

Trunkey Public School

Annual Report



2018



'The key to your child's success'

3260

Introduction

The Annual Report for **2018** is provided to the community of Trunkey Public 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.

Mrs Sharyn Cogdell

Principal

School contact details

Trunkey Public School

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Message from the students

My time at Trunkey Public School has really made me a better person and has changed me from being a disruptive student to nice young man. It has showed me the errors of my ways and the ways I can change those errors has helped prepare me for high school. All in all, it's a great place in a great community.

Ewan Garvey, Yr 6

School Captain

In my role as School Captain for 2018 I had the privelidge of giving the acknowledgement of Country in the traditional Wiradjuri dialect, taught to me by Mrs Nyree Reynolds on many official school occasions, for which I felt very honoured to do. I also represented Trunkey PS at WR level Swimming and Athletics Carnivals.

I had the opportunity to participate in the Small Schools' Debating Competition, coming away with winning the grand final. This opportunity has given me a lot more self confidence in front of an audience and making presentations at the P&C meetings on behalf of the students.

I introduced the idea of Return and Earn Recycling to Kids' Council, which has been a great success, recycling our juice and milk poppers. The money raised is used to purchase our Year 6 farewell gift, which this year we chose a Buddy Bench. This seat is positioned in the area of both the Digging Box and Fairy Garden which have also been Kids' Council suggestions.

I absolutely loved the Stage 3 excursion to Kincumber where I challenged myself to have a go at everything. I came away feeling proud of my achievements. It was a great way to finish my time at Trunkey Public School.

Savanna Brown, Yr 6

School Captain

School background

School vision statement

EXCELLENCE, OPPORTUNITY AND INNOVATION

Trunkey Public School teachers utilise dynamic teaching strategies to achieve meaningful learning for all students, supported by effective instructional leadership.

Our school promotes excellence and equity. We are committed to ensuring all students are confident, creative and successful learners. Teachers are innovative technology users in the classroom and inspire their students to achieve success.

School context

Trunkey Public School is a TP1 school, serving the rural village of Trunkey Creek and surrounding properties. The school is located 57 kms from Bathurst and 39 kms from Blayney.

There are 16 students enrolled in 2018 and 5 children regularly attend the school-based Playgroup. An enthusiastic parent body and active P&C continue to support the school and generously contribute substantial funds towards school programs and excursions.

Trunkey Public School is an active member of the Heritage Country Schools' Learning Community, which is committed to collaboratively lead, implement, monitor and report on shared professional learning and organise combined academic, creative and sporting events and stage excursions.

Our school prides itself on educating the whole child, with emphasis placed on Literacy and Numeracy as well as the Creative and Performing Arts. We focus on the principles of an active lifestyle supported by healthy eating, through our highly successful implementation of the Stephanie Alexander Kitchen Garden Program.

We value Social and Emotional Learning and the impact this has on student welfare. We currently have a major focus on student wellbeing, through the 'Kinds Matter' Program, which is supported by the school's culture of high expectations, respect and care for one another. The addition of a School Chaplain to our staffing has greatly assisted the school support the students and their families.

School-based data at the end of 2018 shows that the vast majority of students are performing well in both Literacy and Numeracy with matched students recording incredible growth in NAPLAN from Yr 3 to Yr 5, far exceeding state expectations. We acknowledge that explicit, systematic core programs are integral to our students' ongoing success.

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 and participated in an External Validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

– Through the process of External Validation, it has been deemed by the panel that, in the School Excellence Framework domain of Learning, Trunkey Public School is operating at the Excelling stage, across all elements.

In the element of **Learning Culture**, the External Validation Panel deemed our school as **Excelling**, as parents and community members support and encourage high achievement and the students' pursuit of excellence. Positive and effective partnerships exist between parents, staff, community volunteers and supportive organisations to ensure students are motivated to continually improve. Four high effective transition programs are offered at important transition points for students and attendance data is regularly analysed and personalised strategies address attendance issues.

In the element of **Student Wellbeing**, our school is **Excelling** as strong wellbeing programs exist to address the needs of all students. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and effective student leadership which creates a positive and supportive teaching and learning environment. We have developed a School Feelings Cards Program that ensures all students have numerous, daily opportunities to reflect on their feelings, their triggers and time to manage their feelings with the strategies that have been explicitly taught through the Yoga and Mindfulness sessions. Our School Chaplain provides support and guidance to students requiring further emotional or spiritual care. Student wellbeing is promoted through the whole school community working together to create memorable events and opportunities for all students, such as the School Play and the Year 6 Farewell. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive, relevant to their stage of development. We boast high levels of student engagement and consistently high student NAPLAN data.

In the element of **Curriculum**, Trunkey Public School is **Excelling**. Many opportunities exist to support the high expectations teachers and parents have for student learning. Debating is one dynamic program offered where the curriculum is enhanced through learning alliances with other schools. Through our strong alliance and the Principal's leadership role within the Heritage Country Small Schools, provision is made for every student to attend extra-curricular activities designed to support their learning and social development. Our school is seen as a leader in Environmental Education due to our unique location near Abercrombie Caves, home to many varied and endangered species of flora and fauna. Our strong working relationship with environmental organisations and individuals promotes Environmental Education with students, staff, parents and community members across the region. Curriculum provision in Creative Arts is also enhanced by alliances with well-known artists residing in the Bathurst/Orange area. The Artist in Residence Program is embedded in our school's practice, expanding upon the students' knowledge, skills and understandings in art. A collective responsibility for student learning exists between students, parents, teachers and support staff. Planning for learning is based upon a sound knowledge of the student, his or her learning needs and interests and in consultation with parents. Accommodations and adjustments are made to suit individual students' needs.

Trunkey Public School is **Excelling** in both the elements of **Assessment** and **Reporting**. Formative assessment is used routinely as part of our daily classroom instruction. Diagnostic assessments are held every five weeks to confirm student progress. The results of these formative, external and ongoing assessments, inform teaching and learning programs for individual students and/or groups of students. All students share in their own results and teachers make adjustments for their students' learning to accommodate revised learning outcomes. Student results are displayed visually so students can see the progress they are making. Our teachers use a standard set of standardised assessments to report on student performance. Student reports are personalised and comprehensive, providing detailed, clear and specific information about each students' learning, growth and next steps for improvement. Reporting to parents is enhanced through the use of student portfolios, containing student work samples, sent home to support the semester reporting process and the 3-Way Interviews held each semester.

In the element of **Student Performance Measures**, Trunkey Public School is **Excelling**. Students consistently perform at high levels on both internal and external school performance measures. Our Yr 3 to Yr 5 students growth in NAPLAN is always well above the state average and consistently higher than their individual predicted growth. Progress and achievement for all students is equivalent, despite socio-economic or other disadvantage.

– Through the process of External Validation, it has been deemed by the panel that, in the School Excellence Framework domain of Teaching, Trunkey Public School is operating at the Excelling stage, across all elements.

In the element **Effective Classroom Practice**, the school is **Excelling**. All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Examples of this are our Core Literacy and Numeracy Programs which are the shared responsibility of all teachers and which ensures the most effective evidence-based teaching methods are used to optimise learning for all students. Teachers routinely review previous content and preview learning expectations. Classrooms are well managed with thorough planning for optimum learning productivity.

In the element of **Data Skills and Use**, the school is **Excelling**. The Teaching Principal accesses SCOUT data and shares this information with teachers to review student progress and achievement .Teachers use and reflect upon a wide range of external data sources such as Reading Benchmarks, Reading Lexile Levels, ZooWhiz etc. to ensure consistency and comparable judgement of student learning.

In the new element of **Professional Standards**, the school is **Excelling**. Teachers' Professional Development Plans identify and monitor specific areas for personal and professional development and support the strategic directions within the School Plan. There is a whole-school approach to professional learning to enable all staff to learn together on news school initiatives such as Progressions and Kids Matter. The Teaching Principal is currently engaging in the AITSL Leadership Course to further develop her professional standards in Leading.

In the element of **Learning and Development**, the school is **Excelling**. Our teachers actively share and discuss learning from targeted professional development to improve whole-school practice. An example of this is when our teachers collaborated on developing an interim recording tool to track student progressions following intensive training. Coaching and mentoring of staff occurs to improve teaching and to develop a shared responsibility for leadership and student wellbeing in our school. An example of this is the sharing of Kids Matter training to whole-school staff by the three trained school facilitators. Negotiated observations of classroom teaching practice occur to improve teachers' professional knowledge, skills and strategies. Written feedback is given to and by teachers in a trusting and supportive environment.

– Through the process of External Validation, it has been deemed by the panel that, in the School Excellence Framework domain of Leading, Trunkey Public School is operating at the Excelling stage, across 3 of the 4 elements.

In the three elements of **Educational Leadership, School Planning, Implementation and Reporting and School Resources**, Trunkey Public School has been deemed by the panel to be Excelling and in the **element of Management Practices and Processes**, Trunkey Public School is **Sustaining and Growing**.

Student leadership is a major focus at our school. As all students are in a multi-stage class, it is imperative that the student leaders demonstrate effective instructional leadership to the other students. Their positive role model is essential to the effective management of student behaviour and engagement, both in the classroom and in the playground. This assists our senior students to facilitate strong leadership skills for their future success in high school. The school regularly, as part of its ongoing community engagement practices, shares evidence of the impact of teaching and learning within the school at P&C meetings. A well informed P&C Association supports our school with financial and organisational support. Trunkey Public School is particularly successful with the integration of students with high needs into the mainstream classroom, evidenced by the effective use of integration funding, financial reports and the employment of highly qualified School Learning Support Officers (Special), who assist teachers and students. Our staff are focused on continuous improvement and attend a wide range of professional learning opportunities. Professional learning improves teachers' and SLSO capacities to ensure high quality teaching practices. An example of this is our school's incredible success in Operation Art, with recognition being received from the Arts Unit in various forms over the past four years for our students' collaborative pieces. Teachers are high performing and recognition is given through the BOSTES Teaching Accreditation Process. All teaching and non-teaching staff have collected evidence, annotated samples and analysed the impact school programs have had on student progress and school improvement through our schools' External Validation journey. The School Plan and the Annual School Report are directly aligned and strong connections exist between student achievement measures, school growth and the School Budget Allocation Report. Clear processes, timelines and milestones, ensure effective School Plan implementation. Technology is utilised effectively to enhance student learning and is integrated into every KLA. Administrative staff use technology and departmental systems to enhance work practices. Non-teaching staff and volunteers utilise technology skills to ensure new programs such as Oliver are integrated into the school environment seamlessly. Systems and processes continue to evolve, as the requirements of the Department of Education continually change. We are well equipped to face these challenges at Trunkey Public School. Parental engagement and involvement in the school is high. The school measures student and parent satisfaction on an annual basis. An analysis of the data informs school action.

Our self-assessment and the External Validation Process has assisted our school to refine our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

MEANINGFUL LEARNING

Purpose

- To ensure all students are supported to reach their potential through the development of consistent, dynamic, engaging, innovative and differentiated educational practices, including effective and transparent monitoring, assessment and reporting.

Overall summary of progress

- Staff at Trunkey Public School continue to focus on improving their knowledge of curriculum developments through their involvement in a wide range of targeted professional development activities, including PLAN2,
- The sharing of teacher expertise occurs throughout the year both informally and formally, to equip all staff to better meet the needs of all students,
- Teachers provide explicit, specific and timely formative feedback to students on how to improve and students have a shared responsibility in their ongoing learning,
- Student reports contain detailed information about individual students' learning achievements and areas for growth, providing the basis for discussion with the student and the parents/caregivers.
- The school has implemented a whole school integrated approach to student wellbeing in which students identify with their feelings, their triggers and learn ways in which to monitor their behaviour as a response to their feelings, and
- The Literacy and Numeracy Progressions have been introduced as a planning and monitoring tool to inform and personalise learning programs and to track students' progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• An increased number of students will achieve equal or greater than expected growth in Literacy and Numeracy achievement data, using internal and external measures.	Literacy and Numeracy funding Teacher Professional Learning funding Low Level Adjustment for Disability funding Low Socio-Economic Background funding	<ul style="list-style-type: none">• 80% of students are reading at or above their C.A.• 100% of primary students increased their Lexile Reading Comprehension Levels by at least 80 points, which is a 30 point increase on average than in 2017.• Matched students have made, on average, 133.7 points growth in Literacy, based on NAPLAN performance indicators, from Year 3 to Year 5.• Matched students have made, on average, 86.2 points growth in Numeracy, based on NAPLAN performance indicators, from Year 3 to Year 5.• 80% of students are achieving grade appropriate learning clusters in PLAN.
<ul style="list-style-type: none">• Increased levels of student wellbeing and engagement, measured against teacher observation and data.	Low Socio-Economic Background funding Location funding	<ul style="list-style-type: none">• All students are better equipped to discuss their feelings and triggers, based on the Smiling Minds and school-based Feelings data.• The Smiling Minds Program and Mindfulness strategies have assisted the students to manage their anxieties and emotions better enabling them greater focus at school.

Next Steps

- To strengthen our collection of evidence and analysis of student achievement across the whole school and with all teachers, to inform the accuracy of data entered into PLAN2 and to ensure consistency of teacher judgement,
- Teachers to analyse student performance using NAPLAN and PLAN2 data and embed this analysis into teaching and learning programs,
- To develop further strategies to support student resilience. This will be provided through staff and parent training as part of the partnerships developed through the Chaplaincy and Be You Programs, and
- Improve opportunities for teachers to actively share and evaluate the effectiveness and impact of their literacy and numeracy practices.

Strategic Direction 2

INSTRUCTIONAL LEADERSHIP

Purpose

- To provide strong instructional leadership which supports high expectations and engagement for students, staff, parents and the community.
- To value and enhance the wellbeing of all students and staff through strong leadership and a shared vision.

Overall summary of progress

- There is a whole school integrated approach to build the leadership capacity of senior students,
- A focus is maintained on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so every student makes measurable learning progress,
- All professional learning is purposefully planned and tracked to meet specific school and individual needs,
- All staff are much more familiar with the Schools Excellence Framework through the process of External Validation at the end of 2018,
- Technology that supports learning is available and integrated into lessons by teachers. Continued professional learning is provided to all staff to ensure the technology used is effective and responsive to the students and staff needs, and
- Administrative staff are becoming more familiar with the ongoing changes and challenges to the LMBR and HR programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• An increase in the number of staff pursuing higher levels of accreditation.	Teacher Professional Learning funding	• All teachers are working towards maintaining accreditation at proficient level through BOSTES. • Teaching Principal completed AITSL Leadership Course and will undertake Lead Accreditation in 2019.
• Increased student leadership opportunities and participation.	Low Socio-Economic Background funding Location funding	• All senior students attended both Grip Leadership and Young Leaders' Conferences to enhance their leadership skills. All Stage 3 students participated in the Leaders' Luncheon during Education Week and undertook many leadership opportunities throughout the year. • All Year 6 students were cited as having developed a great deal of confidence and enhanced self esteem at the end of the year.
• Increased leadership opportunities for staff.	Staff Professional Development funding Location funding	• Through the process of External Validation, all staff developed a greater understanding of the domains and elements of the Schools' Excellence Framework and the processes and practices required for school improvement. • Each staff member was given the opportunity to discuss their role at the school with the members of the EV Panel, which enhanced each staff member's confidence and appreciation of the importance of their role at the school.

Next Steps

- To allocate a portion at each P&C meeting, to reflect on the school's progress in the School Plan, reflecting on processes, timelines and milestones,
- To provide further opportunities for teachers to be involved in STEMSHARE, to support innovative technology in the school,
- Teaching Principal to participate in the Quality Teaching Research Project in 2019 with the University of Newcastle and colleagues from the Bathurst Network,
- To source more effective parent and student surveys to gain targeted information for school improvement,
- To enhance Principal and teachers' data analysis skills to gain more reliable and comparable student and school comparative data from SCOUT, and
- Teachers to undertake further professional learning in the Teacher Professional Standards.

Strategic Direction 3

DYNAMIC TEACHING

Purpose

- To identify and implement evidence based teaching practises across the school to maximise student results, within a culture of excellence and innovation, supported by high quality professional learning and collaboration.

Overall summary of progress

- Through the process of External Validation, there was an increase in professional dialogue, collaboration, classroom observation and modelling of effective practice between teachers, helping drive ongoing, school-wide improvement in dynamic teaching practise.
- Staff professional learning is evidence based and matched to PDP's and the School Plan,
- All teachers understand and explicitly teach Literacy and Numeracy to students, with success that can be measured by improved student progress and achievement data,
- Teachers review student learning routinely and provide explicit feedback to students on how to improve, and
- All staff develop PDP's that align to the School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• A greater number of evidence-based and dynamic teaching strategies are employed by teachers to successfully engage their students and improve learning outcomes.	Professional Learning funds	<ul style="list-style-type: none">• All teachers are fully trained in the teaching of Seven Steps to Writing Success, to share the knowledge, experience, resources, professional dialogue and responsibility of a shared KLA. This has enhanced staff collaboration and the sharing of student responses and results.• Teacher training in PLAN2 has enabled all teachers to share the responsibility of plotting each students' progress using the online tool. It has enhanced the sense of collaboration and consistency of teacher judgement.
• Teacher professional learning is directly aligned with the teaching standards and school planning.	Professional Learning funds	<ul style="list-style-type: none">• Teacher PDP's reflect the strategic directions of the School Plan and their effectiveness are evaluated by both the teacher and the Principal.

Next Steps

- Staff to develop PDP's that align with the Australian Teachers Professional Standards and to the School Plan,
- Whole school focus in 2019 on visual learning with student directed learning intentions and success criteria,
- Teaching Principal to participate in the Quality Teaching Research Project in 2019 with the University of Newcastle and colleagues from the Bathurst Network, and
- Continue to develop teacher capacity to support students' progress in Literacy and Numeracy through further professional development, the use of Sivil and Quality Teaching Rounds within the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$885	<p>During 2018 we provided various support measures for one Indigenous student. A Personalised Learning Plan was developed collaboratively with parents, student and teacher input. This student made progress in achieving his individual learning goals in Numeracy.</p> <p>The Wiradjuri culture was celebrated during NAIDOC Week with all students participating in activities that strengthened understanding, appreciation and acceptance of Aboriginal culture.</p>
English language proficiency	NIL	
Low level adjustment for disability	<p>\$11,135 included</p> <p>\$10,411 Learning and Support Teacher staffing</p> <p>\$724 flexible funding</p>	<p>Our Learning Support Team identified individual students' needs and implemented targeted and specific support programs to address them. All students requiring adjustments to their learning had an ongoing Personalised Learning Plan. The Classroom Teacher, Learning and Support Teacher and Student Learning Support Officers assist students with disabilities in the classroom, playground and on school excursions.</p> <p>Additional resources required to support the teaching and learning of the Spelling Mastery Program were purchased. This program targeted the Spelling proficiency of two senior students and resulted in increases of greater than 10% per student than the general spelling proficiency of their cohort.</p>
Quality Teaching, Successful Students (QTSS)	NIL	
Socio-economic background	<p>\$1,951 – Low Socio-economic Background</p> <p>\$16,290 – Location</p>	<p>This funding enabled the school to subsidise some excursions, ensuring all students had equal access to extra-curricular activities that support their classroom learning and social interactions.</p> <p>All students had access to an Instrumental Musicianship Program where they were provided with specialised instruction to learn to play a musical instrument.</p> <p>A Playgroup Co-ordinator was employed to provide greater access to social and learning opportunities for children within our community, aged 0–5 years.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	6	8	7	7
Girls	12	7	6	7

School enrolment remains steady.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	89.7		95	93.7
1		89.2		95.2
2	91.4	76.3	95.2	
3	98.9	92.5		92.5
4	96.7	100	88.7	98.4
5	85.2	98.9	98.9	93.8
6	96	84.7	89.2	97.6
All Years	92.4	90.1	92.3	95
State DoE				
Year	2015	2016	2017	2018
K	94.4		94.4	93.8
1		93.9		93.4
2	94	94.1	94	
3	94.1	94.2		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
All Years	94	93.9	93.9	93.3

Management of non-attendance

Student attendance at Trunkey Public School has risen considerably in 2018 and is now above the state DoE average. The Home School Liaison Officer has been involved in supporting students and their families with additional strategies ensuring an improvement in attendance rates for identified students. Teachers follow all procedures to ensure student attendance is encouraged and rewarded.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

There are currently no staff at Trunkey Public School who identify as being of Aboriginal or Torres Strait Islander background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff at Trunkey Public School are continually updating their skills and knowledge through professional development opportunities.

All staff completed mandatory training in Code of Conduct, Child Protection, Work, Health and Safety, Emergency Care, Anaphylaxis, Asthma, First Aid and CPR.

A significant amount of training has been undertaken by both the SAM and the Principal to support the implementation of LMBR.

Trunkey Public School allocated an additional \$2,500 towards staff professional learning in 2018.

All teachers meet the requirements of NSW 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	60,559
Revenue	353,907
Appropriation	341,022
Sale of Goods and Services	265
Grants and Contributions	12,368
Gain and Loss	0
Other Revenue	0
Investment Income	252
Expenses	-402,819
Recurrent Expenses	-402,819
Employee Related	-368,393
Operating Expenses	-34,425
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-48,911
Balance Carried Forward	11,648

Trunkey Public School's Finance Committee is composed of the Principal and the School Administrative Manager. The role of the Finance Committee is to allocate funding and resources according to the strategic directions of the school and other areas such as salaries and associated costs. Equity funding is used to support at-risk students to improve their learning and wellbeing.

Due to an increase in necessary staff leave throughout 2018, our school expenditure for employee related costs was high.

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	277,586
Base Per Capita	2,514
Base Location	8,712
Other Base	266,360
Equity Total	13,972
Equity Aboriginal	885
Equity Socio economic	1,951
Equity Language	0
Equity Disability	11,135
Targeted Total	27,625
Other Total	16,290
Grand Total	335,473

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.

In 2018 we had one student complete the Year 3 NAPLAN and three students complete the Year 5 NAPLAN assessment in Literacy.

We are unable to report on these students' results due to the small cohort. The students' parents have received a copy of their child's results and were given the opportunity to discuss these with their child's

teacher. Teaching staff have analysed the students' reports and have used this data to inform further teaching and learning.

In 2018 we had one student complete the Year 3 NAPLAN and three students complete the Year 5 NAPLAN assessment in Numeracy.

We are unable to report on these students' results due to the small cohort. The students' parents have received a copy of their child's results and were given the opportunity to discuss these with their child's teacher. Teaching staff have analysed the students' reports and have used this data to inform further teaching and learning.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2018, the top two band results for Year 3 students in all areas of Literacy and Numeracy was 100%.

In 2018, the top two band results for our Year 5 students in all areas of Literacy and Numeracy was 100%.

Trunkey Public School achieved the Premier's Priorities.

Parent/caregiver, student, teacher satisfaction

Trunkey Public School is committed to building strong relationships between students, staff, parents and the wider community. The school has put in place practices and processes to continually inform and engage the community about student learning and educational programs. The school actively seeks feedback from students and parents through both formal and informal communication.

In 2018, as part of the External Validation process, we surveyed both parents and students using the Quality of School Life surveys with the following results:

- 88% of students and 90% of parents agree that they feel a positive sense of belonging at the school,
- 88% of students and 90% of parents agree that the school places an appropriate emphasis on academic learning and prepares the students for their future well, and
- 88% of students and 90% of parents feel that the students' peers behave in a sensible and positive manner at school.

We will continue to survey our school community and ask for feedback on the programs and activities we provide.

Policy requirements

Aboriginal education

Trunkey Public School acknowledges and pays respect to the traditional custodians of the land, Elders, past and present, and all Aboriginal peoples within the extended community. We are committed to Aboriginal Education which supports all students in their understanding of identity and culture while promoting wellbeing in the student population. Students of Aboriginal backgrounds are supported by their Personalised Learning Plans that focus on the individual and social needs of the student and are created in consultation with students, staff and parents. In 2018 we received \$885 to support the learning needs of our Aboriginal students.

The Aboriginal Education Policy guides the planning of Aboriginal perspectives and content at Trunkey Public School. The school promotes respect for the Aboriginal people through the integration of Aboriginal perspectives across all Key Learning Areas so students can develop deep knowledge and understandings of Australia's first peoples.

Our School Captains have been taught to recite the 'Acknowledgement of Country' by local Wiradjuri Elder, Mrs Nyree Reynolds in the Wiradjuri dialect of the area. Acknowledgement of Country is recited at all formal school gatherings and our students celebrate NAIDOC Day annually with a variety of indigenous activities prepared for the students.

Multicultural and anti-racism education

Trunkey Public School values cultural diversity, with the school culture underpinned by the values of tolerance and respect for all people. Multicultural perspectives are embedded throughout teaching and learning activities across all stages.

Throughout 2018 students had many opportunities to experience and appreciate the diversity of different cultures from around the world. These opportunities involved class focuses on different countries and cultural perspectives embedded in History and Geography units of work.

All students participated in Harmony Day activities to promote the success of our multicultural society and to commit to respect, goodwill and understanding among all Australians.

Trunkey Public School has one teacher trained as an Anti-Racism Contact Officer within the school.