

Trundle Central School

Annual Report



2018



3259

Introduction

The Annual Report for **2018** is provided to the community of Trundle Central School as an account of the school's operations and achievements throughout the year.

The report 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

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Message from the Principal

Trundle Central School is a rural K–12 school located approximately 60km north–west of Parkes in the Central West of New South Wales. The school has an enrolment of 122 students including 23 Aboriginal students. The school population is evenly distributed across the Primary and High School sections of the school. The school in 2018 experienced a pleasing consolidation in High School enrolments with growth expected in 2019.

Trundle Central School enjoys a positive reputation in the Trundle community. 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 who completed Stage 6 at Trundle Central School for the past five years has moved to full time work or further study. This is an outstanding achievement considering the high level of youth unemployment in the region.

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. Flexible curriculum in High School allows for some students to be accelerated into Stage Six, maximising 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 Six curriculum. All students in Stage Six receive tuition from qualified High School teachers in small groups or individually. This allows for 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 individual obligation to the wider society as a community member.

In 2018 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 to enhance 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 started positively with all executive positions filled and the P&C moving towards new innovative directions for fund raising and support for the school.

Traditionally 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. This year, the Continental was revitalised with new stalls and activities and the event will now be conducted bi-annually because other fundraising events are providing income. Other fundraising 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.

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, Numeracy and Speech Therapy opportunities. This year, through hard work, the P&C has managed to return bank balances to healthy levels and as a result the organisation is in a position to provide a high level of support to the school community.

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

I sincerely thank Mr Southon, 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.

Rhonda Grady

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 Kindergarten 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.

A highlight of 2018 was the extensive drought fundraising and support for our community. Every family received food and toiletry hampers, mother pamper packs, gift vouchers and Christmas presents. This support for our community during difficult times highlights our schools commitment to the community beyond set school hours.

This year we were very excited to receive a 'Pets as Therapy' dog, Ajax. He is specially trained to assist children in the classroom experiencing a high level of anxiety generated through attending school.

Sport is a feature of the school with students regularly travelling to local, regional and state competitions.

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.

Monique Morgan & Harrison Williams

School Captains 2018

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, enabling students to 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 computer technology as well as comprehensive vocational education programs. The school embraces a culture of continuous improvement and quality service.

Trundle Central School is part of the Western Access Program, delivering Stage 6 subjects through video conferencing in partnership with five other schools. Vocational education is a priority, with the school offering alternative educational pathways focusing on students gaining skills for employment now and into the future.

Academic achievement is central to the schools teaching and learning programs with differentiation of the curriculum and technology integration to enable all students to work to their potential.

Due to enhanced state wide funding, the school receives significant equity funds through the Resource Allocation Model. This allowed us to implement several contextually appropriate programs in our school. These include:

- Continued introduction of L3 in Early Stage and Stage One.
- Enhancement of School to Work Programs for those students in danger of not completing school.
- The employment of an additional SLSO to support the learning growth of our Aboriginal students.
- The employment of additional teaching staff to reduce class size in Year Nine and establish a remedial group in Mathematics.
- Establishment of an additional class in Primary to allow concentration on early intervention.
- Interest electives in High School.

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.

A consistent focus of the review process is to monitor that teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Extensive focus was given to empowering students to determine individual learning pathways within the syllabus framework. This was achieved through an expansion of the learning support focus to concentrate not only on remedial programs but extending students in their areas of identified excellence.

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.

Analysis of NAPLAN data indicates that creative writing is an area of deficit. To overcome this deficit, the Writing in the Middle Years Program has been implemented throughout the school. This in partnership with support from our Instructional Leader through the Early Action for Success Phase 2, will improve this area and allow students to progress to the top two bands.

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 on the efforts of the individual but maintained by the collective efforts of the entire staff.

In 2018 all recommendations from the 2016 school review were completed, 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>

Strategic Direction 1

Quality teaching and engaged student learning focusing on Literacy and Numeracy development.

Purpose

To implement consistent quality teaching practices that enable high student engagement and achievement of positive learning outcomes in the areas of Literacy and Numeracy within the context of the Australian Curriculum Framework.

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 2018 NAPLAN results indicated a significant shift towards the higher bands. The small sample can create statistical error if one year is viewed in isolation. However, the trend over the length of the school plan indicates significant improvement.

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. In addition, the Western Access Program has made the increase in knowledge and skill base of SLSO's a priority with mandatory professional learning across the six schools in 2018.

As part of the 2018 review and consultation process, it was decided to place the Assistant Principal into the role of Learning Support and continuation of an additional Primary class using RAM funding. The purpose was to increase the scope and impact of learning support and implement a sustained three year focus on early intervention in Literacy and Numeracy. Early observational data indicates that teachers are feeling more supported and the role has increased credibility within the school.

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 students engaging with technology is a continuing goal for the next school plan.

In 2018, 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 2018, 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. The school believes an effective Pastoral Care Program is fundamental for increasing student engagement with the curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality teaching and effective learning practices resulting in an increase in students achieving at proficient level.	6 days casual relief for staff to refine or develop professional networks (\$1440 RAM) Extra support for Music and Drama education within the school. (\$34 000 RAM) Release for computer co-ordinator to up-skill staff on effective data storage, retrieval and analysis. (\$440 RAM).	All Secondary staff are attending subject network meetings through the Western Access Program. L3 training continues with this program forming the framework for pedagogical instruction in K/Year 1. Assessment across the whole school is contextually based and differentiation of content is a school wide custom and practice, reinforced and monitored through the teacher performance review process. The impact of Creative Arts has increased because of RAM allocations permitting specialised staff to be employed. This has allowed a broadening of the scope of curriculum and extension in these areas. The storage and retrieval of data has become more efficient with staff improving skills in this area. This

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality teaching and effective learning practices resulting in an increase in students achieving at proficient level.		has allowed planning decision to be made and reviewed, using relevant data.
The continued implementation and refinement of specialists programs such as Early Learning for Success, MiniLit, Focus on Reading, Reading in the middle years and Mathematics Ninja resulting in a decrease in the number of students in the bottom two bands of NAPLAN.	Additional allocation for professional learning (\$6000 RAM) 2hr SASS time(\$112 RAM)	Brokerage for L3 training was successful in 2018. This program forms the framework for pedagogical practice in Kinder/ Year 1 In 2018 review of the effectiveness of L3 in the Year 1/Year 2 class indicated that a more structured phonics based approach may be more effective. This was implemented in Term 2. Data analysis indicates writing is the biggest deficit across the school. Writing in the Middle years was successfully implemented in 2018. Valid data as to the effectiveness of this program will be available in the next NAPLAN cycle.
All students with Individual Education Plans are self regulating and achieving against the goals .	Additional allocation for professional learning on differentiated assessment (3 days @ \$440 per day, \$1320 RAM) Extra release Learning Support teacher. (\$440 RAM) Staff professional learning to assist in the development of plans that donot focus solely on deficit model. (\$ 440 RAM)	In 2018 the school culture is differentiated assessment and alternative educational pathways. In 2018 the school had 12 High School students following alternative educational pathways and assessment. This was to allow them to continue with their education or to be extended to reach their potential. Community research conducted in 2018 as part of the development of the current school plan indicates that realistic employment pathways are the main goal of the vast majority of our parent body.

Next Steps

- Continue to implement L3 in Early Stage One. Further dialogue and collaboration in use of PLAN data to inform teaching and learning programs will occur.
- Continued professional development in differentiated assessment and explicit targeting of Literacy and Numeracy.
- TPL targeted to support teachers at particular career stages including beginning teachers and those seeking accreditation at Highly Accomplished level.
- Increased accountability of Instructional Leader to encourage greater value from Early Action for Success program.
- Whole school focus on assessment, reporting, feedback and explicit instruction.
- Fostering a growth of mindset on assessment, reporting and pedagogical practice.
- Improving community partnerships with a community focus.

Strategic Direction 2

Whole child development in community partnership.

Purpose

To recognise and capitalise on the potential for student learning and development by engaging and collaborating with the school community. To foster strong partnerships that focus on the need to develop every student in a holistic way.

Overall summary of progress

Strong communication with each other, our community and the broader community was a focus for executive and staff to ensure consistency, stability and strengthen relationships. Our strong relationship with Centacare has allowed the school to offer several additional pastoral care programs. These include Love Bites, RAGE, ICE education, Dads in School, Save a Mate, Defensive Driving, Girls self-defence and Building self-esteem. The school offers additional pastoral care programs as the school is the only source of these additional programs due to the lack of facilities in the town.

In 2018 the school further developed our Individual Learning Plans. Review of these documents revealed that they were too complex for our parents to understand and the goals were often aspirational rather than achievable. The new format concentrates on achievable sequential steps rather than unachievable aspirations. These plans are now centrally stored as Google documents, allowing for greater accessibility and accountability.

In 2018 parents were randomly selected to take part in focus groups to discuss the direction and focus of the school. These groups were asked questions in relation to the school, region and state strategic directions. The responses to these questions form the framework of the 2018–2020 school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Review mechanisms will indicate an overall increase in parent involvement and engagement in school programs / activities and endorsement of home school relationships.	Learning support teacher is released for one day to review school welfare and discipline system. (\$440 internal school resources). Release for working party (\$480 internal school resources). Employment of Mark Saddler, Aboriginal Elder (\$2100 RAM) .	The school welfare and discipline system was identified as being too complex. A goal moving forward is to review the scope and complexity of the system. Whole school focus on mechanisms to improve student engagement. Working parties in Primary and Secondary are formed. In 2018 NAIDOC day celebrations were enhanced to include professional learning for teachers on Aboriginal pedagogical practices. This supplements our '8 ways' training delivered in 2017.
Increase in parents accessing parent forums and technology to further understand school structure and curriculum.	Yearly review of pastoral care programs within the school. (school internal resources). Review of the external providers servicing the school. A rating is attached to each provider.(internal school resources).	The review indicated that students appreciated and valued the provision of additional pastoral care within the school. The review of external providers indicated a considerable variation in the reliability and penetration of the programs. This information allows us to better target providers.
Measurable increase in approval of school programs, directions and communication processes as part of the review process..	Employment of additional music tutor. (\$41000 RAM). Working party to work on improving communication and implementation of alternative educational pathways in Stage Six.	Music has increased credibility throughout the school. Primary Music is now taught by a qualified music teacher. In 2018 there was a measurable increase in student participation. In 2018, Trundle had 6 Stage Five students on accelerated pathways through the Western Access Program. 8 students are completing a skills based

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Measurable increase in approval of school programs, directions and communication processes as part of the review process..	(internal school resources)	School to Work Program. These students were identified as in danger of becoming disengaged with learning.
Implementation of Kids Matter policies and principles. This is especially in terms of an easy to implement and understand welfare and discipline system.	<p>Development of a recommended list of school skills to be distributed to parents. (1 day release \$440 RAM).</p> <p>Further research and implementation of strategies to monitor and improve student mental health.</p> <p>Continued refinement and implementation of extended transition. (8 days casual \$4000 RAM).</p> <p>Consolidation of relationship with Centacare to deliver pastoral care programs (internal school resources).</p> <p>Continued refinement of the welfare and discipline system. (internal school resources) .</p>	<p>The relationship with the Trundle Child Care Centre needs improving.</p> <p>The development of a list of school skills that are recommended for entry into school is a starting point for improvement.</p> <p>The school has become a social welfare hub for the Trundle community.</p> <p>Extended transition is effectively identifying students with learning deficits.</p>

Next Steps

- Continue to research and implement a variety of pastoral care programs to reduce the service deficit in the area.
- Implementation of Kids Matter programs.
- TCS continue to be proactive in engaging the community and developing corporate partnerships.
- TCS will increase the communication with early childhood providers to improve school readiness of students entering Kindergarten.

Strategic Direction 3

High impact professional learning and leadership and high quality curriculum delivery through the Western Access Program

Purpose

To develop quality educational delivery through consistent, high standard shared professional practices. To actively develop a Western Access program-wide collective responsibility for students learning and success with high levels of student and staff engagement in meaningful, challenging and future-focused learning experiences.

Overall summary of progress

The Western Access Program (WAP) allows students to study Stage Six subjects within their local school and community. The program has six core schools but also opens to partnership schools, enabling rural students the opportunity to study a wide range of subjects. Improving relationships between the multiple stakeholders is a focus of the 2018–2020 school plan. In 2018, this was achieved by regular video conference and face to face meetings between the Head Teacher Access and the six principals. The introduction and wide spread usage of 'Sentral' has improved information transfer, targeting of lessons and accountability of assessment.

The lack of uniform practices was identified as a factor, limiting the efficiency of administration of the program. This was especially in the issuing and follow-up of 'N'-awards. This process has been streamlined with the Head Teacher Access assuming greater accountability and an elected principal overseeing the process across all core schools. Professional learning in 2018 concentrated on improving consistent teacher judgement.

Professional learning, whilst essential, is costly financially, administratively and lost in terms of teaching time. In 2018, improved monitoring of teacher professional development through a common register has allowed more effective targeting to areas of need across the six Western Access Program schools. The increase in attendance at subject meetings in 2018 and the improved targeting of professional development have resulted in more effective implementation of the locally contextually based training.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All professional learning is appropriately targeted to the strategic directions of the Western Access Program.	Internal school and WAP resources.	The Western Access Program has adopted the 'Train the Trainer' model. This effectively creates a bank of skills and knowledge that is more cost effective and has lasting effects in terms of value adding.
Increase Higher School Certificate results across all subjects	Internal WAP and regional resources	<p>In 2018, Trundle Central School had the highest retention level from Stage Five to Stage Six seen in six years. In addition, the research conducted by the school indicates, the level of public confidence in the school has increased.</p> <p>Matching subject choice to student interests and strength was a priority, increasing the quantity and quality of subject information. This has dramatically reduced the amount of 'N' awards and increased retention.</p>
Increase in post school employment opportunities.	School and WAP resources.	<p>In 2018, Trundle Central School again achieved 100% of Stage Six graduates progressing into employment or full time study.</p> <p>In 2018, the school continued our relationship with Charles Sturt University and The University of Newcastle. This increases student awareness of educational pathways.</p>
Increase in the number of	School and WAP	In 2018, the school had record retention rates from

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
students successfully completing the Higher School Certificate in their home town.	resources.	Year 10 to Year 11.
Improved capacity of middle executive and increased leadership opportunities.	School and WAP resources.	<p>In 2018, all middle executive received leadership training to strengthen this area of leadership.</p> <p>A formal network was also established to increase the skills in this sector.</p> <p>An increase in accountability in all WAP schools is evident.</p>

Next Steps

- Continue to implement targeted training.
- Improve the induction into WAP processes.
- Promote the Western Access Program as a first choice for Stage Six study within the town.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Employment of above establishment Aboriginal Learning Support Officer (\$31 642 RAM).	<p>Trundle Central School Aboriginal students perform at or above non-aboriginal peers.</p> <p>Aboriginal students are over-represented proportionally on the Student Representative Council.</p> <p>One Stage Six Aboriginal student is successfully completing a banking traineeship.</p>
Low level adjustment for disability	<p>Brokerage for L3, and Writing in the Middle Years. (\$6000 RAM).</p> <p>SLSO to deliver MiniLit (\$16 690 RAM).</p>	<p>L3 is the method of delivery used in Kindergarten. A full assessment of the effectiveness of L3 in delivering outcomes is part of the 2018–2020 school plan.</p> <p>Analysis of NAPLAN scores indicates that writing is a consistent deficit across the school. Implementation of consistent writing strategies and teacher professional development will overcome these deficits in next planning cycle.</p>
Quality Teaching, Successful Students (QTSS)	Teacher release 0.115.	<p>QTSS release is used by the Assistant Principal to implement professional learning around professional standards and the quality teaching framework.</p> <p>Differentiation of curriculum and assessment targeting for composite classes is a focus area for the release time.</p>
Socio-economic background	<p>Alternative educational pathways.</p> <p>Establishment of 4th Primary class.</p> <p>Supplementation of SLSO salaries.</p> <p>Broadening of curriculum.</p> <p>Additional teacher professional learning.</p>	<p>Trundle Central School operates a School to Work Program. This program targets students who are in danger of becoming disengaged with the educational process. In 2018, this program resulted in two students successfully gaining full time employment.</p> <p>The fourth Primary class was established in 2017 and continued in 2018. This is an initiative to improve early intervention. The data from this three year trial will be reported in 2019 Annual School Report.</p> <p>In 2018, the school employed three School Learning Support Officers. This is under review for 2019. These people were allocated programs and caseloads. The value of SLSO's in terms of curriculum implementation is an area for review in 2019. The results of data analysis and other research will determine the direction of the school.</p> <p>In 2018, the school continued to offer Primary Enrichment and Secondary Interest Electives. This strategy allowed students to engage in alternative curriculum pathways, focusing on skills and knowledge outside the core curriculum.</p> <p>Additional teacher professional learning was essential because of the introduction of new syllabus and pedagogical practice. This additional learning allowed a smooth</p>

Socio-economic background	<p>Alternative educational pathways.</p> <p>Establishment of 4th Primary class.</p> <p>Supplementation of SLSO salaries.</p> <p>Broadening of curriculum.</p> <p>Additional teacher professional learning.</p>	transition.
Support for beginning teachers	<p>\$ 23,000</p> <p>(Support for beginning teachers.)</p>	Funds were received to specifically support beginning teachers. The funds have been used to support professional learning, programming, mentoring and classroom management.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	59	64	58	61
Girls	48	50	55	52

Enrolments continued to grow in 2018 and the projection is for a further increase in 2019. Poor rural economic conditions and the transient nature of the Trundle population makes it difficult to make accurate predictions in relation to student number and composition. The trend however, over the last four years has been slightly increasing numbers each year. This is pleasing considering similar schools in the region are under enrolment pressure.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.7	91	91.4	95.5
1	95	94.5	93.3	90.8
2	97.3	93.3	95.2	95.5
3	97.2	96.9	96.2	91.6
4	95	93	96.8	95.3
5	95.1	94.4	95.7	93.7
6	95.4	92.8	94.1	94.5
7	95	93.6	91.4	92.8
8	87.2	92.8	92.1	86.5
9	89	88.1	88.3	92.2
10	87.8	86.5	80.7	87.3
11	97	84.6	84.6	84.5
12	85.5	87.5	87	75.5
All Years	93.2	91.7	91.2	91.2
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

The overall percentage of attendance in 2018 was negatively affected by two chronic non attenders in high school. These students received in-school and Home School Liaison support with limited success. Overall, the student and parent culture within the town is to maintain high attendance standards.

Our school is supported by the Narromine attendance

team who visits regularly. Attendance policy and procedure is published regularly within the school newsletter and Facebook page and a School Administrative Officer has responsibility of monitoring attendance. Poor attendance or a change in attendance patterns is reported immediately to the principal and welfare team. Phone calls are made to parent caregivers within 3 days of a child not attending school.

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	5	0	25
TAFE entry			25
University Entry	0	0	50
Other	0	0	0
Unknown	0	0	0

Trundle Central School is very proud of our record of students progressing into employment or further training after leaving school. Over the last five years 100% of students who completed stage six have progressed into full time employment, TAFE or University. A pleasing trend is the number of students progressing to employment following time attending the School to work Program. Students selected for this program are identified as in danger of not engaging in traditional schooling.

The downturn in the rural economy has made it more difficult for the school to establish rural traineeships and rural work experience opportunities. This has forced the school to look for opportunities in larger centres with the associated accommodation and travel expenses. However, the students and staff have a culture of actively seeking further study and employment opportunities so this trend will continue.

Year 12 vocational or trade training

Trundle Central School offers multiple vocational pathways for students, both through the Western Access program and locally operated and funded programs. In 2018, the school had students studying Hospitality, Construction and Metals and Engineering through the Western Access Program.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	9.23
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.57
School Administration and Support Staff	5.39
Other Positions	0.1

*Full Time Equivalent

In 2018 one staff member identified as Aboriginal. Our school utilises the additional funding provided by the resource allocation model to employ additional staff to broaden our curriculum. In Primary, this allows the Assistant Principal to be released from class to oversee and implement remedial and other learning programs. This was introduced in 2018 and continues across the next planning cycle.

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	10

Professional learning and teacher accreditation

All staff at Trundle Central School participated in professional learning to support the teaching and learning priorities in the school plan and to enhance their own professional growth. Our school embraced the concept of all staff ranging from the general assistant through to principal constructing and implementing learning plans three years ago. In 2018, the benefit of this strategy was evident with professional learning more effectively targeted, ensuring increased levels of financial and professional accountability.

All teachers in 2018 were accredited at proficient level. The maintenance of accreditation is custom and practice for younger members of staff and more

experienced teachers are starting to understand the professional and administration requirements of accreditation.

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	221,014
Revenue	2,597,846
Appropriation	2,427,406
Sale of Goods and Services	59
Grants and Contributions	168,291
Gain and Loss	0
Other Revenue	1,171
Investment Income	919
Expenses	-2,506,897
Recurrent Expenses	-2,506,897
Employee Related	-2,253,086
Operating Expenses	-253,811
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	90,949
Balance Carried Forward	311,963

Trundle Central School has rigorous financial management processes in place to ensure accountability of public money. These include twice a term financial summaries produced and reviewed by the finance committee. All budget allocations are reported to the P&C monthly.

The school is holding surplus funds that will be expended in 2019 to improve the teaching and learning programs and the environment of the school. This includes continuation of the fourth class in Primary. This is a significant investment to ensure the school's goal of early intervention in Literacy and Numeracy is achieved in accordance with the 2018–2020 school plan.

The lack of cultural and sporting facilities within the town requires the school to fund additional music, art and sporting opportunities for students within the school curriculum. This is a considerable financial

commitment.

The school is also holding significant funds donated to help farmers through the drought. This is approximately \$38 000 which will be used to subsidise the cost of excursions and purchase supplies for food hampers. Donations to help the school's 'Pets as Therapy' dog, totalling \$7000 are also currently held at the school. The funds will be used to fund on-going vet costs and food supplies.

The school receives increased funding through the resource allocation model. This is used to expand the school curriculum through interest electives in high school and primary enrichment. The resource allocation model also allows additional staff to be employed to expand the curriculum.

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	1,801,126
Base Per Capita	21,773
Base Location	29,985
Other Base	1,749,368
Equity Total	266,075
Equity Aboriginal	31,642
Equity Socio economic	149,276
Equity Language	0
Equity Disability	85,158
Targeted Total	44,887
Other Total	229,545
Grand Total	2,341,633

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

In 2018, the school entered into our second year of Early Action for Success phase 2. This program requires continual collection and collation of data to assess student progression towards set benchmarks.

Data indicates that the program has had positive results in terms of student growth. However, a significant proportion of the school is still below state and regional benchmarks, indicating continued intervention is required.

Trundle Central School continues to utilise differentiated assessment matrixes and contextually based assessment. This involves students being able to select tasks across a matrix rather than being limited to a single task or style of presentation. This flexibility has allowed 95% compliance rate for assessments in High School and an increase in quality.

In 2018, it was decided to reduce the amount of formal exams used for assessment and increase in class assessments. This allows a more accurate indicator of student ability to be obtained as continuous assessment across a wide variety of areas is achieved. Quality teacher judgement forms the foundations of assessment across the whole school.

Trundle Central School in partnership with Western Access Program continued to focus on ensuring assessment rankings are consistent with state norms. This is to ensure students and teachers develop or reinforce the mindset that students are part of a state wide cohort, rather than limited to the small sample at Trundle Central School.

NAPLAN

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

Trundle Central School has a very small sample across all NAPLAN years, therefore trends across several years are a more accurate indicator of school performance rather than each individual year in isolation.

In line with the Premier's priority of increasing the number of students in the top two bands for Literacy and Numeracy, Trundle Central School has improved from 10.53% in 2016 to 15.79% in 2018. In addition there has been a constant upward trend in the value added index from 10.53% in 2016 to 15.79% in 2017 to 15.79% in 2018. In Secondary, it has increased from 11.32% in 2016 to 19.23% in 2018. Early intervention is a continued focus of the school as many children enter school with very poor school readiness. The addition of the RAM funded fourth class in Primary allows all class sizes to be less than 15 students per class, permitting the implementation of specialised programs without the need for additional SLSOs.

NAPLAN indicates that Writing continues to be an area of deficit across all years. Writing is a focus in the 2018–2020 school plan. In 2018, the Assistant Principal Primary has been moved off class to a 0.6 Learning Support role. The focus of her intervention is on Writing, to try and overcome this deficit.

In 2018 the school changed focus in terms of Literacy and Numeracy intervention. The school is placing additional resources into moving students who are one band below the top two bands, forward. This is additional to remedial programs. Data from this additional focus will not be accurate until the next NAPLAN cycle.

Trundle Central School Aboriginal students are currently achieving at or above their non-aboriginal peers in NAPLAN testing.

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.

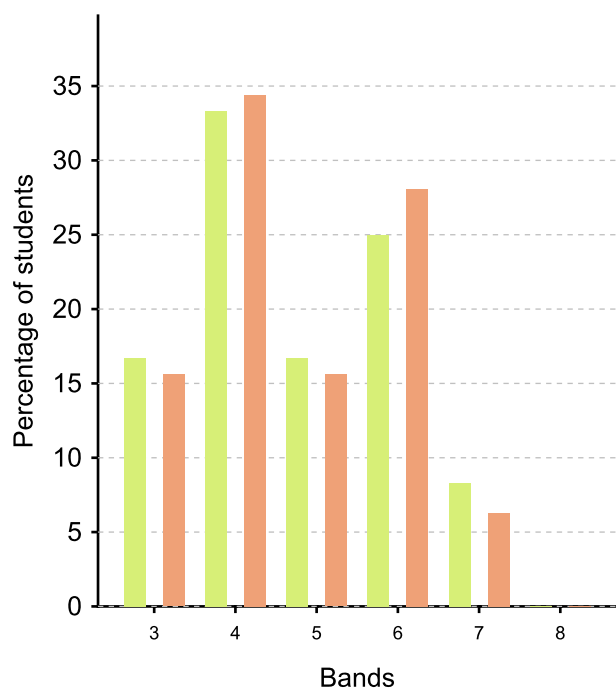
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Trundle Central School has high levels of value added across all years, especially between Year 5 to Year 7. However, many students are starting their school years well below age and stage appropriate. Access to preschool is difficult and as such few students access a quality preschool program. These deficits are evident in Best Start testing.

The school is currently in the third year of Early Action for Success, Phase 2. As part of this program the K/Year 1 teacher has been extensively trained in L3 pedagogical strategies. In 2018, it was decided to implement a structured phonological approach in conjunction with L3. The rationale was that many students lacked knowledge of the basic building blocks of Literacy. This core knowledge needs to be developed or reinforced before consistent improvement could be achieved.

Writing continues to be an area of deficit across the school. This is particularly evident in the primary years. In 2018, in response to this data, increased focus was given to those students one band below the top two bands. This focus will not produce significant data until the Year 3 cohort is tested in Year 5 but early observations indicate increased application towards writing.

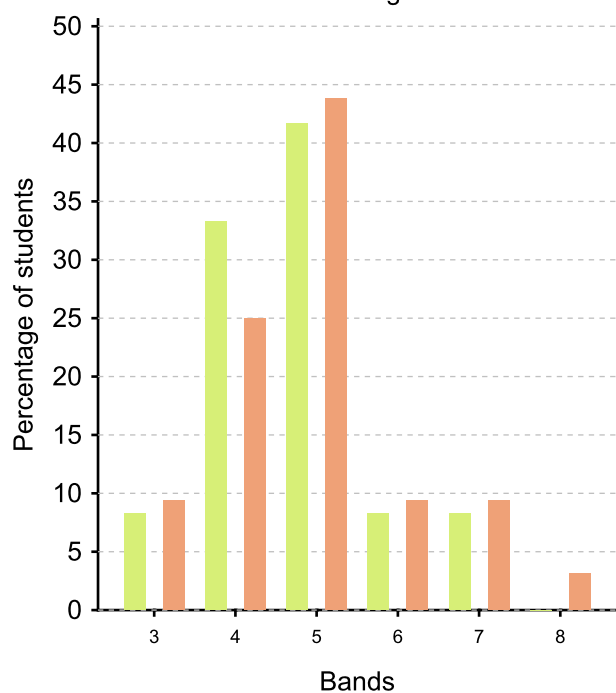
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	16.7	33.3	16.7	25.0	8.3	0.0
School avg 2016-2018	15.6	34.4	15.6	28.1	6.3	0

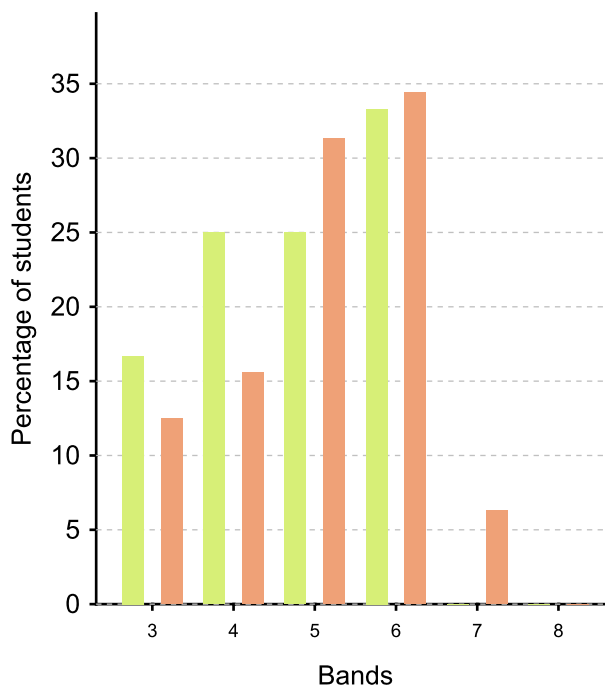
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	8.3	33.3	41.7	8.3	8.3	0.0
School avg 2016-2018	9.4	25	43.8	9.4	9.4	3.1

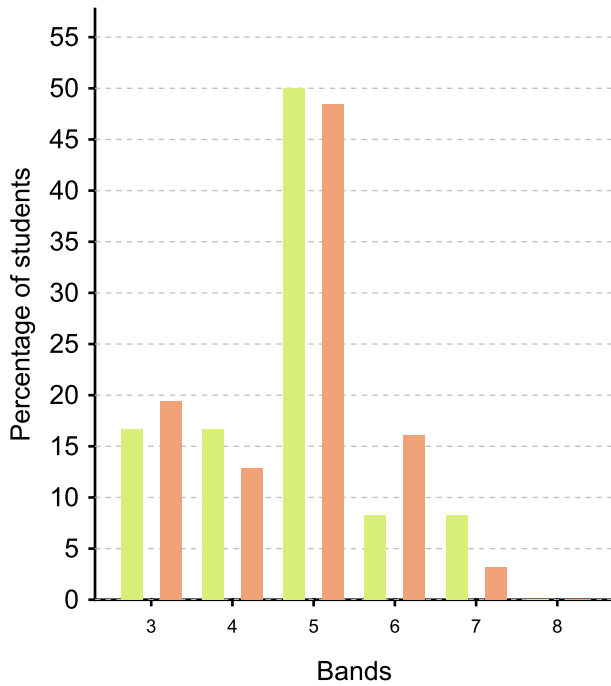
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	16.7	25.0	25.0	33.3	0.0	0.0
School avg 2016-2018	12.5	15.6	31.3	34.4	6.3	0

Percentage in bands:
Year 5 Writing

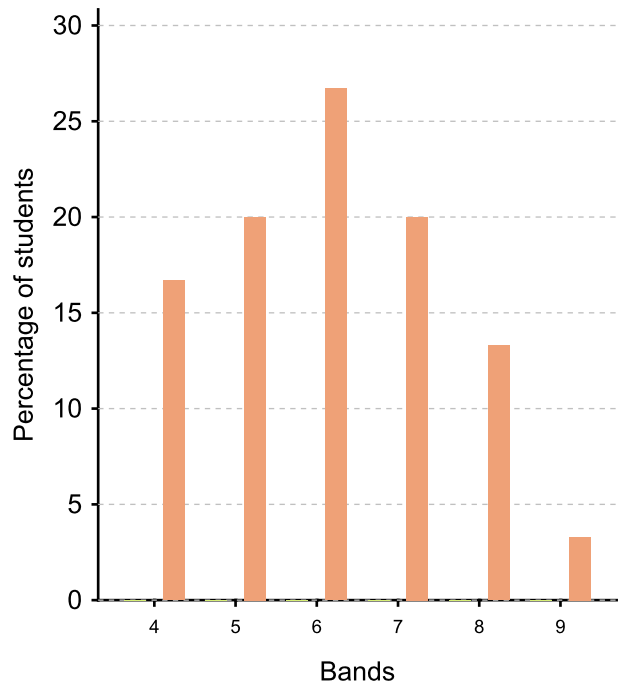


Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	16.7	16.7	50.0	8.3	8.3	0.0
School avg 2016-2018	19.4	12.9	48.4	16.1	3.2	0

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	16.7	26.7	26.7	23.3	3.3	3.3

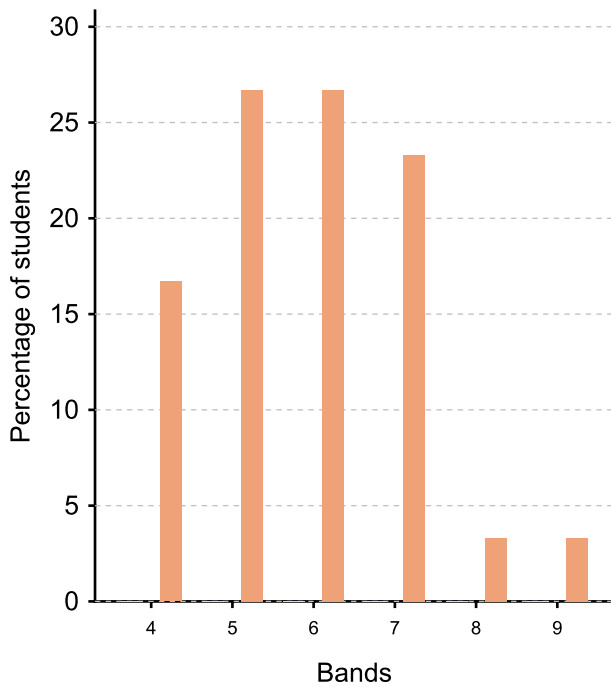
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2016-2018

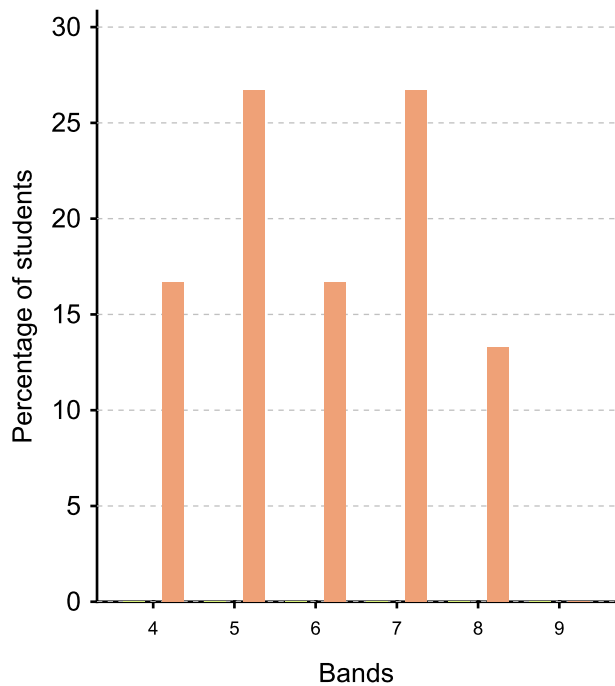
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	16.7	20	26.7	20	13.3	3.3

Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

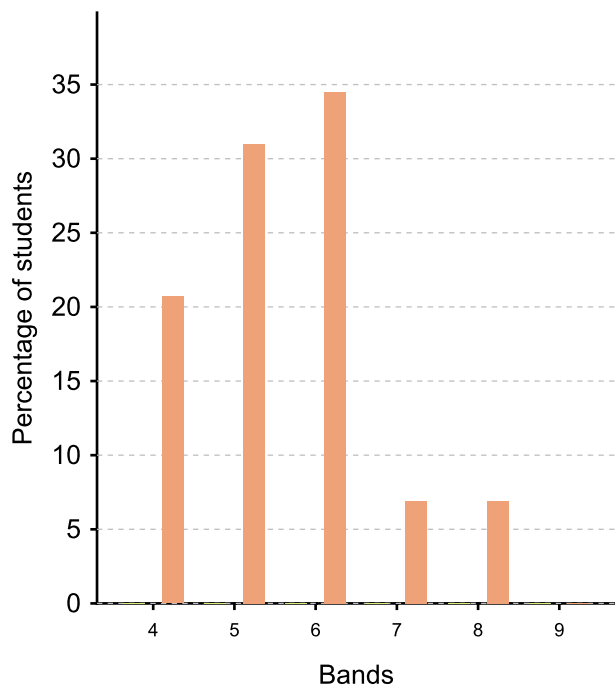
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	16.7	26.7	16.7	26.7	13.3	0

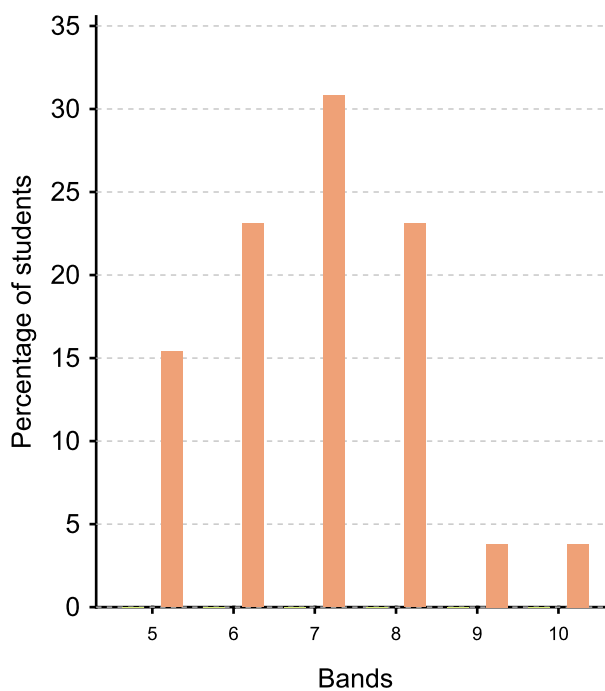
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	20.7	31	34.5	6.9	6.9	0

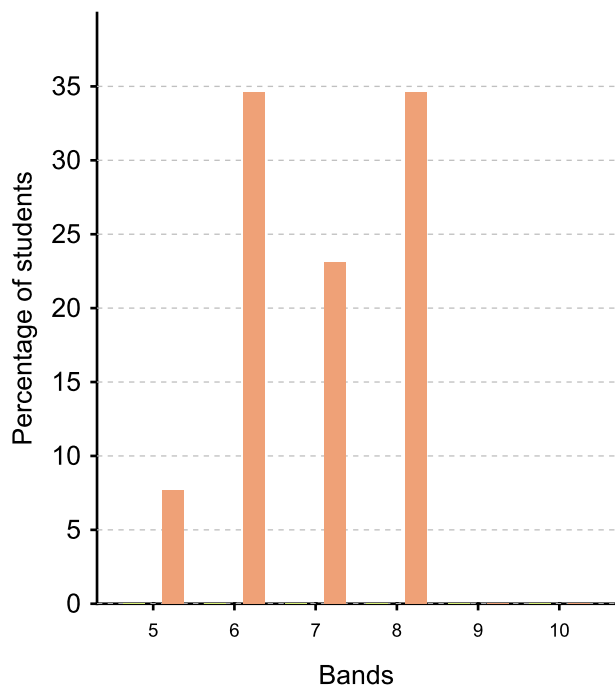
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	15.4	23.1	30.8	23.1	3.8	3.8

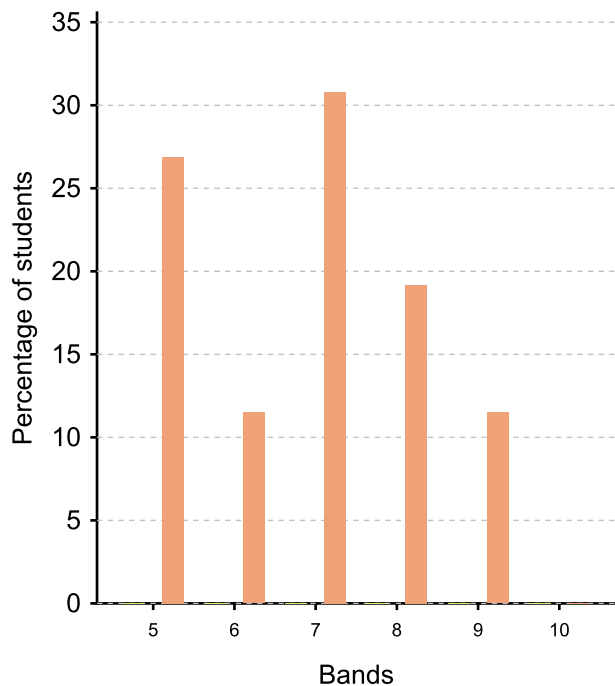
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	7.7	34.6	23.1	34.6	0	0

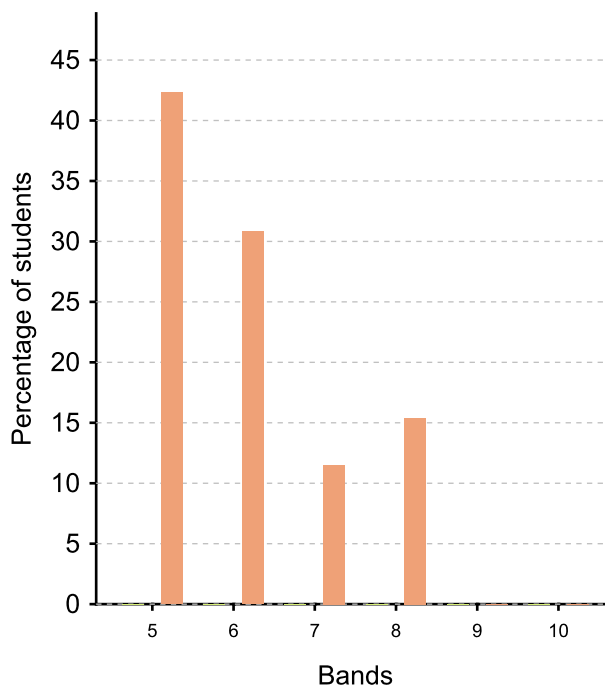
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	26.9	11.5	30.8	19.2	11.5	0

Percentage in bands:
Year 9 Writing



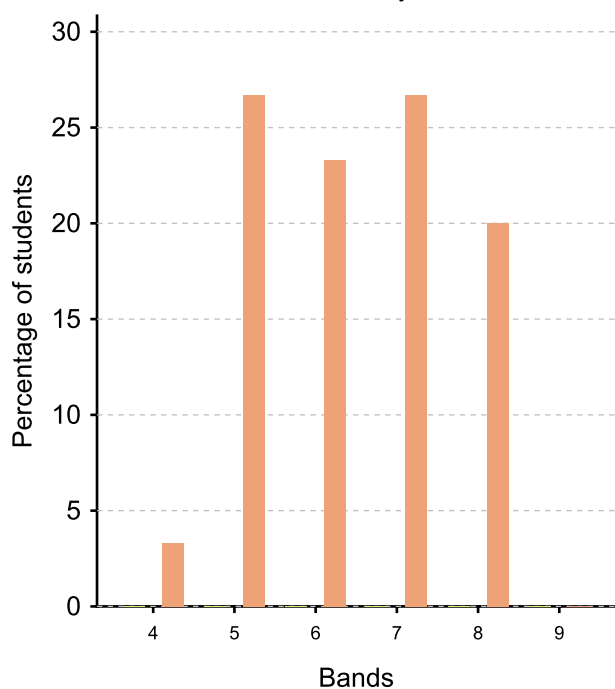
Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	42.3	30.8	11.5	15.4	0	0

Numeracy continues to improve across the school. This is especially evident when statistical anomalies are removed. In 2018 the school continued with Mathematics Ninja's and the employment of an additional mathematics teacher. The employment of an additional teacher allows year 9/10 classes to be split and a remedial group to be formed. Results of this strategy are shown in increased application and struggling students to move towards functional numeracy.

Results in Year 9 NAPLAN were pleasing but an extremely small sample. Students are moving towards the higher bands in Naplan and more students are attempting the whole paper. This is particularly pleasing as non-attempt of questions is a problem throughout the school.

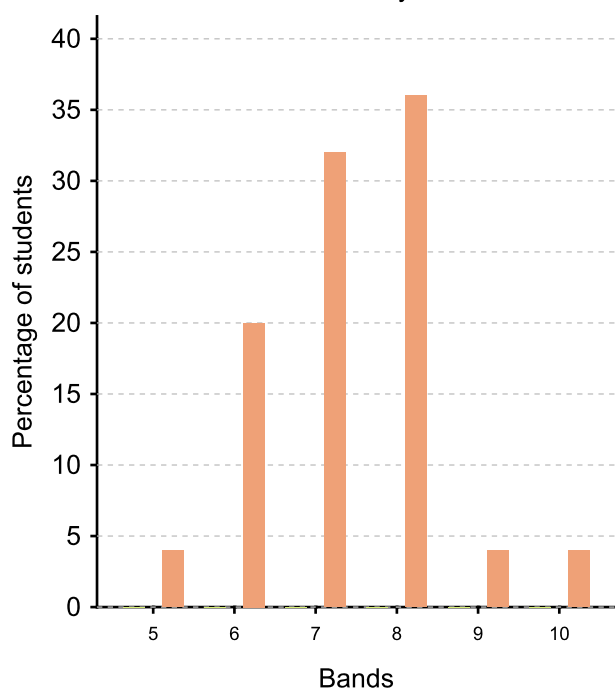
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	3.3	26.7	23.3	26.7	20	0

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	4	20	32	36	4	4

Further information in regards to school performance is available on the My School website.

Trundle Central School is proud of the fact that our Aboriginal students perform at or above their non-aboriginal peers across all assessments both external and school based.

Movement of Aboriginal students towards the top two bands of Naplan is a goal of the school. Data over a five year cycle indicates that this is occurring. However, in such a small sample can be considerably altered because of one student performing poorly or well.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2018 our school had three students complete the Higher School Certificate. These students achieved results which are consistent with their assessment rankings. Bands 3 and 4 dominate with one student achieving a Band 5.

Subject	School 2018	School Average 2014-2018

The extremely small sample over the last two years makes effective accurate comparison difficult. However, the trend over the last five years has been for students to achieve results that allow them to progress into their chosen career. This is an indication of the quality of Stage Six instruction they are achieving.

Parent/caregiver, student, teacher satisfaction

The school regularly seeks the opinions of parents, students and teachers in relation to the performance of the school. In 2018, parents were randomly selected to take part in focus groups to review school performance and plan for the next cycle. These focus groups identified:

- Parents believed the school had high expectations for their children.
- Students were clear about school rules and adhered to the rules because they understood their responsibilities.
- The challenging and board scoped curriculum catered for a variety of learning styles and abilities.
- All parents believed the standard of student behaviour and application in the classroom allowed for a positive learning environment.

All parents believed that students are rewarded and encouraged to perform in the classroom.

Aspects identified that the school needed to improve upon were at times outside the schools scope and capacity. These included:

- The provision of regular school counselling services. The school was without the services of a school counsellor for the majority of 2018. Parents believed this placed additional pressure on students, especially during drought times.
- The expense associated with travel to school events is a continual concern. Currently the school heavily subsidises student travel to curriculum events.

Policy requirements

Aboriginal education

Trundle Central School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. In 2018, 23 students identified as Aboriginal. These students had Individual Learning Plans and received additional support. In 2018, Aboriginal students were at or above the level of non-aboriginal students an outstanding achievement for the school.

Aboriginal students are also well represented in school leadership roles. In 2018, three Aboriginal students were elected into leadership positions within the school via the Student Representative Council. In addition, Aboriginal students were Sporting House Captains in 2018.

We celebrate Aboriginal culture and history by participating in important annual events such NAIDOC and Harmony day. In 2018, we continued our association with Mark Saddler, Aboriginal story teller and artist. Mark brings both a traditional and contemporary perspective to Aboriginal culture. In 2018 the school also added a bus trip to visit sites of Aboriginal significance around the district. This was considered particularly important as many of our Aboriginal students are fostered outside of kinship placements.

Multicultural and anti-racism education

Anti-racism and multicultural education is embedded into the syllabus and the culture of Trundle Central School. The school has a trained Anti-racism Contact Officer. However, in 2018 there were no complaints of racism.

Other school programs

In 2018, the school continued to expand curriculum to cater for the local context and allow all students greater opportunity to experience success. The school community believes relevant curriculum is the most effective welfare and discipline strategy. In 2018, 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 program has operated within the school for three years and was further enhanced in 2018. In 2018, the subject taught 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 K–12 in Literacy, Numeracy 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 a link between school and departmental and external services. The team meets fortnightly to discuss strategies to assist students to access the curriculum.

In 2018, our school raised approximately \$100 000 (including donations) from drought relief through establishing partnerships with Sydney schools. This not only raised money but also allowed to gain an understanding of different Australian cultures and lifestyles.

In 2018, 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. Preschool facilities are limited in the township therefore many students present to school without ever attending a quality preschool 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 online through the Come and See Program.

In 2018, three students presented with severe speech and language deficits. These were beyond the school's capacity through the Come and See program. Specialist speech therapy and occupational therapy has been introduced through funding through the National Disability Scheme.

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 2018, 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 2018, 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. Short film making was introduced in 2018. This resulted in the production of a short film, used as a promotional video for the school and region.

School to Work is a core focus of the school. In 2018, the school expanded the already successful trade skills program. This resulted in two students successfully entering apprenticeships as a direct result of the skills gained in this program.

In 2018, 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.