeracy. These figures include results for students with a confirmed disability.</p>	<p>Early Action for Success</p> <p>Instructional Leader (0.4)</p> <p>Interventionist (0.4)</p> <p>\$8000 funding</p>

Next Steps

A Quality Teaching checklist is being developed to improve overall consistency and quality of delivery in WAP in Stage 6.

ALARM Years 6–12 will be implemented in 2017 in order to improve the quality of student responses to assessment tasks and also to develop a better understanding in both students and teachers of how to recognise and demonstrate higher order thinking.

Targeted DEAR groups receive intensive Literacy programs using Literacy Planet, focusing on Spelling, Punctuation, Grammar and Writing.

EaFS will be extended into Year 3 in 2017 and L3 will continue to be implemented.



Strategic Direction 2

Resilient, highly engaged students

Purpose

To build leadership skills to improve student engagement in a positive school environment. To develop resilience and improve students' social wellbeing. To increase engagement in schooling.

Overall summary of progress

There has been an improved attendance rate in both primary and secondary. There has also been significant improvement in participation in sport and extra-curricular activities. Leadership skills are being developed in Interest groups as senior students lead some groups. There has been steady progress for both advocacy and positive teacher-student relations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Higher attendance rate than similar schools, according to the SEF report.	<p>A higher rate of attendance than similar schools, according to the SEF report.</p> <p>Secondary: The attendance rate in secondary was 85%, as opposed to similar schools with an attendance rate of 81%, which is 4% higher.</p> <p>Primary: The attendance rate in primary was 91%, as opposed to 90% in similar schools which is 1% higher.</p>	<p>HSLOs and attendance team</p> <p>Sista Speak/Mob Speak programs – Aboriginal funding: \$10 000</p> <p>K–12 SLSO classroom support – Aboriginal funding: \$58 000</p>
Higher rate of student participation in sport and extracurricular activities than the NSW Government norm, as given by the TTFM student survey	<p>Wide range of extra-curricular activities with students engaging enthusiastically. Higher rate of student participation in sport and extracurricular activities than the NSW Government norm, as given by the TTFM student survey</p> <p>Participation in sport</p> <p>Secondary: 77% as opposed to NSW Govt norm of 52% – 25% higher</p> <p>Primary: 96% as opposed to Govt norm of 83% – 13% higher</p> <p>Extra-curricular activities</p> <p>Secondary: 40% as opposed to Govt norm of 24% – 16% higher</p> <p>Primary: 62% as opposed to Govt norm of 55% – 7% higher</p>	<p>RAM funding</p> <p>Socio-economic funding: \$64 500</p>
Higher than the NSW Government norm for both Advocacy and Positive teacher-student relations according to the TTFM student surveys	<p>Advocacy</p> <p>Secondary: Rated as 6.6 out of 10 as opposed to NSW Govt norm of 6 out of 10 which is 0.6 higher</p> <p>Primary: Rated as 8.1 out of 10 as opposed to NSW Govt norm of 7.7 out of 10, which is 0.4 higher.</p> <p>Positive teacher-student relations</p>	<p>School Representative Council – teacher allocation</p> <p>Secondary staffing – RAM Socio-economic funding \$100 000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Higher than the NSW Government norm for both Advocacy and Positive teacher–student relations according to the TTFM student surveys	Secondary: Rated as 6.7 out of 10 as opposed to NSW Govt norm of 5.6 out of 10, which is 0.7 higher. Primary: Rated as 9.1 out of 10 as opposed to NSW Govt norm of 8.4, which is 0.7 higher.	

Next Steps

We aim to maintain levels of student participation in sport and extra–curricular activities.

We will continue to work closely with the HSLO team and be vigilant and proactive in monitoring attendance issues and applauding and rewarding good attendance.

We will offer increased opportunities for student leadership, outside SRC, for example in Interest groups.

We will also increase the number of students reaching the higher levels of the merit system.

An excursion policy will be developed to ensure a full range of experiences is provided for all students as they progress through the school from K–12.



Strategic Direction 3

Strong community partnerships and enhanced communication practices.

Purpose

Build stronger, positive community relationships. Develop a culture of collaboration and strengthened communication. Increase community involvement in and understanding of school activities. Improved communication between school and community.

Overall summary of progress

Trangie Central School has introduced a range of programs which have contributed towards building stronger, positive community relationships between students, staff, families and community members. These programs focus on the areas of Art & Culture, Health & Welfare, Sport, ICT and Agriculture. Our students have demonstrated a proactive approach towards these improvement measures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Positive responses from majority of community members in annual phone survey conducted by the school. 	<p>CLO phone survey of parents and community members. Positive comments on Facebook. Strong participation in Parent Teacher meetings.</p>	<p>Community Liaison Officer employed. Location funding in RAM – \$17 000</p>
<ul style="list-style-type: none"> School actively involved in community projects 	<p>Meals on Wheels, 9/10 Elective Art Portrait program at Aged Care facility</p> <p>ANZAC Sculpture displayed on ANZAC day</p> <p>ANZAC Mural project painted onto the RSL Water tank</p> <p>Primary Choir and Secondary band visits to Kurrajong Court, our Aged Care facility</p> <p>Cattle team involved in partnership with local producers</p> <p>Primary weekly visits to Aged Care facility – reading, singing</p> <p>NAIDOC Week Touch community competition</p> <p>ANZAC day march – drumming and student march</p> <p>School Choir singing at ANZAC Day breakfast</p> <p>School Newsletter used to advertise community non-for-profit events Free Of Charge.</p>	<p>CLO organisation of activities.</p>
<ul style="list-style-type: none"> Participation demonstrated by regular meetings and active participation of P&C members. 	<p>Regular meetings held each month, well attended by majority of members.</p>	<p>P&C and staff participation after hours</p>

Next Steps

The school intends to build upon the identified measures initiated in previous years. Feedback will be gathered from stakeholders on current measures and gaps will be identified within the current framework. Programs will be adjusted and/or developed to further enrich our community partnerships and strengthen communication practices.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The Early Bird Program is in its 6th year and continues to provide a transition to school program for both Aboriginal and non-Aboriginal children. The program has resulted in confident and capable Kindergarten children the following year who start learning from the very first day of school with no time wasted on settling in and learning school expectations.</p> <p>The program has also provided excellent promotion for the school in the community and has resulted in strong Kindergarten numbers each year.</p> <p>The preparation that this program provides ensures that the Early Action for Success program has maximum chance for success.</p> <p>The Aboriginal funding also provides funding for an Aboriginal Education Officer who provides support in the classroom in both secondary and primary and supports the implementation of our Wiradyuri LOTE language program that all Trangie Central School students participate in in Year 7. This is now in its 6th year and has further enhanced the tolerance and understanding of our whole school community for the Aboriginal culture of our students.</p>	<p>Early Bird transition program prepared students for school. Aboriginal Education Officer provided support .</p> <p>SLSO support in class.</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$64 388.00) • Aboriginal background loading (\$10 000.00)
Low level adjustment for disability	<p>The funding that the school has received has provided SLSO support in classrooms in both Primary and Secondary. The LaST allocation has ensured a strong and clearly defined Wellbeing Program at our school that identifies area of need and then provides appropriate support, with the support of the School Counsellor.</p>	<p>SLSO support, LaST allocation</p> <p>LaST (1.1): \$112 223</p> <p>SLSO support: \$29 985</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$112 233.00) • Low level adjustment for disability (\$29 985.00)
Socio-economic background	<p>A wide range of extra-curricular activities was offered to our students in order to develop self esteem and provide varied opportunities for success. The Creative and Performing Arts was a focus which has grown steadily during the last six years. Debating, dance, instrumental music, drumming and singing have all contributed to the positive responses reported in the Tell Them From Me surveys. This in turn has been reflected in steadily improving attendance rates.</p> <p>The extra staffing in both Primary and secondary has enabled the school to create extra classes that have catered for the wide range of abilities in our school more effectively. The extra staffing has also ensured that a wide and interesting range of electives in Stages 5 and 6 have been offered to the students.</p>	<p>Staffing – \$170 606</p> <p>Music Program: \$50 000</p> <p>Interest Groups, \$2 500</p> <p>Debating, Band: \$12 000</p> <p>Communication Coordinator: \$22000</p> <ul style="list-style-type: none"> • Socio-economic background (\$12 000.00)
Location	A wide range of excursions and activities was	Excursion Support: \$4 000

Location

offered to our students. The growth in participation in such activities has been a marker of our success in developing confidence and resilience in our students. The effect that isolation and social disadvantage has on our school was minimised with these funds and ensured that students were able to experience a broad range of activities.

The position of Community Liaison Officer has been instrumental in promoting our school in the local and wider community and in seeking grants which have provided shade structures and Murals for our school.

Community Liaison Officer: \$17 000

Casual relief: \$10 000

Primary RFF: \$20 000

- Location (\$16 000.00)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	70	77	98	101
Girls	90	113	117	123

Enrolments in Primary have been affected somewhat adversely by local employment issues and climatic conditions. Also a lack of housing in the town has kept the numbers static. The numbers remain steady, however. Enrolments in the secondary part of the school have trended up steadily and consistently since 2010. This has been in response to a growing confidence in our school within the local and wider community. Also, the senior school continues to grow in size reflecting a change in trend for students to remain in Trangie rather than seeking education in a larger centre.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92	87.7	92.2	92.8
1	90.6	92.1	88.7	91.8
2	94.6	93.4	92.9	86.4
3	91.9	95.4	93.8	91.7
4	89.7	93.6	95.1	90
5	89.6	92.7	92.9	92.9
6	87.6	93.1	92.9	90.5
7	90.4	91.3	90.1	88.4
8	87.4	89.6	90.5	86.5
9	89.5	86.6	83.4	87.9
10	81.7	92.8	87.4	83.1
11	83.6	82.7	83.2	88.6
12	82.1	82.3	88	91.4
All Years	88.9	90.3	90.3	88.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Management of non-attendance

Student attendance continues to trend up with the majority of students attending regularly. The attendance rates, in a small school like ours, have been significantly affected by the attendance issues of a small minority.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	7	0	0
Employment	0	13	40
TAFE entry	0	0	40
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	20

The senior class of 2016 is the last small cohort to go through Trangie Central School. This year group was very small all the way through the school and therefore the percentages do not hold a great deal of validity. The size of the senior groups from 2017 onwards will better reflect the culture and achievements of Trangie Central School.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	9.61
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	7.79
Other Positions	5

*Full Time Equivalent

20% of the workforce is Aboriginal at our school, including our Deputy Principal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Professional Learning in 2016 at Trangie Central fell into two categories; mandatory compliance of Departmental requirements or professional learning identified by teachers in their Performance and Development Plans to support the achievement of the targets identified in the school's three year plan.

Teachers all participated in CPR and Anaphylaxis training and Child Protection. The principal and the school Executive were trained in analysing data in Business Intelligence and teams were identified to participate in the full Non-Crisis Intervention training. A large number of teachers received training to support the implementation of new syllabuses – in English, Mathematics, Geography and Agriculture. Our infants teachers, implementing the EAfS program were trained in L3 and also Early Childhood transition. The school's Accreditation coordinator received training in Managing Higher Accreditation across the school and in Information for pre-2004 teachers.

The school continued to provide opportunities for professional dialogue in whole school planning and evaluation and in the School Excellence Framework. and in quality teaching and assessment.

The Principal participated regularly in the Lachlan Principals' Network meetings which provided up-to-date information on system requirements and new initiatives. The Western Access meetings ensured currency with Stage 6 delivery.

The Accreditation coordinator has continued to work with teachers to ensure that they are fully aware of the deadlines and requirements attached to gaining and maintaining accreditation at the different levels.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	308 464.06
Global funds	250 896.16
Tied funds	788 781.26
School & community sources	125 354.04
Interest	9 547.94
Trust receipts	75 076.86
Canteen	6 057.20
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	50 491.22
Excursions	56 453.27
Extracurricular dissections	104 646.69
Library	4 942.59
Training & development	1 283.88
Tied funds	656 978.64
Short term relief	0.00
Administration & office	80 859.66
School-operated canteen	3 854.10
Utilities	54 495.66
Maintenance	26 818.69
Trust accounts	74 478.81
Capital programs	34 350.00
Total expenditure	0.00
Balance carried forward	0.00

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.

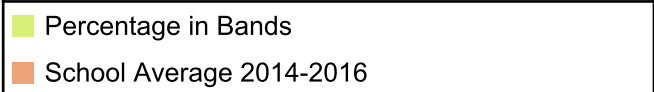
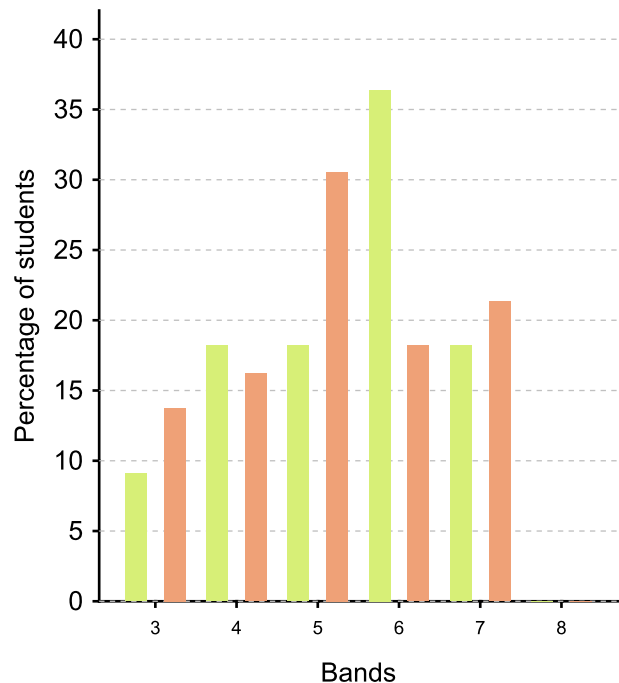
School performance

NAPLAN

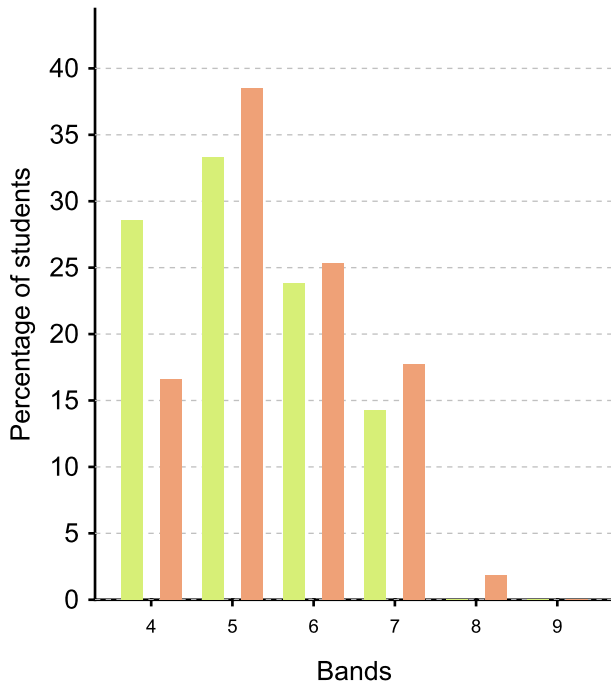
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN results for all years varied and did not form a consistent pattern across year groups. Different cohorts vary tremendously in a small school, but Writing and Punctuation and Grammar both stood out as areas for improvement in 2017.

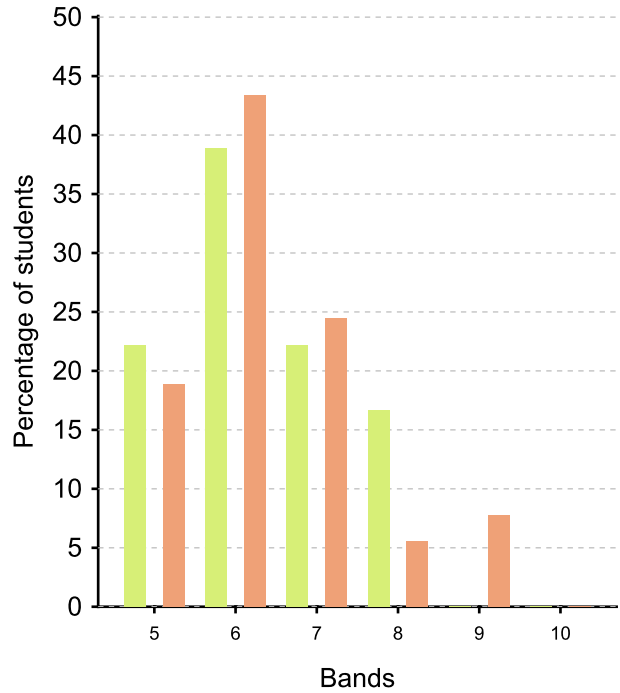
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 7 Reading



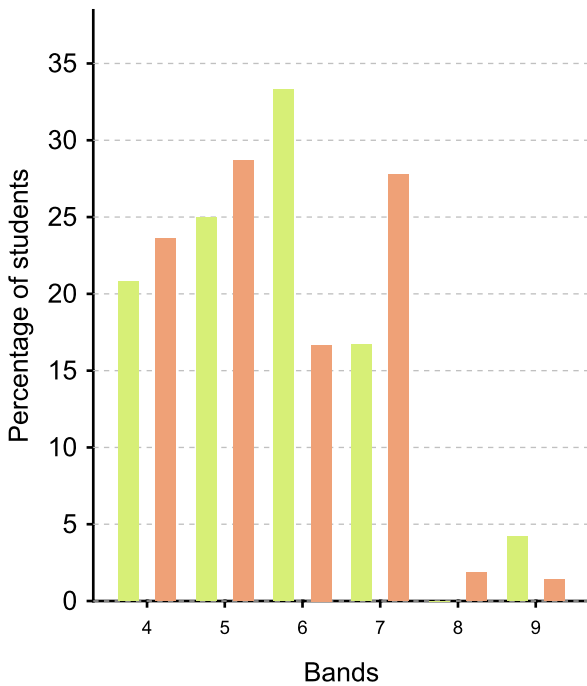
Percentage in bands:
Year 9 Grammar & Punctuation



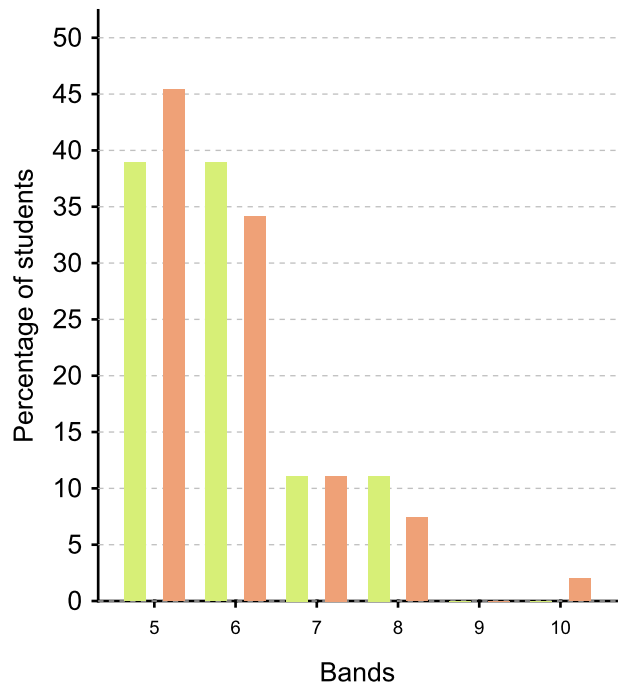
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Writing

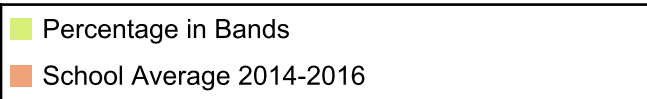
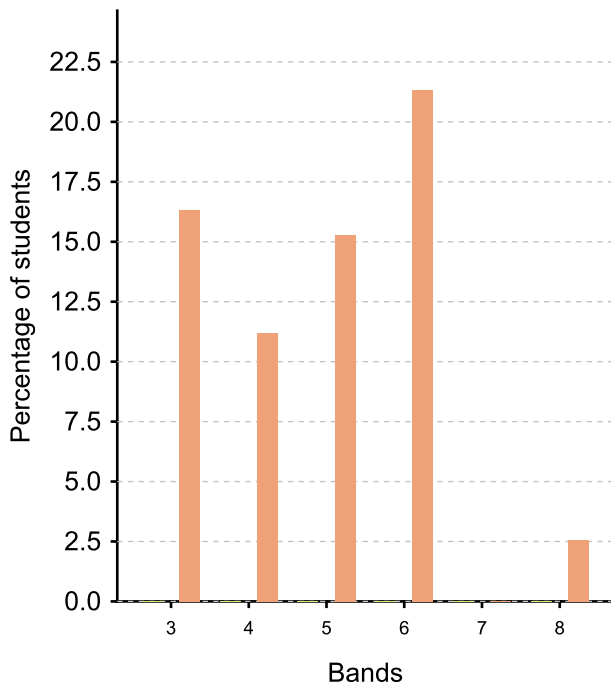


Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Year 5 demonstrated exceptional growth of 26.2 above State and this improvement is a direct result of the focus on Numeracy in 2015 in our school.. The size and academic ability of each cohort varies. In Year 7 students joined our school from several feeder schools there was negative growth. In secondary the gap widens in numeracy and reflects the small size of Year 9 and the wide range of abilities in our school.

**Percentage in bands:
Year 5 Numeracy**



Percentage of whole school population in the top two bands for Reading and Numeracy

Reading Numeracy

Year 3: 22% 22%

Year 5: 20% 10%

Year 7: 0% 9%

Year 9: 6% 0%

Percentage of Aboriginal students in the top two bands for Reading and Numeracy

Reading Numeracy

Year 3: 25% 25%

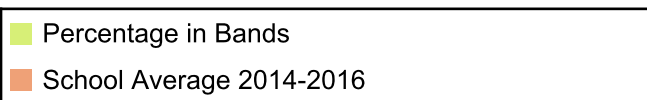
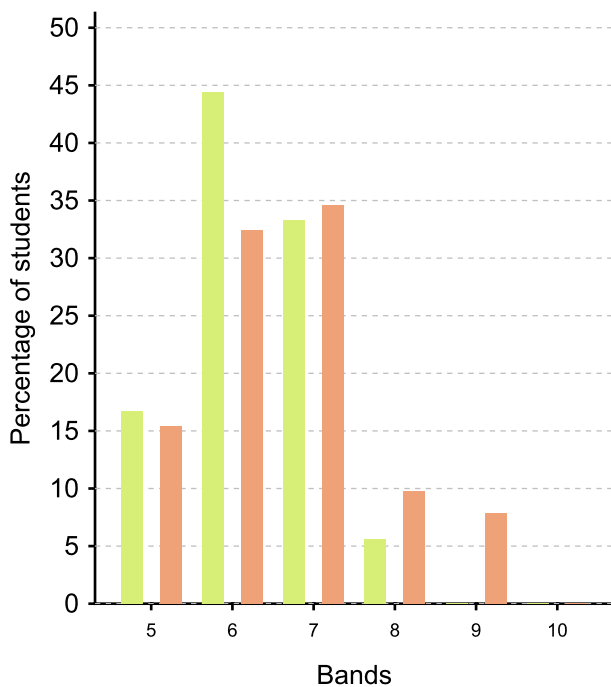
Year 5: 0% 0%

Year 7: 0% 0%

Year 9: 8.3% 0%

The small numbers in each cohort affect the relevance of these percentages.

**Percentage in bands:
Year 9 Numeracy**



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The 2016 Year 12 cohort was very small and therefore discussing the results in detail will breach confidentiality requirements.

Parent/caregiver, student, teacher satisfaction

Primary Students

Primary students demonstrated a high degree of satisfaction in our school, as reflected by the Tell Them From Me Surveys. The majority of students participated in school sport and a wide range of extra-curricular activities. One hundred percent of the primary students surveyed believed that education will benefit them personally and financially and will have a strong bearing on their future. The majority of students felt themselves to be interested and motivated and all felt that they try hard to succeed. Over 80% felt that they have someone at school who consistently provides encouragement and can be turned to for advice and 91% felt that teachers are responsive to their needs and encourage independence. 88% felt that the school staff emphasis academic skills and holds high expectations for all students to succeed.

Secondary Students

The level of participation in sport and extracurricular activities is much higher for the secondary students at our school than the NSW Government norm. The students identify a higher than the norm sense of belonging and they acknowledge a value for schooling outcomes in Years 8 and 11 with a dip in Years 7, 9 and 10. The majority of students speak of having positive behaviour at school, with the exception of Years 7 and 8. Students reported that they felt intellectually engaged in their work and find learning interesting, except for Year 7 and students' interest and motivation in their learning increased as the students got older, with a very high rating by the age of Year 11. This effect was also true of the effort that students felt they were putting in to their learning.

Students at our school feel a higher than the norm level of optimism and a higher than the norm level of happiness. The feedback that we received about Effective learning time, Relevance and Rigour were consistent with the Government norm. Secondary students were positive about Advocacy at school and the response to questions about positive teacher-student relations was 13 points higher than the Government norm.

80% of students plan to finish Year 12, which is slightly lower than the NSW norm with boys being lower than girls. A significant number hoped to attend TAFE and 67% of Year 11 hope to attend University.

Staff

The staff at Trangie Central School have a high level of response to the areas of Leadership, Collaboration, Teaching Strategies, Learning Culture, Data Informs practice and being an Inclusive School. Teachers felt that we need to continue our efforts in utilising technology more effectively to inform student progress and to provide students with immediate feedback. There was also a feeling that we could involve parents to a greater degree when reviewing students' work.

Parent/Caregiver

The feedback gained from parents and caregivers has been overwhelmingly positive. The P&C committee has been actively consulted and given the opportunity to comment on the management of the school. Suggestions have been sought and have been taken on board.

Parent teacher meetings continue to be successful, with a large number of parents and caregivers taking the opportunity to share information about their child with the teachers. Also, the interaction between the school and the community has been active, varied, on-going and well received. The Trangie Central School Stage 5 Community Portrait Program was an outstanding success. This entailed the Stage 5 Visual Arts class and their teacher Mr Jones visiting the Aged Care facility in Trangie and drew portraits of the residents. These portraits were then put onto FaceBook, displayed in the Facility and presented to the families of the residents. The feedback from the recipients of the portraits was totally positive and they all spoke about how they valued the opportunity to meet and get to know our students.



Policy requirements

Aboriginal education

Trangie Central School has approximately 47% of students who identify as Aboriginal. Our school has a very proud tradition of equity of opportunity and achievement and the academic achievement levels and attendance rates are not defined by aboriginality at our school.

The funding that we receive for Aboriginality for our students allows us to run a Transition to School program, Early Birds, that ensures that students who often do not go to Pre-school still enter Kindergarten prepared to start learning on day one. This program is available to all of our students regardless of ethnic background as ours is a Low Socio-economic community and many students, Aboriginal and Non-Aboriginal have severe deficits of language and experience that our Early Bird program aims to reduce. The Early Bird Program is in its 6th year and continues to provide a transition to school program for both Aboriginal and non-Aboriginal children. The program has resulted in confident and capable Kindergarten children the following year who start learning from the very first day of school with no time wasted on settling in and learning school expectations. The program has

also provided excellent promotion for the school in the community and has resulted in strong Kindergarten numbers each year. The preparation that this program provides ensures that the Early Action for Success program has maximum chance for success.

The Aboriginal funding also provides funding for an Aboriginal Education Officer who provides support in the classroom in both secondary and primary and supports the implementation of our Wiradyuri LOTE language program that all Trangie Central School students participate in in Year 7. This is now in its 6th year and has further enhanced the tolerance and understanding of our whole school community for the Aboriginal culture of our students.



Multicultural and anti-racism education

Trangie Central School culture is one of social inclusion and acceptance of students and staff regardless of their background or ability. Our Wiradyuri LOTE language program in Year 7 teaches all students knowledge of and respect for the Aboriginal culture of our town and we have also welcomed South African, Taiwanese, English, Irish, Caribbean and Chinese members into our midst. The level of success of our integration is evident by the lack of racism in our school. Each year our school participates in the CWA Poster competition with a different country being featured each year. This year the country was Botswana. The students always show their enthusiasm for learning about how other people live.

Other school programs

Early Birds

The Early Bird program, offering a transition into our school for 4 year old children, is now in its sixth successful year. The program is designed to concentrate on fine and gross motor skills, learning through play, classroom structure and daily school routines. It is designed to give students a settled start to their school life. There is clear evidence that 'Transition

to Schools Programs' can improve children's cognitive, social and emotional functioning. At Trangie Central School we have seen a significant improvement in our Kindergarten students who have attended The Early Bird Program. It also provides opportunities for the students to have regular transition days in the Kindergarten classroom and to mix socially with the wider school community.

Premier's Spelling Bee

All Primary students from Years 3 – 6 practised spelling strategies and built vocabulary within their classrooms as part of our annual participation in the Premier's Spelling Bee. School finals were run with many parents and community members in attendance. Four students battled through the rounds to take out first and second place. (Rachel Su, Annalee Ball, Matilda Brennan, Koby Kilgour) They then went away to represent the school in the Western Region Spelling Bee finals. All finalists reported nerves and a sense of pressure about the large audience and tough competition but felt brave and accomplished for having participated and represented their school.

Primary English

Our school continued its involvement in the 'Early Action For Success' program, which saw a focus on early intervention, thorough and regular gathering of assessment data and monitoring of students' progress. The program supports extra staffing allocation allowing teachers to work explicitly with smaller groups of students.

English development across the Primary school followed the curriculum as outlined by the NSW Department of Education. We continue to see the disadvantage for a number of our students coming from lower socio-economic backgrounds, who often come to school without the advantages of the development of a rich vocabulary and the precursors of English attainment. We try to address this deficit by providing ample opportunities throughout each day for sharing books, being read to, quiet reading time, lots of talking and creating classroom environments rich in text. Our Early Birds program also works to address this need.

Our school continues to offer formalised interventions for students experiencing difficulties with English. Reading interventions include 'Corrective Reading' and 'Mini Lit' as well as small group lessons with our Learning and Support Teacher (LaST). Speech issues continue to be quite prevalent within our student population. We work with Marathon Health and Royal Far West to deliver speech therapy. We fund Student Learning Support Officer (SLSO) time to ensure our students' needs are met.

Data gathered from NAPLAN has enabled us to tailor appropriate educational programs. Funding was sourced to implement some small group extension programs in English in response to the Premier's Priorities which require us to report on how many students we have who achieve the top two levels in the NAPLAN assessments in Literacy and Numeracy for

Years 3, 5, 7 and 9. Sixteen children from Years 2 to 4 were identified for their potential to achieve in the higher bands worked in small groups to extend their writing skills.

Our philosophy continues to focus on creating within our students a love of the English language, the skills to read fluently, create written work that expresses their thoughts and ideas and be able to speak eloquently. Our teaching programs reflect time to enjoy both the school and town libraries, an encouragement to be involved in the Home Reading program, involvement in Public Speaking, debating and the Premier's Spelling Bee and regular opportunities to write with an audience and purpose in mind eg School Newsletter.

Primary CWA Public Speaking Competition

All students from Year 3 – 6 participated in class finals of this Public Speaking Competition. The children had to prepare a one-and-a-half minute speech on a selected topic, addressing Madam chairperson and adjudicators. The students gained excellent experience in creating an entertaining and informative speech, sticking closely to time limits and using skills such as allocution, voice projection, body language, volume, pitch and pacing. Two senior and junior students went on to represent our school at the Western Region Finals held in Narromine (Sophie Purseglove, Emily Hamilton, Bridie Hayden and Mia Gleeson). All students performed well in this very formal and high calibre competition. Emily Hamilton qualified for the next level, which was unfortunately cancelled due to flooding.

Secondary Public Speaking and Debating

Public speaking and debating have been growing from strength to strength at Trangie Central School. In 2016, students participated in a range of public speaking forums from the annual Country Women's Association competition to Local Member for Dubbo Troy Grant's Soapbox Challenge. Students took part in these events giving it their best efforts in terms of not only representing themselves in a confident, concise and proud way, but also their school. One highlight of public speaking during 2016 was when Year 11 student Daniel Flannery progressed to the zone finals of the Soapbox competition in Dubbo, discussing the importance of regional and rural towns such as Trangie.

Debating also became more popular in secondary school with students taking part in a debating workshop held at Tottenham, and as a result twelve students registered to participate in the annual Premier's Debating Challenge. Trangie Central School also had a team of four students take part in the NAIDOC Debating Challenge. This saw two Indigenous and two non-Indigenous students argue the importance of traditional Songlines. Our school's team, consisting of Makahlia Edwards, Bryce Hannaford, Morgan Gale and Meegan Seymour, won the regional title and made it all the way to the State Championships to come in as very impressive runners-up to Coolamon Central School.

This is the first time in the six years of the competition being held, that Trangie Central School has taken part

and to come runners-up in a State-Wide event was a fantastic result for both the school and the students. Given the growing popularity of both public speaking and debating at Trangie Central School, it is wonderful to witness students placing more and more importance and enjoyment in developing and honing the skill of speaking confidently and coherently in front of an audience.

With a significant number of students continuing on in this arena in 2017, they will provide a great example to and take on the role of mentors for new students, both in the high school and the school as a whole.

Creative and Performing Arts

Music K-12

In 2016, the music program grew at a steady rate. Combined Schools Music Days and Kurrajong court visits, School Bands and the drumline just to name a few. MADD night 2016 was also the first year featuring the school band performing under the baton of the band teacher Mr Justin Screen. This year we were also lucky to have Mr Dave Egan – a former drummer in the Royal Australian Airforce band and a well sought-after drum technician to come out and work with the drumming students on the Combined Schools Music days. The year finished off on a high with the Combined Schools Music day where the different instrumental groups: Concert Band, Guitars, Strings and drums combined together to form one big ensemble and participated in the 'Music Count Us In' playalong concert.

Martin Lee, Music Program Coordinator

Primary Dance

In 2016 we started up a Years 3/4 Dance Group and a 5/6 Dance Group. We had approximately 22 students from years 2 – 4 in the 3/4 Dance Group who performed at both the Wellington Eisteddfod and School Concert. This group performed a dance to the song "Better When I'm Dancing" by Meghan Trainor. In the 5/6 Dance Group we had approximately 16 students from years 5 – 6 and they too performed not only at the Wellington Eisteddfod but also the School Concert. This group performed a dance to the song "What do You Mean?" by Justin Bieber. Both groups achieved 2nd Place in their category at the Wellington Eisteddfod.

Aboriginal Dance

In 2016 we saw the Aboriginal Dance group grow to eighteen students. Sixteen students successfully participated in the annual School Spectacular with Meegan Seymour and Pat Skinner securing a position in Company B. This gave them the opportunity to work with world renowned choreographers from the Bangarra Dance Theatre Company. This was the first year that the production was held at Olympic Park and an experience that the students will not forget.

Also this year the team competed at the Wellington Eisteddfod securing "Best group performance" allowing

them to progress to the next stage. Students were invited to perform at the main event and won the Eisteddfod's President's Choice award and best group. This experience opened up a new experience to the student competing against strong opponents from larger schools.

The Aboriginal Dance group committed to many community events, sharing their cultural knowledge and dancing skills. Events such as FACS day, local family funerals, MADD night, Dubbo Zoo, TCS NAIDOC and workshops at local schools such as our local Pre-School, Tots on Temoin and Warren Central Schools. Students developed leadership skills and took pride in being able to share their story through dance.

Choir

In 2016 we started our first primary/Year 7 Choir. The choir consisted of approximately 20 students from Year 7 and approximately 28 students from Years K – 6. In Term 1 the choir performed for the Senior Citizens' visit and they performed 'A Thousand Hairy Savages'. The students also performed at the Term 3 School Assembly and at the Wellington Eisteddfod. This choir performed a round titled "I'm Gonna Sing" and made up of the songs "I'm Gonna Sing", "Oh When the Saints" and "Swing Low". The choir achieved 2nd Place in their category in the Eisteddfod.

Susan Larkings, Eisteddfod Dance and Choir

Moorambilla

We were fortunate to have the Moorambilla workshops visit our school early in Term 1; sharing their love of all things musical with students from Years 3 – 11. From there, the organisers of Moorambilla selected 6 Primary girls and 1 secondary girl to participate in their prestigious Moorambilla Voices development camps and gala concerts. (Claire Barbary, Grace Barbary, Narelle Shillingsworth, Katelyn O'Neill, Bridie Hayden, Ebony Shaw, Montanna Gall). Our students worked with the finest professionals in the fields of music composition, orchestra, visual arts and dance. They were able to join together with similarly talented children from across the Western Region to learn together and rehearse for three brilliant concerts in September 2016. One student (Bridie Hayden) was then further selected in a small group ensemble to travel to Sydney and perform in a series of concerts, performances, television appearances and finally a gala Christmas concert to open the Christmas Tree lights in Martin Place, Sydney.

Each year the number of students who are chosen to participate in this wonderful program grows. I am sure that this will be the case in 2017 as the love of all things musical grows and spreads in our school.

Jacky Murtagh, Assistant Principal

Science

We have been extremely proactive this year in lifting the profile of Science here at Trangie School. Our students have access to a wide variety of scientific activities and opportunities enabling them to develop and showcase their skills and talents, both at school and in the wider community.

Some of our successes for 2016 include:

- our Science & Engineering team produced some outstanding examples of problem solving and critical thinking this year, and came a very close second in the regional competition organised by the University of Newcastle.
- one of our senior students was the recipient of the prestigious Victor Chang Cardiac Research Institute for recognition of his scientific achievements here at TCS.
- a record number of our students sat the Big Science Competition, run by the Australian Institute of Science. A Year 7 student was awarded a Merit in the competition, and a Year 10 student was awarded a Distinction, and was invited to participate in the next level of the competition.

All students have the opportunity to develop their knowledge and understanding of science and scientific endeavours with the programs we run at TCS, such as:

- celebrating National Science Week, with students involved in a range of tasks to match the theme of the program. This year was '*Drones, droids and robots*'
- a whole-school event for the National Schools EnviroWeek program, an annual event that challenges young Australians to take positive action for a sustainable future
- participation in a Citizen Science project (Wildlife Spotter), a project researching the impact of feral animals on the environment and on our native species
- Involvement in Schools Tree Day

Our Primary students have access to a range of activities and resources designed to introduce them to scientific concepts. These include:

- Forensic Science workshops, designed to engage students in solving real-life crime scenes using cutting-edge technology
- participation in the optional VALID national testing (the science version of NAPLAN) for Year 6 students
- excursions to local areas for ecological studies
- transition days where students become scientists in a laboratory
- dedicated learning times for Stage 3 students in our state-of-the-art science laboratory.

This year, we were excited to be able to offer and run four different Science subjects (Biology, Chemistry, Physics and Senior Science) for Stage 6 Preliminary and HSC students. Our Secondary students also have the opportunity to experience first-hand the scientific methodologies that cultivate deep knowledge and understanding, and develop practical skills. These include:

- Stage 6 Biology and Senior Science Students visited the Warrumbungles National Park to conduct ecological surveys
- Stage 5 and Stage 6 science students visited the Parkes Observatory to learn from an award-winning astronomer the possibilities for those interested in career paths available in Astronomy or Physics
- interactive on-line learning programs, such as IntoScience
- Stage 6 Biology students visited the Taronga Western Plains Zoo to have a hands-on experience with unique and endangered native species
- our Careers staff took students to the Zoo for a Meet the Keeper experience
- Kickstart workshops for Biology and Physics, run by the University of Sydney, and held at Dubbo
- Study days for our WAP Senior students
- Participation in the optional VALID national testing (the science version of NAPLAN) for year 10 students. VALID is compulsory for Year 8 students.

In order to keep our staff, student and community abreast of current scientific phenomena, and to ensure everyone is flexing neurons on a regular basis, we have also introduced articles in our newsletter that inform of scientific facts, and astrological events.

Overall, Science is thriving here at Trangie Central School, thanks to our dedicated, experienced and knowledgeable staff, the support of our administrative staff and the enthusiasm of our students and their families.

M. Ebsworth , Science Teacher

Leadership

Our Primary School Captains were given extra responsibilities, building up their roles and asserting their place as school leaders. The purpose of this is not only to foster these students' natural leadership skills but also to model their exemplary behaviour for our younger students to emulate and strive for. The Captains participated in leadership courses, SRC meetings and leadership days as well as writing and presenting reports at assemblies and in school newsletters.

Student Representative Committee

The Student Representative Committee has had a productive year. The priority over the past 24 months has been to raise money to buy goal posts for the secondary and primary sites. This was achieved with assistance from the P&C. The students are looking forward to having the posts installed in early 2017.

The whole school assemblies have continued to be successful with the SRC organising and running these events. They have been working on their organisational skills in particular and this has involved writing the run sheet for the assembly. I have been impressed with the senior leaders' ability to put these together and assist

the juniors. Confidence has grown when speaking in front of this large group of people and is an important skill to build on.

The Lachlan District SRC meetings have continued to take place each term for the second year. These provide students with an opportunity to meet other leaders from our area including schools as far south as Cowra to Nyngan in the west. Two schools volunteer to run the day where workshops take place such as public speaking, meeting procedures, and team building activities. The logistics of these events are always challenging and are really aimed at our Year 6 to Year 10 cohort. We hope to hold a camp for our leaders at some stage in 2017.

Overall the SRC has continued to allow our elected leaders to have the opportunity to build their skills in teamwork, communication, media and public speaking. It's fantastic to be able to work with these students and watch them grow in confidence and maturity.

Careers

2016 has seen the last of our smaller cohorts complete the HSC with the influx of a large Year 11 joining the Stage 6 group. Regular meetings were achieved amongst this stage with a focus on Year 12's transition into the workforce or tertiary study. A subscription to Job Jump, an internet tool, has been purchased this year to support the students' future career choices. This site allows students to investigate a variety of employments and further study as a 'one stop shop' for career exploration. Students can also use this site to build their resumes and access other career planning activities. A future goal for 2017 is to ensure Year 10 have access to this site prior to subject selection so that they have a chance to use the site's facilities available for this purpose.

Work Experience was a success this year with nearly all of our Year 10 students completing work experience in a range of work activities. The local and broader community continues to show fantastic support for this program and I am always amazed at how generous so many are with their time.

I was given the opportunity to attend the 2016 Careers Adviser Association Conference in Darling Harbour, Sydney after gaining a grant to assist with travel and accommodation to the event. The two-day conference is a busy one as we are bused around inner Sydney visiting a variety of tertiary institutions including TAFE, private course providers and universities. This is also a fantastic networking opportunity to share how other schools are supporting their students and discuss and compare the programs they are running. I always come away re-invigorated after attending these events and look forward to sharing my new found information with students, parents and staff. Overall it has been a busy, but productive year with our eyes firmly on the future of our students. With our growing cohorts, time has become a priority for Career Counselling which is really exciting for 2017. With more time allocated to regularly meet with individual Stage 6 students, provide a clearer transition for Year 10 into Year 11 and increase the

opportunities for parents to become more involved in the decision processes, Trangie Central School's career future is looking bright.

Skye Rush, SRC and Careers Adviser

Sista Speak

This year students have participated in careers program, hygiene and sexual health workshops and developed resilience in a setting that supported students' needs. The students used their skills in design and textiles to produce Aboriginal inspired carry bags and earrings, which they sold to members of the community. Through these experience students learnt skills in customer services, communication, product promotion and textiles. The highlight was spending time at the Dubbo TAFE looking at their facilities and working with mentors that assisted the girls develop goals, inspiring them to overcome adversities and follow dreams.

Jessica Skinner, Sista Speak Coordinator

Technology

As in the past the rate of integration of technology into the school system has increased at a pace that is sometimes hard to comprehend. Little seems to change on a week to week basis but when I look at what was the focus in 2015 the changes are more abundant than at any time since computers and other forms of technology began to find their way into schools.

On the infrastructure side of things, we are now free of any of the "temporary" network elements that were once a permanent feature of school networks. They existed because funding, cost and the sheer pace of technological change never really did keep up with each other. From the outside the system looks the same but the speed at which things run has increased by a factor of at least four. There is now an ever growing catalogue of software available to NSW government schools. Currently something in the region of 600 titles are available and covering just about every topic and use imaginable. In the past there was no simple way to deploy new software and I can clearly remember a group of four people spending 2 days trudging around one of my previous schools installing Microsoft office from a CD and thinking that was pretty good. (prior to that we did it using a set of about 20 floppy disks and taking 30 minutes per machine). It is now a simple matter of a couple of mouse clicks and most installs happen automatically overnight. With that in mind we have taken advantage of the bulk purchase deals available to Government schools to bring our hardware up to speed as well. All of our desktop machines are capable of running all the software requested by staff and doing so with capacity to spare. Thus allowing us to initiate the transition to Windows10 during this year.

At the classroom level there are a growing number of BYOD laptops appearing. One thing that is starting to show here is the uptake on the offer of a free version of Microsoft Office is making the process much more

affordable. To put that in perspective, it is now possible to go out and buy a suitable laptop and install Microsoft Office for a lot less than the cost of a full version of Office in 1990. (Yes Office has been around since then and from memory it was on sale in Griffith at the local office supplies shop for \$599). With the more settled and efficient nature of the system the addition of a set of touch screen notebooks in the Primary classrooms becomes a realistic option. We are currently in the process of establishing such a set and it should be up and running by the end of term one 2017. The maintenance of such a set, which was almost beyond the scope of smaller schools in the past, is now possible.

Andy Holden, Computer Coordinator

Community

Trangie Central School continues to value and develop a strong partnership with the school community and the town as a whole. Our staff work diligently to seek out opportunities for our students to engage in community events and initiatives. 2016 saw our continued involvement in the 'Meals on Wheels' program, with our student volunteers being the 'young legs' who run the food in to our elderly community members' homes. These volunteers return back to school with great stories about who they met and what they talked about. This is a wonderful opportunity for our students to develop empathy and an understanding of how they can actively help support the needs of others. All students from K – 10 participated in regular visits to our local hospital and Aged Care Facility (Kurrajong Court). The students did a variety of things during their visit including singing and dance performances, reading to the elderly residents, taking time to sit and listen to their stories and one Visual Arts class even created some brilliant portraits of the elderly residents which were very favourably received by the broader community.

As well as volunteering in community events, our school works hard to try and keep our community informed and involved in the daily happenings of the school. We issue a weekly newsletter, which is distributed not just to our families but also around town for all members of the community to read. Our Facebook page is growing in popularity with increasing 'likes' and 'shares' and we continue to work closely with our local newspaper to reach a broader audience. Trangie Central School employs a 'Community Liaison Officer' (CLO) to help support these initiatives and develop our communication pathways into the community. This effort in showcasing what we do and how we do it has seen continued growth in enrolments as well as demonstrating our ethos of being a real community school that embraces each student, developing and celebrating their achievements along the way.

Grandparents' Day

All students from Kinder to Year 6 participated in a special assembly and morning tea, with our community of grandparents and older friends. Each class performed a special item in honour of our grandparents

and then spent time within the classrooms showing their grandparents their schoolwork and art displays. Year 6 students acted as waiters and offered our guests trays of delicious cakes and fruits. It was a beautiful community celebration of the important relationships between our oldest and youngest citizens.

Jacky Murtagh, Assistant Principal

NAIDOC

This year Trangie Central School celebrated another successful NAIDOC. The week started with a formal assembly with Aunty Di McNabe as the guest speaker who talked about the importance of song line to Aboriginal people. We also acknowledged and recognised staff, students and community members who have contributed to Aboriginal Education and to the development of Aboriginal culture in our school.

The Trangie Central School NAIDOC Touch Football Knockout Competition has proven to be another popular event and saw two extra junior teams entered and four senior teams, with teams travelling from areas such as Warren, Dubbo and Gilgandra. The competition saw our very own students take the night out for the second year running, demonstrating the sporting talent that our students have.

Our NAIDOC week concluded with our fun day. We introduced the idea of inviting interagency from various backgrounds such as Head Space, Challenge, Housing, the local LALC, Country Rugby League with Ronnie Gibbs, musician Brian Arhsee, Mr Hall and many more. We saw a dramatic increase in community involvement with parents and grandparents participating in the day with their families. We invited elders and provided morning tea and a gourmet lunch, provided by Mrs McKinnon, Mrs Moss and students. In 2017 we aim to be bigger and better.

Jessica Skinner, NAIDOC coordinator

2016 Cattle Team

The 2016 Trangie Central School Cattle Team consisted of 18 students ranging in age from Year 6 to Year 11. Out of school hours every week of each term these dedicated students worked enthusiastically with the school steers achieving a huge amount of progress. The team meets one morning from 6.30am to 8.00am during terms 1 and 4, and one afternoon a week from 3:30pm to 5pm during Terms 2 and 3. Students also work during agricultural lessons, interest groups and lunchtimes in order to prepare themselves and the animals for showing. Our senior students have taken on leadership roles with their younger peers to teach them the correct handling techniques and safety methods that are so fundamental to our program. They develop skills, confidence and resilience by achieving individually and working as part of a team environment against specialised studs and schools alike.

The entire team attended Trundle Show on the 17th August with eight steers and achieved outstanding results, with highlights including:

1. Champion Led Steer, led by Demi Dunn
2. Reserve Champion Led Steer, led by Morgan Adams
3. Demi Dunn awarded a 5th in Under 15's Paraders
4. Taylah Brown awarded a 5th in Open Paraders

On Wednesday 24th August 17 students travelled to Peak Hill Show where they individually competed in the Junior Judging event, Novice and aged Paraders Classes, Herdsman, then later in the Led Steer Competition. This was another extremely successful show:—

1. 4 ribbons in Novice Paraders
2. 8 ribbons in Aged Paraders
3. Demi Dunn – School Final Paraders Champion
4. Taylah Brown – Reserve Champion
5. Demi Dunn – Reserve Champion Led Steer
6. Demi Dunn – School Herdsman Champion
7. Ben Skinner – Reserve Champion
8. Morgan Gale – Reserve Champion Junior Judge.

This year, our team would not be successful without the committed students and parents, our Agriculture Assistant Mr Mark Haines and our livestock courier Mr Bruce Frager. Our cattle have been sourced from within our local district and with the help of key partners who we would like to thank for their ongoing generosity.

Alice Dorman, Cattle Team Coordinator