

Trangie Central School Annual Report



2018



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Introduction

The Annual Report for **2018** 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

At TCS one of our three strategic directions is 'Excellence in Learning' whose purpose is to develop a culture of active learning and community engagement. We have put staff and student wellbeing at the heart of everything we do and the success of this approach is clearly evident. We were featured in the Innovative Schools edition of the 'Educator' magazine in 2016 as one of the top 40 innovative schools in all of Australia and within this 40 were further listed in the top 12 schools to have a special feature. This magazine is in our foyer for anyone who is interested. This term we have been named by the Centre for Education Statistics and Evaluation (CESE) as one of 5 Case Studies for excellence in student wellbeing, and a report on our school's approach to student wellbeing has been made available to all Government schools as a case study of best practice to inform their planning for 2019. Also in 2018 our school was named for 'Excellence in Indigenous Education' at the prestigious Whudhagararra Awards in Dubbo.

We have always believed that if students are given as many different opportunities as possible to succeed, then this success will create a self-belief that will translate into everything else that they do. We can see clearly that success in dancing, singing, painting, playing music, debating, public speaking, leading cattle, sport etc is definitely permeating in to the academic subjects and is creating a positive and harmonious whole school culture.

We also believe that community participation is one of the cornerstones of wellbeing. It is vital for the wellbeing of Trangie that it has a strong school that participates actively in community events. We are committed to this with our newsletter and the not-for-profit advertising, by making our skills and resources available whenever required, be it setting up the sound system, printing off flyers, designing posters, working on local committees, providing chairs and the list goes on. If we have it, then the community can share it.

We give a strong message to our students of the importance of volunteering in and contributing to their community and we do this through the Seniors Olympics, Meals on Wheels, visits to Kurrajong Court, Random Acts of Kindness, refereeing sport, dancing at community events etc. Giving to others makes people feel good. It gives students a feeling of self-worth and reduces the incidence of depression.

Our school employs over sixty people and makes a massive injection of funds, energy and expertise into the Trangie community. If there are no students there are no jobs, so a huge thank you for your support.

In 2019 we continue our focus on Science and Technology with our STEM program going in to its second year. Next year we have Mr Hansen, Ms Ebsworth, Miss Murtagh, Miss Bailey and also Miss Wall, our new secondary Mathematics teacher. We will continue with Year 5–8 and the extra teacher brings mathematics expertise into the program. This year has been a very steep learning curve but when I see the teamwork and coordination that has developed I am very impressed with how successful the program has been so far. I look forward to 2019 and still more exciting projects.

We only have a small school but we really do achieve at an exceptional level across a number of sports. The quality of

our PDHPE and sport program is a factor, but there is a huge contribution from families who travel all over the place and students who believe they can succeed even on the big stage.

This year we have had eight students who have been a part of the Far West Academy of Sports, for league tag, rugby league and netball and Jarrod Kohlenberg earned a placing at the State lawn bowls. The Under 14s rugby league boys placed 4th in the State cup, Sonny Morton and Ben Cannon went to NZ for karate, Mia Gleeson participated in the PSSA NSW Netball Championships– Western Sports – Homebush and the Dubbo Under 12's Representative team – State Age Titles Camden. We must also make mention of Montanna–Jane Gall who earned a bronze medal at State Athletics for Shot Put and 10th place at the Nationals in Melbourne which was a fantastic achievement. A huge thanks to the Trangie community for getting behind one of their own to help make the trip possible.

Everyone was very proud at TCS this year to be given the great honour of being invited to dance at the Three Rivers Local Decision–Making Accord Signing at Western Plains Zoo. Our dancers performed for a very stellar audience and had a photo and a chat with the Minister for Aboriginal Affairs. Karly Edwards explained who and what we are beautifully and eloquently; a fine example of how a school captain conducts herself. Ms Mitchell, the Minister assures us she will come and visit Trangie, and we can show her what a wonderful school we have.

Each year also we have enhanced the aesthetics of our school. An attractive environment makes you feel good and our students are worthy of a beautiful school. Family circumstances should not limit or define the quality of the environment.

This year we have our 'Dancers' mural installed, our large shade area will be replaced shortly, we anticipate the erection of the new bus shelter during the holidays and a shade area around the textiles room. In primary we will have two brightly coloured sails over the play equipment to beautify the playground and provide a safe environment in which to play and there will be a cover over the sandpit. Our long term plan is to build a cover over the basketball court.

Lockers will be provided for all senior students and we continue to develop the Wellbeing Hub to provide greater access to services for our community.

Once again, I commend our staff to you. Every single person plays a part in our success. It is well known everywhere that we have the best cleaners, the best groundsman, we have the best office staff, the best teacher's aides and the best teachers, the best community and we definitely have the best students. It is a privilege and a pleasure to work with all of them.

This year we are very sorry to say goodbye to Mr Bill Murray who stepped in to help out with Mathematics this year, to Mrs Brittany Damond for her work in Music and also Ms Karla Parsonage in Primary. We thank them for their hard work and commitment whilst at our school. Next year we welcome back Miss Mary Bailey and Miss Jessie Druce and we will be joined by Miss Aimee Wall, a Mathematics graduate and Miss Emma Roberts who will teach Music and some Mathematics.

2018 has been another wonderful year of excellence and achievement in so many areas; whole school, teams and individual. Our school continues to grow in stature and we are well and truly known and respected in the wider community at State and National level. Our name is known across the state for quality, caring, and aspirational education. We have our feet set in strong values and our heads in the sky. Each year gets better and better and each year we exceed the expectations of the year before; the sky really IS the limit. Who knows where we will end up next year! Can't wait to see!

School background

School vision statement

Trangie Central School is an inclusive educational community, empowering students to develop resilience, succeed, and make positive contributions to society.

School context

Trangie Central School is a growing rural school, located amongst the cotton and wheat fields, 72km west of the major NSW regional centre of Dubbo.

The staff, students and community have high expectations for academic attainment and foster a culture of acceptance, tolerance and kindness. The school's Wellbeing Policy is underpinned by positive value expectations to be Safe, Respectful Learners. The policy includes successful programs to develop resilience from Kindergarten through to Year 12. We strive to offer opportunities for each student to find their strength and excel.

The focus on Quality Teaching and Learning, supported by a highly experienced Instructional Leader, has led to a steady trend upwards in academic results. The school also has a fundamental belief in the importance of early intervention with Early Action for Success and our Early Birds Transition to School Program providing a strong foundation for Kindergarten students.

Strong community connections are integral to all that we do. The P&C are active in supporting the school in improving facilities for our students. Trangie Central School is committed to developing honourable citizens of the future and supporting the health and wellbeing of the Trangie community. Our 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.

Self-assessment using the School Excellence Framework

Learning Elements

The **Learning culture** of our school is **sustaining and growing**. We have positive community relationships, we know the students very well and we use a consistent language across the school. There is a demonstrated commitment within the school community that all students make learning progress and the staff feel a collective responsibility for student learning and success.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. This is communicated clearly and consistently to all members of the community verbally and through the school's newsletter and Facebook page. Excellence in effort, application and attendance are expected, recognised and rewarded. Excursions to University Open days reflect our high aspirations for the future.

We continue to **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, with systematic approach to the identification of students needing support, and the provision of targeted programs. Students, staff and community recognise that student wellbeing and engagement are vital conditions for learning and this is constantly communicated to the community.

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 rate. The steady increase in student numbers is also a good indication of how the students and the community perceive our school. We collect and analyse data gathered through the Tell Them from Me surveys and from phone surveys to parents to refine and monitor our

whole school approach to wellbeing. The success of our approach to wellbeing is evidenced by being chosen as one of five CESE case studies where the score in the Tell Them from Me surveys in Advocacy and other drivers of student outcomes and wellness were extremely high. A report was written about our school to provide other schools with ideas on what works well when implementing successful wellbeing programs.

Study patterns are tailored for individuals and we support atypical enrolments with flexible solutions to meet the needs of individuals, using a range of delivery modes and the needs of all students are explicitly addressed in teaching and learning programs.

There are also extremely positive, respectful relationships evident and widespread among students and staff which promote student wellbeing to ensure optimum conditions for student learning.

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 2018 and a STEM focus and further training and development for staff will continue to be a focus area for 2019.

Teachers differentiate curriculum delivery to meet the needs of students at different levels, including support and extension. This is evident in teaching and learning programs and also in the support programs in place for identified students. We also monitor and review the curriculum provision to ensure that different cohorts have their needs catered for.

Assessment is a focus area for our school and the school's on-balance judgement in this area is **delivering**. Teachers collect and use evidence of learning, including a range of formative assessments to inform teaching. Assessment is planned and undertaken regularly in all classes and data is systematically collected. The move to use the Sentral system will support the systematic organisation of assessment data.

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 will continue to be a focus area for 2019.

Reporting measures are, on balance, **sustaining and growing**. Parents receive clear information on what and how well their children are learning and how to support their child's progress. Parents receive written feedback two terms each year and verbal feedback in the other two terms. Parents are also kept informed at point of need during the year with areas of concern or celebration. A merit system recognises academic achievement which also gives parents feedback on their child's progress.

Our school has clear and explicit processes for the collection, analysis and reporting of student and school performance data. Student reports meet Department of Education requirements. Reports are personalised and comprehensive, including descriptions of the students' strengths and growths and, next steps and improvement measures. The school has high expectations of their presentation and has implemented a stringent review process to ensure quality and accuracy of presentation.

Student Performance measures are at **delivering** level, with NAPLAN and HSC results showing a steady trend upwards and pleasing results in Year 3 are reflecting the success of our Early Action for Success and Early Bird transition to school program. There has been an increase in the number of students achieving and also aspiring to tertiary education. 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.

Improvement could be made in 2019 in providing staff with the skills to utilise the large amounts of data available more effectively to inform teaching practice.

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 continue to be a focus for 2019. As our staff has grown, teachers are beginning to collaborate across faculties/stages/teams to share curriculum knowledge, data and feedback in order to meet the needs of students and have a clear and consistent understanding of levels of achievement. Stage 6 program delivery through the Western Access Program (WAP) has been reviewed and the staff agreed unanimously that the mode of delivery, through videoconference does not suit our students. In 2019 therefore, our school will no longer be a member of WAP and will deliver subjects face-to-face to our students, which will better suit their learning needs.

Explicit teaching is the main practice in the school and student workbooks are reviewed on a regular basis, with criteria based on the Quality Teaching Framework used to give staff feedback. ALARM has been implemented across the school, aligned with Bloom's Taxonomy to give a consistent approach across all KLAs. Learning progressions are being introduced into secondary and this will continue to be a focus for 2019. Orderly classrooms are the norm, with high, consistent and clearly understood expectations of behaviour, and a school-wide approach to effective and positive classroom management. There is a common and clearly enunciated language of Safe, Respectful Learner. This is communicated visually in the playground and in classrooms and is supported by the RAM awards for behavioural recognition and Merits for effort and achievement across the curriculum, with a Growth Mindset approach where attitude, effort, improvement etc are recognised and not simply those who are academically the best. Teachers are supported to ensure optimum learning.

The **Data Skills and Use** element is at the *delivering* level at our school. Data is used to develop the school's learning goals, with extended response writing and spelling continuing to be the focus areas for 2018. Teachers have participated in professional learning with the aim of building skills in the analysis and interpretation of student achievement and progress data. This will continue to be a focus area for 2019.

The School Plan is driven by student data and we constantly review attendance. PLAN and the literacy/numeracy progressions are used to target gaps in student learning. In 2018 we focused on grammar and punctuation as well as spelling and writing and these areas will continue to be a priority in 2019. Numeracy continues to be progressing well.

A clear and accurate analysis of the student progress and achievement data informs planning and that is shared with the school community in the Annual Report.

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 2019 and the clarification of roles and responsibilities for the Executive Team should facilitate this.

With **Professional Standards** we are *sustaining and growing*. Staff complete a PDP that is monitored by executive staff and teachers are encouraged and supported to seek out professional learning to assist in achieving their goals. All staff members are highly capable in their own areas and are committed to their own on-going development. There is a focus on Quality Teaching elements, with collaboration involving planning, observations and feedback with the QTSS program and using the learning progressions to collaborate with moderating and plotting on PLAN2. Staff work individually and as a cohesive team to contribute to broader school programs.

In **Learning and Development**, we continue to be *sustaining and growing*. Staff strengths are identified with succession planning in place. Areas for development in teacher expertise are identified and addressed and SchoolBiz is actively searched for appropriate opportunities to meet staff and school needs. Leadership development and preparation is at the fore and although we have improved our Early Career Teacher development and accreditation, this will be further developed and improved in 2019. Faculty meetings and staff meetings develop collaborative practice and provide feedback and this is also provided in the PDP process and classroom observations. Staff are encouraged to present at staff meetings, in ALARM, VALID, Wellbeing and Technology skills, to develop skills and promote the staff ownership of the learning process. EAfS has been instrumental in upskilling Primary staff in literacy and numeracy. This model has been continued through into secondary in 2018 and will be developed further in 2019.

Leading Elements

In the area of **Leadership**, our school is *developing* and moving towards *sustaining and growing*. Professional learning in the school emphasises developing effective instructional leadership and management skills to facilitate whole school improvement. The leadership team undertakes annual staff performance and development reviews and poor performance is identified and managed promptly and effectively.

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 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. The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of issues in the school.

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. The leadership team engages in a process of planning, implementation, monitoring and self-assessment and leads collaboratively developed plans.

The school plan aligns to student and system priorities and responds to emerging needs. Clear processes are being developed, using timelines and milestones, to implement the plan effectively and this will continue to be a focus for 2019. We collaboratively analyse our learning and wellbeing data as a whole school team to monitor the achievement of milestones and review, self-assess and report performance annually. In 2019 we will continue to work on ensuring that this process is organised, systematic and effective. In the annual report we have reported on how our resource allocation, professional learning and the monitoring of student data aligns with the plan's strategic priorities.

We are **sustaining and growing** in management of the school's **Resources**. The school's staffing is organised and managed to ensure an effective learning environment. We have a low staff turnover and the skills of staff are identified and utilised for maximum benefit to support the achievement of the school's strategic priorities.

The school's physical resources are very well maintained and the aesthetics of the school is considered a priority in providing students with an environment that is attractive and one to be proud of. Physical learning spaces have been used flexibly and creatively to maximise the ability to meet the interests and needs of our students.

The provision of access to technology has been a focus in 2017 and 2018 and the purchase of four sets of laptops and Smart boards in every classroom has ensured that all students and staff can access an appropriate device when required. Also a successful application has been made for a Maker Space grant and we await 3 x 3D printers which will be delivered in 2019. Professional learning has been provided to staff to ensure that they have the skills to use technology effectively to enhance learning and service delivery.

The school is used by the community for out of hours sporting activities, voting, the Astronomy Night, creating orders of service for funerals, management of the Lions Club community bus, the fete and netball on our court. We also make our newsletter available to the community for disseminating community information free of charge. Our school is at the heart of our community and constantly provides personnel, skills and resources for community events. The success of this commitment is reflected in the feedback we receive from the community.

Extra-curricular activities are offered to all students and although in 2019 the school will withdraw from the Western Access Program, our school offers a wide range of subjects, which from 2019 will be face to face. All staff work well together to provide quality education and financial decisions are used to gain efficiencies and maximise resources to implement the School Plan.

In **Management Practices and Processes**, we are **sustaining and growing**. It has been a focus over the last few years to improve the administrative practices and systems across the school. We now have a system that effectively supports the school operations and teaching. This will be made more systematic by the implementation of Sentral in 2019. All school staff are supported to develop the skills to deliver services and information and to support and improve parental engagement and satisfaction. The leadership team measures school community satisfaction and analyses responses to school satisfaction measures. Phone surveys elicit opinions about our successes and where we can improve and the numbers of parents participating in assemblies, sporting events and parent/teacher meetings are indicative of the support we receive from our parent/community body. 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. 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 continue to focus on the development of technology skills in both students and teachers. We will continue to ensure that staff have the skills to differentiate the curriculum effectively and that through an effectively run Learning and Support Team, programs are in place to meet the needs of identified students. Improvement needs to be made in supporting staff to develop the skills to utilise the large amounts of data available more effectively to inform teaching practice.

As our school leaves the Western Access program, we will need to develop processes and policies to ensure that we deliver the Stage 6 curriculum effectively and within NESA guidelines. Further work needs to be done on developing staff knowledge and understanding of the literacy and numeracy progressions and PLAN2. A whole school approach is required to analyse the data relating to literacy and numeracy and to develop a plan to specifically target and improve the student outcomes in the identified areas. 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 see:

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

Strategic Direction 1

Excellence in Teaching

Purpose

To create and lead a culture of high expectations through excellence in teaching and collegiality, driven by quality practices.

Overall summary of progress

Our school is developing a culture of high expectations in all areas – in uniform, attendance, behaviour and in the classroom. There has been a noticeable improvement in the quality of student work when collected by the Principal, and the feedback given to the staff on the quality of teaching in the class has been very positive. The culture of high expectations is supported by effective mechanisms and strategies that support every student's needs. We have been effective in differentiating the curriculum to enable this to occur. The effectiveness of the strategies used has been reflected in the Tell Them from Me Survey results on 'Expectations for Success' where our school was 5% higher than the state average, at 89%. Also, 82% of students were in the highest quadrant reflecting High Advocacy and High Expectations.

Our school has a commitment to a quality Early Intervention program, and the Early Birds Program in pre-kindergarten, followed by The Early Action for Success program in K–2 has been an outstanding combination which ensures a positive and effective start to school for our students. The EAfS program embeds collegiality and quality professional learning for staff with outstanding outcomes.

Staff have demonstrated an increase in collaboration in both primary and secondary. QTSS in primary provided an excellent opportunity for staff to work together as does EAfS. The Instructional leader worked with secondary staff to develop an understanding of the learning Progressions and this will continue as we use PLAN2.

The school has a common set of guidelines that reward good behaviour and recognise high levels of attendance. There is a structured and transparent merit system and the consequences of negative behaviour are clear, transparent and fair.

A trip was organised to Canberra University Open Day in 2018 to encourage the high aspirations of the students. This was very successful with a growing number of students each year seeing University and tertiary education as possible for them. In 2019 the plan is to go to Newcastle University Open day.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased levels of staff collaboration in the development of consistency of teacher judgement..	0.2 staffing at DP level \$12 000	Secondary staff confident to enter information and use features in PLAN2 for the literacy progressions. Numeracy will be next. Faculty collaboration for assessments. ALARM strategies implemented, with staff collaborating to develop a consistent approach. Attached: 2018 Evaluation of Secondary Literacy progressions project
An increase in the proportion of staff demonstrating confidence in strategic planning.	QTSS funding – \$15 617.00	Year 7 Best Start giving staff access to PLAN2. Regular PDP evaluations. Regular staff discussions on Strategic Directions, NAPLAN results, TTFM surveys. Attached: Secondary Learning Progressions
An increase in student and staff confidence, engagement and	\$4000 outside provider for Flipped Classroom	STEM program has resulted in Scratch programming being evident in primary classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
knowledge of digital technology as a tool for learning.		<p>Responsibility has been allocated to the Principal to arrange PL in areas of technology identified by the staff. This will be entered onto the weekly meeting schedule and circulated to the staff.</p> <p>Staff have identified their requests for resources and training. This will be used to inform planning for 2019.</p> <p>TTFM staff survey had a rating of 7.3 for the use of technology, as opposed to the NSW government norm of 6.7</p> <p>Attached: Survey results for Staff Technology needs; TTFM Staff survey</p>

Next Steps

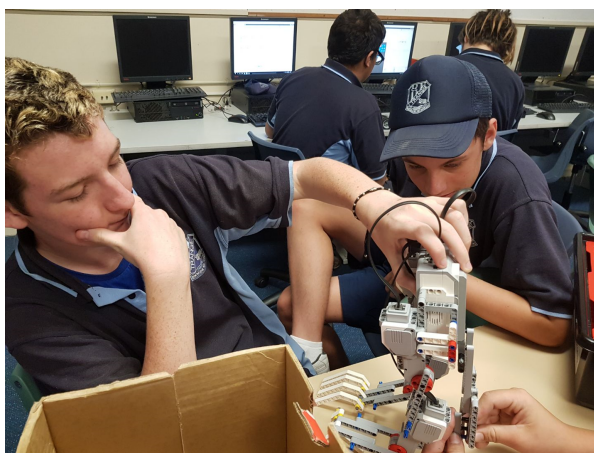
Secondary staff will receive professional development so that they will be confident to enter information and use features in PLAN2 for the numeracy progressions. The aim will be that staff will learn how to ascertain 'what comes next' to develop the capacity to differentiate effectively. All staff, K–12, will receive professional development in how to use data with confidence and also how to interpret the Tell Them From Me surveys more effectively to drive school improvement.

Systematic processes in place for monitoring Stage 6 assessment practices will continue to be implemented, reviewed and adjusted as required. All staff will continue to maintain a monitoring folder with a prescribed content.

The Years 5–8 STEM project will continue and after a review of the 2018 program, the program for 2019 will be adjusted to reflect the feedback received from the participants. The project has resulted in a greater use of technology, particularly in primary with Scratch programming being taught, as well as PowerPoint and Word processing. Teachers will identify areas for development in their PDPs and the school will continue to provide PL in areas of technology identified in these PDPs and in the teacher survey. Staff will continue to engage actively with technology in order to develop skills.

The school will prioritise professional learning in effective use of data, and encourage evidence-based teaching practices across the school.

Explicit learning guides such as the literacy and numeracy learning progressions and the ALARM matrix should be provided to students to show them what performance benchmarks are and to encourage them to pursue higher levels of achievement. Students should be provided with exemplars of success and a clear understanding of success criteria.



Strategic Direction 2

Excellence in Learning

Purpose

To develop a culture of active learning and community engagement so that students can adapt and thrive in today's constantly changing environment.

Overall summary of progress

Our school has positive community relationships and is at the heart of the Trangie community. The school is highly regarded in the local and wider community and this is reflected in steadily growing enrolments and positive feedback from community surveys. The community actively engages in the different methods that the school uses to communicate, with the newsletter being widely circulated in the town, Facebook receiving a large number of views and the website showing continual growth in numbers of views. Class and whole school assemblies are well attended as are parent teacher meetings. The P&C is still low on numbers, however.

In literacy, the average growth for Year 5 was higher than the State or Similar Schools Group in writing, punctuation and grammar but spelling still needs work. Reading and writing for the Year 7 group is in need of remediation but the results for Year 9 overall were excellent. In numeracy, Year 5 were below State and Similar Schools Group, but for Year 7 and 9, numeracy growth was above State average.

HSC results continue to improve and there is a gradual trend upwards in the number of students achieving higher bands and a reduction in the number of subjects in the bottom two bands.

In 2018 and in to 2019 we will phased out our membership of the Western Access Program after analysing the results of both student and staff surveys regarding the appropriate mode of delivery for senior subjects for our cohort of students. 2019 will see our school develop structures for independent delivery of Stage 6 courses.

The introduction of Sentral in 2019 will facilitate efficient management systems and professional learning for staff in its use will be a priority for 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in community engagement and participation with the school.	\$3000 for training CLO position – \$12 000	The community is actively involved in the school, with The STEM market Day very well attended. Elders delivered workshops at NAIDOC day. Numbers are consistently strong for primary and whole school assemblies and parent/Teacher meetings. The community continue to actively engage in our Website and the numbers are increasing. 533 videos have been posted on Facebook and 783 people have 'liked' the Video section. Attached: Website views showing trends over several years; School Newsletter; Elders presenting workshop at NAIDOC; Photos of community events
An increased proportion of students achieve academic success, and achieving at expected and above expected growth in literacy and numeracy.		The proportion of students achieving in the higher bands of the HSC has risen, with a higher proportion of students than previously achieving University acceptance. The achievement in literacy and numeracy varies greatly with each cohort and small numbers affect the validity; however results continue to be

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of students achieve academic success, and achieving at expected and above expected growth in literacy and numeracy.		consistently above the like schools group. Attached: Percentage trend of students achieving in each band in the HSC.
Staff demonstrate increased use of evidence-based differentiation.	Learning Support allocation of 1.2 FTE Low level adjustment for disability (\$128.00)	Learning support team meets regularly with a team of staff K–12. The system of referring students for support has been clearly explained to all staff. Student need is identified and then referred to the LST. Programs collected and reviewed on a systematic basis. Students identified and programs developed to meet their needs. EAfS program is an individualised program identifying students' place on the continuum and each child's progress measured and mapped. Resources developed that are age appropriate and targeting a specifically identified need. TTFM surveys were very positive for social and emotional outcomes and drivers of Student Outcomes – Effective Learning Time (0.6 above Govt norm), relevance (0.4 above GN), Effort (0.6 above GN) and Expectations for success (0.4 above GN). Attached: LST Minutes; Intervention Programs 2019; MultiLit results; Connor's comic

Next Steps

A literacy team will be developed, led by the Head Teacher T&L to develop a more consistent analysis of literacy results and a more coordinated approach to the development of a whole school literacy strategy. Learning Logs will be a major component of this and will be implemented more consistently to ensure the focus remains on Literacy skills. The Morning Skills Program (Renamed more appropriately from the previously named DEAR) will be monitored more systematically and reviewed regularly to ascertain its effectiveness.

Writing and spelling, with a focus on vocabulary development, continue to be areas requiring work and on-going work on improving numeracy skills.

The Stage 6 team will continue to ensure that HSC monitoring is systematic and well documented and that students' needs are met with appropriate curriculum choices. Greater awareness will be raised in 2019 of School Based Traineeships (SBAT) as another avenue for students to prepare more effectively for the world of work. Also, as our school withdraws from WAP, processes will be developed and implemented to replace those of WAP.

The implementation of the ACE score, with Attitude, Commitment and Effort being rated and giving senior students a clear idea of how they are tracking with their studies will provide feedback to both students and their families. High ACE scores will be recognised in the newsletter and in assemblies. ALARM will continue to be implemented to develop in students their ability to critically analyse and structure a written response.

All staff will identify success criteria for their own subject and the staff will also identify whole school success criteria that are common to everyone.

In Primary the introduction of MAPPEN in 2018 will be reviewed at the end of 2019. With EAfS there is a need to focus on Learning progressions, PLAN2 and also the Big Ideas in numbers project. Assessment K–6 needs reviewing and the development of an updated assessment schedule which is linked more closely with the English and maths Scope and Sequence. QTSS will continue to promote collaborative planning and quality teaching. Use of this funding will have a shared focus on Quality Teaching K–6.

A focus on gifted and talented and the development of a structured program designed to more systematically meet the

needs of our more able students will ensure that we differentiate both ends of the ability scale and meet the needs of all students. This will be communicated clearly to our community and families will be involved wherever possible.

We need to include in our staff induction process an inclusion of Induction to Culture for all staff.

Greater participation in P&C will be sought and more opportunities for communication will be developed.

Strategic Direction 3

Thriving through Wellbeing

Purpose

To have embedded whole school practices that support the wellbeing of the school community. To excel in connecting and supporting on many levels and build respectful relationships for all stakeholders.

Overall summary of progress

Students and staff feel valued and this is evidenced by the TTFM and People Matter surveys. The CESE case study also highlighted the success of the wide range of strategies and support utilised within the school environment. Such strategies as Interest Groups, cultural activities, dance, sport, visual arts, music, agriculture, public speaking etc and our merit award system have proved highly successful in engaging our whole school community and giving our staff and students a sense of belonging.

Wiradjuri Language program (LOTE) and the on-going respect for culture has fostered strong cultural awareness and sense of identity for the whole school community. This has promoted a strong sense of wellbeing reflected in improved attendance, low suspension rates and raised aspirations for higher education.

The excellent and recognised TTFM survey results for wellbeing and advocacy can also be attributed to the active contribution that students make at TCS. The SRC is active, valued and listened to.

The Wellbeing Nest is being established and is already being used by three agencies. It has now progressed to the stage where community is being consulted in order to provide further inter-agencies to support students and their families' needs more effectively.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Higher than state average result in the TTFM surveys for students reporting positive wellbeing and sense of belonging.		Difference of 1% less for sense of belonging in TTFM surveys in secondary but still 8% higher than NSW Govt mean. Increase of 3% in primary sense of belonging, but still 8% lower than the Govt mean.
Increased access to agencies to support families and students	\$40 000 global funds	The room structure and interior design has been completed. Connections have been made with three outside agencies and the majority of the Wellbeing Nest is being utilised. Students access these services and this is evidenced by booking sheets and timetable.
All staff feel valued and supported in an inclusive environment where collegiality is embedded.		STARS report presented at weekly executive meetings and data analysed for patterns. Programs developed to meet the needs of identified students. Attached: STARS report
Staff demonstrate the confidence to access and utilise Sentral in order to implement student wellbeing programs effectively.		The feedback from staff according to the People matter survey was very positive. 92% felt that their colleagues worked collaboratively to achieve its outcomes. The TTFM score for leadership relating to levels of support in the staff survey was 7.7, which was 0.6 higher than the state mean.

Next Steps

Continue to develop the Wellbeing Nest and seek funding for further development, especially to employ a staff member to organise and manage the Nest. A community survey will be conducted to canvas community issues and needs. From this information appropriate agencies can be engaged. Regular attendance at community Interagency meetings in order to increase awareness of available services and support. Regular communication with the community to promote the existence and purpose of the Nest.

In 2019 we will move to Sentral to support the more systematic collection and analysis of data. Regular training sessions will be provided to ensure that staff are confident in its use and are utilising it effectively.

Communication between staff will also be enhanced by the use of Sentral and organisation of information and documents streamlined and readily available. This will support efficient HSC monitoring.

A survey will be conducted to review the effectiveness of organisation in the school to ensure effectiveness of management practices and measures put in place to remediate identified issues. .

Support for beginning teachers will be formalised and strengthened and we will continue to develop a staff support network and also social activities to strengthen collegiality. Professional learning will be provided for staff in relation to trauma.

We will also research best practice in staff wellbeing programs and develop a clearly articulated program that will support all staff, regardless of their level of experience.

We will continue to foster cultural awareness in both students and staff and ensure that new staff are inducted into the culture of the community. We will also continue to promote positive engagement in learning for Indigenous students and pride in being Indigenous.

In 2019 more opportunities will be developed to amplify student, staff, parent and community voice further at our school. A clear avenue will be developed for all members of the community to be heard. High levels of wellbeing and a strong and cohesive culture exists, but we intend to make this a clearly defined goal that is shared by and contributed to by all members of the community.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	1.2 FTE LaST – \$124, 936.00 Flexible Funding – \$46, 110.00	SLSO classroom support was provided for all students identified as requiring disability support. Individual and group intervention programs were also implemented for reading, writing, anger management. Success of this program reflected in high TTFM student wellbeing survey results.
Quality Teaching, Successful Students (QTSS)	0.150 FTE for QTSS release – \$15, 617.00	Increased levels of staff collaboration and an increased level of capacity of staff to differentiate effectively. All staff feel valued in an environment where collegiality is embedded. Staff have been upskilled in using the data and the literacy and numeracy progressions and plotting data onto PLAN. Success of this program has been reflected in high results received by staff in People Matter Survey re collaboration.
Socio-economic background	0.3 FTE – \$31, 234.00 Flexible funding – \$306, 370.00	A music program was funded to ensure equity of access to music and the performing arts. Travel costs were subsidised to alleviate the cost of excursions and ensure that all students had the opportunity to participate in activities to broaden their experiences. Visiting performances and Interest Groups were funded to develop leadership skills and promote wellbeing. The success of these initiatives was reflected in the high results displayed in the TTFM surveys.
Support for beginning teachers	\$31, 736.00	Beginning teachers were provided with extensive support in the form of time allocated for programming and report writing and for collaboration in planning and lesson observations. Relief costs and accommodation and travel costs were incurred for external training and development in classroom management and the implementation of new syllabuses. Success of this program reflected in teachers reporting high levels of support in the People Matter survey.
Aboriginal background loading	AEO staffing allocation – \$67, 042.00 Flexible funding – \$153, 487.00	Aboriginal funding has ensured comprehensive support in the classroom for students to provide support for learning. The Aboriginal dance program has also been an integral component of the cultural program at TCS and the Early Birds program has provided an excellent transition to school program and its success has been reflected in strong and increasing Kindergarten enrolments. Success of Aboriginal programs in our school are reflected in strong enrolments, high attendance rates and low suspension rates,

Aboriginal background loading	AEO staffing allocation – \$67, 042.00 Flexible funding – \$153, 487.00	increasing numbers in our Aboriginal dance program plus high retention rates from Year 10 into Year 11 and high Year 12 completion rates.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	98	101	101	107
Girls	117	113	115	111

Enrolments in secondary have grown steadily over the last four years, with senior numbers seeing a pleasing trend upwards. Primary enrolments have declined, however due to families moving from the town during drought conditions.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.2	92.8	92.5	84.8
1	88.7	91.8	95	84.8
2	92.9	86.4	89.4	85.3
3	93.8	91.7	92.1	89.6
4	95.1	90	87.2	92.1
5	92.9	92.9	91.3	88
6	92.9	90.5	91.8	90
7	90.1	88.4	91.5	91.2
8	90.5	86.5	86.3	83.4
9	83.4	87.9	84.4	80.3
10	87.4	83.1	80.8	77.7
11	83.2	88.6	87.4	88.8
12	88	91.4	86.5	90.4
All Years	90.3	88.7	88.5	86.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

Management of non-attendance

Weekly Attendance Team meetings are held with the HSLO and any student whose attendance falls below 85% is monitored and then action taken on a sliding scale. An initial phone call is made, then a letter of general concern and then if attendance does not improve a referral is made to the HSLOs and into FaCS. There are a few non-attenders who are too old to be placed on HSLO caseload but this number is

decreasing. Overall attendance is good.

Certificates are awarded at all assemblies recognising and rewarding good attendance and the importance of regular attendance is included in each weekly newsletter. The number of students receiving merit certificates rewarding 100% attendance is steadily increasing.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	4	8	25
Employment	9	0	25
TAFE entry	0	0	0
University Entry	0	0	33
Other	0	0	0
Unknown	0	0	17

The majority of Year 10 and 11 students remained at school to continue their studies at our school. One student achieved an apprenticeship in Year 10 and others were looking for work. Four students were accepted into University after the HSC, which is the highest number achieved at our school for over 10 years. Also, three students in Year 11 were accepted into School Based Traineeships (SBATs).

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	13.41
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.79
Other Positions	0.4

*Full Time Equivalent

20% of the school workforce is Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

Professional learning and teacher accreditation

Professional Learning in 2018 at Trangie Central fell into two categories: mandatory compliance of Departmental requirements and 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 and the implementation phase in 2018.

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. NESAs provided support in programming for both Mathematics and English and the Principal and an English teacher travelled to Sydney to participate. Infant teachers, implementing the EAfS program, continue to be trained in L3 and also Early Childhood transition, and PLAN. Our secondary Science teacher continued to participate in VALID marking and writing and the librarian continues with OLIVER training. 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/Macquarie Principals' Network and the Western Area Deputy Principal meetings have 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

Financial summary

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

	2018 Actual (\$)
Opening Balance	314,427
Revenue	4,860,504
Appropriation	4,672,327
Sale of Goods and Services	56,391
Grants and Contributions	131,968
Gain and Loss	0
Other Revenue	-2,401
Investment Income	2,219
Expenses	-4,653,746
Recurrent Expenses	-4,653,746
Employee Related	-4,125,714
Operating Expenses	-528,032
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	206,758
Balance Carried Forward	521,185

Trangie Central School follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds.
- Identifies and addresses occupational health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.

Throughout 2018, substantial funds were expended in equity funding. Specifically, the school supported our students and their families through subsidising and providing resources in the key areas of: Geographic Location, Aboriginal Education, Socio Economic Disadvantage and Disability Provisions.

- Funds to the total of \$447 000, taken from Aboriginal, Equity and Integration support, were

expended on SLSO support for students. This reflects the student population which has a high proportion of students with high learning needs and OOHC students with mental health issues.

- \$60 000 has been set aside for a major project to cover the basketball court and the music program cost \$55 000.

These funds were mapped against the School Plan and are represented in the 2018 School Plan Monitoring Document. Governance of this expenditure included the School Planning Committee and Parents and Citizens' Association.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,999,557
Base Per Capita	41,729
Base Location	64,274
Other Base	2,893,554
Equity Total	707,073
Equity Aboriginal	229,658
Equity Socio economic	306,370
Equity Language	0
Equity Disability	171,046
Targeted Total	265,478
Other Total	478,209
Grand Total	4,450,317

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

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

School performance

NAPLAN

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

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

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

Year 5

The average NAPLAN growth score for grammar and punctuation was 20.1% higher than the State average growth. Spelling continues to be a problem and will need to be targeted in 2019. The average growth for writing fell a little below the State level but was 4% higher than the similar schools average.

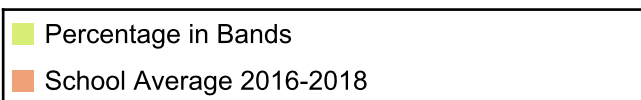
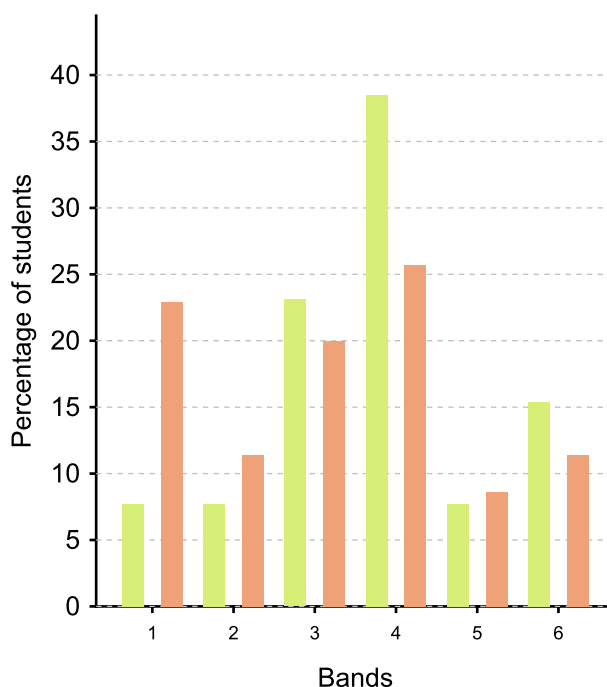
Year 7

The average growth for punctuation and grammar was level with state growth, however reading and writing were well below and therefore areas for remediation in 2019.

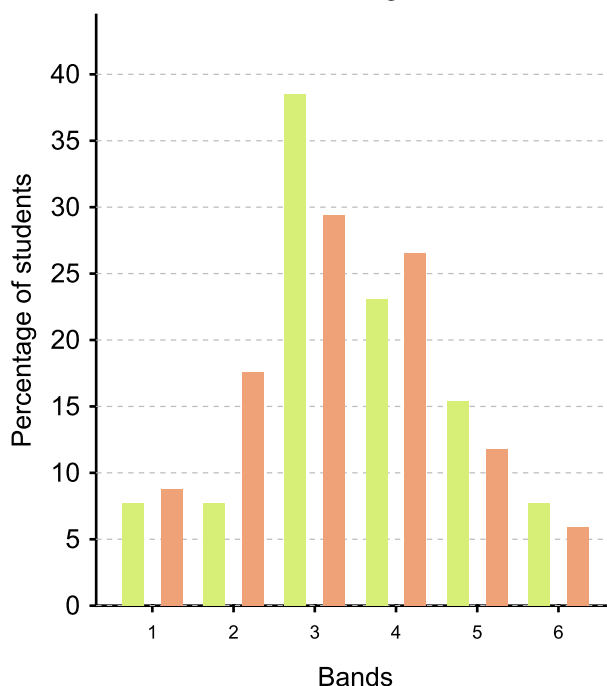
Year 9

The results overall for Year 9 2018 were excellent. The average growth for punctuation and grammar was 20% higher than state growth, reading was 27.2% higher than State and writing was 4.7% higher than State and 35.6% higher than the SSSG.

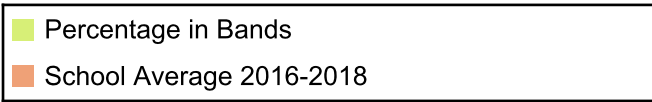
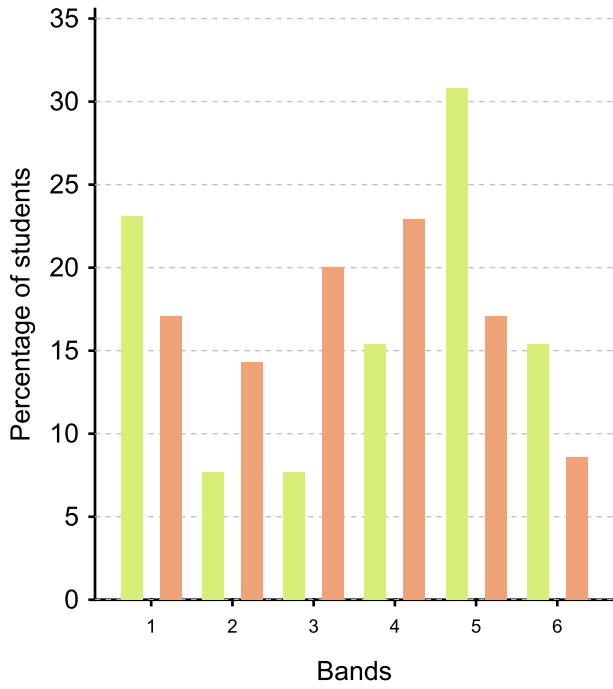
Percentage in bands:
Year 3 Grammar & Punctuation



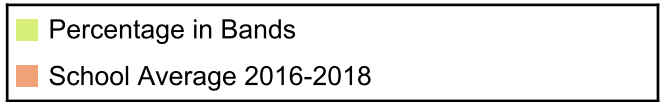
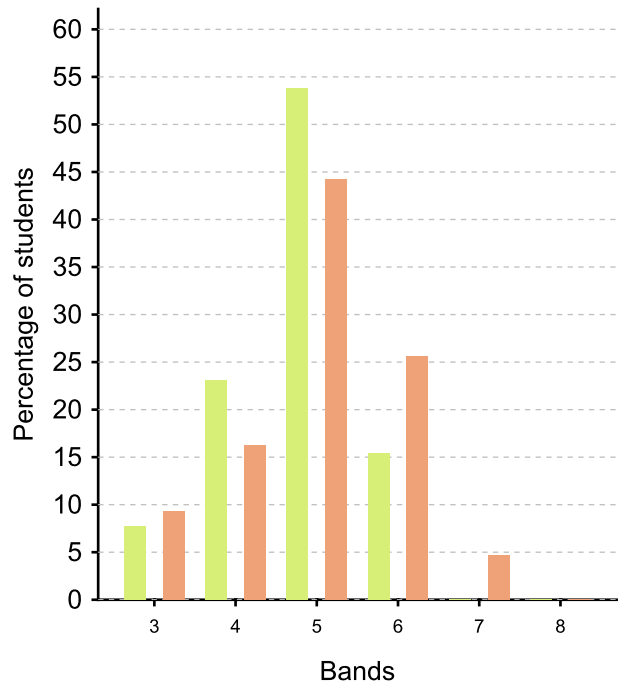
Percentage in bands:
Year 3 Reading



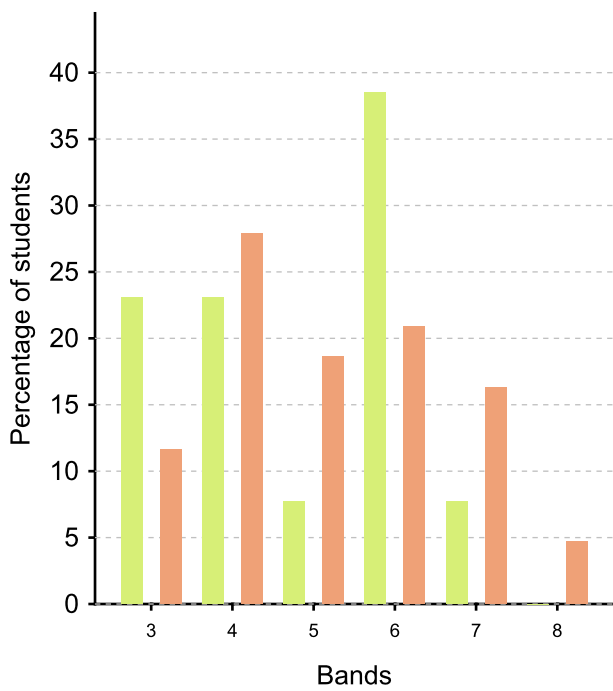
Percentage in bands:
Year 3 Spelling



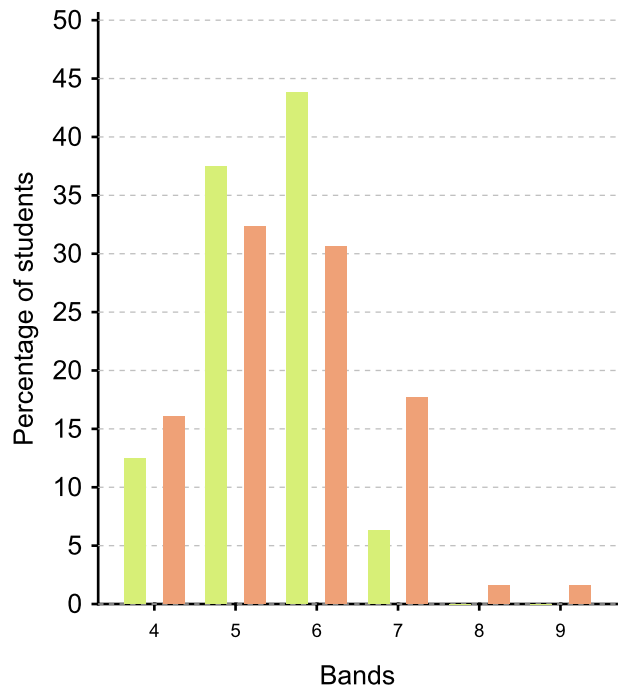
Percentage in bands:
Year 5 Writing



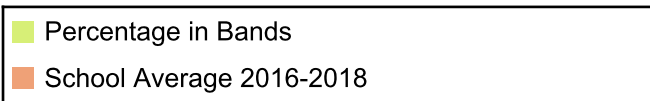
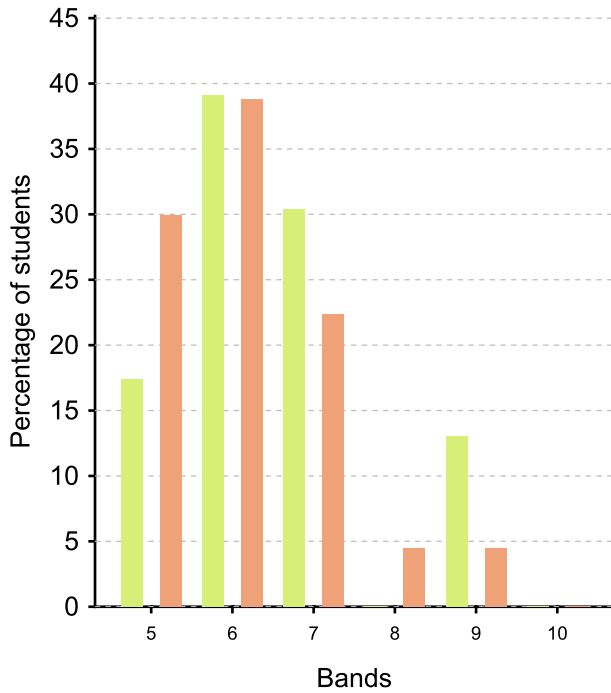
Percentage in bands:
Year 5 Grammar & Punctuation



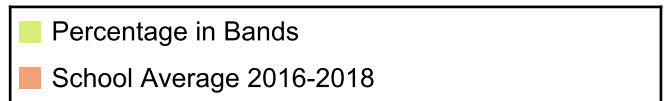
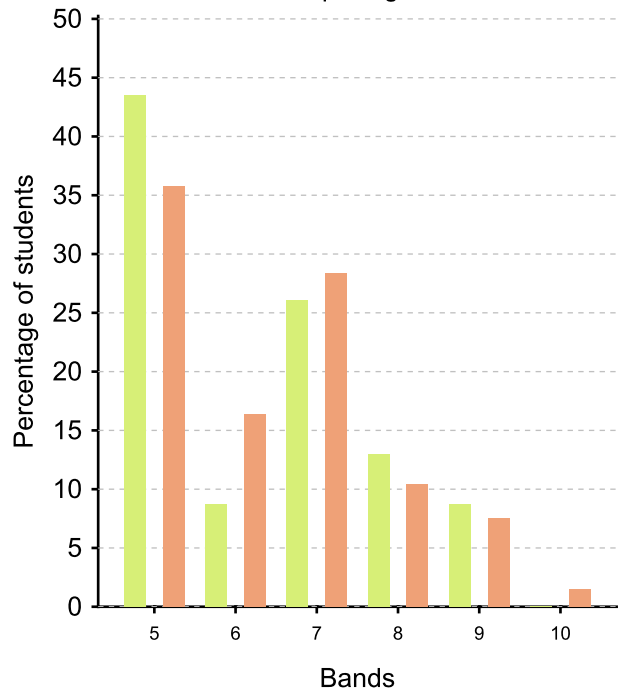
Percentage in bands:
Year 7 Grammar & Punctuation



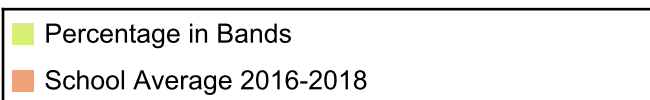
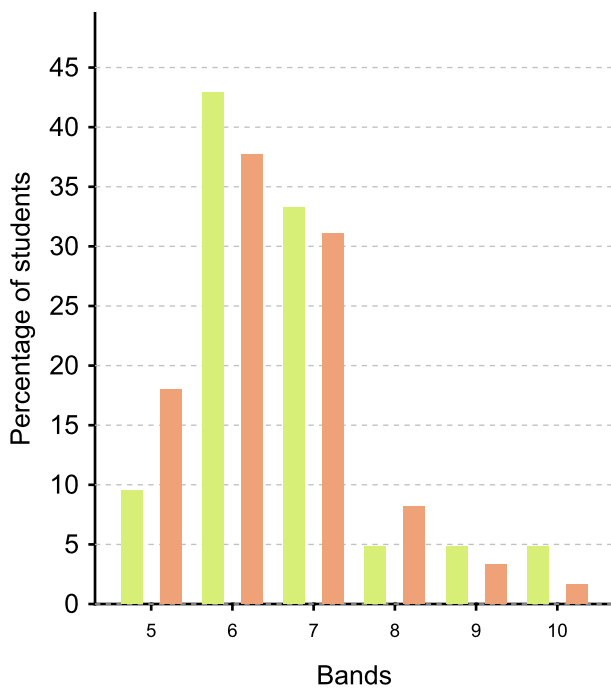
Percentage in bands:
Year 9 Grammar & Punctuation



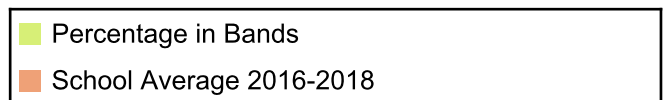
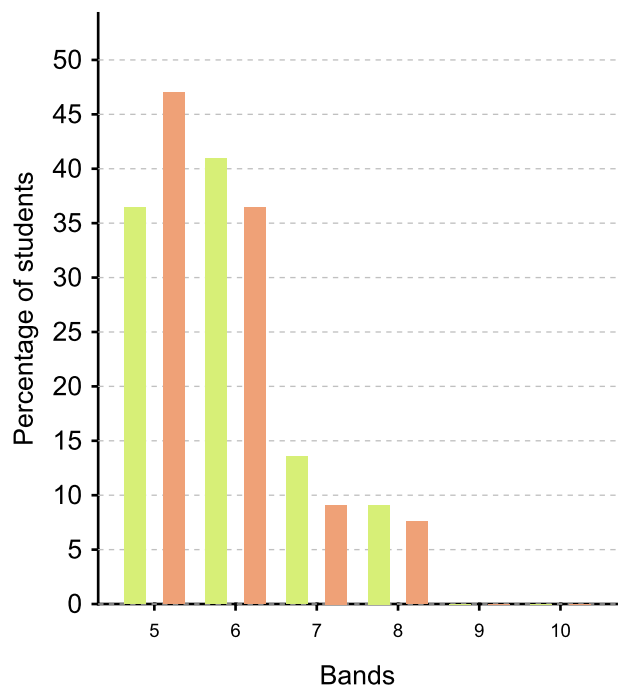
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



Year 5

Average Growth in Numeracy in Year 5 was well below both State and Similar schools Group and continues to be an area for attention.

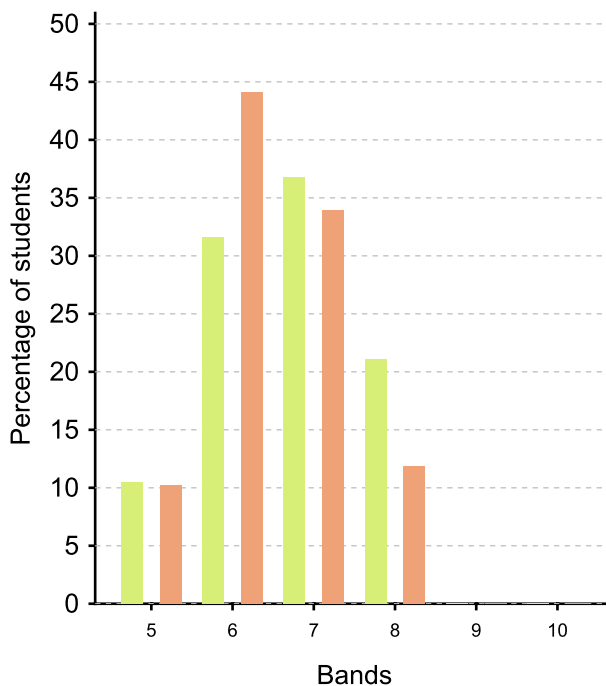
Year 7

Average Growth in Numeracy in Year 7 was slightly higher, 2%, than both State and Similar Schools Group.

Year 9

Average Growth in Numeracy in Year 9 was higher by 5% than both State and Similar schools group.

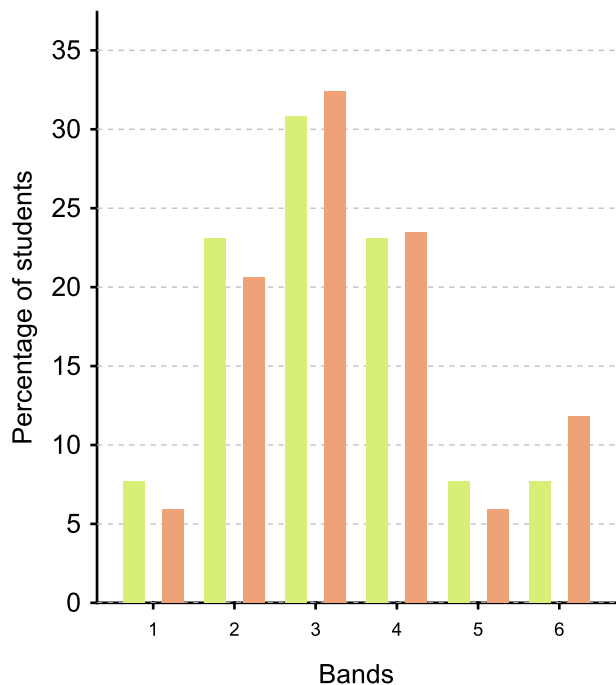
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

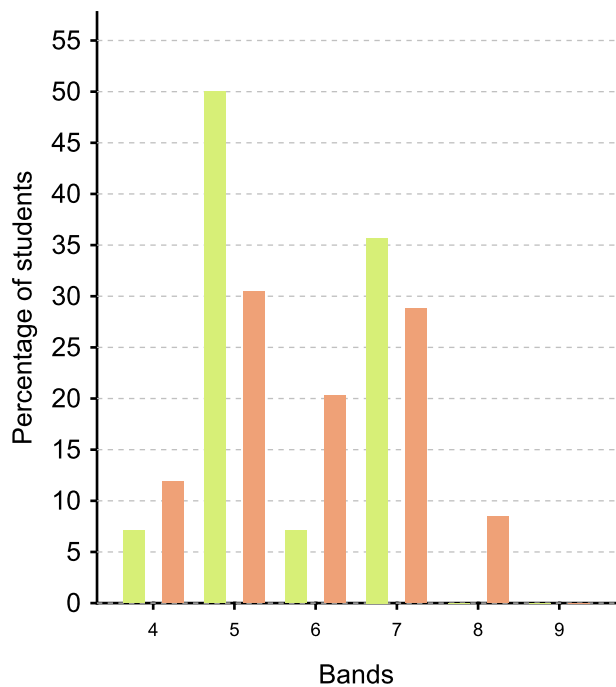
There were no Aboriginal students in the top two bands in 2019 but the number of Aboriginal students in each cohort is less than ten and with a wide range of abilities. Strategies are in place to improve attendance and to put programs in place to meet the needs of these students.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018



Higher School Certificate (HSC)

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

The number of students in each subject makes analysis invalid.

Small numbers of students in each HSC course makes analysis invalid however considerable improvement was seen in the movement across all subjects from the lower bands to the higher bands from 2017 into 2018. In 2017 there were 12% of subjects in Band 1 and in 2018 there were only 3% of subjects. There were still no Band 6s but the trend continues upwards, with 40% of subjects in Bands 4 and 5 as opposed to 34% in 2017.

Parent/caregiver, student, teacher satisfaction

2018 Community Survey (Conducted Feb 2019)

The questions asked in our phone survey related basically to what we do well and what we need to improve on. We have tried so hard to develop our communication with our community and it was pleasing to hear positive comments about the ways that we keep the community informed. Of course, there may be the odd glitch, but if community members feel that we have not maintained the high level of service that we aspire to, they are actively encouraged to let us know so that we can fix any problem that might occur. The feedback that we received was overwhelmingly positive and covered a wide range of areas.

We excel in:

- Being open to discussion and returning calls
- Reading one on one
- Having great teachers
- Having a family feel to school
- Having a great motto – 'Kindness Changes Everything'
- Having music programs available
- Being great communicators
- Always listening and giving good feedback and then addressing concerns
- Having a good range of subject choices
- Being inclusive, encouraging involvement and a great culture
- Excelling in educating and in its people
- Having a balance of academics, sport, art, culture and dance
- Communicating with our newsletters, App and Facebook
- Learning support
- Problems being solved in a timely way.
- Challenging students to move outside their comfort zone.
- Varied opportunities with students' interests being

provided for.

- Having child specific learning.
- Providing good support for parents
- Care in teaching with a priority on student wellbeing
- Year 7 transition
- Educational excursions
- Keeping parents informed
- The teachers communicating well

Areas where we can improve were not as numerous, but we take on board everyone's opinion even if you are the only one. The following featured in the responses, and in many cases are already being addressed:

- Social media issues
- Uniform – sport uniform vs formal dress
- Discipline measures between boys and girls
- Length of assemblies

Student Satisfaction Levels

The Tell Them From Me survey measures levels of student wellbeing and our school once again rated very highly in comparison to state results. In 2018 our school was cited as being in the top 5 in relation to wellbeing and advocacy and a case study was written about what strategies have been so successful at our school to provide other schools with an example of best practice to inform their planning.

Staff Satisfaction levels

The feedback from staff from the People Matter Public Sector Employee Survey was very positive:

- My organisation focuses on improving the work we do – 94%
- My manager encourages and values employee input – 96%
- I feel motivated to contribute more than what is normally required at work – 89%
- My workgroup works collaboratively to achieve its objectives – 89%
- I feel change is managed well in my organisation – 84%
- My organisation is committed to developing its employees – 88%
- I would recommend my organisation as a great place to work – 84%

The issues identified that were not so positive were:

- My manager appropriately deals with employees who perform poorly – 56%
- I believe action will be taken on the results from this survey – 44%
- How satisfied are you with your ability to access and use flexible working arrangements? – 44%



Two out of the four students from Year 12 who started at University in 2019 were Aboriginal and senior Aboriginal students at our school continue to have the confidence and the realistic aspirations of university study.

Policy requirements

Aboriginal education

Trangie Central School has approximately 50% of students who identify as Aboriginal and in the case of our senior students the rate is as high as 65%. 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 is successfully reducing. The Early Bird Program is in its 9th 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 funds an Aboriginal Education Officer who provides support in the classroom in both secondary and primary and supports the implementation of our Wiradjuri LOTE language program that all Trangie Central School students participate in in Year 7. This is now in its 8th year and has further enhanced the knowledge and understanding of our whole school community for the Aboriginal culture of our students and our whole area.

Considerable funding has also been utilised to provide SLSO support in both Primary and Secondary classrooms to ensure that students receive the support they need to progress, and a primary reading program has been implemented to provide one-on-one support for students in literacy.



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. Students are taught explicitly to respect each other, their teachers and their community. Our Wiradjuri 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.

Harmony Day is planned, organised and run by our Year 7 group each year. This is a day where our school and community celebrate our diversity together. Trangie Central School has a tolerant and caring culture, with all members able to stand tall and be proud of who they are and where they come from.