

# Trundle Central School

## Annual Report

2016

3259

## Introduction

The Annual Report for 2016 is provided to the community of Trundle Central 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.

John Southon

Principal

## School contact details

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## Message from the Principal

Trundle Central School is a rural K–12 school located approximately 60km north–west of Parkes in the Central West of New South Wales. The school has an enrolment of 122 students including 25 Aboriginal students. The school population is evenly distributed across the Primary and High School sections of the school. The school has experienced pleasing growth over the last three years increasing from 92 students in 2014.

Trundle Central School enjoys a positive reputation in the Trundle community and throughout the district. The school is proud of its achievement in successfully educating students for progression into the workforce or full time study. An example of our achievement is every student completing stage five and six at Trundle Central School for the past four years has moved to full time work or further study. This is an outstanding achievement when the high levels of youth unemployment in the region are considered. Educating students for the current and future demands of the workforce is a goal of the school and reflected by the broad range of curriculum on offer.

The school provides an innovative inclusive curriculum in a caring values orientated environment. Our school has a culture of embracing innovative pedagogy and the integration of computer technology. Differentiation of curriculum is embedded in the culture of our school allowing all students to achieve at their level.

Our core values are respect for yourself and others, excellence through striving for the highest personal achievement and care for yourself and others by acting with compassion and demonstrating empathy.

The school is part of the Western Access Program utilising video conferencing facilities in partnership with five other central schools to deliver stage 6 curriculum. All students in stage 6 receive tuition from qualified High School teachers in small groups or individually. This allows effective partnerships to be developed between the student, teachers and families.

Trundle Central School continues to broaden the curriculum to cater for individual needs through the expansion of interest electives in High School. These range through from robotics through to teddy bear making. In line also with our core values each student in High School is encouraged to undertake community service. This fosters a respect for the community and an understanding of community members individual obligation to the wider society.

In 2016 Trundle Central School continued to invest significant funds into technology with the purchase of additional 3D printers and the replacement of older computer hardware. Our main computer lab now contains the latest computers and enough for every student to access a computer individually. This creates the ability for the school to offer individualised programs for students using technology for instruction and assessment.

I certify that the information in this report is the result of a rigorous self assessment and review process undertaken with staff, parents and student leaders. This report provides a balanced and genuine account of the school's achievements

and areas for development.

### Message from the school community

2016 has been a year in which, yet again, the dedication, and organisation of our school community has amazed us all. The dedicated but small band of volunteers focus their energy into building a better and brighter school experience for students.

The biggest fundraising event of the year is the Continental. The various stalls and food outlets raise money for school facilities and the evening is a highlight in the Trundle community calendar. Other fund raising events include street stalls, the Mother's Day and Father's day stall and Hot Chip and Scallop Day on red food days. These are not only fund raising activities but also opportunities to get together as a community. In 2017 plans are underway to re-energise the continental to improve facilities and events in an effort to increase the amount of funds raised and community attendance.

The work of the P&C in conjunction with staff allows our school to provide all the facilities and opportunities of schools in larger centres.

Thankyou to members of the P&C and other volunteers that continue to generate ideas for events and activities.

I sincerely thank Mr Southon and all the staff-teachers and support staff- for all they have done to provide an excellent educational experience for our students.

Finally I wish to thank the P&C Executive for their dedication, professionalism and time throughout the year in representing the interests of parents and citizens of this community.

Joanne Coster

P&C President.

### Message from the students

Trundle Central School offers as much as a larger school in terms of curriculum and social activities in a caring values orientated environment. The advantages of attending Trundle Central School are many. They include smaller class sizes allowing for increased attention and support, excellent technology availability and the ability to develop strong working relationships with staff and peers.

Peer support is a feature of our school. This ranges from our Big Buddies program for Kinder students through to the pastoral care programs in High School. The school is lucky to have the services of a school chaplain which allows students to talk to an adult who is not part of the teaching or executive staff. This is really valued by all students.

Sport is a feature of the school with students regularly travelling to local, regional and state competitions. The school has met with outstanding success in these competitions winning state central school competitions. Music and drama are also a feature of the school with the school competing in a biannual showcase of musical and drama talent called Big Gig.

The Student Representative Council is the students voice to senior school executive. The SRC raises money for the school and is also part of the leadership of the school being able to make suggestions students see as valid.

Stage 6 lessons are delivered by video conference requiring students to develop a high degree of self motivation and resilience. This allows Trundle Central School students to be more employable and perform better at university.

Bradley Watt & Harrison Williams

School Captains 2016.

## School background

### School vision statement

At Trundle Central School, we believe in educating for excellence within a professional, stimulating and challenging learning environment. Trundle Central School provides an inclusive environment so that students reach their true potential and become confident, creative individuals who are prepared to embrace 21st century challenges to build our community for today and tomorrow.

### School context

Trundle Central School is a rural K–12 school located approximately 60 km north–west of Parkes in Central West New South Wales. The school is very well resourced with extensive facilities. Our school has a culture of embracing innovative pedagogy through the integration of ICT as well as comprehensive vocational education programs. The school embraces a culture of continuous improvement and quality service.

The school is part of the Western Access Program delivering stage 6 subjects through video conferencing in partnership with five other schools. Vocational education is also a focus with the school offering alternative educational pathways focusing on students gaining the skills for employment.

Due to enhanced state wide funding we received significant equity funds in 2016. This allowed us to implement several contextually appropriate programs in our school. These include:

- The introduction of L3 in early and stage one.
- Enhancement of School to Work Programs for those students in danger of not completing school.
- The employment of an additional SLSO to support the learning growth of our Aboriginal students.
- The employment of additional teaching staff to reduce class size in year nine and establish a remedial group in Mathematics.

The community has been very supportive of these initiatives.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year the school has utilised the school excellence framework to inform, monitor and evaluate our practice. Staff used the framework to plot the school and their individual progress towards excellence. This exercise ensured staff evaluated their performance against consistent outcomes as isolation from a major centre can create the possibility of invalid assessments of staff and student performance.

In the domain of learning our efforts were mainly focused on student wellbeing, curriculum and learning. The school focused on enhancing respectful relationships across the school community, creating a productive learning environment and supporting students to develop strong identities. Attention was especially given to individual learning needs with the improved targeting and review of Individual Learning Plans. Students with high learning needs were identified earlier through the implementation of an extended transition and closer links with support agencies and government officers.

Our focus in the domain of Teaching was to develop embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and for driving of sustained school wide improvement. The increase in accountability is reflected across the whole school especially in terms of using data to drive pedagogical practice. The increased use of technology is evident across the school but especially in the differentiation of curriculum. This is consistent with the goals of the school plan. NAPLAN and Best Start data analysis has changed school focus from an all encompassing focus on Learning Support to systematic explicit teaching of targeted skills. This is in combination with the introduction of L3 and Minilit

In the domain of Leading, our priorities have been to improve the opportunities for staff advancement in leadership and improve the communication between the executive staff, students and the community. We recognise the effective flexible school leadership is essential to school success.

Leadership succession is a priority for the school. Through the training of aspiring leaders the positive culture of the school will be maintained because it is not dependent of the efforts of the individual but maintained by the collective

efforts of the entire staff.

In 2016 the school employed a fellow Principal to judge the school against the school excellence framework. All recommendations from this review have been implemented ensuring the school maintains a culture of continuous improvement.

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

Develop whole school community organisational practices that enable all students to be highly engaged in schooling, emotionally aware and technologically competent.

### Purpose

- Improve whole school organisational effectiveness in a positive school community environment.
- Improve student social and emotional wellbeing.
- Establish more effective partnerships with families, community and business to develop technologically competent and aware students.

### Overall summary of progress

Our continued school-wide focus on differentiated assessment has allowed us to improve levels of student engagement. This is reflected in the dramatic increase in students submitting work on time and to a high standard. In 2016 only 13.8 % of students failed to submit an assessment task a dramatic improvement on previous years. All assessments across the school now have checkpoints and use a matrix of differentiated tasks to allow all students the opportunity of achievement. This system modelled on the research of Dr Bill Rodgers also allowed for improved monitoring of student achievement and the targeting of Literacy and Numeracy.

Learning support in the school has been improved by the internal training of Student Learning Support Officers. All SLSO's have been trained in disability awareness, understanding ADHD, Helping Students Cope with Mental Health Disorders in the Classroom and Autism Strategies. This was a strategy to increase the effectiveness of this resource and target students with a high probability of becoming disenfranchised with the curriculum.

A variety of extra curricular activities have occurred throughout the year that encourage creative critical thinking. These include computer programming and construction, robotics, primary enrichment and construction. The encouragement of critical thinking especially engaging with technology is a continuing goal for the next school plan.

In 2016 our partnership with Centacare continued. This allowed specialist programs to operate throughout the school. These programs targeted emotional resilience in children, an identified limiting factor in some children's academic performance. In 2016 the school offered the RAGE program a program designed to reduce anger in teenage boys and provide alternatives, ICE addiction awareness, Love Bites and Save a Mate Drink Driving Awareness.

Trundle Central School in 2016 in partnership with the Dubbo Aboriginal Education Team offered 8 Ways training to all staff. This was to develop a deeper understanding of Aboriginal culture and history and how it affects the learning styles and outcomes of Aboriginal students. The Strategies learnt have been integrated across the whole school.

### Future Directions for 2017

Continuation of the differentiation of curriculum and introduction of alternative learning pathways to cater for all students.

Further refinement of assessment schedules to allow all students to achieve.

Continuation of community service programs to embed the concept of global citizenship throughout the student community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in school attendance to 98%.	School attendance currently is at 93 %. There has been a noticeable increase in attendance of high school boys which were our target group. This has been achieved through the broadening of curriculum through the introduction of interest electives and the School to Work Program.  The school currently has an arrangement with the Home School Liaison Team to visit the school once per fortnight to monitor the attendance of students	\$7200 staff release interest electives.  \$4000 Resources interest electives.  \$9400 Staffing School to Work program.  \$5000 resources budget

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in school attendance to 98%.	with marginal or poor attendance. This has resulted in an improvement in students who were marginal in terms of attendance but has not had the desired impact on the small amount of chronic absenteeism.	school to work program.  \$8000 extension music (rock band, guitar program)  \$3600 Primary enrichment.  \$3150 extended transition. to school and into High School.
100 % of staff integrating ICT into lessons.	This has been achieved in varied degrees across the school. For example, some teaching staff are using integrated Computer Technology as custom and practice others still have to be encouraged and use ICT.	\$4800 staffing for computer repair.  \$9840 release of teacher 0.1 to train staff in the integration of ICT
Implementation of ICT scope and sequence across the whole school.	This has been achieved and operating across the school	1 day casual release @ 440 per day

## Next Steps

- Continue to refine assessment matrixes to allow all students an opportunity to achieve to their potential.
- The BYOD program is working well throughout the school and the school has a bank of laptops to loan students to ensure equity of access. The continued monitoring of this resource is essential to ensure equity.
- Continue to broaden the scope of curriculum to allow students realistic avenues to develop vocational skills.
- Improve the integration of ICT embedding its use into all lessons.
- Improve pastoral care through the strengthening of linkages with external providers.

## Strategic Direction 2

Develop consistent, high quality educational practices and student achievement driven by assessment and SMART data evidence in line with Australian Curriculum in Literacy and Numeracy

### Purpose

- To improve student learning and outcomes in Literacy and Numeracy through the development and delivery of consistent high quality teaching practice in the areas of reading, writing, speaking and listening, spelling, punctuation and grammar.
- Increase student's engagement with numeracy through the use of interactive maths games and contextually based instruction and assessment.

### Overall summary of progress

Quality teaching, assessment and the use of effective contextually based feedback are key focus areas in the High School section of the school. This is especially in terms of differentiation of assessment and using alternative strategies to deliver content using computer technology.

In primary staff are focusing on using data analysis to target areas of deficit in literacy and numeracy. This has allowed the introduction of L3 teaching strategies in K/1/2 and the introduction of Minilit. Analysis of current and historical NAPLAN data identified that students displayed considerable deficits in writing. This led to staff professional development to be focused around writing strategies which will be included in the next school plan.

The primary extension program this year focused on the development of writing and research skills. This developed out of a need to cater for students displaying an ability or interest in writing. This reflected the school movement away from the heavy focus on remedial strategies and provides additional avenues for extension of primary students.

In 2016 the school employed an additional music teacher. This position allows students who are displaying potential in music to be extended outside the boundaries of the set school program. This has led to the establishment of a school rock band and extension of the guitar program.

SMART data analysis led to the introduction of Minilit to compliment L3. Analysis of NAPLAN identified that early intervention in the K/ 1/2 classroom is the key to improving Yr 3 NAPLAN results. Minilit is also designed to increase the accuracy and speed of processing an identified issue from SMART data analysis.

In 2016 staff continued to implement the Performance Development Framework. Through critical reflection, goal setting and professional learning teacher areas for growth and strengths were identified. This allowed the school to plot its skill set and improve the targeting of professional development. A strengthening of the staff support mechanisms in the school also occurred in 2016.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20 % increase in students performing at or above minimum standards in Literacy and numeracy.	The school is effectively moving students towards the higher bands of literacy and numeracy. However, the speed this is occurring but is not consistent with expectations.	Introduction of L3 for early intervention. \$4450.  Employment of additional SLSO to coordinate specialist literacy programs. \$7200
100 % of teaching staff embracing curriculum and assessment differentiation as standard practice.	Curriculum differentiation is a professional requirement of schools.	Teacher professional learning \$2000  Purchase of Mathletics site licence \$1,035.
All secondary staff active in WAP networks and having detailed knowledge of WAP policies and procedures	All secondary staff are encouraged to nominate as course coordinators. This improves their subject knowledge and leadership skills.	\$ 0



### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20 % increase in Aboriginal students performing at proficient in Literacy and Numeracy.	At Trundle Central School our Aboriginal students are equal to or above non-Aboriginal students in terms of Literacy and Numeracy.	Employment of Aboriginal Learning Support Officer. \$ 31,057.00

### Next Steps

- Conduct a review of the effectiveness of the implementation of new Literacy and Numeracy programs.
- Review all data to determine the growth from the start of the current school plan.
- Further identify areas of weakness in Literacy and Numeracy and target resources.
- Continue to utilise the School Excellence Framework to review staff performance.
- Further refine and implement staff professional support across the school.

### Strategic Direction 3

Embedding quality leadership and organisational practices to support leadership design, learning alliances, organisational innovation and leadership sustainability.

#### Purpose

- To build stronger relationships as an educational community by developing leadership, fostering engaged communication and organisational practices.

#### Overall summary of progress

In 2016 the school conducted a review of leadership structures. The terms of reference were to determine the effectiveness of communication systems, organisational practices and the effectiveness and accountability of staff. As a result of this review:

- The structure and frequency of staff meetings has changed. This allows communication to be improved.
- The discipline and welfare system has been modified to allow a greater number of students to reach higher levels. This is especially for those students who struggle academically.
- Teaching staff have been exposed to leadership positions to ensure the sustainability of leadership.
- Professional conversations with staff focus around their contribution to leadership and innovation.
- Continue to implement the findings of the 2016 school review

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teacher review process is closely linked to staff Professional Development plans	All staff including regular casuals and non-teaching produce Personal Learning Plans. This has been occurring for the last three years.	\$1000 TPL funds
20 % increase in students applying for leadership roles within the school and district.	This was achieved this year with all positions being filled. An outstanding aspect of the leadership group is the high representation of Aboriginal students in the leadership group.	\$ 0
Strengths based management practices become the culture of Trundle Central School.	These practices have become part of the school culture. This allows for a more cost effective professional learning as the a large percentage of professional learning is delivered locally.	\$ 0

#### Next Steps

In 2017 the school will continue to work towards outcomes contained in the current school plan. Significant areas identified were;

- Improved timely communication between staff and the various levels of management.
- Continuing to improve the alignment of staff professional development to the teaching standards.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Aboriginal background loading is utilised to employ an Aboriginal Student Learning Officer 0.8 FTE. This person is based in the K /1/2 room. The primary function of the Aboriginal School Learning Officer is to assist the teacher to reduce the learning and social deficits many children present to school with.</p> <p>All Aboriginal students in K/1.2 have an Individual Education Plan. These students are making considerable progress but some from a low baseline.</p> <p>Aboriginal loading was also used to fund staff Professional Learning in 8 ways pedagogical strategies for all staff. These strategies are integrated across all stages and KLA's.</p> <p>In 2016 additional support for stage six Aboriginal students was continued. Norta Norta funds were used to employ an additional SLSO to work in the senior room. This allowed these students to access additional support with Technology and Mathematics. Exam preparation was identified as a major deficit for Aboriginal students. The employment of an SLSO to support these students reduces the anxiety created by exams ensuring improved results.</p>	<p>RAM Aboriginal Loading \$23742</p> <p>Norta Norta Funding: \$7920</p>
<b>Low level adjustment for disability</b>	<p>Low level adjustment for Disability funding is used to subsidise the employment of an SLSO to coordinate Minilit. This program is implemented in K/.1./2 to overcome literacy deficits. Students in K/.1./2 have made outstanding progress in learning school coping skills and foundation literacy and numeracy skills.</p> <p>Students attending Minilit instruction have been grouped as a result of pre-testing. Subsequent five weekly testing will allow data to be regularly collected and analysed to establish the success of the new program against the school plan.</p>	<p>RAM Low level adjustment for disability \$ 12,800</p>
<b>Socio-economic background</b>	<p>Low Socio-economic background is utilised to fund the following curriculum:</p> <ul style="list-style-type: none"> <li>• School to Work Program. This involves a work skills program for students in danger of not completing school. This program has a 100 percent success rate in terms of students progressing to employment.</li> <li>• Interest electives. These are additional curriculum choices in High School to foster attendance. Attendance rates at the school have increased to 93%. The highest rate of increase has been in High School.</li> <li>• Primary enrichment. This is a literacy extension program. Students in this program have displayed ability or increased interest in literacy. The outcome of this program is a school promotional magazine distributed to the community.</li> <li>• Extended transition to Kindergarten and</li> </ul>	<p>RAM Low Socio-economic \$73,542.</p> <p>School to work funds \$3,750</p> <p>School global contribution. \$3000</p> <p>0.2 Vacant secondary position.</p>

<b>Socio-economic background</b>	<p>into Year 7. This is designed to improve the school skills of students. The majority of students entering Kindergarten at Trundle Central have not been exposed to a Preschool program.</p> <ul style="list-style-type: none"> <li>• Interactive playgroup is operating from the school in partnership with Centacare. This is strategy to improve the school readiness of Kindergarten students.</li> </ul>	<p>RAM Low Socio-economic \$73,542.</p> <p>School to work funds \$3,750</p> <p>School global contribution. \$3000</p> <p>0.2 Vacant secondary position.</p>
<b>Support for beginning teachers</b>	<p>Beginning teachers in 2016 undertook professional learning in a variety of areas. These included the Australian curriculum, strategies for the differentiation of the Curriculum, Aboriginal pedagogy and beginning teacher networks.</p> <p>This training allowed teachers to develop contextually appropriate strategies for curriculum implementation and classroom management. In 2016 the school moved to PBL strategies for the implementation of a common script to de-escalation of negative aggressive behaviours.</p>	<p>\$ 8,660 beginning teacher funds.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	57	50	59	64
Girls	40	44	48	50

Trundle Central School has experienced pleasing growth in the last three years going against the trend of many rural central schools. Projected numbers in 2017 see this trend continuing. Particularly pleasing is the increase in secondary numbers allowing the school to continue to broaden curriculum and offer temporary teachers the opportunity of full time employment.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	98.6	96.3	95.7	91
1	96.1	96.8	95	94.5
2	95.7	97	97.3	93.3
3	93.1	97.7	97.2	96.9
4	98	92.2	95	93
5	95.1	97.3	95.1	94.4
6	93.1	94.3	95.4	92.8
7	95.2	87.4	95	93.6
8	89.8	90.4	87.2	92.8
9	86.3	87.8	89	88.1
10	88.8	82.2	87.8	86.5
11	80	91.2	97	84.6
12	87.5	86.3	85.5	87.5
All Years	91.9	92.2	93.2	91.7
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

Trundle Central School in 2016 focused on improving our attendance from our already outstanding levels. Year 9/10 boys were the focus. This involved fortnightly visits from the Home School Liaison Officers targeting students with below school average attendance. A community education program was conducted to improve parent knowledge of Departmental requirements in terms of attendance.

## Class sizes

Class	Total
K/1/2	25
3/4	17
5/6	20

## Structure of classes

Trundle Central School has a mixture of composite and stand alone classes. In the Primary section the school operates a K/ 1 /2, 3 /4, and 5/6 spread. All these classes have between nineteen and twenty two students. The High School section of the school operates a 7/8 and 9/10 composite and Yr 9 stand alone class. Stage 6 students receive video conference lessons through the Western Access program. Each class in stage 6 also has a co-teacher allocated. These teachers support students in small groups utilising work packages provided by course coordinators.

## Retention Year 10 to Year 12

Trundle Central School in 2016 only had one student complete stage 6. However of the four other students who completed Year 10 in 2014 all moved to full time work. This has been a feature of the school over the last four years where every student completing Year 10 or Year 12 has moved to fulltime work or University study.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment	100	50	100
TAFE entry		50	
University Entry			
Other			
Unknown			

## Year 12 vocational or trade training

Trundle Central School offers vocational education courses as part of the Western Access Program. Construction is delivered from Trundle utilising our Trade Training Centre.

## Year 12 attaining HSC or equivalent

Trundle Central School had one student obtain a Higher School Certificate in 2016. Two students commenced the Higher School Certificate year. One student left to start an employment / TAFE combination.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	5.49
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.57
School Administration & Support Staff	5.39
Other Positions	4

\*Full Time Equivalent

Trundle Central School does not have any staff member that identifies as Aboriginal.

### Workforce retention

Trundle Central School has a mix of experienced staff who have been at the school for an extended period and new scheme teachers. Staff turnover is predominantly as a result of teachers in temporary positions being offered permanent positions in other locations or temporary contracts not being renewed. In 2016 no permanent staff members left the school. In 2016 two staff members left because temporary contracts were not renewed.

### 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	2

## Professional learning and teacher accreditation

All staff undertake professional learning as a professional obligation. All staff, not only teaching staff submit professional learning plans to supervisors. These plans are based on the school plan and are mandatory for approval for Professional Learning. This generates a high degree of workforce accountability and allows professional learning to be targeted to areas of greatest need.

Teaching Standards form the basis for teacher review which is completed through peer review and mentoring and at least twice per term of formal appraisal is conducted and a written report produced annually.

At Trundle Central School Student Learning Support Officers and Aboriginal Support Officers undertake professional learning consistent with the context they are involved with. This includes Autism, coping with severe behaviours, mental health disorders in the classroom and other units as required. This is to improve the value of these people in curriculum delivery.

All teaching staff are accredited at the proficient level. Staff maintain their accreditation through regular local and departmental delivered Professional Learning.

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

### Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>374 284.00</b>
Global funds	181 382.00
Tied funds	184 788.00
School & community sources	22 662.00
Interest	5 215.00
Trust receipts	13 142.00
Canteen	0.00
<b>Total income</b>	<b>781 473.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	19 711.00
Excursions	22 181.00
Extracurricular dissections	6 725.00
Library	2 118.00
Training & development	0.00
Tied funds	87 271.00
Short term relief	14 346.00
Administration & office	32 474.00
School-operated canteen	0.00
Utilities	28 777.00
Maintenance	31 993.00
Trust accounts	10 200.00
Capital programs	61 887.00
<b>Total expenditure</b>	<b>317 683.00</b>
<b>Balance carried forward</b>	<b>463 790.00</b>

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

### School-based assessment

As part of our current school plan the school is striving to improve other use of data to drive practice. All primary staff have been training in the use of PLAN software to ensure consistency across the school. In the Primary section of the school students are tested regularly through specialist programs such as Minilit, Multilit and Corrective Reading. Best Start data is used as the baseline for determining the value added in terms of literacy and numeracy. The school is excited to be included in Early Action for Success phase two. This program will improve data generation and the delivery of literacy and numeracy instruction

within the school.

## 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.

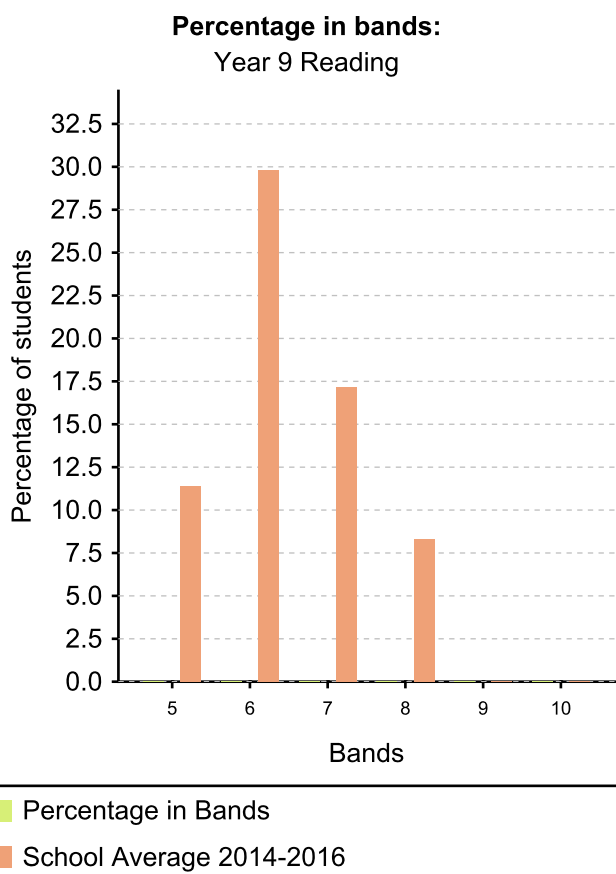
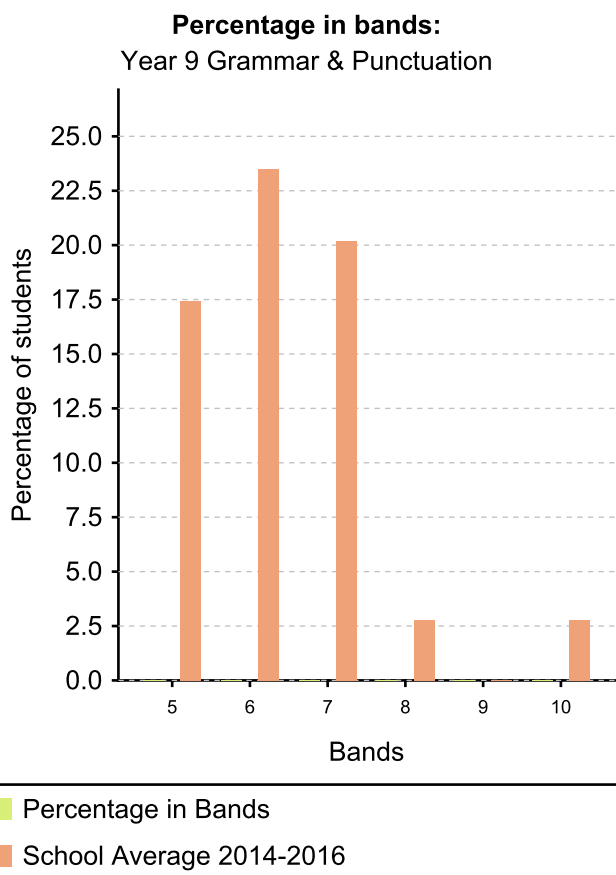
NAPLAN results indicate Trundle Central School is consistently improving with more students achieving in the higher bands across the whole school. The value added index indicates that the majority of students are progressing well between NAPLAN testing periods but some students are displaying below average growth. These students are being targeted for remedial programs and pastoral care initiatives to both improve their skills and confidence to attempt more difficult questions.

The small sample of students can cause a statistical error creating a false impression of the performance of the school. However analysis of our results over the last three years indicate that writing, grammar and punctuation are areas of significant deficit. This has driven the allocation of Learning Support Teacher caseload and the introduction of specialist programs.

Early intervention has been identified as the key to improve Literacy and Numeracy across the school. The school in 2016 continued to host early intervention play group and a one day per week for ten weeks transition to school program; is now part of the school calendar. The results of these strategies will be seen in the 2018 NAPLAN testing cycle.

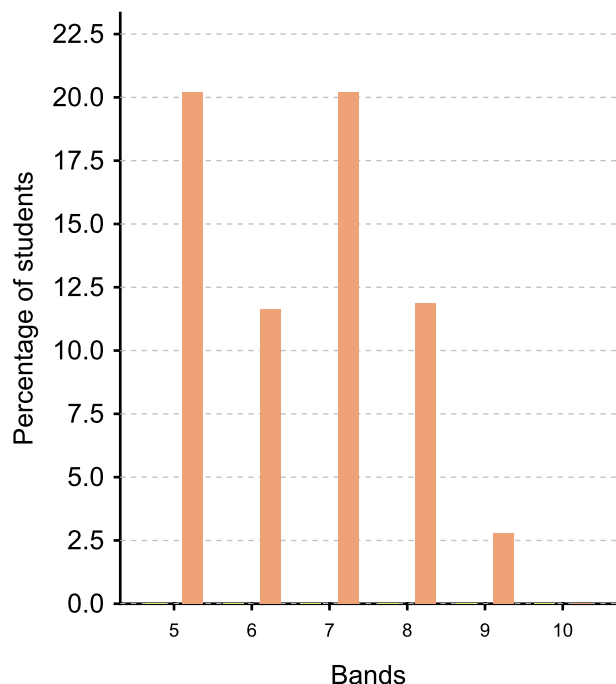
The small sample in some years do not allow an accurate geographical representation and comparison with state bands.

Trundle Central School has a focus on early intervention in literacy. The K/1/2 room is staffed with a Student Learning Support Officer who is trained in assisting the teacher to target students who have been identified as having deficits in Literacy. Specialist programs such as Minilit operate in this section of the school. Many students present at school without attending any form of preschool program because of the relative isolation of Trundle. Over the last two years in partnership with Centacare the school has operated an early intervention playgroup. This is designed to improve the school readiness of children through the development of social skills. Language is an area of significant deficit across the whole of Primary. The school works in partnership with the Royal Far West Speech pathology. This is to reduce a significant barrier to learning which many students present upon enrolment.



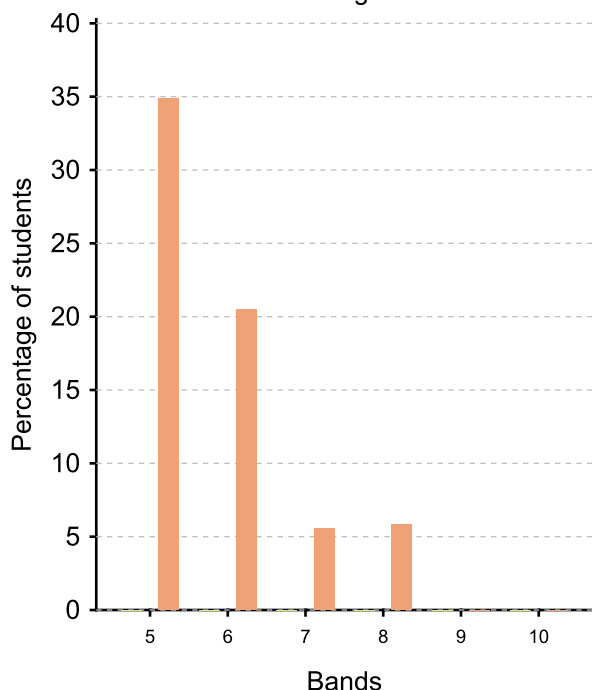


**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Writing

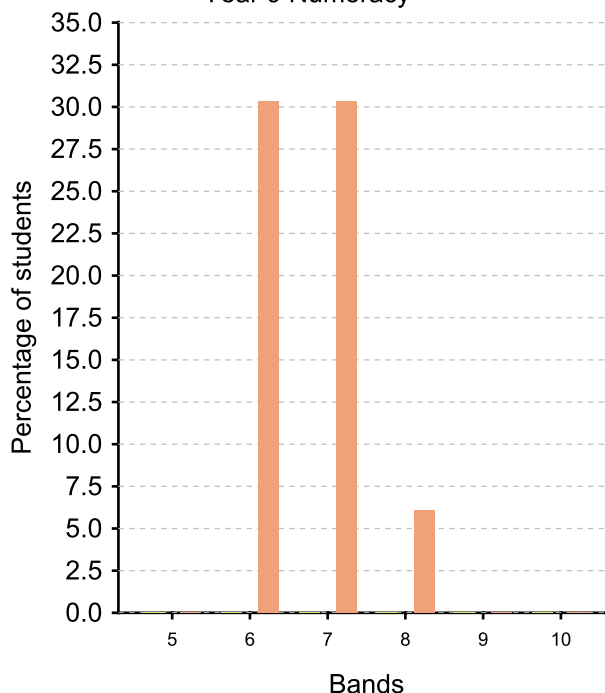


Percentage in Bands  
School Average 2014-2016

Numeracy is a targeted area at Trundle Central School. Students presenting to school are generally stronger in numeracy than literacy but many are still well below state bench marks. Early intervention is a strong aspect of the schools focus to try and quickly develop the necessary foundations for future success. Analysis of NAPLAN and internal testing data indicates that the speed of processing basic mathematical functions is a

major limiting factor in our students success. In 2016 the school introduced Mathematics Ninja an interactive program designed to increase the processing speed of students to allow them to move more quickly into more complex mathematical problems. The success of this program will be measured by 2019 NAPLAN results.

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2014-2016

Naplan results vary considerably from year to year as a small sample creates large statistical variation. Aboriginal students at Trundle Central School are performing as well as non-Aboriginal students. It is a goal of the school in keeping with the premieres priorities for education to increase the amount of Aboriginal students in the top bands of NAPLAN. In 2016 16.7 percent of students in the top bands of NAPLAN in numeracy and writing were Aboriginal in year 9. No Aboriginal student in years 5,6, or 7 achieved in the top bands of NAPLAN.

### Higher School Certificate (HSC)

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

In 2016 Trundle Central School had one student complete the Higher School Certificate. This student worked hard and achieved her potential and has successfully transitioned into full time employment. The low number of candidates is unusual for the school and projected numbers for 2017 are back to school average.

## Parent/caregiver, student, teacher satisfaction

Overall student and parent satisfaction within the school remains high. In 2016 the school commissioned an independent review of parent and student satisfaction with the school. A random sample of every fourth parent and student was selected to be interviewed. The results of this process were extremely positive with all students and families indicating that the school had a positive culture, issues that arise are dealt with quickly and effectively and communication was effective.

Areas for improvement included explaining the merit and student assistance system. These areas for improvement were quickly dealt with through simplification of the merit system and publishing policies in the newsletter.

Attendance at P&C meetings is a concern with a small band of dedicated people relied upon to complete the bulk of the work. This is not unusual for schools in the district. Trundle Central School is particularly affected by the fluctuations in the rural economy and agricultural seasons in terms of the availability of P&C members.

Students also indicated that they were happy with school processes and culture, believing the school has made numerous positive improvements in recent times including school environment and curriculum choices. Students also indicated that the merit system required a simplification and explaining and was weighted too heavily towards academically gifted students.

## Policy requirements

### Aboriginal education

Aboriginal students are approximately 25 percent of the student population. The school is unique in that Aboriginal students at Trundle Central School perform at or above their non-Aboriginal peers. Aboriginal students are also well represented in school leadership positions including the student representative council and sporting house captains.

In 2016 the school modified NAIDOC week celebrations moving to a contemporary Aboriginal society theme. Aboriginal artist and story teller Mark Sadler was employed to inspire students to investigate contemporary Aboriginal culture through investigating the events that influence the Aboriginal people that students see today. This was considered especially important considering the number of Aboriginal students in the school who are living in out of home care or non-kinship placements in the school population

An Aboriginal cultural perspective is integrated into all lessons and staff have been trained in teaching and assessment strategies that are relevant to Aboriginal students.

Kindergarten students are assisted by an Aboriginal

Student Learning Officer. This person's role is to assist all students but especially Aboriginal students to access the curriculum and develop the core literacy and numeracy skills.

### Multicultural and anti-racism education

Trundle Central School had no incidents of racism reported to the anti racism officer in 2016. This is an indication of the cohesive nature of the school. The school in partnership with Centacare Forbes delivers anti-racism programmes across the school. The school also celebrates NAIDOC day as part of our awareness of historical and contemporary Aboriginal culture. All teaching contain a multicultural and Aboriginal perspective where appropriate.

### Other school programs

Trundle Central School has a long history of embracing new programmes and initiatives. This is to provide the maximum opportunities for all students to gain a holistic education within the values of public education.

In 2016 the school continued with the guitar program. This program ranges from beginners to advance level and overcomes the lack of private music teaching available in the township. The school funds the employment of a music teacher two days per week. Other duties of this position include coordination of the school rock band and preparation for performances.

Resource Allocation Model Funding (RAM) has enabled the school to operate additional programs. The school has expanded the curriculum to include vocational education programs targeting stage 5 students who are in danger of not completing school. The work skills program involves the employment of a TAFE instructor to teach basic trade related skills and allow students to obtain the necessary certification for them to enter building sites. This program has raised the attendance amongst this group and several boys have moved into full time work as a result of the skills learnt through this program.

Primary literacy enrichment is a twenty day intensive literacy course targeting Years 5 and 6 students who are displaying aptitude and interest in writing. This group produces the school magazine which is a high quality publication that is distributed to families at the end of the year.

Come and See is a remedial language program offered in partnership with the Royal Far West. This program operates in response to expressive and receptive language deficits identified in many students entering Kindergarten. Currently the program operates via video conference one day per week utilising the skills of retired teachers.

Community and school service is a feature of the culture of Trundle Central School. Each high school student undertakes some form of community or school service each year. This both enhances the profile of

the school and provides students with the vital skills and attitude to succeed after school.

Trundle Central School is proud to be part of the school chaplaincy program. The Chaplain is an important link in our welfare system allows students an avenue for support away from the traditional discipline.