

# Trundle Central School

## Annual Report

2017

3259

## Introduction

The Annual Report for 2017 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

Trundle Central School

Croft St

Trundle, 2875

[www.trundle-c.schools.nsw.edu.au](http://www.trundle-c.schools.nsw.edu.au)

[trundle-c.School@det.nsw.edu.au](mailto:trundle-c.School@det.nsw.edu.au)

6892 1346

## 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 23 Aboriginal students. The school population is evenly distributed across the Primary and High School sections of the school. The school is still experiencing pleasing growth with 125 students expected in 2018.

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 6 at Trundle Central School for the past four years have 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. Flexible curriculum in High School allows for some students to be accelerated into Stage 6 allowing them to maximise their potential. Alternatively other students study through a pathways option allowing them to complete the HSC over a number of years.

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 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 2017 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

At Trundle Central School the dedicated but small band of volunteers focus their energy into building a better and brighter school experience for students. This year it has been difficult to fill executive positions and some events have had to be cancelled because of a lack of helpers. Hopefully in 2018 more people will volunteer for leadership roles within the P&C.

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 2018 plans are underway to continue 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. The P&C funds vital programs such as extra Literacy and Numeracy and Speech Therapy opportunities.

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 Better 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.

This year we were honoured to host former Governor General Major General Jeffrey and Ms Sarah Mitchell member of the Legislative Council and Minister for Early Childhood. Both guests commented on the excellent facilities and programs available at the school.

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 enabling students 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 educate 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 2017. 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 School Learning Support Officer 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

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.

The school excellence framework informs, monitors and evaluates school 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 featuring 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 utilisation 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 on the individual but maintained by the collective efforts of the entire staff.

In 2017 all recommendations from the 2016 school review were implemented. This was especially in the area of communication, both internally and within the wider community. As a result our Facebook page and newsletter have increased penetration within the community which is evident by the increased hits on both sites.

For more information about the School Excellence Framework:

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

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.

## 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 2017 only 11.8 % of students failed to submit an assessment task a significant 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 School 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 disengaged with the curriculum.

A variety of extra curricular activities have occurred throughout the year to encourage creative critical thinking. These include Computer Programming and construction, Robotics, Primary Enrichment and Literacy Extension. The encouragement of critical thinking especially engaging with technology is a continuing goal for the next school plan.

In 2017 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 student academic performance. In 2017 the school offered the RAGE program. This program is designed to reduce anger in teenage boys and provide alternative strategies to aggression and violence, ICE addiction Awareness, Love Bites and Save a Mate Drink Driving Awareness to supplement our Pastoral Care Program.

Trundle Central School in 2017 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 2018

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)	Funds Expended (Resources)	Progress achieved this year
Increase in school attendance to 98%.	\$8200 staff release for interest electives.  \$5000 Resources for interest electives.  \$9400 Staffing for School to Work Program.	In 2017 the school outsourced to offer short film making and small motors electives. In 2017 the school offered over 19 additional electives in High School.  Students involved in the School to Work Program have a 100% attendance rate. One student gained full time work from the program in 2017.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in school attendance to 98%.	<p>\$5000 resources budget school to work program.</p> <p>\$8000 extension music (rock band, guitar program)</p> <p>\$4000 Primary Enrichment.</p> <p>\$3150 extended transition. to school and into High School.</p>	<p>Guitar program and the employment of an external music teacher allowed the establishment of a School Rock Band.</p> <p>Extended transition operated both for entry into Kindergarten and to Year 6.</p> <p>The attendance rate at the school is above regional and state average.</p>
100 % of staff integrating ICT into lessons.	Release computer teacher for 0.1 per fortnight.	Internal Teacher Professional learning has allowed all teachers to improve their skills in the integration of Integrated Computer Technology.
Implementation of ICT scope and sequence across the whole school.	School resources.	All teachers understand foundation ICT skills and can plot student progress against continuum. This creates increased accountability across the whole school..

## Next Steps

- Continue to expand the curriculum to allow every child to be known and valued.
- Consolidate the relationship with Centacare Wilcannia Forbes to provide contextually appropriate welfare programmes across the school.
- Allocate funds to replace computer hardware to allow students access to the latest technology available.
- Re-apply for the Grants Officer to seek out external funding opportunities.

## 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 feedback have been focus areas for professional development. Our assessment strategies are based around the work of Dr Bill Rodgers. The school continued to implement differentiated assessment matrixes allowing students of all academic abilities achieve in assessment.

All teachers are implementing explicit Literacy and Numeracy instruction across all KLA's as part of a whole school Literacy and Numeracy strategy. Consistent concentration on Numeracy and Literacy across the whole school has resulted in a measurable and sustainable shift in NAPLAN scores towards the higher bands. This is especially in Year 9 writing an identified area for concern.

School Learning Support Officer's under the supervision of Learning Support Teacher are allocated a caseload of students who are one stage below proficient. A significant realignment of school focus occurred in 2017 towards those students operating one stage below proficient. This is a result of data indicating that a significant proportion of students with targeted intervention could progress to proficient level. Data is collected on these students regularly to determine the effectiveness of this intervention. Internal school review indicates that the increased focus on the middle bands has not been to the detriment of those students who require intensive support.

Data informed practice has resulted in a large cohort of students receiving targeted intervention. This has resulted in all programs moving from a purely deficit model to extension of students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20 % increase in students performing at or above minimum standards in Literacy and numeracy.	Minilit program to concentrate on early intervention.  Primary enrichment to allow students who are displaying advanced skills in Literacy and Numeracy to be extended.  \$ 32,758 Low Socio-economic allowance	Minilit is successfully operating as an early intervention strategy.
100 % of teaching staff embracing curriculum and assessment differentiation as standard practice.	Internal school resources	This has been achieved to varying degrees across the school. Remedial work is occurring for those teachers still struggling with differentiation.
All secondary staff active in WAP networks and having detailed knowledge of WAP policies and procedures	Internal school resources	The introduction of SENTRAL has increased the effectiveness of communication and improved accountability.
20 % increase in Aboriginal students performing at proficient	NIADOC day \$1200 Low socio economic funding.	Aboriginal students are performing at or above their non-Aboriginal peers.



### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
in Literacy and Numeracy.	Employment of Aboriginal Learning Support Officer	Aboriginal students are performing at or above their non–Aboriginal peers.

### Next Steps

Continue to improve the assessment scope and sequence to allow all students the opportunity to achieve to their potential.

Broadening of the curriculum to encourage students to value the development of Literacy and Numeracy skills to allow the to be more successful in the local context and beyond

Continue and expand the schools embracing of local people to provide students with skills that are relevant in the local context.

The targeting of students one band below proficient.

### 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

The school has implemented strategies to ensure leadership succession. These include through the Resource Allocation Model establishing an additional executive position in the High School section of the school. This not only has allowed a future leader to experience the challenges and benefits of leadership but also encouraged increased accountability and performance because existing executive are released from some of their administrative functions to concentrate on instructional leadership.

Increased accountability has been the result of this strategic direction. Teaching staff as custom and practice use peer review as an improvement measure. Storage of all accountability requirements such as programs, scope and sequences and work samples is electronic as well as hard copy and can be easily accessed for reporting.

The Student Representative Council has a defined charter that is reflective of what students view as important because the parameters have been developed through consultation with the whole school. The school is proud of the socio-economic, racial and ethnic mix of the SRC because it is representative of the whole school.

The school has been a vital partner in the development of common strategic directions for the Western Access Program. This is part of a leadership focus towards accountability and consistent delivery of lessons to improve Higher School Certificate results and retention of students in their local schools.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher review process is closely linked to staff Professional Development plans	Internal school resources	The teacher review process involves professional reflection and supervisor support to closely align Professional Development to the school plan and Premier's priorities.
20 % increase in students applying for leadership roles within the school and district.	Internal school resources	The Student Representative Council is reflective of the diversity within the school. The representatives are from all socio-economic and ethnic groups within the school.
Strengths based management practices become the culture of Trundle Central School.	Internal school resources.	The school does not operate from a deficit model. The school utilised and celebrated the vast amount of strengths contained within the staff, community and school.

#### Next Steps

In the 2018–2020 school plan there is a move towards the school adopting Kids Matte Ethos and strategies.

A review of school professional development to determine if leadership is being supported and encouraged.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	RAM Aboriginal Loading \$23,742	<p>Aboriginal background loading is utilised to employ an Aboriginal Student Learning Officer 0.8 FTE. This person was based in the K /1/2 class in 2017. The main 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 that is constructed in consultation with parents, ASLO and teaching staff. These plans are working documents and reviewed every term.</p> <p>Trundle Central School is proud of the fact that our Aboriginal students are at or above our non-Aboriginal students in terms of Literacy and Numeracy outcomes.</p>
<b>Low level adjustment for disability</b>	<p>RAM Low level adjustment \$56,326.</p> <p>Extra hours for SLSO to staff Minilit: \$20,000.</p> <p>SLSO for Kinder class for early intervention \$36,326.</p>	<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 and speech 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>The lack of suitable pre-school services in the town results in many students presenting to school with skills deficits.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	QTS \$ 4,571	This funding allocation is used to supplement executive release to improve the role of executive as instructional leaders.
<b>Socio-economic background</b>	<p>RAM Low Socio-economic \$73,542.</p> <p>School to work funds \$3,750.</p> <p>0.2 Vacant secondary position.</p>	<p>Low Socio-economic background is utilised to fund the following curriculum and facilities:</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. It involves not only skills but instruction in Workplace Health and Safety. This program has a 100 % 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> </ul>

<b>Socio-economic background</b>	<p>RAM Low Socio-economic \$73,542.</p> <p>School to work funds \$3,750.</p> <p>0.2 Vacant secondary position.</p>	<ul style="list-style-type: none"> <li>• Extended transition to Kindergarten and 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.</li> <li>• Interactive playgroup is operating from the school in partnership with Centacare. This is a strategy to improve the school readiness of Kindergarten students.</li> </ul>
<b>Support for beginning teachers</b>	<p>Additional PL and release from Face to Face</p>	<p>Beginning teachers in 2017 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 2017 the school consolidated Positive Behaviour for Learning strategies for the implementation of a common script to de-escalation of behaviour.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	50	59	64	58
Girls	44	48	50	55

Trundle Central School has experienced pleasing growth in the last three years going against the trend of many rural central schools. 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. The very strong Primary numbers will allow the school to maintain a strong secondary enrolment through the next three years. The projection for Primary is for student numbers to increase to 70 students in 2018. The school has decided to self fund a fourth Primary class to allow a stand alone Kinder to focus on early intervention.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	95.7	91	91.4
1	96.8	95	94.5	93.3
2	97	97.3	93.3	95.2
3	97.7	97.2	96.9	96.2
4	92.2	95	93	96.8
5	97.3	95.1	94.4	95.7
6	94.3	95.4	92.8	94.1
7	87.4	95	93.6	91.4
8	90.4	87.2	92.8	92.1
9	87.8	89	88.1	88.3
10	82.2	87.8	86.5	80.7
11	91.2	97	84.6	84.6
12	86.3	85.5	87.5	87
All Years	92.2	93.2	91.7	91.2
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

Trundle Central School in 2017 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.

Attendance improvement initiatives have been successful in improving the attendance of students who were on the margin of a Home School Liaison referral but ineffective in improving chronic non-attendees. Unfortunately with relatively small numbers a chronic non-attender can dramatically alter the schools overall attendance rate.

### Class sizes

Class	Total
K/1/2	20
3/4	18
5/6	19

### Structure of classes

Student numbers create the need for composite classes across the school. However in 2017, Year 6 Mathematics operated as a stand alone class to allow a easy progression into High School Mathematics as extension and remedial activities could be more effectively implemented. Year 10 English also runs independently as some students are accelerated into stage 6. Class sizes in Primary are around 19 students and High School average 16 students.

### Retention Year 10 to Year 12

In 2017, 4 students left after Year 10. Three of these students enrolled in other state government schools to continue with their education and one moved to fulltime employment. The school has a proud record of students progressing successfully into the workforce or TAFE pre-apprenticeship programs after stage 5. In addition all students who completed stage 6 over the last four years have progressed into further study or full time employment.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	100	95	75
TAFE entry	0	5	10
University Entry	0	0	15
Other	0	0	0
Unknown	0	0	0

Trundle Central School over the last four years has

achieved 100% of students who complete stage 5 or 6 progressing to full time employment or tertiary study. This is a result of the schools focus on vocational education and quality pastoral care.

### Year 12 attaining HSC or equivalent

In 2017 all students commencing the HSC year successfully obtained a HSC or equivalent qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	9.54
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.57
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.89
Other Positions	0.1

\*Full Time Equivalent

Trundle Central School has a mixture of experienced teachers and new graduates. In 2017 the school was successful in recruiting an art teacher 0.6 FTE. This has allowed Stage 5 Elective Art to be added to the curriculum mix for the first time in two years. Enhanced funding through the resource allocation model also allowed in 2017 the employment of a permanent casual. This has resulted in improved continuity of student learning across the whole school as classes can be covered when staff absent by a person who is known to students and staff and as such understands the expectations and culture of the school. Resource allocation funding also allowed the expansion of the curriculum as specialist teachers can be recruited. In 2017 the school did not have any Aboriginal teaching staff. This will change in 2018 with a teacher of Aboriginal descent joining our school.

### Workforce retention

Trundle Central School has a small staff turn-over. In 2017 one staff member moved to maternity leave, and

one staff member retired. All other staff members remained in their positions and two additional staff members were recruited.

### 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

Significant professional learning was undertaken by Trundle Central School staff in 2017. Staff professional development is guided by the School Plan, Teacher Standards, School Excellence Framework version 2 and the goals contained in their Personal Learning Plans. Significant money was spent to improve the teaching of Literacy and Numeracy especially differentiation of content. This was especially in the continued introduction of L3, Writing in the Middle years, Minilit and Mathematics Ninja. Funds were also spent to increase staff skills in pastoral care especially implementing strategies for students with mental health conditions or on the Autism Spectrum.

All teachers employed at the school maintained their accreditation through adhering to the teacher standards and completing the required amount of professional development. Two beginning teachers were mentored through accreditation by the Head Teacher Secondary Studies. Beginning teacher allocation was utilised to release these two teachers from face to face to allow them to access additional professional development.

## 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.

The school has spent significant amounts of money to improve facilities especially in the area of sport. This includes new equipment for our school Gym, the construction of new cricket nets and a multi-purpose court. The funds for these improvements are still held within the school accounts creating a higher balance than what is actually available..

Receipts	\$
<b>Balance brought forward</b>	<b>352,955</b>
Global funds	226,416
Tied funds	296,481
School & community sources	35,800
Interest	4,051
Trust receipts	10,504
Canteen	0
<b>Total Receipts</b>	<b>573,251</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	25,693
Excursions	7,101
Extracurricular dissections	10,670
Library	4,297
Training & Development	0
Tied Funds Payments	192,224
Short Term Relief	20,523
Administration & Office	36,178
Canteen Payments	0
Utilities	27,041
Maintenance	48,885
Trust Payments	7,802
Capital Programs	35,526
<b>Total Payments</b>	<b>415,941</b>
<b>Balance carried forward</b>	<b>510,265</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 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	551,342
Appropriation	510,710
Sale of Goods and Services	0
Grants and Contributions	40,573
Gain and Loss	0
Other Revenue	0
Investment Income	59
<b>Expenses</b>	-330,328
Recurrent Expenses	-330,328
Employee Related	-96,314
Operating Expenses	-234,015
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	221,014
<b>Balance Carried Forward</b>	221,014

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 summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	1,776,710
Base Per Capita	17,422
Base Location	29,311
Other Base	1,729,977
<b>Equity Total</b>	235,152
Equity Aboriginal	28,819
Equity Socio economic	150,005
Equity Language	0
Equity Disability	56,329
<b>Targeted Total</b>	33,400
<b>Other Total</b>	204,645
<b>Grand Total</b>	2,249,907

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

### School-based assessment

A strategic direction of the school is to improve the use of data to drive teaching and learning in the school. This is especially because the school is an Early Action for Success Phase 2 school. Plotting students against the progressions and reviewing classroom practice as a result of this data was custom and practice at the school in 2017. The school also collects data on student and parent satisfaction through surveys and focus groups. This allows for effective school planning in terms of resource allocation.

Best Start data is very important to the school as it forms a baseline to measure school performance. This is especially determining the value added through Early Action for Success strategies, the effectiveness of the instructional leader intervention and the implementation of L3, Minilit and reading in the middle years. Analysis of data across a number of years indicates many students present to the school with very low literacy and speech and language development.

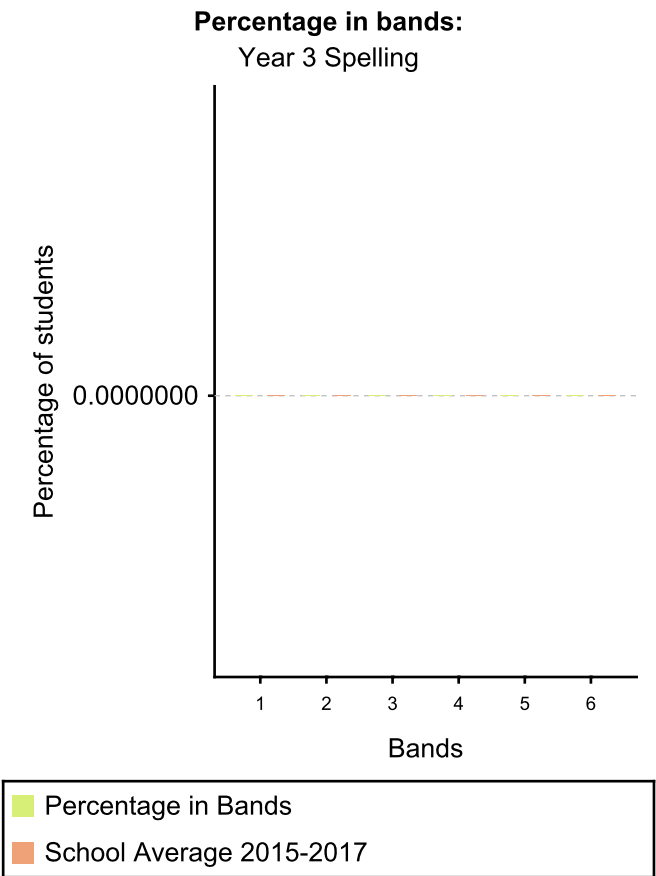
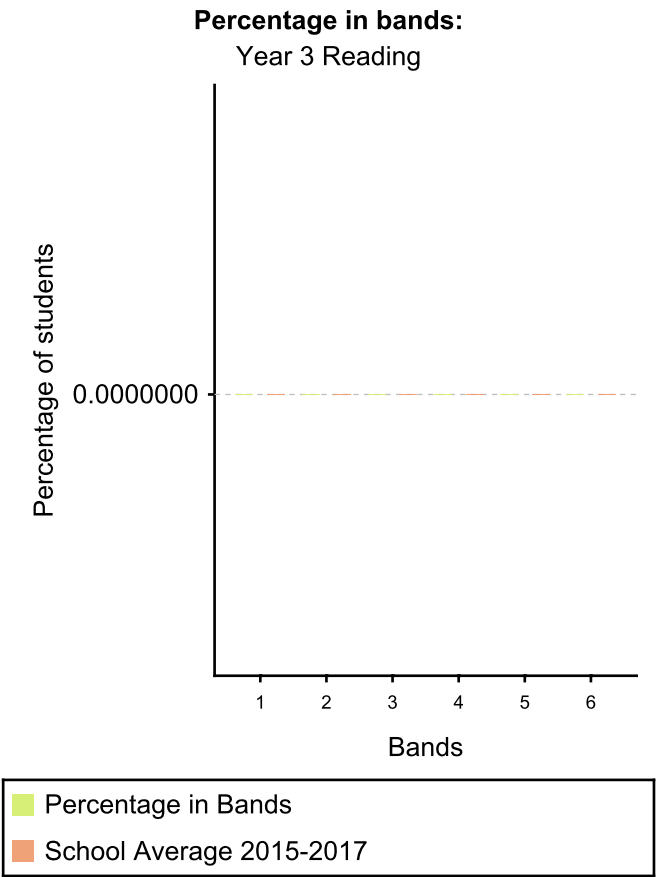
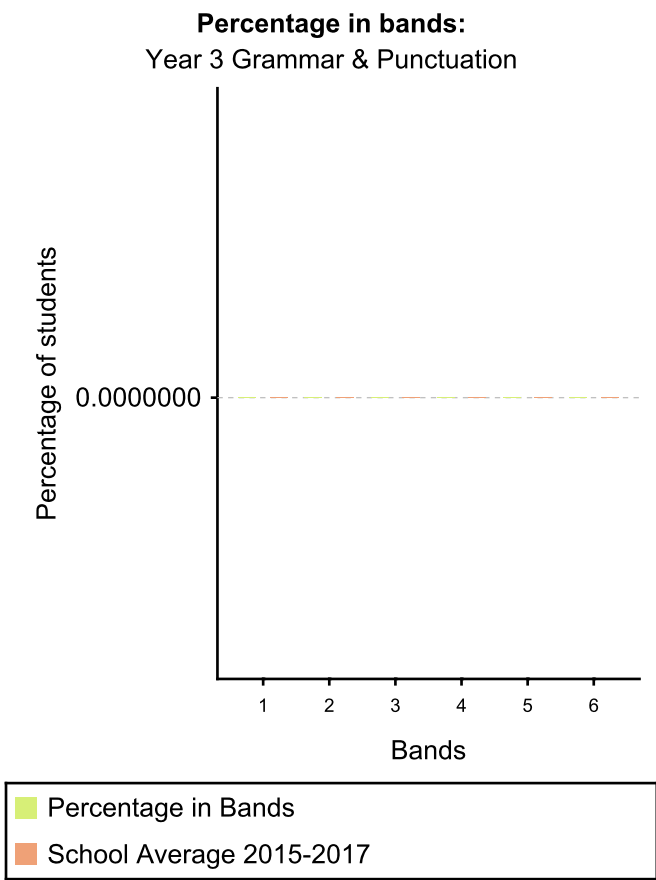
### NAPLAN

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

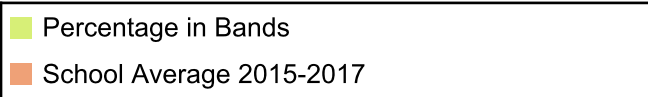
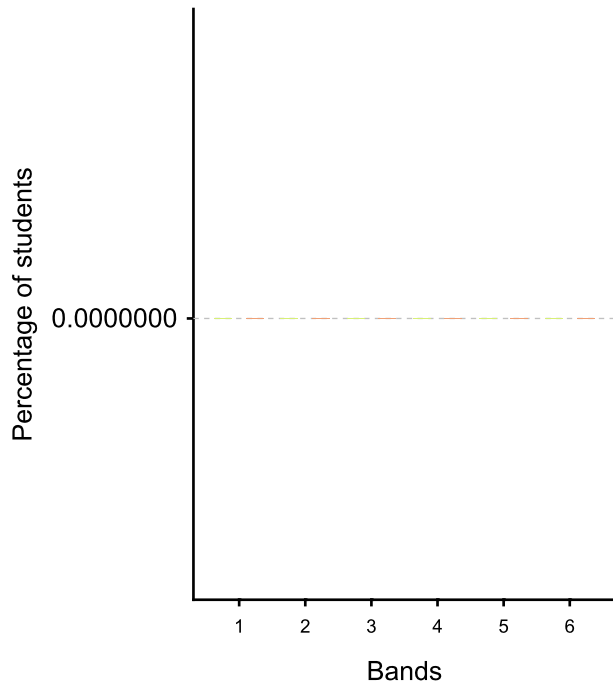


represents increasing levels of skills and understandings demonstrated in these assessments. In some years the school has such a small sample that results cannot be compared accurately against state averages and norms.

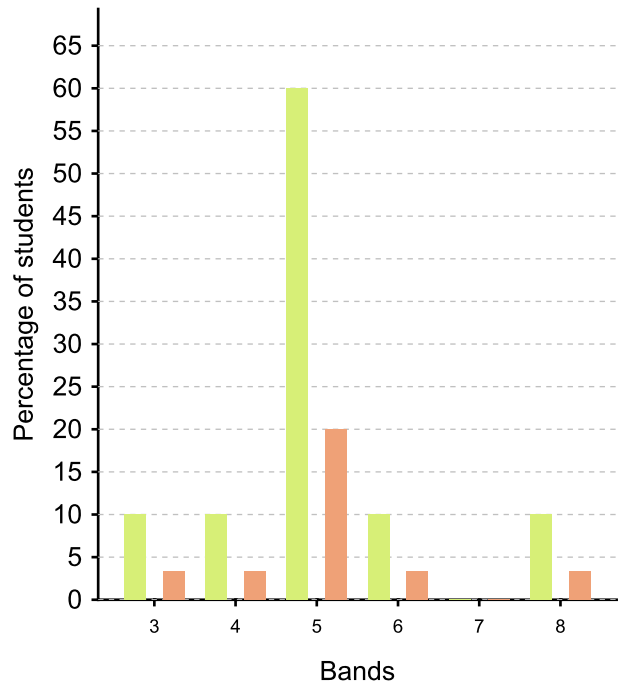
The small sample at Trundle Central School can create statistical error as one student performing above or below state average can corrupt the sample. The trend data is the most accurate measure to determine school performance. Analysis of data from the last three years removing statistical errors indicates students are moving towards the higher bands of NAPLAN. Internal review of school data indicates persuasive writing continues to be an area of weakness. The 2018 –2020 school plan targets resources towards this area. The school focus is to move those students who are one band below proficient. This encompasses a considerable number of students.



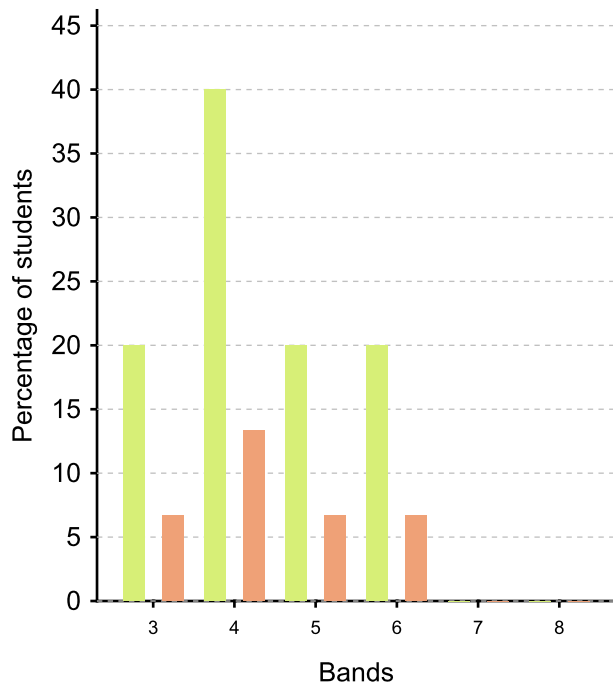
**Percentage in bands:**  
Year 3 Writing



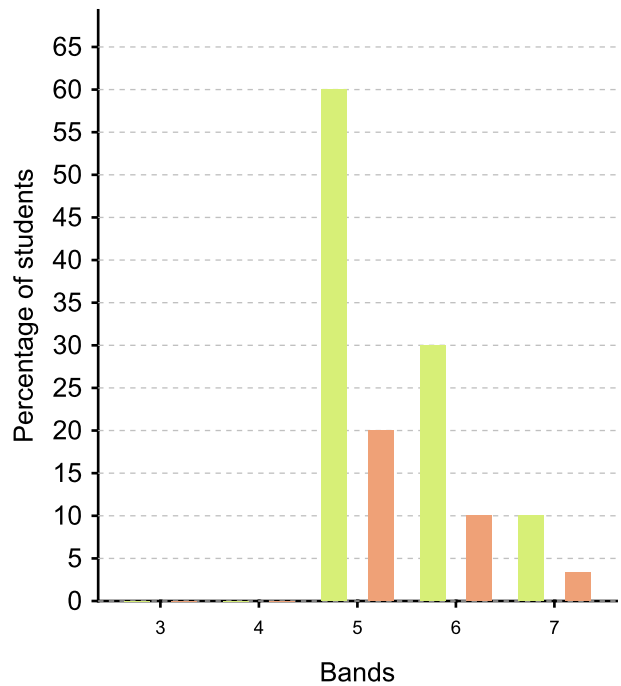
**Percentage in bands:**  
Year 5 Reading



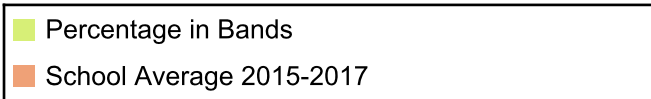
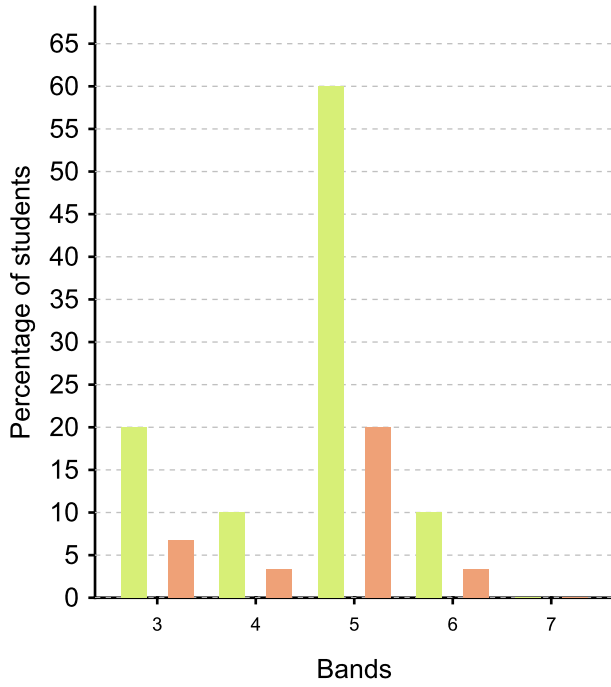
**Percentage in bands:**  
Year 5 Grammar & Punctuation



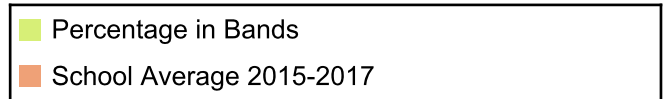
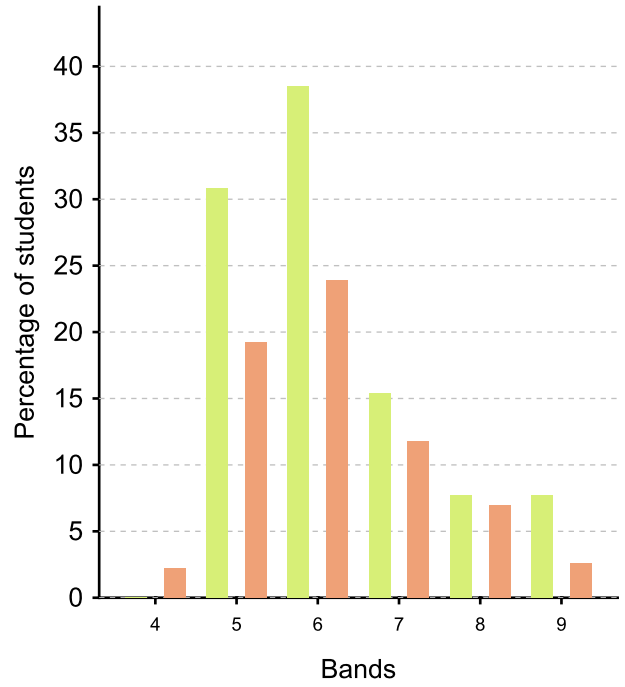
**Percentage in bands:**  
Year 5 Spelling



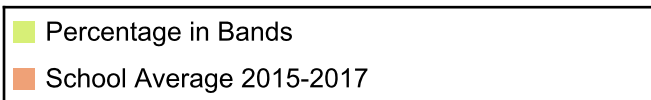
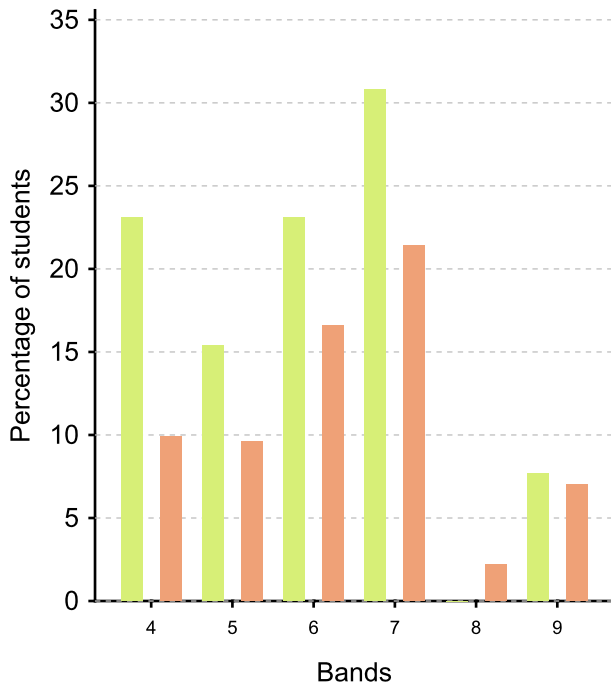
**Percentage in bands:**  
Year 5 Writing



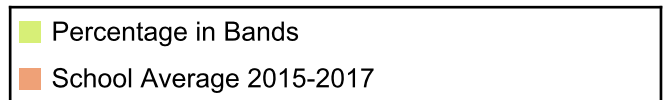
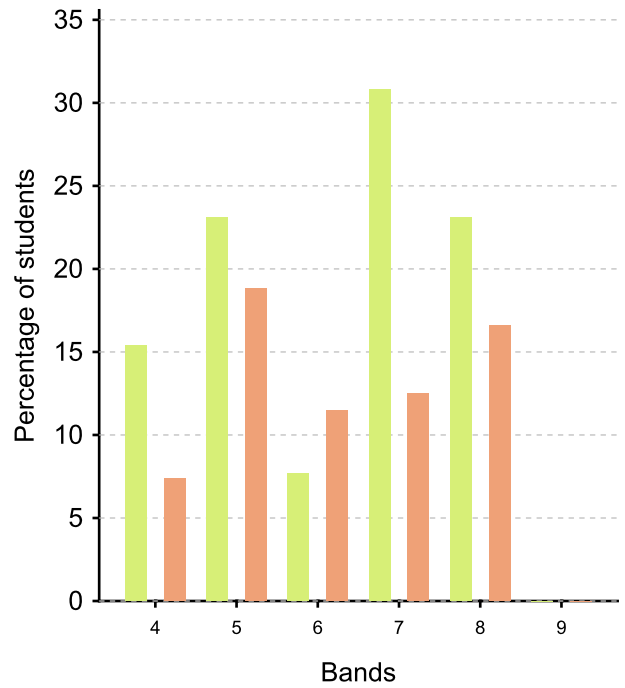
**Percentage in bands:**  
Year 7 Reading



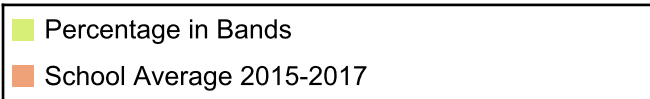
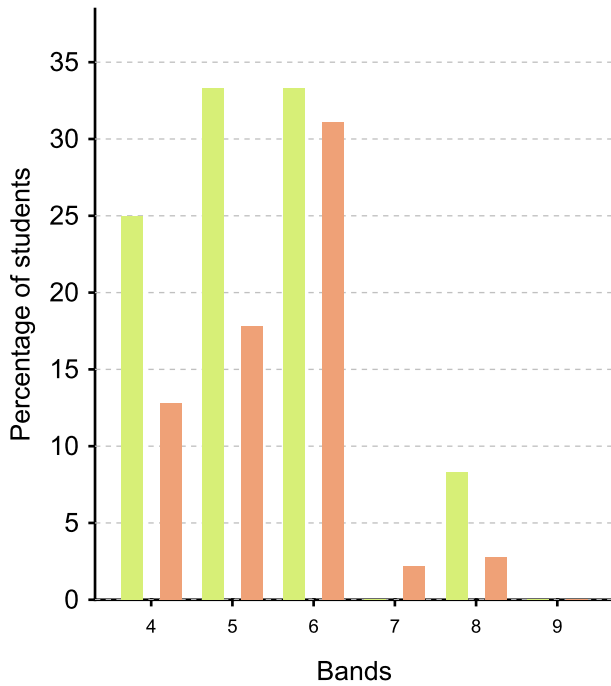
**Percentage in bands:**  
Year 7 Grammar & Punctuation



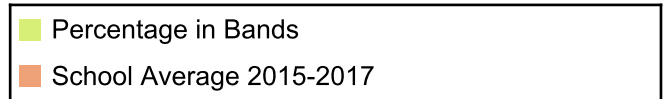
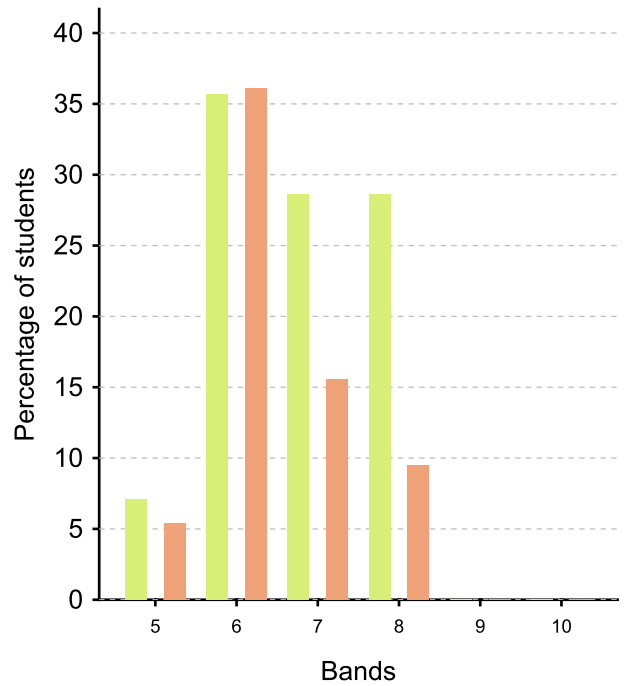
**Percentage in bands:**  
Year 7 Spelling



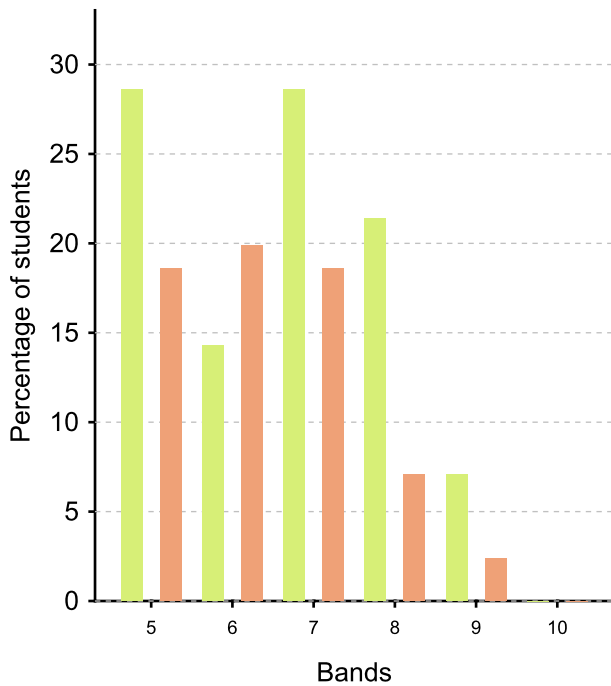
**Percentage in bands:**  
Year 7 Writing



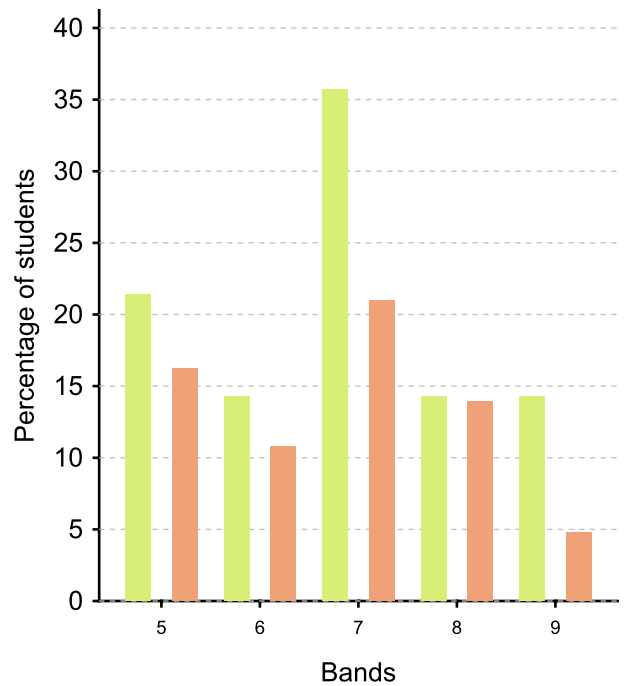
**Percentage in bands:**  
Year 9 Reading



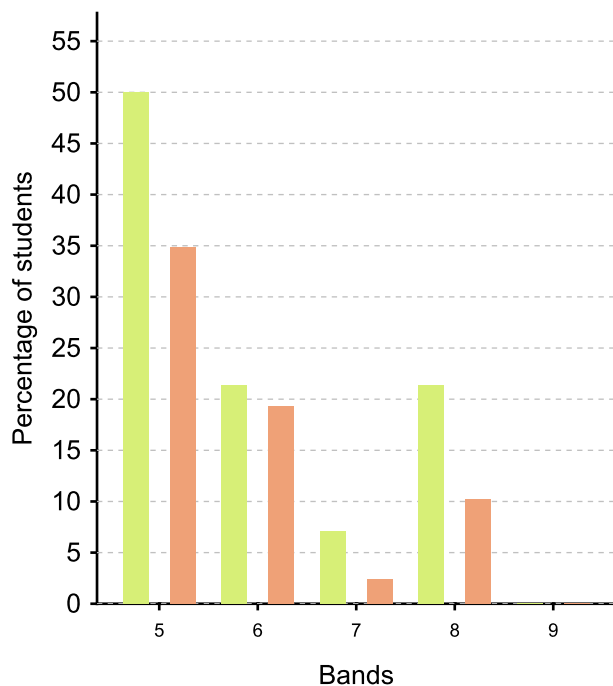
**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2015-2017

Numeracy is traditionally stronger especially for our Aboriginal students. Trend data indicates a movement of students towards the higher NAPLAN bands. However, data still indicates the cognitive processing speed of students needs to improve with many students not completing the full paper. The 2018–2020 School Plan contains a focus on explicit instruction and practice of basic numeracy processes and functions are a focus.

**Percentage in Bands:**  
Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

**Percentage in Bands:**  
Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	10.0	40.0	40.0	10.0	0.0	0.0
School avg 2015-2017	3.3	13.3	13.3	3.3	0.0	0.0

**Percentage in Bands:**  
Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	0.0	30.8	23.1	23.1	23.1	0.0
School avg 2015-2017	0.0	16.9	21.0	16.6	9.9	2.2

**Percentage in Bands:**  
Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	7.7	23.1	30.8	30.8	0.0	7.7
School avg 2015-2017	2.6	22.9	25.4	13.3	0.0	2.6

Improving the results of Aboriginal students is a priority in accordance with the premiers priorities. Trundle Central School is proud of the fact that our Aboriginal students are equal to or above that of their non-Aboriginal peers. In 2017 NAPLAN results indicated that this trend is continuing. Learning support plans across the school indicate that extension of Aboriginal students is a school priority.

Trend data indicates that students are moving towards the top two bands of NAPLAN. However, continued focus is needed to increase the speed of the movement. This is especially in persuasive writing where our students are displaying a considerable deficit.

### Higher School Certificate (HSC)

In 2017 each student who completed the Higher School Certificate achieve a mark that allowed them to progress into their chosen area. An indication that school based assessment is valid examination marks achieved were consistent with assessment scores.

#### Summary of results

Student 1 pathways: Community and family Studies band 4, Standard English band 3, Personal Development Health band 5.

Student 2: Ancient History band 3, Community and Family Studies band 3, English Advanced 3, Senior Science 3, Visual design band 3.

Student 3: Community and Family Studies band 3, English Standard band 3, Hospitality 81, SLR 75.

Student 4: Community and Family Studies band 2, English Standard band 2, Hospitality 70, SLR 60

Student 5: Agriculture band 4, English Standard band 3, Industrial Technology band 5, Mathematics general band 4, Primary Industries band

## Parent/caregiver, student, teacher satisfaction

In 2017 the school conducted research to determine the level of satisfaction with the school. Results were extremely pleasing with 98 % of those surveyed indicating they are happy or extremely happy with school performance. Areas of strength included the scope of curriculum, pastoral care programs, school facilities and approachability of staff. Areas where the school is strong but could improve were communication and the level of understanding of the school welfare and discipline system. These areas have been included in the 2018–20 school plan.

Community feedback is often difficult to source as parents are often reluctant to approach the school. Improving avenues for parent feedback both positive and critical is a focus area in the next school plan.

## Policy requirements

### Aboriginal education

Trundle Central School is committed to improving the educational outcomes and well-being of Aboriginal and Torres Strait Islander students.

Twenty-three students in 2017 identified as having Aboriginal or Torres Strait Islander descent. These students had individual Learning Plans and received additional support. This includes the services of an Aboriginal Education Officer who works with a caseload of identified students in an early intervention capacity.

In 2017 the school undertook 8 ways training. This was to increase the staff skills in integrating an Aboriginal cultural perspective into lesson design and delivery. Aboriginal perspectives are embedded into teaching and learning programs. Every major event at the school is always started with Welcome to Country performed by a selected Aboriginal student.

In addition the school further enhanced NAIDOC day celebration by incorporating a bus trip into the program to immerse Aboriginal students in local cultural sites. This was considered important because of the high proportion of Aboriginal students in the school living in out of home care or kinship placements.

The school is very proud of the fact that Aboriginal students are equal to or above their non Aboriginal peers and Aboriginal student make up approximately 40% of leadership positions within the school..This is because of the support the school implements and the support of families.

The school has a designated Anti Racism Officer. However, in 2017 there were no reported incidences of racism at the school.

### Multicultural and anti-racism education

All curriculum and lesson delivery have a cultural perspective integrated as custom and practice within the school. The school has the services of an Anti Racism Contact Officer, however there was no recorded referrals in 2017. The school promotes and celebrates the culturally diverse nature of Australia. This is particularly important for reducing the stereotyping of ethnicity that can occur within the student body because of lack of exposure to different cultures and sub-cultures.

### Other school programs

In 2017 the school continued to expand curriculum to cater for the local context and allow all students greater opportunity to experience success. The student community believes relevant curriculum is the most effective welfare and discipline strategy. In 2017 High School students had the choice of 21 additional elective subjects. These subjects allowed students to experience activities vastly outside the core curriculum of the school. These additional choices are designed to improve student engagement, attendance and retention.

Primary enrichment has operated within the school for three years and was further enhanced in 2017. In 2017 the enrichment activity was robotics. Students had to design construct and program a robot to perform basic tasks. They then created procedures to teach other students the process.

Learning and Support Programs are a feature of the school. The LaST teacher has worked collaboratively with classroom teachers to assess students with additional requirements. This year the Learning Support Teacher supported students from Years 1–6 in literacy and language. This involved direct instruction, monitored and assessed student progress and adjusted learning programs. The LaSt teacher also coordinates the Learning Support Team that acts as link between departmental and external services and the school. The team meets fortnightly to discuss strategies to assist students to access the curriculum.

In 2017 several specialist programs operated within the school. These include Minilit, Writing in the Middle years, Mathematics Ninja, and Reading Recovery. These programs operate in the school both as remedial and extension activities. Literacy and Numeracy development is a priority of the school as many students present to school with significant skills deficits. Pre-school facilities are limited in the township therefore many students present to school without ever attending a quality pre-school program. Early intervention is the focus in Stage One especially speech and language. The school enjoys a partnership with Royal Far West to deliver speech therapy on-line through the Come and See program.

Sport is a major focus of the school. The school views sport as an avenue where students who are not as academically gifted can excel. The school enters numerous state wide competitions and has met with considerable success in the past.

Public speaking is a focus of the school. In 2017 the school operated Public Speaking as an interest elective. This was to improve student skills both in terms of confidence and technique. One student progressed to the regional finals in secondary debating an outstanding achievement.

Art and Music are also a focuses of the school. In 2017 the school was able to run mandatory Art as well as Stage Five elective. Students also completed beautification projects around the school and the community. The school established a rock band who successfully performed at local festivals. This was an excellent tool for promoting the school and public education.

In 2017 our partnership with Centacare Forbes continued. This allowed the pastoral care program of the school to be extended and enriched. Western Area Health also ran workshops on mental health conditions and provided support to the school.