

# Trangie Central School Annual Report



2017



3254

## Introduction

The Annual Report for **2017** is provided to the community of **Trangie 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.

Anne Holden

Principal

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### Message from the Principal

My own passion for music and the pleasure that it gives has given me an understanding of what participation in Music, or dance or art can do for you – how powerful it is in developing wellbeing and self-esteem and how important it is for mental health. I feel certain that our commitment to creativity at TCS, supported by strong welfare programs, goes a long way to explain why our students are happy, confident and engaged.

Our school is rather like an orchestra in that everyone knows what part they have to play and does so with style and talent. We are a little like a jazz band in that every now and then we will have someone come forward and do an outstanding solo which everyone applauds and then it will be someone else's turn to play a different instrument and add their own take on the underlying melody.

When someone misses their cue, someone else steps in and fills the gap and everyone takes their turn to take the lead. The beginners step in and follow the lead of the old timers and before very long, they are taking the lead themselves. There is the odd wrong note, but the result is overwhelmingly harmonious and thank goodness, they all keep on playing even when the conductor drops the baton, or forgets where she put it.

2017 has been another great year, with so many team and individual successes in sport, dance, music, art, debating and public speaking that we have recognised over the year. I have always felt that the small acorn was our successful acceptance into the School Spectacular in 2012 and this small seed has grown into a huge tree.

We have moved over the years, from shaky beginnings to a school which is not afraid of any challenge and a group of students who can and do compete against the best. We have moved into another phase of our existence which is aspirational and ambitious. This year we have students heading off to university to study Mathematics and more. We have talent and determination and we know now, more than ever before, that there is nothing that we cannot achieve.

**Anne Holden**

**Principal**

## 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

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.

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

The whole staff had input into this response and were involved in the analysis of the achievements of the school in relation to the elements of the School Excellence Framework. There is both a Primary and a Secondary department in the school and therefore there may be differences in opinion between the Primary and Secondary staff. The following analysis takes the overall level of achievement as an 'average' if differences were apparent.

### Self-assessment using the School Excellence Framework

#### Learning Elements

The **Learning culture** of our school remains at **excelling**. We have positive community relationships, we know the students very well and we use a consistent language across the school. The staff feel a collective responsibility for student learning and success.

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 school has Wellbeing as its primary concern and 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

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 continue to be **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. The access to technology has been much improved in 2017 and a STEM focus and further training and development for staff will be a focus area for 2018.

**Assessment and reporting** is a focus area for our school and we continue to be **sustaining and growing** in 2017. 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. The introduction and early implementation of ALARM has had an impact on student results and teacher understanding of assessment and teaching for different levels of thinking. This is a focus for 2018.

**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. Our small cohorts make it difficult to see the real trend but deeper analysis shows that over time our school is showing growth in our identified performance measures.

## Teaching Elements

In the area of **Effective Classroom Practice**, with raised expectations we are pleased to see a move to **sustaining and growing** in this area. Teachers are becoming more adept at using student feedback and assessment of learning to inform their own teaching practices. NAPLAN data is analysed and high expectations are consistent with all staff across the school. Feedback is given but the development of this will be a focus for 2018.

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. Changes have been developed to Video Conference delivery and co-teaching effectiveness in order to improve on this. This will continue to be a focus for 2018.

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 areas 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. In 2018 we will focus on Grammar and Punctuation as well as spelling and writing. Numeracy over the last few years has shown a very strong growth.

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 shares common goals. We now meet in Year 7–10 subject groups and have improved how we collaborate with the other Western Access schools. There is still room for improvement in 2018 and the clarification of roles and responsibilities for the Executive Team should facilitate this.

In **Learning and Development**, we continue to be **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. EAfS has been instrumental in upskilling Primary staff in Literacy and Numeracy. This model will be continued through into secondary in 2018.

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. Staff work individually and as a cohesive team to contribute to broader school programs.

## 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.

The school community is committed to the school's strategic directions and actively solicits feedback from students, staff and community about its performance, actively responding to this feedback with a will to improve.

**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 the purpose of the School Plan and there is broad understanding by the whole community about school expectations and the aspirations for improved student learning.

We are **excelling** 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.

The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

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. Practices and processes are responsive to school community feedback.

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.

### **What next?**

We need to continue to develop more partnerships and ensure that we have quality Scope and Sequences across all KLAs K-10.

After the review of practices in the Western Access Program in 2017, there will be a change to the delivery model in 2018 and also changes to the staffing model. This will be reviewed at the end of 2018 to monitor the success of the changes.

EaFS: this has been very successful in upskilling staff in Primary so this model will be continued into Secondary to upskill secondary staff in the placement of students on the Learning Progressions. Staff will be taught where the students are and what to do next to meet each student's needs.

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 be a focus for 2018.

We will be working on the development of consistency of teacher judgement and the effective use of classroom observations. The implementation of ALARM in Years 7-12 will support this.

We do not need to focus on Assessment FOR Learning and improve in the way we use data to inform student learning.

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

The clarification of Roles and Responsibilities for the Executive Team will strengthen the KLA teams and support the improved organisation of programs and Scope and Sequences, thus improving subject delivery.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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. The delivery of Stage 6 courses through the Western Access Program will be of a consistently high quality.

### Overall summary of progress

Expectations at our school continue to be consistently high. The language used by both Primary and Secondary reflects this and signage has been put around the school to reinforce this. Teachers provide explicit feedback, and feedback is given to the teachers in terms of the Quality Teaching Framework to ensure a continuing dialogue. Professional Learning continues to develop staff skills and understanding of the ALARM, in both Stages 4/5 and in Stage 6. The Instructional leader provides consistent support in the EafS program and teachers in this program have been upskilled in the use of L3 in the Early years. A survey of staff and students in the Western Access program has led to the development of a Quality Teaching Checklist, which is a response to the concerns expressed by all stakeholders. Research has shown that longer Video Conference lessons would improve the quality of delivery in WAP and this will be trialled in 2018. A new model for calculating the Rural and Remote staffing supplementation will also be trialled in 2018 to ensure adequate and equitable support be given to all WAP schools.

Early Action for Success focussed on identifying student's individual learning progress and those at risk of not achieving Stage appropriate goals in each aspect of Literacy and Numeracy. English and Maths blocks were maintained to ensure sufficient time allocation to both areas. L3 was continued in Early Stage One and Stage One classrooms for Literacy. Continued implementation of TEN along with frequent assessment of Numeracy, maintained a focus for Numeracy development resulting in attainment of stage appropriate levels in Stage One.3.

In 2017, Writing was the state-wide focus for EafS in Stage One as overall achievement was well below expected benchmarks. Teachers participated in further training to develop deeper understanding of the writing process and the reciprocity of reading and writing, accessing the Writing Analysis Tool, and programming to address deficit areas. Students independent skills were developed through guided writing groups with emphasis on specific markers from the Continuum as indicated in their writing samples.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers provide evidence that the Quality Teaching Framework is being addressed.	<ul style="list-style-type: none"><li>• Western Access (\$2500.00)</li><li>• QTSS funds and executive staff</li><li>• Quality Teaching, Successful Students (QTSS) (\$5000.00)</li><li>• SASS time, paid for with RAM funding</li><li>• Socio-economic background (\$25000.00)</li></ul>	<p>The professional development days were very well received by staff with sessions on technology and assessment.</p> <p>Student workbooks reflect an improvement in quality teaching strategies and feedback much improved.</p> <p>Staff are demonstrating greater confidence in the language associated with the ALARM and can relate to Bloom's Taxonomy and different levels of thinking. Staff are demonstrating a greater understanding of the ALARM and how it informs assessment and supports quality teaching and learning.</p> <p>VALID marking criteria presented to staff to deepen understanding of different levels of response. EafS program achieves targets.</p> <p>The QTSS funding for Teaching Rounds in Primary was very successful and facilitated dialogue between staff. Staff were able to provide through</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers provide evidence that the Quality Teaching Framework is being addressed.		demonstration, that the QT framework was being addressed.
Average progress of all TCS students in NAPLAN assessment continues to be equal or greater than average progress achieved at State level.	<p>SLSO Sec and Prim Support \$230 000</p> <p>SLSO support for OT and Speech – \$27000</p> <p>L&amp;ST allocation – (1.1) – \$111 731.00</p>	<p><b>Year 5 2017</b> – Slightly below average in Reading, below average in Writing, Punctuation and Grammar and Numeracy but well above average in Spelling where 76.5% of students had greater than or equal to expected growth.</p> <p><b>Year 7 2017</b> – Above average growth in Reading, Punctuation and Grammar and Numeracy and very slightly below average in Spelling but well below in Writing. Notable result was 81.8% of students had greater than or equal to expected growth in Numeracy.</p> <p><b>Year 9 2017</b> – Below average growth in Punctuation and Grammar and above average in Reading, Spelling and Numeracy.</p> <p>NAPLAN results for all years continue to vary and did not form a consistent pattern across year groups. Different cohorts vary tremendously in a small school, but there has been an increase by three assessments that are now above average growth, from 4/12 in 2016 to 7/12, not including Writing. Writing and Punctuation and Grammar continue to be areas for improvement in 2018.</p>
EAfS literacy and numeracy targets are met for students K–3.	EAfS funding – \$62 155	<p><b>Kindergarten</b> 77% of children were meeting benchmark or beyond in areas of Forward Counting, Numeral Identification and Early Arithmetic Strategies.</p> <p><b>Year 1</b> students at the end of 2017 had 66% reading at or above the required benchmark of Level 17. The students who had not reached this benchmark were receiving additional help and support through tiered interventions. Writing achievement for 66% of students was below the expected benchmark. In Numeracy 83% students had met Year 1 benchmark or beyond in Counting and Early Arithmetic Strategies. All students had moved beyond Perceptual Counting and 66% could count on–and–back to successfully solve addition and subtraction problems.</p> <p><b>Year 2</b> students in 2017, 64% reached required benchmarks for both reading and comprehension. In writing 55% were at or above end of year benchmark. Writing continued as a focus. 82% were at least at the benchmark of “Counting on and Back” as a problem solving process. They showed understanding of place value with two or three digit numbers. 64% of students could use known facts, number structure and other non–count–by–one strategies to solve problems.</p>

## Next Steps

The ALARM process will continue to be implemented. The Head Teacher teaching and Learning will lead this process and ensure that there is a consistent version of the Matrix and that all staff are confident in its application. Further training will be undertaken by two staff to support this. The ALARM method will also be used across all subjects in the Western Access program in Stage 6. One hour VCs will be trialled and then reviewed with a view to improving the quality of delivery of the Stage 6 curriculum and improving HSC results across WAP.

An Instructional Leader will be employed in Secondary to upskill the L&ST in the use of the Learning Progressions in Stage 4 in order to better support the staff in catering for the learning needs of all students in both Literacy and Numeracy.

Learning Logs will be re-introduced and revised. DEAR time will be better utilised to develop problem solving skills, grammar and punctuation and numeracy. The Digital technology in Focus project will be implemented as a Middle School initiative for years 5–8. This will be the beginning of a three year project. Staff will be upskilled in the implantation of the Technology syllabus and this project will provide coaching to support the staff in developing the necessary 21st century skills.

The Principal will continue to review student workbooks and give staff feedback using criteria from the QT framework.

In 2018 there will be a focus on Numeracy in the Early Action for success program. Professional learning will be sought to upskill the teaching staff in the program.



## Strategic Direction 2

Resilient, highly engaged students

### Purpose

To broaden the range of opportunities for students to develop leadership skills. 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. We also maintained the higher than Government Norm participation rate in sport and extra-curricular activities in both primary and Secondary. Leadership skills are being developed in Interest groups as senior students lead some groups. Advocacy and positive teacher-student relations are also higher at our school than other Government schools.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Higher attendance rate than similar schools, according to the SEF report.	\$4000 – Interest groups \$2 000 – Merit program	<b>Secondary:</b> The attendance rate in secondary was 85%, as opposed to similar schools with an attendance rate of 81%, which is <b>4% higher</b> .  <b>Primary:</b> The attendance rate in primary was 91%, as opposed to 90% in similar schools which is <b>1% higher</b> .
Higher rate of student participation in sport and extracurricular activities than the NSW Government norm, as given by the TTFM student survey	\$12 000 – Casual relief \$7 000 – Excursion support	<b>Secondary:</b> We had a 77% participation rate in sport as opposed to the NSW Government norm of 52% which is <b>25% higher</b> .  In the area of extra-curricular activities, our school had 40% participation, which is 16% higher the NSW Government norm.  <b>Primary:</b> We had a 96% participation rate in sport as opposed to the Government norm of 83%, which is <b>13% higher</b> .  <b>62% of primary students were involved in extra-curricular activities which was 7% higher than the NSW Government norm.</b>
Higher than the NSW Government norm for both Advocacy and Positive teacher-student relations according to the TTFM student surveys	Welfare program – 0.1 staffing – \$10 000	<b>Advocacy</b>  <b>Secondary:</b> Rated as 6.6 out of 10 as opposed to NSW Government norm of 6 out of 10 which is 0.6 higher.  <b>Primary:</b> Rated as 8.1 out of 10 as opposed to NSW Govt norm of 7.7 out of 10, which is 0.4 higher.

## Progress towards achieving improvement measures

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

## Next Steps

A Quality Teaching checklist is being implemented to improve overall consistency and quality of delivery in WAP in Stage 6. The Principal Leadership Team will implement the WAP School Plan which has Strategic Directions relating to Quality Teaching and Quality Leadership. Professional Learning will be provided directed towards strengthening the skills of the Middle Executive.

ALARM Years 6–12 will be implemented in 2018 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.

DEAR groups will target Literacy and Numeracy skills and problem Solving skills.

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

An Instructional leader will be appointed for one day per week in 2018 to develop a plan to utilise the Learning progressions in Secondary. The Instructional leader will work with the Secondary L&ST to upskill her in identifying a student's position on the Learning progression, identify what needs to be done to remediate and then pass on this information to the rest of the secondary staff.

## Strategic Direction 3

Strong community partnerships and enhanced communication practices.

### Purpose

Sustain strong, 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

Continued emphasis on communication with our community has been very successful, with a systematic approach to accuracy and regularity of information. The centralised coordination of all platforms has been the key to the success. The newspaper continues to be a resource for the whole community and is well received by all members of the community. The P&C continues to be active and successful, with a large amount of money raised at the MADD Fete for playground equipment. There is only a small number of members, however, and increasing the membership will need to be a goal for 2018. Our school continues to be involved in many different community events and we have developed a high and well respected profile in the close and wider community. This is reflected in verbal recognition and growing enrolments in both Primary and Secondary.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Positive responses from majority of community members in annual phone survey conducted by the school.</li></ul>	Communications officer employed – \$20 000 CLO employed – \$12 000	The responses to the phone survey were overwhelmingly positive. Student enrolments are rising and feedback from FaceBook and App positive.
<ul style="list-style-type: none"><li>School actively involved in community projects</li></ul>	Communication and Advertising school activities in the community – \$3 000	<b>School actively involved in community projects:</b> <ul style="list-style-type: none"><li>Mural project at RSL</li><li>Portraiture project at Kurrajong Court</li><li>Primary weekly visits to Kurrajong</li><li>Music visits to Kurrajong Court</li><li>NAIDOC Week Touch community competition</li><li>ANZAC day march – drumming and student march</li><li>School Choir singing at ANZAC Day</li><li>School involvement in the establishment and opening of the Wungunja Cultural Centre</li><li>School involvement in the Seniors Olympics</li><li>Random Acts of Kindness group</li><li>School Newsletter advertises community events FOC</li><li>Our PE teacher named Citizen of the Year for her community work</li></ul>
<ul style="list-style-type: none"><li>Participation demonstrated by regular meetings and active participation of P&amp;C members.</li></ul>	CLO support for P&C initiatives – \$6 500	Regular meetings held each month with a small but dedicated team of parents who are active on behalf of the school. Extensive addition of new play equipment organised by the P&C. A Fete year, fundraising for new equipment.

### Next Steps

Implement evidence-based change to the whole-school wellbeing practices, both for staff and students. There will be the provision of regular community information and consultation sessions in both primary and Secondary. Embedding student wellbeing programs will lead to thriving, connected learners. Staff wellbeing will be a priority, and will be evaluated through a whole staff survey. In 2017 a Wellbeing Hub will be established in the Principal's residence, in order to attract outer agencies to work with families and students.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$218 996 Equity loading which comprised of \$65 509 Aboriginal Education Officer and \$153 487 flexible funding.</p> <p>Early Bird program \$10 000</p>	<p><b>Early Bird</b> Transition to School Program provides early intervention in the year before children enter Kindergarten. This has been a huge factor in how well children start school and is being reflected in improved NAPLAN results and attendance rates.</p> <p><b>Year 5:</b> Above State Aboriginal results in NAPLAN Reading, Writing, Grammar and Punctuation and Numeracy and equal to State Aboriginal results in Spelling.</p> <p><b>Year 7:</b> Above State Aboriginal NAPLAN results in Reading, Writing and equal in Numeracy.</p> <p><b>Year 9:</b> All NAPLAN results for Year 9 were below State Aboriginal results.</p>
<b>Low level adjustment for disability</b>	<p>\$142 959 was received for Low Level Adjustment for Disability with \$111 731 funding 1.1 staffing for Learning and Support teachers. \$31 228 was received in flexible funding.</p>	<p>Students with low and moderate disabilities are integrated successfully into mainstream classes.</p>
<b>Socio-economic background</b>	<p>The school received \$340184 of which \$30472 was for 0.3 PSFP staffing. There was \$309 712 in flexible funding.</p> <p>Music program (0.2) – \$20000</p>	<p>Cost free Music program has resulted in Music being available to all students, resulting in large Stage 5 Elective music class and HSC Music for the last 4 years.</p>
<b>Location</b>	<p>The school received \$61095 in flexible funding to reflect the school's isolation.</p>	<p>Flexible funding was used to support excursions and extra curricular activities to reduce the cost of travel and ensure greater student participation.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	77	98	101	101
Girls	113	117	113	115

Student numbers continue to rise, particularly in Secondary.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	87.7	92.2	92.8	92.5
1	92.1	88.7	91.8	95
2	93.4	92.9	86.4	89.4
3	95.4	93.8	91.7	92.1
4	93.6	95.1	90	87.2
5	92.7	92.9	92.9	91.3
6	93.1	92.9	90.5	91.8
7	91.3	90.1	88.4	91.5
8	89.6	90.5	86.5	86.3
9	86.6	83.4	87.9	84.4
10	92.8	87.4	83.1	80.8
11	82.7	83.2	88.6	87.4
12	82.3	88	91.4	86.5
All Years	90.3	90.3	88.7	88.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	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. The School Attendance Team meets weekly with the HSLO team and students of concern are discussed and action taken. Positive letters are sent out for excellent or improved attendance and merit

certificates are awarded each Term/Semester/Year to recognise and applaud good attendance.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	7
Employment			
TAFE entry	0	0	16
University Entry	0	0	23
Other	0	0	16
Unknown	0	0	0

All students remained at school until the end of Year 12. They were successful in achieving their goals of University, employment or travel.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	15.12
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	7.59
Other Positions	0.2

\*Full Time Equivalent

30% of our staff is of Aboriginal background.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	87.5
Postgraduate degree	12.5

### Professional learning and teacher accreditation

Professional Learning in 2017 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. Training in LMBR for the School Administration Manager, a designated SASS member, the Deputy Principal and Principal was a major focus in readiness for Go-Live in September 2017.

Teachers all participated in CPR and Anaphylaxis training and Child Protection. Teachers continued to receive training to support the implementation of new syllabuses, particularly in Mathematics and Geography. NESA provided support in programming for both Mathematics and English and the Principal and an English teacher travelled to Sydney to participate. Infants teachers, implementing the EAfS program, continue to be trained in L3 and also Early Childhood transition, and PLAN. Our secondary Science teacher participated in a workshop to write questions and mark VALID, and the librarian was trained in OLIVER. In the area of support, both Learning and Support Teachers participate in Network Days, and teachers and SLSOs have been upskilled in teaching autistic students and in NDIS implementation.

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 both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

- Voluntary school contributions were similar to 2016, with more payments expected in the months after August 2017.
- No significant variation between income and expenditure
- TCS does not retain high levels of income and or income held in trust. Funds are expended in the year they are received with a small buffer retained.
- Four sets of laptops were purchased in 2017, two for primary and two for secondary to ensure that students at our school have access to the technological tools they require. The basketball court was also resurfaced at the beginning of 2017.

Receipts	\$
<b>Balance brought forward</b>	<b>414,524</b>
Global funds	365,239
Tied funds	780,614
School & community sources	98,449
Interest	5,274
Trust receipts	58,838
Canteen	35,693
<b>Total Receipts</b>	<b>1,344,106</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	72,088
Excursions	43,236
Extracurricular dissections	80,943
Library	1,450
Training & Development	8,924
Tied Funds Payments	573,922
Short Term Relief	7,285
Administration & Office	79,096
Canteen Payments	32,588
Utilities	44,032
Maintenance	35,074
Trust Payments	58,983
Capital Programs	35,522
<b>Total Payments</b>	<b>1,073,144</b>
<b>Balance carried forward</b>	<b>685,487</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	751,102
Appropriation	687,643
Sale of Goods and Services	20,323
Grants and Contributions	42,921
Gain and Loss	0
Other Revenue	0
Investment Income	215
<b>Expenses</b>	-436,675
Recurrent Expenses	-436,675
Employee Related	-276,177
Operating Expenses	-160,499
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	314,427
<b>Balance Carried Forward</b>	314,427

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

#### Financial Management of the School

- The Principal, the Administrative Manager and the school executive staff ensure that the allocation of finance aligns closely to the school plan.
- Regular balancing of program funds ensures that the funds are utilised to best suit the needs of the whole school and our students.
- A data system was installed in the Library Extension and School Residence (approved by Capital Works). The School Residence was refurbished after being handed back by Teacher Housing, to be used for school purposes.
- Funds continue to be put aside for a bus replacement but this was intended use of funds available>

#### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	2,837,513
Base Per Capita	32,644
Base Location	61,095
Other Base	2,743,775
<b>Equity Total</b>	702,139
Equity Aboriginal	218,996
Equity Socio economic	340,184
Equity Language	0
Equity Disability	142,959
<b>Targeted Total</b>	227,090
<b>Other Total</b>	558,059
<b>Grand Total</b>	4,324,801

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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



# School performance

## NAPLAN

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

NAPLAN results for all years continue to vary and did not form a consistent pattern across year groups. Different cohorts vary tremendously in a small school, but there has been an increase by three assessments that are now above average growth, from 4/12 in 2016 to 7/12, not including Writing. Writing and Punctuation and Grammar continue to be areas for improvement in 2018.

**Year 5 2017** – Slightly below average in Reading, below average in Writing, Punctuation and Grammar but well above average in Spelling where 76.5% of students had greater than or equal to expected growth.

**Year 7 2017** – Above average growth in Reading, Punctuation and Grammar and Numeracy and very slightly below average in Spelling but well below in Writing.

**Year 9 2017** – Below average growth in Punctuation and Grammar and above average in Reading, Spelling

### Percentage in Bands:

#### Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	5.3	10.5	31.6	31.6	10.5	10.5
School avg 2015-2017	3.3	15.6	19.6	18.1	6.5	3.5

### Percentage in Bands:

#### Year 5 - Writing

Band	3	4	5	6	7
Percentage of students	15.8	15.8	31.6	36.8	0.0
School avg 2015-2017	9.8	12.8	42.4	27.4	7.6

### Percentage in Bands:

#### Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	21.1	5.3	26.3	26.3	15.8	5.3
School avg 2015-2017	13.1	15.4	23.9	27.0	18.9	1.8

### Percentage in Bands:

#### Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	5.3	21.1	31.6	15.8	15.8	10.5
School avg 2015-2017	12.4	29.8	25.7	14.4	14.4	3.5

### Percentage in Bands:

#### Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	8.3	20.8	37.5	25.0	8.3	0.0
School avg 2015-2017	15.6	38.0	30.4	13.1	2.8	0.0

### Percentage in Bands:

#### Year 7 - Writing

Band	4	5	6	7	8
Percentage of students	20.8	29.2	37.5	12.5	0.0
School avg 2015-2017	37.5	31.0	25.5	6.0	0.0

**Year 5:** Slightly lower than average growth in Numeracy

**Year 7:** Notable result was 81.8% of students had greater than or equal to expected growth in Numeracy.

**Year 9:** Higher than average growth in Numeracy.

### Percentage in Bands:

#### Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	8.3	25.0	16.7	33.3	0.0	16.7
School avg 2015-2017	2.8	10.4	7.7	25.7	12.5	7.7

### Percentage in Bands:

#### Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	10.0	45.0	35.0	5.0	5.0
School avg 2015-2017	6.1	9.4	22.6	25.3	1.7	1.7

### Percentage in Bands:

#### Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	4.4	17.4	30.4	34.8	13.0	0.0
School avg 2015-2017	14.0	34.7	24.5	19.3	7.4	0.0

## Percentage in Bands:

### Year 9 - Numeracy

Band	5	6	7	8	9
Percentage of students	4.6	54.6	31.8	9.1	0.0
School avg 2015-2017	11.0	42.8	35.4	8.8	2.0

### Percentage of students in the top 2 bands

The size of each cohort and also the fact that some students come from different feeder schools reduces the validity of the data but a pattern of gradual improvement is appearing. Year 9 has been a low-performing year as it passes through the school.

#### 2017 Reading Numeracy

Year 3	8%	17%
Year 5	21%	10%
Year 7	8%	13%
Year 9	0%	0%

### Percentage of Aboriginal students in the top 2 bands

#### 2017 Reading Numeracy

Year 3	0%	0%
Year 5	11%	0%
Year 7	8%	8%
Year 9	0%	0%

## 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 a small school there is a small cohort with students with wide range of abilities. Students are catered for in a variety of subjects. In 2017 there was a pleasing rise in the students who achieved higher bands in subjects studied.

Band 6	5	4	3	2	1
0%	17%	17%	22%	34%	12%

HSC results continue to trend upwards as the ability range of our students continues to expand. Students studied a full range of academically challenging subjects and subjects preparing for employment and all students achieved to expectation.

## Parent/caregiver, student, teacher satisfaction

### Primary Students

Primary students continue to demonstrate 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 79% felt that they have someone at school who consistently provides encouragement and can be turned to for advice and 79% 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.

### Staff

Trangie Central School staff participated in an anonymous wellbeing survey in order to determine what employees want and need in a wellbeing program. The survey focused on the cultural, structural and environmental factors within the school that might be supporting or hindering overall staff wellbeing. Results indicated 90 per cent of staff members felt they were part of a caring and culturally inclusive school community, with over 85 per cent experiencing job satisfaction at Trangie Central School. What was identified, however, was the need to build a sense of collegiality amongst staff members with 54 per cent of staff responding that effective ways of working with colleagues was not a priority. These results and the suggestions made from the survey, will guide Trangie Central School in implementing a Wellbeing Program to ensure cultural, structural and environmental factors work cohesively and positively for the whole school community.

### 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.

The FaceBook continues to have a large following with hugely positive feedback. The Trangie Central School Newsletter is well received in the community and used for school-community communication and also as a tool for intra-community communication.

## 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 8th 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 7th year and has further enhanced the tolerance and understanding of our whole school community for the Aboriginal culture of our students.

Each year, NAIDOC is a huge day for Trangie Central School and as each year passes by, more and more community members come to share this day with us. All members of our school community participate enthusiastically, and knowledge and culture is shared and respected. In 2017, we also saw the opening of the Wungunja Cultural Centre in the community and in close proximity to our school. Our staff were heavily involved in the development of the project, in conjunction with the Trangie Local Aboriginal Lands Council. Our students danced at the opening ceremony and represented our school with great pride.

### 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.