

Trangie Central School

2019 Annual Report



3254

Introduction

The Annual Report for 2019 is provided to the community of Trangie Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2019 has seen ups and downs of course. The drought has really taken its toll this year and the community continues to struggle to survive. With these hard times, though have come tremendous examples of kindness, from strangers and friends alike. Different groups across the country have sent gifts, food and money to bring some cheer to our embattled community and many others like us. 2019 has also been, however another exciting year of opportunity and achievement where we have shown that success can and does come from public education in a small town. I went through our newsletters to remind me of all that has been achieved since the beginning of the year, and what a year!

The year started with a big intake of both Kindergarten and Year 7 and we were happy to welcome so many new faces. Stacey Whitney was Trangie's Junior Citizen of the Year and Montanna-Jane Gall was Junior Sportsperson of the Year – what a great start and a reflection of the calibre of student at our school. Our commitment to a beautiful environment saw the commissioning of Our Bird mural and this week will see the installation of our beautiful ANZAC Mural, a gift from the Year 12 class of 2019, which will go behind the old school bell. The Be the Nice Kid mural presented last year and the mural this year tells me that our students have a deep understanding of what we are about – kindness, tolerance and respect.

We have always believed that community participation is one of the cornerstones of wellbeing and so we cleaned up Australia, participated in the Seniors Olympics, the Disability League Tag Day, the Autism Day and many visits to Kurrajong Court to strengthen the relationship between our young and not so young. We painted ANZAC poles and danced at celebrations. Giving to others makes people feel good. It gives students a feeling of self-worth and reduces the incidence of depression. In difficult times, our school employs over fifty people and makes a massive injection of funds, energy and expertise into the Trangie community. Our improvements have also provided work for local businesses. If there are no students there are no jobs, so a huge thank you for your support.

We are very proud of the musical talents in our school and we watched Bridie Hayden sing at the Vatican in the West of the Divide music tour and our school dancers performed at Sorry Day and Reconciliation Week. Bridie, Athena, Katelyn, Kestrel, Christian and Phoebe were accepted into the prestigious Moorambilla program and we sent nearly 20 students to the Schools Spectacular to either dance or sing. Coopa Hull danced at the NSW Public Schools State Dance Festival and Cam Broughton took his talents on the flute to the State Music Camp.

Sport has also been very important to us. Yes, we are becoming more successful each year, but our greatest achievement I feel is in the compliments that we receive for fairness and sportsmanship wherever we go. Not only ARE we good, but we LOOK good too thanks to the donation of fantastic sports uniforms by Mark Gleeson Constructions and Jess Skinner's Selway warriors. It is amazing how confident you feel when you know you look fantastic and are the envy of all the other teams. On the coldest day in Trangie's recent history our school took out the Soccer Gala Day and we all know by now that Emma Jean Edwards, who qualified for state Athletics in Shot Put, Discus and Javelin last weekend won bronze medal in The Nationals in Perth in the Shot put.

In the last couple of years our school has run a middle school STEM program, showing the advantages of a Central school and this culminated in The Young Change Agents program where 40 secondary students developed ideas to solve real problems relevant to their own community. From this program we had two teams invited to present at the

Telstra Vantage conference in Melbourne – with only 4 teams being invited and two of them from our school. From this success we have now developed a program called Micro2macro which is a STEM program for Stage 5 next year and congratulations to Ms Press for her success in winning a \$20 000 grant for resources and equipment for this highly innovative program.

At TCS we nurture academic excellence and provide extension opportunities for those who display the potential. Zalia Terry, Cam Broughton, Remy Gleeson and Ella Day represented us with pride at the CWA public Speaking competition. Our students once again participated in the Writers' Festival and the da Vinci Academic decathlon and each week mathematically talented students in Primary have been receiving extension work with our secondary Maths teacher Mrs Van Staden. In the last couple of weeks, talent and good teaching resulted in Austin Ball winning a National Agriculture day writing competition with a \$500 prize which is an awesome achievement. Miss Murtagh has spent two days this week training in the area of Gifted and Talented education for the benefit of our students.

In 2016 our school won a place in the Educator magazine's Innovative School's edition. This placed us as one of the country's top 40 schools, sitting alongside expensive Private Boarding Schools, for how we used the Creative and Performing Arts to effect school improvement and cultural change. This year we are once more in the top 40 but this time for innovative STEM programs and success at national level. In Term 4 TCS experienced External Validation which was a very thorough evaluation of our school practices – in wellbeing, organisation, curriculum and teaching practice. It was extremely time consuming and also very stressful at the time, with our team not really knowing what to expect. The result however, was so rewarding. We had an outstanding report that validated our assessment of ourselves and where the external team raised the level in 5 areas. They told us that it had been a privilege to visit our school and that they felt that they should bring their own staff to our school to witness how well our staff worked together. When it comes down to it, all we work for and hope for is the success of our students. We offer a wide range of opportunities to succeed and those students who take up the opportunities are the ones who get the most out of their schooling.

As this year draws to a close, our Year 12s have left us and head for the future. Each year we hope for the best and that they will succeed in whatever they do. This year we are incredibly excited to see every single student achieve either a TAFE certificate, a trade or a University Acceptance. This is our best result yet and demonstrates that you do not need to go afar to gain a good qualification and a pathway to an exciting future. Congratulations to Year 12 of 2019, we are very proud of you. Each year we are also thrilled to see how well previous students have done. This year we saw Morgan Gale come home at the end of the year having survived a year at Newcastle University, Bryce Hannaford entered Newcastle University in the middle of the year, Daniel Flannery continues with electrical engineering and Mal Hanley is heading towards mathematics and technology teaching. On Friday, I was very proud to receive an invitation to be present when Pat Skinner marches out as a fully-fledged policeman in Goulburn. He already has a placement in Albury and begins what we are sure will be a highly successful career as we always predicted for Pat.

When we look back, 2019 has been so much more positive than negative. We have a new bus shelter, a fabulous bird mural, beautiful gardens, ramps being completed as we speak and a cover over the basketball court on the drawing board hopefully completed by next term. We remain committed to a quality early childhood education, high expectations and endless opportunities for success. We love our community and work hard to support it. We believe beautiful surroundings are good for the soul and that the wellbeing of both staff and students go hand in hand. We are tolerant, caring and kind and it is a privilege to work here.

Message from the school community

Thank you to those parents, care provider and community members who supported the Trangie Central School P & C in the last twelve months. It was an extremely busy year for the P & C: Mother's Day stall, Gobondary NARRAF soccer gala day, Trangie Truck and Tractor Pull, and the school fete and MADD night.

In May, students were able to buy a quality gift for their mother or guardian at the Mother's Day stall. The stall was well supported by families and students requested that we run the stall again next year.

On one of the coldest days of the year, Trangie Central School hosted the Gobondary NARRAF soccer gala day. The P & C organised hot food and drinks for the day, and were assisted on the day by some of our Year 6 students, who served our freezing visitors.

A big thank you to all the parents, students and staff who worked tirelessly at the Trangie Truck and Tractor Pull in July. Also, to the local bakery and butcher who opened out-of-hours to provide more steaks, sausages, rissoles, bread and buns when we sold out.

The bi-annual fete and MADD night, in September, was very successful, making over \$5 000. To run a fete and MADD evening takes a lot of preparation and without the support of parents, students and staff the 2019 fete and MADD evening would not have been so successful.

The success of our fundraising events and the support of the community has allowed the P & C to contribute to improvements in the school. In the last twelve months, the P & C have purchased an outdoor table tennis table for the

secondary students and new beach sand for the sand pit on the primary side. We have also put funds towards the purchase of 4 sets of tables and chairs for the bus shelter and approximately \$8 000 towards the purchase of metal lockers for secondary students.

I would like to thank everyone who has supported the P & C in the last twelve months and look forward to the next.

Holly Anderson

2019 P & C President (Relieving)



School background

School vision statement

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

School context

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

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

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

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

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Teaching

Purpose

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

Improvement Measures

Increased levels of staff collaboration in the development of consistency of teacher judgement.

An increase in the proportion of staff demonstrating confidence in strategic planning.

An increase in student and staff confidence, engagement and knowledge of digital technology as a tool for learning.

Overall summary of progress

QTSS was instrumental in increasing the level of staff collaboration. The presence of an Instructional Leader working with staff in the Early Action for success program has been an invaluable professional learning opportunity and driver of staff collaboration. Secondary faculties have worked together to write programs and co-mark assessments.

The feedback regarding the effectiveness of the Strategic Planning project was very positive and all staff identified a greater confidence in writing meaningful milestones, identifying appropriate evidence and in constructive evaluation.

The STEM project has embedded the use of Technology very effectively into our curriculum, and this has been reinforced by extending Project Based Learning into Stage 5.

Progress towards achieving improvement measures

Process 1: Digital Technologies

Build staff capacity to integrate technology into future focused learning and to develop future learners.

Evaluation	Funds Expended (Resources)
<p>STEM</p> <p>STEM is an accepted part of the TCS curriculum, where it has allowed students to develop their critical and creative thinking skills in a contextually significant environment. Students are demonstrating more confidence in presenting their concepts to a community representative panel. The smaller group focus has been significant in targeting student needs and has allowed more explicit teaching of skills and concepts. More work needs to be done in the area of student self-evaluation, and planning is underway to build student resilience and reflection. Opportunities for improving digital literacy are being utilised with a range of presentation strategies and digital technology used. The teachers have developed a strong collaborative team, where ideas are shared and evaluations take place to improve the structure and impact of this program. The STEM pedagogy is being incorporated into a Stage 5 entrepreneurial program of M2M, with greater expectations and more individualised goal setting.</p> <p>Evidence: video footage of students, student interviews and presentations, surveys, lesson programs.</p>	<p>Planning time for STEM</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$2000.00)• DTiF (\$5000.00)• STEM grant (\$5000.00)

Process 2: Collaborative Practices

Develop and implement collaborative processes for consistency in teacher judgement in the Literacy and Numeracy progressions as well as internal assessment.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>EAFS</p> <p>Teachers are using Learning Progressions to support personalisation and differentiation of teaching across the curriculum to support individual students.</p> <p>Frequent conversations and team meetings with colleagues for students requiring intervention.</p> <p>Visits by Numeracy Coach have strengthened collaborative team. Guidance and support given by Numeracy Coach has impacted on numeracy learning.</p> <p>Evidence: Letter from Numeracy Coach.</p> <p>Photo of primary staff working together on Learning Progressions "Area of Focus".</p> <p>Secondary Learning Progressions</p> <p>Staff using Learning Progressions are becoming more adept at identifying where a student sits on the progressions and what to plan to move them forwards.</p> <p>Staff have been in-serviced on the new "Area of Focus" tool in Plan2 and how to use this to set up a focus group for select students and customise a set of syllabus outcomes and progression indicators for explicit teaching.</p> <p>Evidence:</p> <p>Sample of Area of Focus template being worked on by secondary staff member.</p> <p>Photo of staff K-12 involved in Area of Focus workshop.</p>	<p>IL days for planning and data entry</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$1600.00)

Process 3: Evaluative Practices

Strengthen evaluative culture by developing executive and aspiring executive staff skills in strategic planning, and by providing professional learning in the use of quality sources of evidence informed data to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
<p>The process was highly effective. The feedback from the executive team has been that the structure supported the planning and evaluation process by improving the clarity of the process and making the milestones easier to identify. The questions in the evaluation column have ensured that our evaluative practice have been much more effective. The majority of projects have been planned effectively and the school plan reflects this improvement in strategic thinking which has facilitated the successful implementation of planned projects.</p> <p>The issues have been time and not evaluating regularly throughout the year. This needs rectifying in 2020.</p> <p>Evidence : Staff evaluation</p>	<p>2 days casual relief for time to evaluate and plan. \$ 1000</p>

Next Steps

Digital Technologies

The STEM program will continue to grow, and Project Based Learning will be introduced into Stage 5 in 2020. A more systematic and collaborative approach to program monitoring and development will be developed as well as investigating ways of extending curriculum opportunities and providing innovative curriculum patterns and structures to meet the future needs of all students. The work that has begun in 2019 in the development of learning Intentions and Success Criteria will continue, so that a whole school subject based consistent approach to success criteria is developed by staff in collaboration to meet the needs of TCS students. Improved communication to share the success criteria with community and students will be a priority for 2020.

Collaborative Practices

EaFS

In 2020 EaFS will continue to be supported by our Instructional Leader. Focus will be given to areas of Literacy and Numeracy that historical data confirms as areas of concern. Investigation across K–2 around phonemic awareness and phonics instruction will guide implemented practices. Continuation of embedding Big Ideas in Number strategies will be supported by the Instructional Leader focusing on rich mathematical task.

Secondary Learning Progressions

The focus of this project in 2020 will be to analyse Year 7 Best Start Data in more detail and disseminate this information to staff in order to inform planning more effectively. Students will be identified and targeted in programs.

Evaluative Practices

Our next steps will be to consolidate our practice so that the evaluation process is undertaken regularly, with milestones adjusted where necessary. Non–executive staff will be trained in the process so that all staff have an understanding of how to write and plan a project strategically as well as to write and evaluate milestones effectively.



Strategic Direction 2

Excellence in Learning

Purpose

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

Improvement Measures

An increase in community engagement and participation with the school.

An increased proportion of students achieve academic success, and achieving at expected and above expected growth in literacy and numeracy.

Staff demonstrate increased use of evidence-based differentiation.

Overall summary of progress

The purpose of Strategic Direction 2 is to develop a culture of active learning and community engagement so that students can adapt and thrive in today's constantly changing environment. Students are provided with explicit, timely feedback to enhance learning outcomes and they are encouraged and supported to manage, engage and take responsibility for their own learning, which is communicated effectively with the community. The partnership between school and community is key, with effective, systematic and on-going communication identified as a priority.

We continue to work towards improving the Literacy and Numeracy of our students with strong Early Intervention in Primary and the analysis of Best Start 7 in Secondary.

Progress towards achieving improvement measures

Process 1: Community engagement

Investigate, implement and evaluate strategies to engage the community in student learning and school life.

Evaluation	Funds Expended (Resources)
<p>The newsletter has continued to be highly effective, The window display has been allocated to a designated staff member and this has greatly improved. The FaceBook page is showing a wide range of activities in video and photo. The community survey was very positive.</p> <p>Evidence: Community Commitment Calendar; Community Survey results</p>	<p>Communication Coordinator employed – \$20 000</p> <p>App reviewed and renewed. \$1000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Process 2: Effective Differentiation

Develop staff capacity to effectively differentiate learning programs.

Evaluation	Funds Expended (Resources)
<p>QT and High Expectations</p> <p>The Policy has not been consistently applied and the marking of student workbooks and the quantity and quality of feedback being given is varied. Many students are not meeting bookwork standards and are not being identified and remediation provided. This is an area for improvement in 2020.</p>	<p>Staffing</p> <p>Funding</p> <p>organisation</p>

Progress towards achieving improvement measures

Evidence: Staff survey re improvement; NAPLAN Literacy results

Extension and enrichment opportunities

A broad range of students have had the opportunity to participate in varied enrichment and acceleration programs. Wellbeing records show that students feel engaged in their learning and valued for what they contribute. Teachers are recognising opportunities and identifying students who may benefit. Records are kept in both Primary and Secondary meeting minutes showing which students have been involved in which programs. Students are developing greater confidence to extend themselves outside of the community and are participating in opportunities on a State and National scale. Dynamic, exciting learning is taking place.

Process 3: Focus on Literacy and Numeracy

Develop a whole school Literacy Project and a focus on quality teaching in Numeracy.

Evaluation	Funds Expended (Resources)
<p>We have not been able to culminate the year as planned due to a variety of factors generally related to time.</p> <p>Informal observations show that teachers are more mindful of the importance of including explicit and regular literacy teaching in their lessons, regardless of KLA, however this needs to be further developed in 2020. Those classes where Learning Logs are being used, are generally being used quite well, although this also needs to be more consistent in 2020, with some changes to the structure proposed in order to enrich their usefulness.</p>	

Process 4: Develop a culture of Professional learning

Provide targeted professional learning to develop staff capacity to improve student outcomes.

Evaluation	Funds Expended (Resources)
<p>Professional Development opportunities continue to be discussed at each executive meeting. The Principal and the executive team seek out appropriate activities designed to meet the aims of the school plan and funding is made available for all relevant activities. The PL activities, both internal and external are recorded on the PL plan. Staff embrace the opportunities with enthusiasm.</p> <p>QTSS, Early Action for Success and large ideas in Numbers provide the basis for a solid base of professional development in our target areas of literacy and numeracy.</p>	<p>\$10 000 QTSS funding</p> <p>Professional Learning Funds</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$31137.00)

Next Steps

Community Engagement

In 2020, promoting our school in the community will continue to be a priority. We will continue to fund a SASS position to coordinate all modes of communication to ensure accuracy and quality. We will extend these modes of communication to Instagram in 2020 to capture a different age-group. We will continue to seek our community's opinions – both parents and students to ensure that we are aware of issues which we can address and have an understanding of what we are doing well.

Quality Teaching and High Expectations

The Policy has not been consistently applied and the marking of student workbooks and the quantity and quality of feedback being given is varied. Many students are not meeting bookwork standards and are not being identified with remediation provided. Due to time constraints this was not conducted systematically enough and this needs to be

addressed. This is an area for improvement in 2020. Also, differentiation was the focus area for 2019 and this needs to be extended to the provision of quality feedback.

Focus on Literacy and Numeracy

There will be a focus on the analysis of Best Start 7 data and a continued commitment to Early Intervention programs with Early Birds, EAfS and Big Ideas in Numbers.

Develop a Culture of Professional Learning

In 2020 we will continue to coordinate Professional learning through the executive team. PL opportunities will be actively sought to meet the needs of staff in light of their PDPs and the needs identified by the school plan. Funding will be provided to ensure that all PL opportunities can be supported and beginning teachers will be targeted for support by a designated HT.



Strategic Direction 3

Thriving through Wellbeing

Purpose

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

Improvement Measures

Higher than state average result in the TTFM surveys for students reporting positive wellbeing and sense of belonging.

Increased access to agencies to support families and students.

All staff feel valued and supported in an inclusive environment where collegiality is embedded.

Staff demonstrate the confidence to access and utilise Sentral in order to implement student wellbeing programs effectively.

Overall summary of progress

Staff and student wellbeing continue to be a real strength at our school. The TTFM student survey results are consistently excellent and the People Matters Survey reflects a confidence in the staff that their voice is heard and that they have a capacity to actively contribute. The staff have taken responsibility for creating opportunities for staff activities to promote staff wellbeing and these have been very well received.

The Wellbeing Nest continues to develop and be utilised by outside agencies.

Progress towards achieving improvement measures

Process 1: Wellbeing Hub established

Establishment and development of a Wellbeing Hub based at Trangie Central School. Outer agencies engaged to work with families and students

Evaluation	Funds Expended (Resources)
<p>Spaces have been set up in the Nest ready for utilisation by external agencies. Policies and processes need to be our priority for 2020, enabling all staff and agencies clear guidelines for how to make bookings, allow tracking and outline the terms of use.</p> <p>We successfully run the careers program, Ripples program, BRAVE program, breakfast club, Youth Frontiers, Tomorrow Man and Women and the Nyari girls programs across the school. The result of these programs has helped students to gain greater confidence in future planning, resulting in more SBAT students, and a greater number of university applicants in 2019. Students and staff developed an improved awareness of mental health issues as gauged by the involvement in community projects such as Beat the Breakdown, All Abilities League Tag, Elders Olympics, NAIDOC Day, Harmony Day and Autism Awareness day.</p> <p>Staff wellbeing has been a prime focus, with Staff Development Day sessions focussing on self-evaluation/care and goal setting for 2020. Staff wellbeing will remain a prime focus for 2020.</p> <p>Evidence: People Matters Survey, TTFM survey, university applications, SBAT sign ups, wellbeing minutes, staff development day agendas, Sentral entries.</p>	<p>Investigation of other sites</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$500.00)

Process 2: Focus on Staff Wellbeing

Progress towards achieving improvement measures

Process 2:

Development and implementation of a Staff Wellbeing project. Led and evaluated through staff survey and participation.

Evaluation	Funds Expended (Resources)
<p>The activities generated for improving and maintaining staff wellbeing have been established and are being actively promoted. The level of participation is strong and growing. The People Matter Survey results have been high and increased from 2018. These show a confidence by the staff that they felt supported by the school executive team and that they have a strong level of ownership.</p> <p>91% – I am provided with the support I need to do my best work.</p> <p>91% – My manager listens to what I say</p> <p>86% – My manager encourages and values employee input.</p> <p>Evidence: 2019 People Matter – NSW Public Sector Employee Survey; Photo of the Staff Wellbeing noticeboard.</p>	

Process 3: Focus on Student Wellbeing

Sentral is established and facilitates the organisation of student wellbeing programs, which are embedded and lead to thriving connected learners.

Evaluation	Funds Expended (Resources)
<p>Our aim was to achieve consistent and accurate TTFM results. This has worked and shown for another year that our results are higher than state average for students reporting positive wellbeing and sense of belonging. The 2020 aspirational targets for both Primary and Secondary are high, showing the success of the Wellbeing programs at the school. For Primary our Wellbeing base line is 85.70%, with an upper bound aspirational target of 95.2% and in secondary the baseline is 81.3% with an upper bound of 88.1% Our suspension rates also continue to be very low.</p> <p>Evidence: Aspirational targets and TTFM survey results</p>	

Next Steps

Thriving Through Wellbeing

2020 will focus on sustaining positive wellbeing and a sense of belonging for students. In addition sustaining support for families and students through the access of external agencies. We will also put a greater focus on wellbeing monitoring systems, as well as reviewing policies and procedures in the school to support student and staff wellbeing. Another focus for 2020 is to cultivate a culture of collegiality across K–12 staff, to strengthen our K–12 school ethos and staff belonging to the one school.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>Staffing – 1.2 FTE – L&ST</p> <p>L&ST Flexible funding</p> <p>L&ST Coordinator supplementation – 0.2 FTE – \$20 000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$178 199.00) 	<p>Students have received extensive classroom support by SLSOs to ensure that they can have equity of access to the curriculum. The supplementation of the L&ST coordinator has ensured that this team functions effectively to offer optimum support and access to external support providers.</p> <p>Individual and group interventions, such as MultiLit and Corrective Reading have provided interventions to support learning and Speech Programs have been funded also.</p> <p>TTFM surveys have reflected high levels of wellbeing from the students and give evidence for the success of the support provided to all of our students, ensuring that all feel included with a strong sense of belonging.</p> <p>NAPLAN results show growth and retention into Year 11 from Year 10 is strong, regardless of ability.</p>
Quality Teaching, Successful Students (QTSS)	<p>Staffing supplement – 0.168 FTE</p> <p>\$10 000 QTSS funding</p> <p>Professional Learning Funds</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$17 928.00) 	<p>Professional Development opportunities continue to be discussed at each executive meeting. The Principal and the executive team seek out appropriate activities designed to meet the aims of the school plan and funding is made available for all relevant activities. The PL activities, both internal and external are recorded on the PL plan. Staff embrace the opportunities with enthusiasm.</p> <p>QTSS, Early Action for Success and large ideas in Numbers provide the basis for a solid base of professional development in our target areas of literacy and numeracy.</p>
Socio-economic background	<p>Staffing – 0.3 FTE</p> <p>Needs based funding –</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$318 071.00) 	<p>The Socio-economic background funds have been used widely to ensure that no student finds that they are unable to participate in the wide range of activities offered to the whole student body. Visiting performances have been funded and excursions are subsidised so that all can participate. SLSO support is provided in classrooms to ensure optimum learning, Music lessons are provided at minimal cost and a Mural project provided students with an opportunity to work as a team, feel ownership of their school and create a beautiful environment in which to learn.</p>
Support for beginning teachers		<ul style="list-style-type: none"> • Through collegial discussions, it has been identified that there is a strong need to formalise even further the outcomes that align with the departments "Strong Start. Great Teachers" initiative. Therefore, Beginning Teachers will participate in a formalised session to contribute their thoughts in regards to this process. In addition, they will also reflect on the past Semesters program to plan for future outcomes.

<p>Support for beginning teachers</p>		<ul style="list-style-type: none"> • Establishment of a Beginning Teacher progression chart which they themselves can use as a reflection and goal-setting tool. <p>Evidence: Flow chart, staff survey, Head Teacher Log Book-on going</p>
<p>Aboriginal background loading</p>	<p>Equity loading – \$ 254 484.00</p> <p>AEO staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00) 	<p>This year we were able conduct Professional Development with staff to improve their understanding of the local Aboriginal History using community based resources such as The Wungunja Cultural Centre. We were also able to share teaching resources that assisted staff to teach sensitive topics that were culturally appropriate and supported our Aboriginal students identity and sense of belonging. In 2020 we want to deliver more PL about the 8 Ways Teaching Strategies and also have staff feel more confident in their ability to teach with Aboriginal perspectives.</p> <p>We were able to continue our Aboriginal LOTE program developing cultural awareness among ALL student bodies. Our Aboriginal Dance programs increased from 16 students to 22 and are now performing at the cultural centre on a regular basis. In 2020 we hope to continue with these programs.</p> <p>Evidence: PL Agenda, Teaching programs, Calendar VOR, Newsletter, Data- improved Year 12 post school employment or education, retention rate of Aboriginal students in Year 12.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	101	101	107	96
Girls	113	115	111	103

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.8	92.5	84.8	93.1
1	91.8	95	84.8	94.8
2	86.4	89.4	85.3	91
3	91.7	92.1	89.6	89.2
4	90	87.2	92.1	95.7
5	92.9	91.3	88	89.2
6	90.5	91.8	90	86.5
7	88.4	91.5	91.2	89.5
8	86.5	86.3	83.4	88.7
9	87.9	84.4	80.3	76.5
10	83.1	80.8	77.7	81.8
11	88.6	87.4	88.8	82.1
12	91.4	86.5	90.4	87.7
All Years	88.7	88.5	86.2	87.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	16.5	18
TAFE entry	13	0	9
University Entry	0	0	72
Other	0	0	0
Unknown	0	8	0

Year 12 students undertaking vocational or trade training

54.55% of Year 12 students at Trangie Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Trangie Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	12.86
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.79
Other Positions	0.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	521,185
Revenue	5,004,005
Appropriation	4,777,884
Sale of Goods and Services	45,447
Grants and contributions	179,325
Investment income	1,248
Other revenue	100
Expenses	-4,891,566
Employee related	-4,119,493
Operating expenses	-772,074
Surplus / deficit for the year	112,439

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	247,990
Equity Total	782,769
Equity - Aboriginal	254,484
Equity - Socio-economic	350,086
Equity - Language	0
Equity - Disability	178,199
Base Total	3,143,398
Base - Per Capita	51,222
Base - Location	65,566
Base - Other	3,026,610
Other Total	400,364
Grand Total	4,574,520

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.

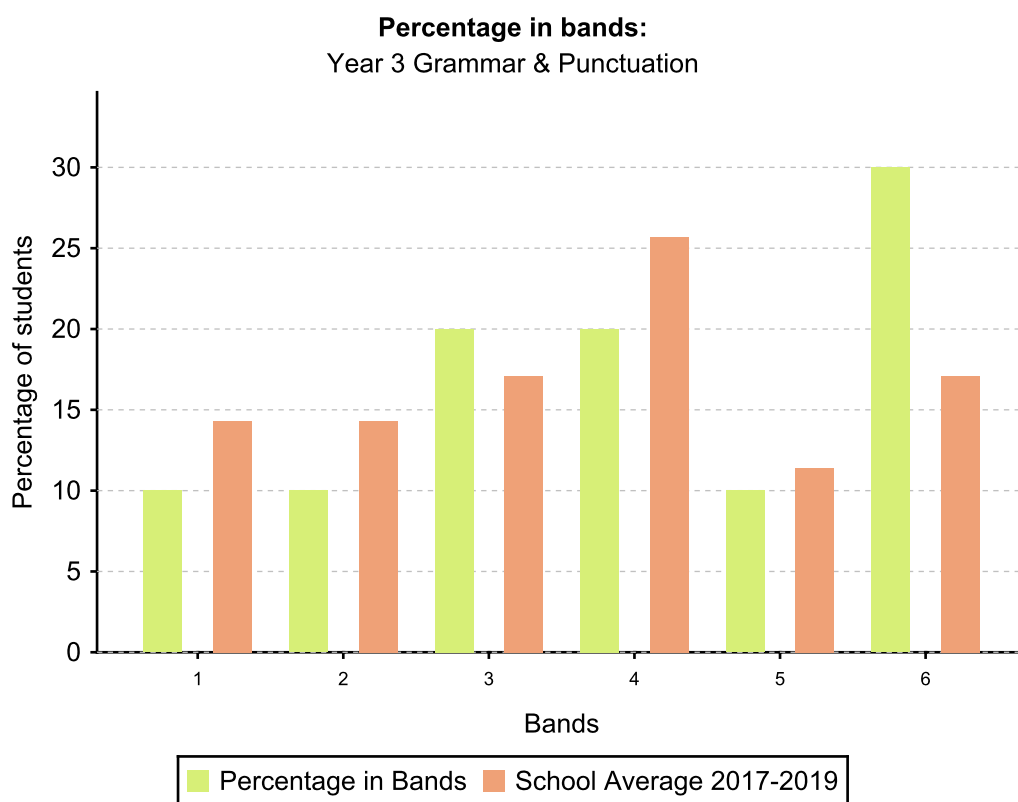
School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

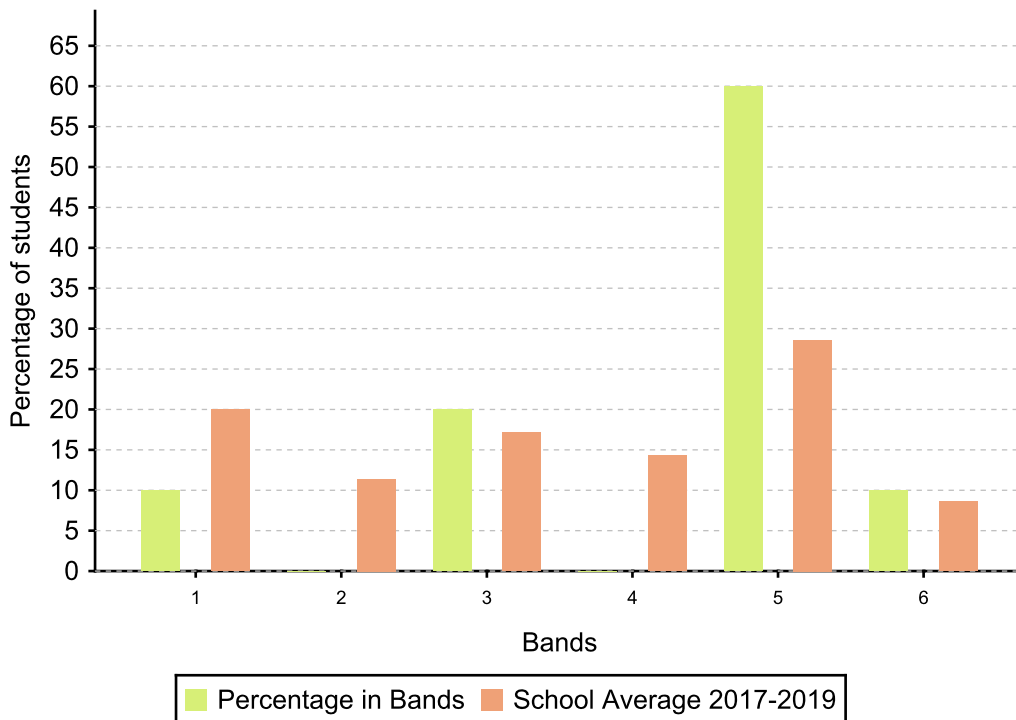
Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



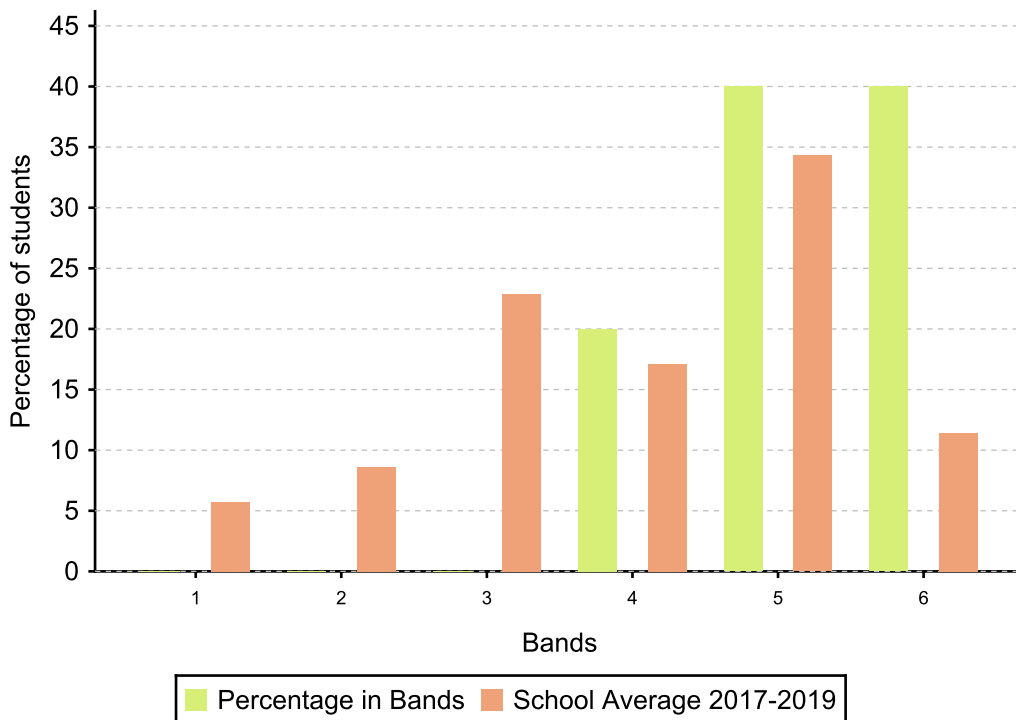
Band	1	2	3	4	5	6
Percentage of students	10.0	10.0	20.0	20.0	10.0	30.0
School avg 2017-2019	14.3	14.3	17.1	25.7	11.4	17.1

Percentage in bands:
Year 3 Spelling



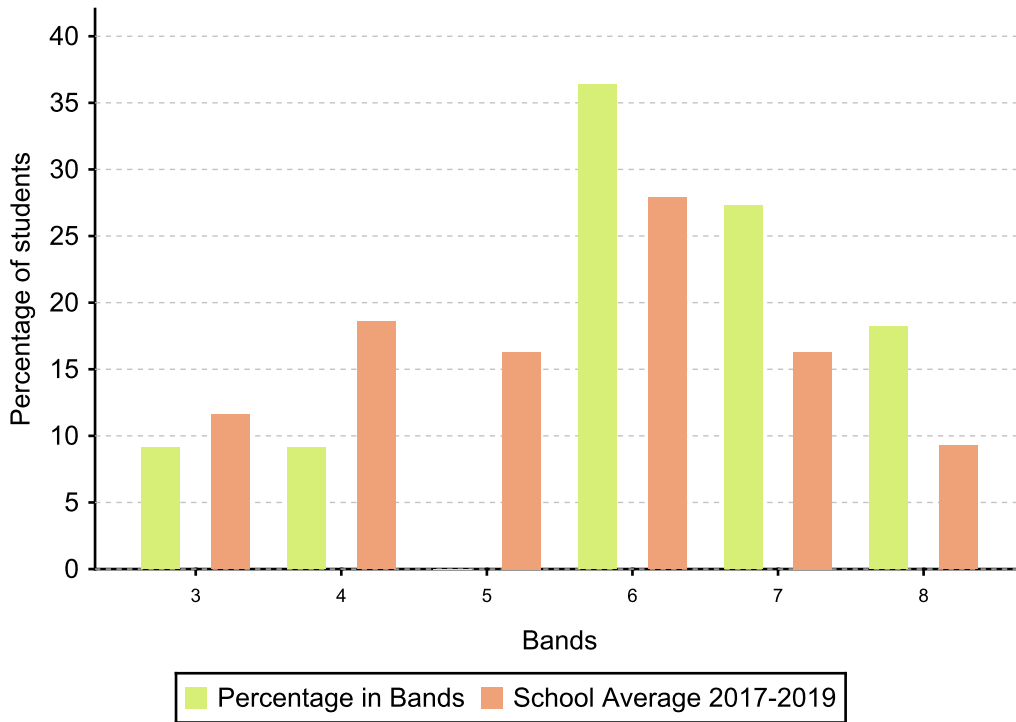
Band	1	2	3	4	5	6
Percentage of students	10.0	0.0	20.0	0.0	60.0	10.0
School avg 2017-2019	20	11.4	17.1	14.3	28.6	8.6

Percentage in bands:
Year 3 Writing



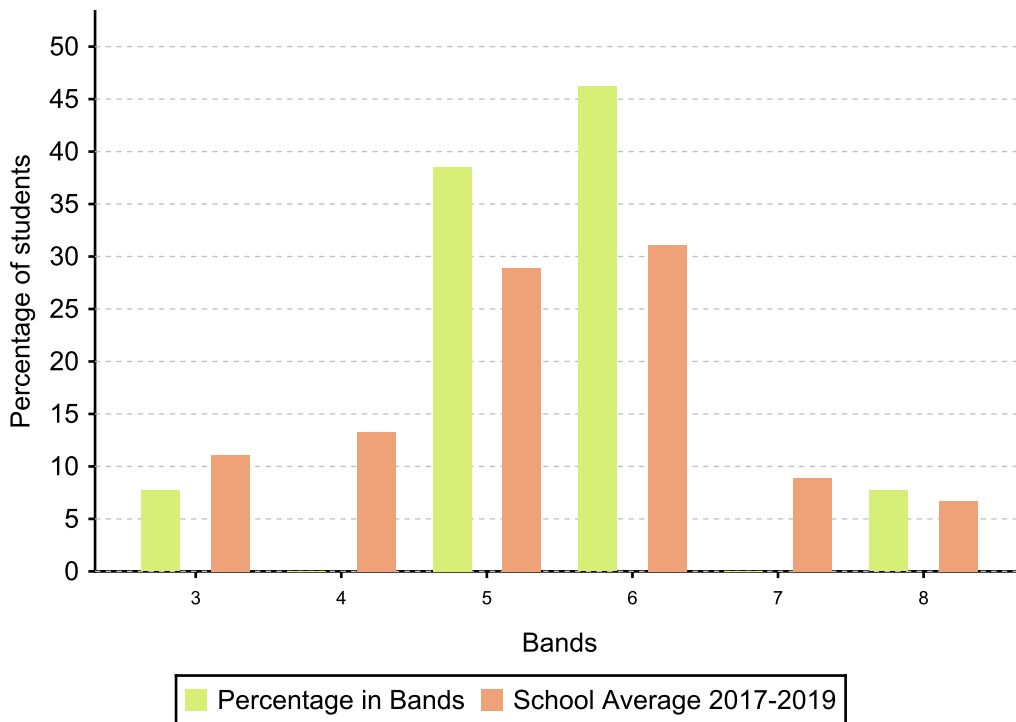
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	20.0	40.0	40.0
School avg 2017-2019	5.7	8.6	22.9	17.1	34.3	11.4

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



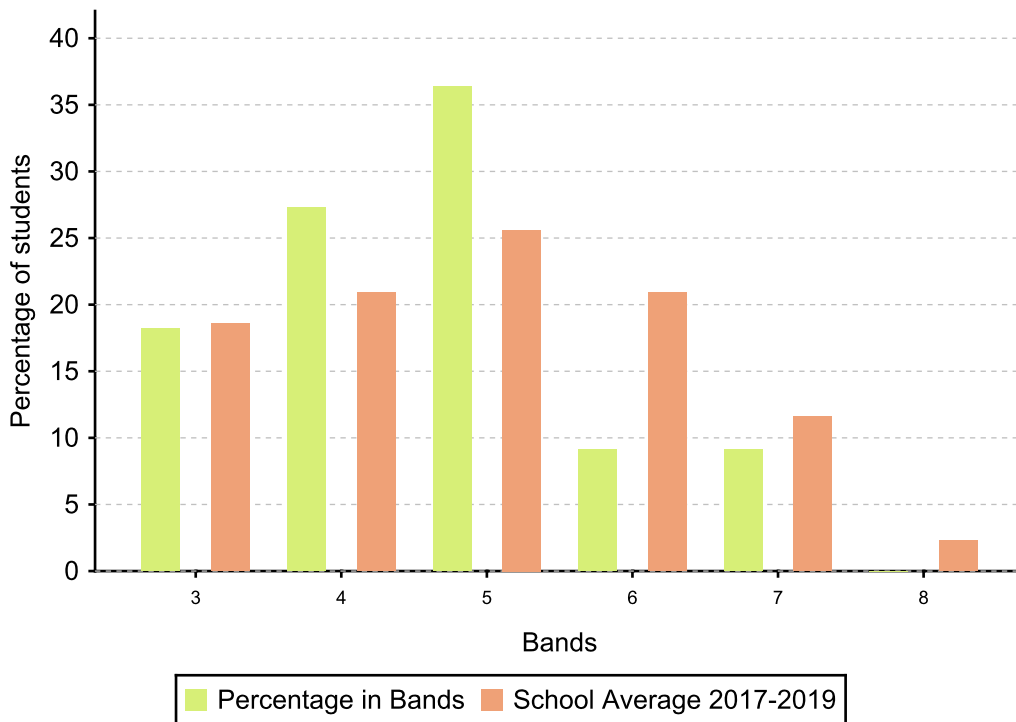
Band	3	4	5	6	7	8
Percentage of students	9.1	9.1	0.0	36.4	27.3	18.2
School avg 2017-2019	11.6	18.6	16.3	27.9	16.3	9.3

**Percentage in bands:
Year 5 Reading**



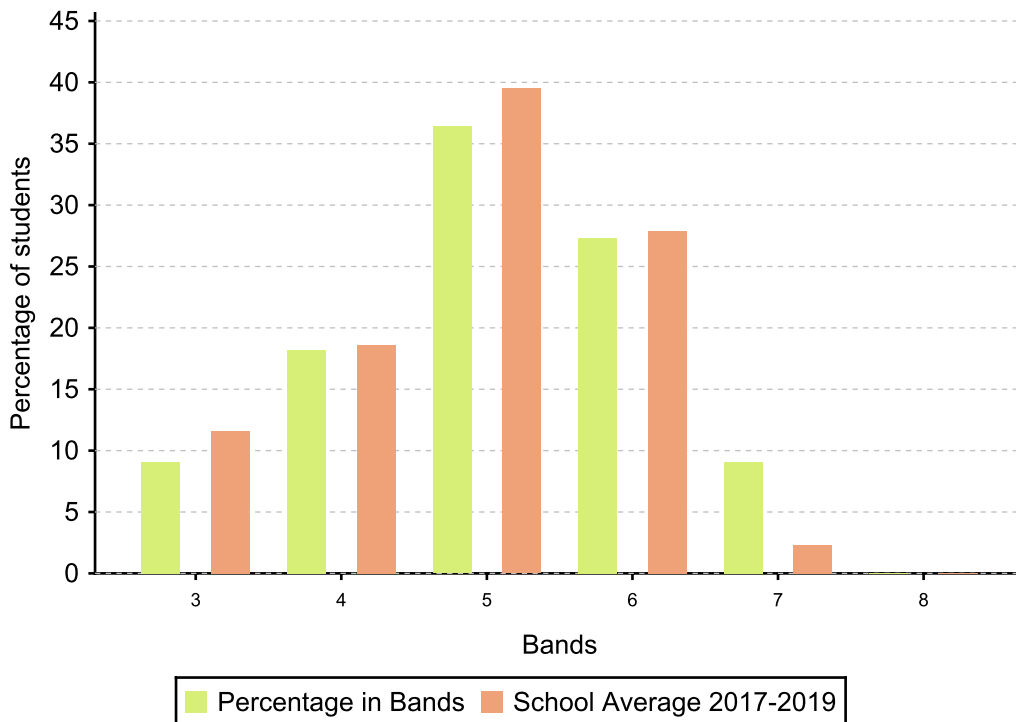
Band	3	4	5	6	7	8
Percentage of students	7.7	0.0	38.5	46.2	0.0	7.7
School avg 2017-2019	11.1	13.3	28.9	31.1	8.9	6.7

Percentage in bands:
Year 5 Spelling



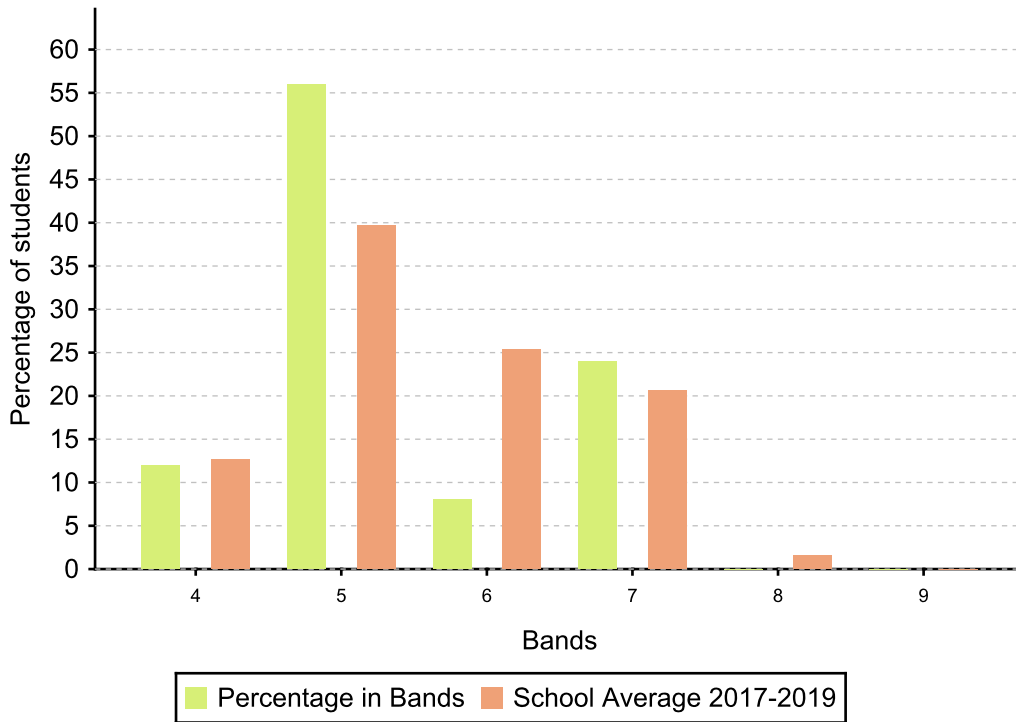
Band	3	4	5	6	7	8
Percentage of students	18.2	27.3	36.4	9.1	9.1	0.0
School avg 2017-2019	18.6	20.9	25.6	20.9	11.6	2.3

Percentage in bands:
Year 5 Writing



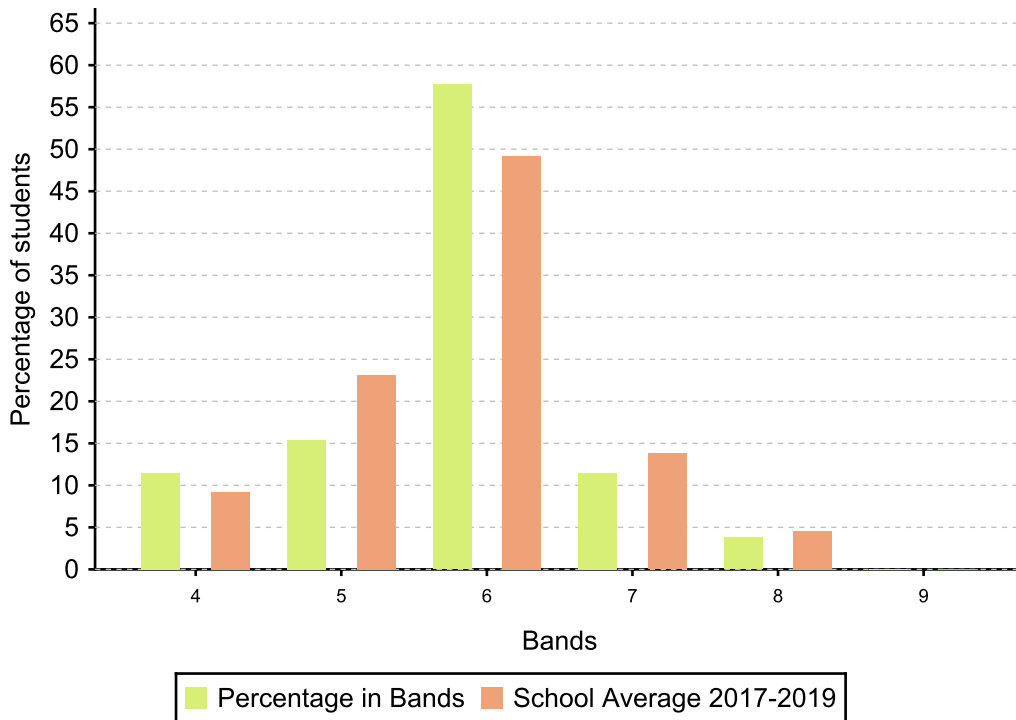
Band	3	4	5	6	7	8
Percentage of students	9.1	18.2	36.4	27.3	9.1	0.0
School avg 2017-2019	11.6	18.6	39.5	27.9	2.3	0

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



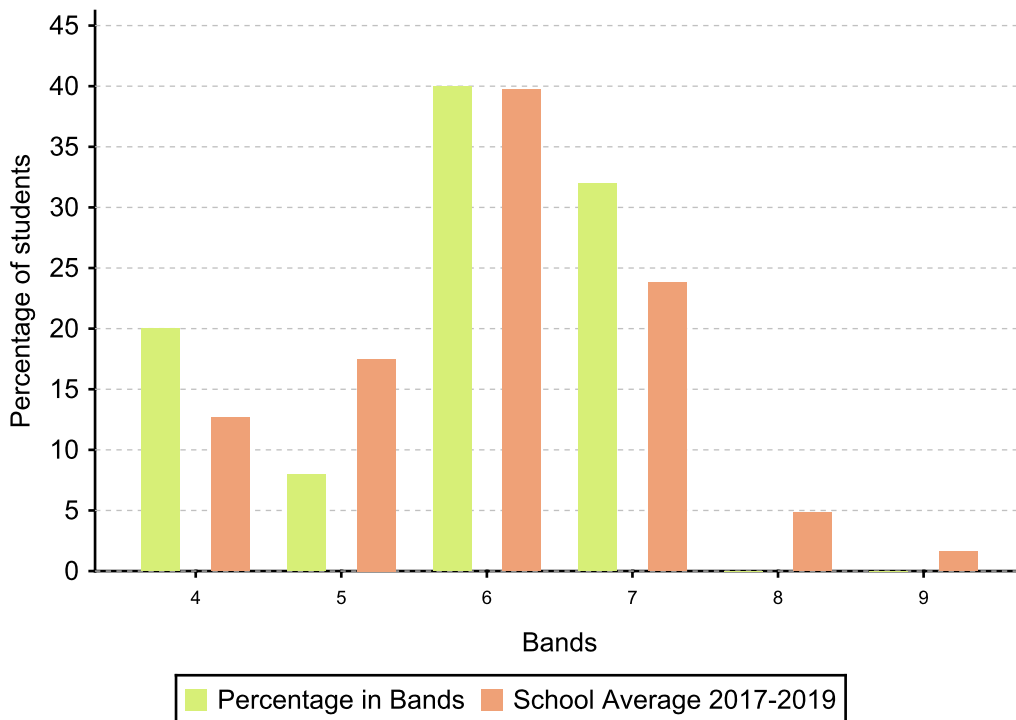
Band	4	5	6	7	8	9
Percentage of students	12.0	56.0	8.0	24.0	0.0	0.0
School avg 2017-2019	12.7	39.7	25.4	20.6	1.6	0

**Percentage in bands:
Year 7 Reading**



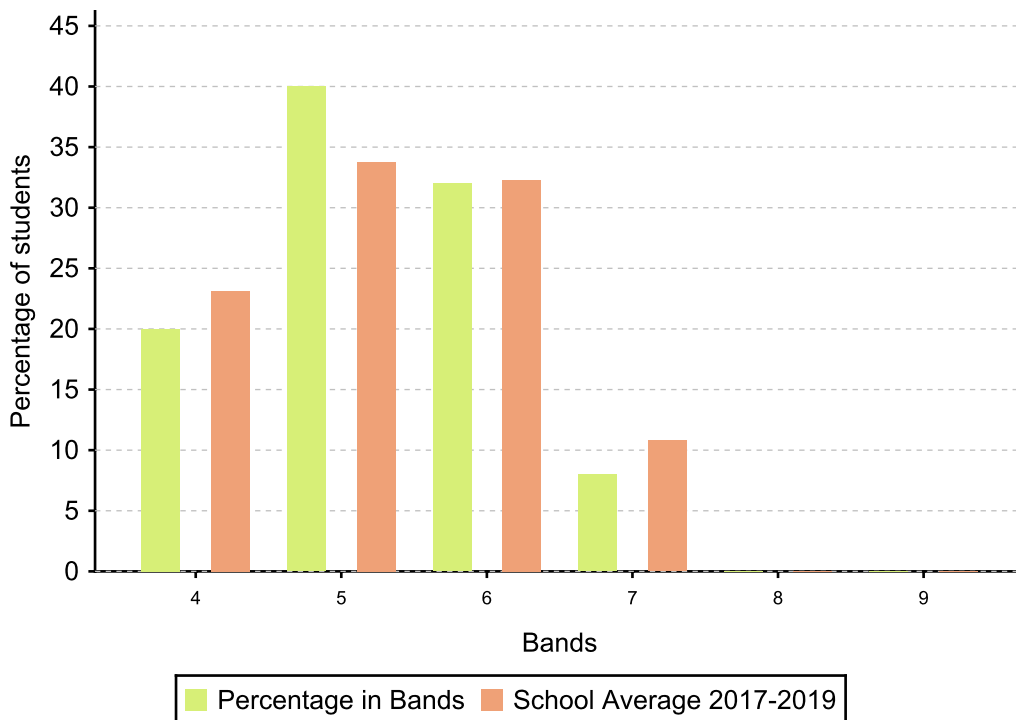
Band	4	5	6	7	8	9
Percentage of students	11.5	15.4	57.7	11.5	3.8	0.0
School avg 2017-2019	9.2	23.1	49.2	13.8	4.6	0

**Percentage in bands:
Year 7 Spelling**



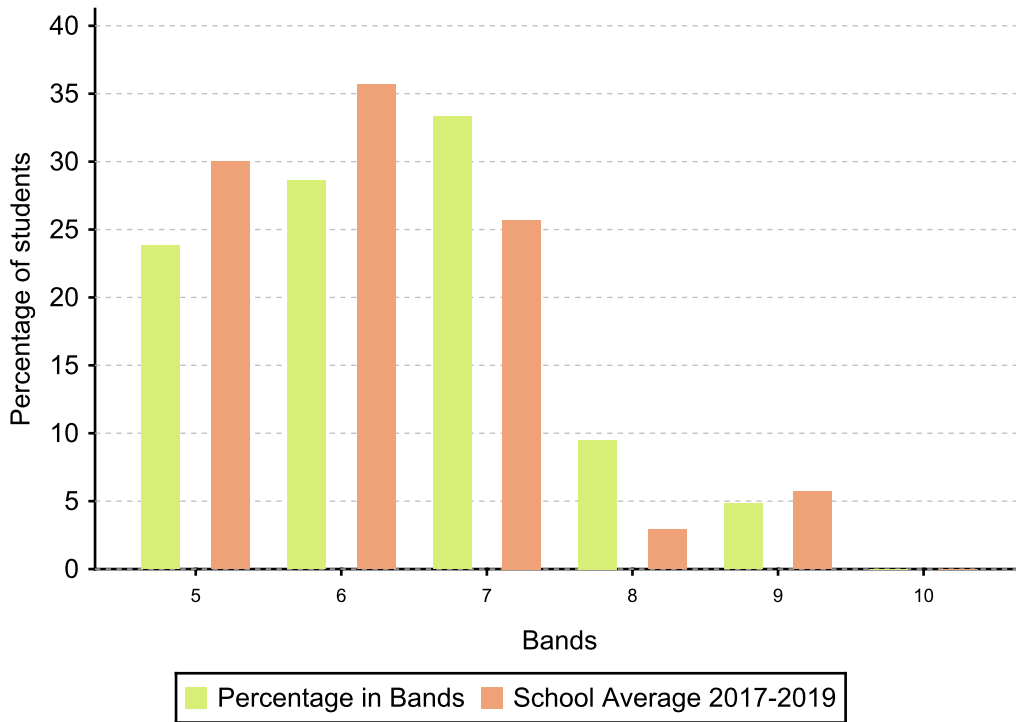
Band	4	5	6	7	8	9
Percentage of students	20.0	8.0	40.0	32.0	0.0	0.0
School avg 2017-2019	12.7	17.5	39.7	23.8	4.8	1.6

**Percentage in bands:
Year 7 Writing**



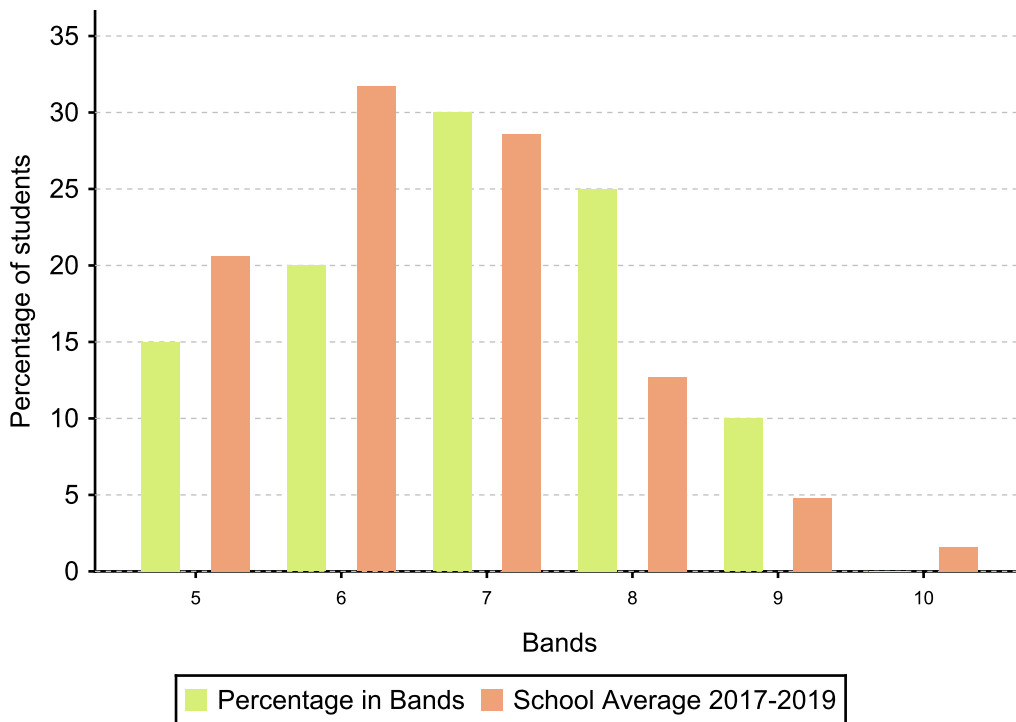
Band	4	5	6	7	8	9
Percentage of students	20.0	40.0	32.0	8.0	0.0	0.0
School avg 2017-2019	23.1	33.8	32.3	10.8	0	0

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



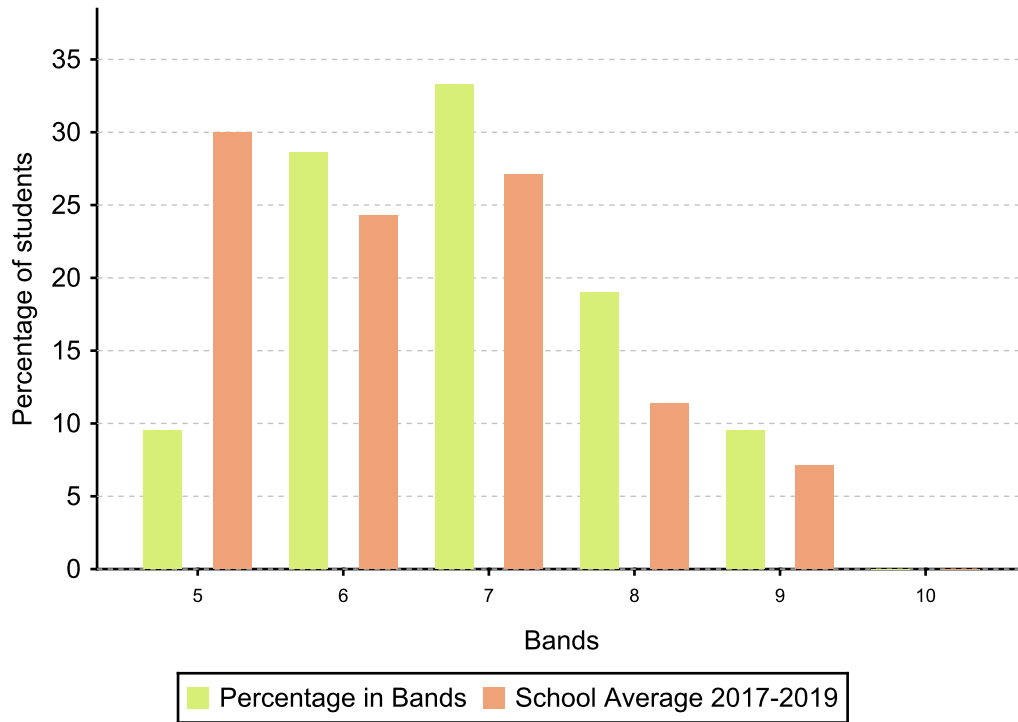
Band	5	6	7	8	9	10
Percentage of students	23.8	28.6	33.3	9.5	4.8	0.0
School avg 2017-2019	30	35.7	25.7	2.9	5.7	0

**Percentage in bands:
Year 9 Reading**



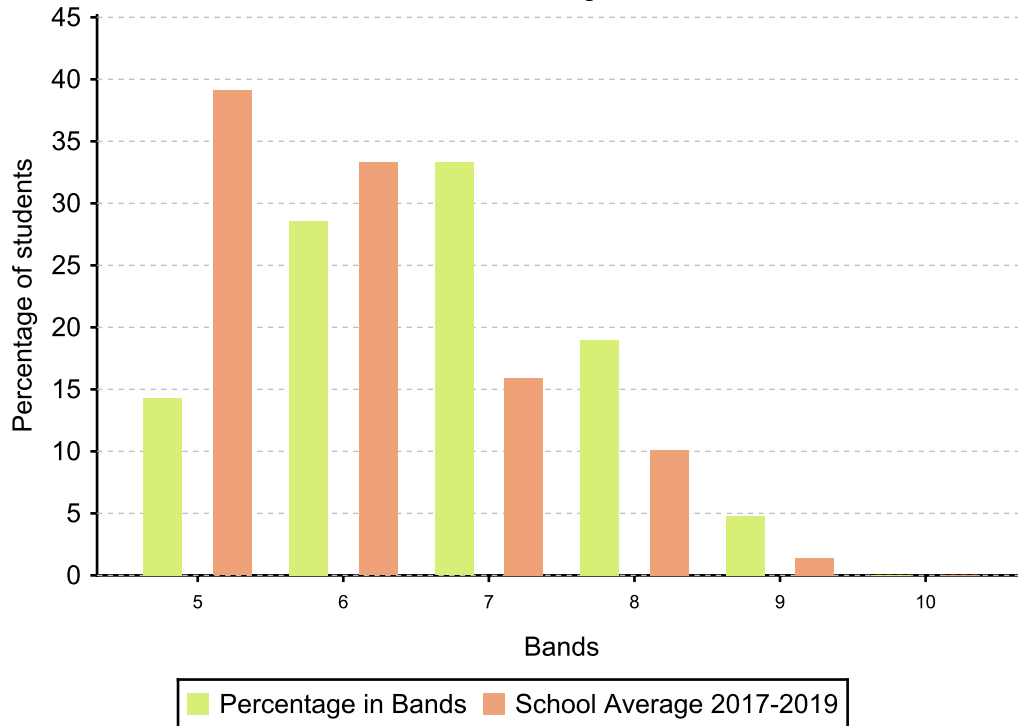
Band	5	6	7	8	9	10
Percentage of students	15.0	20.0	30.0	25.0	10.0	0.0
School avg 2017-2019	20.6	31.7	28.6	12.7	4.8	1.6

Percentage in bands:
Year 9 Spelling



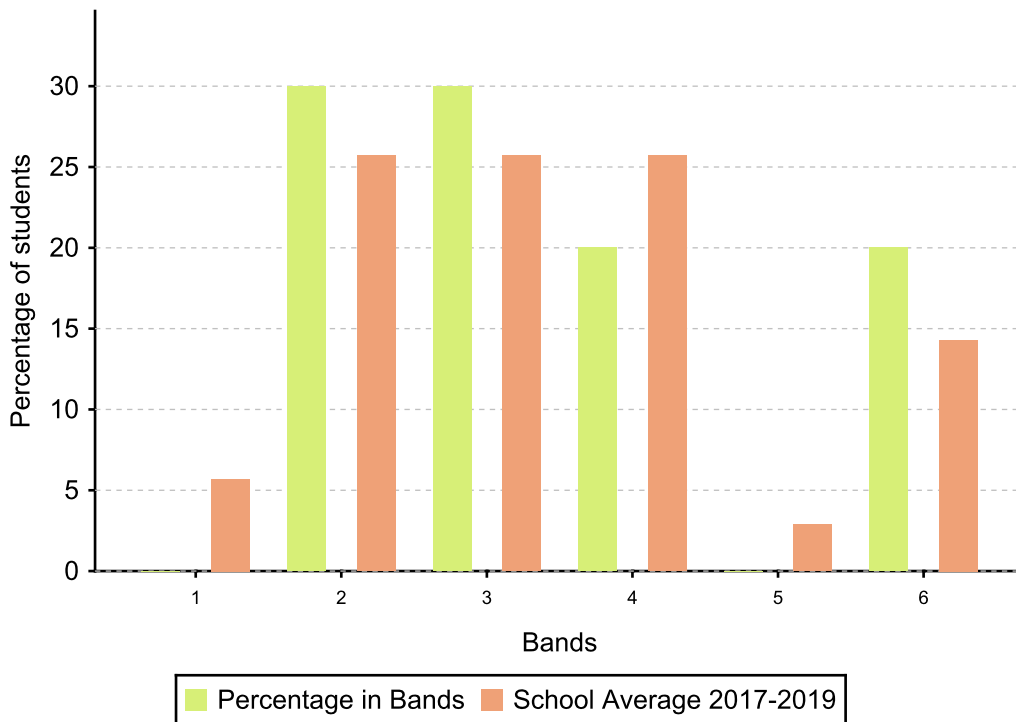
Band	5	6	7	8	9	10
Percentage of students	9.5	28.6	33.3	19.0	9.5	0.0
School avg 2017-2019	30	24.3	27.1	11.4	7.1	0

Percentage in bands:
Year 9 Writing



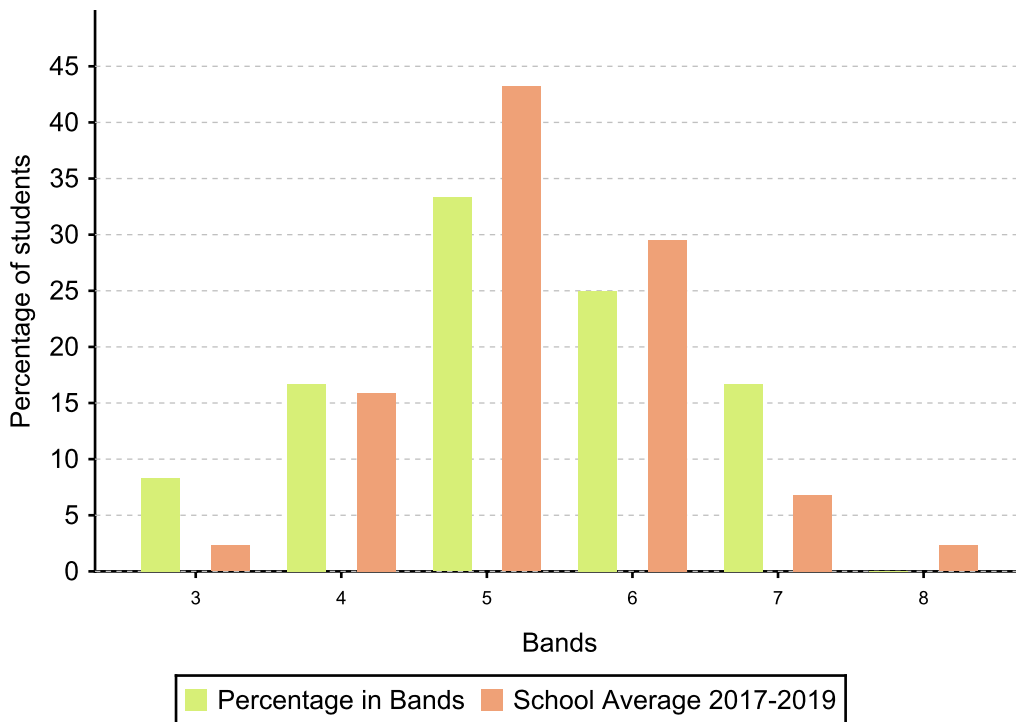
Band	5	6	7	8	9	10
Percentage of students	14.3	28.6	33.3	19.0	4.8	0.0
School avg 2017-2019	39.1	33.3	15.9	10.1	1.4	0

Percentage in bands:
Year 3 Numeracy



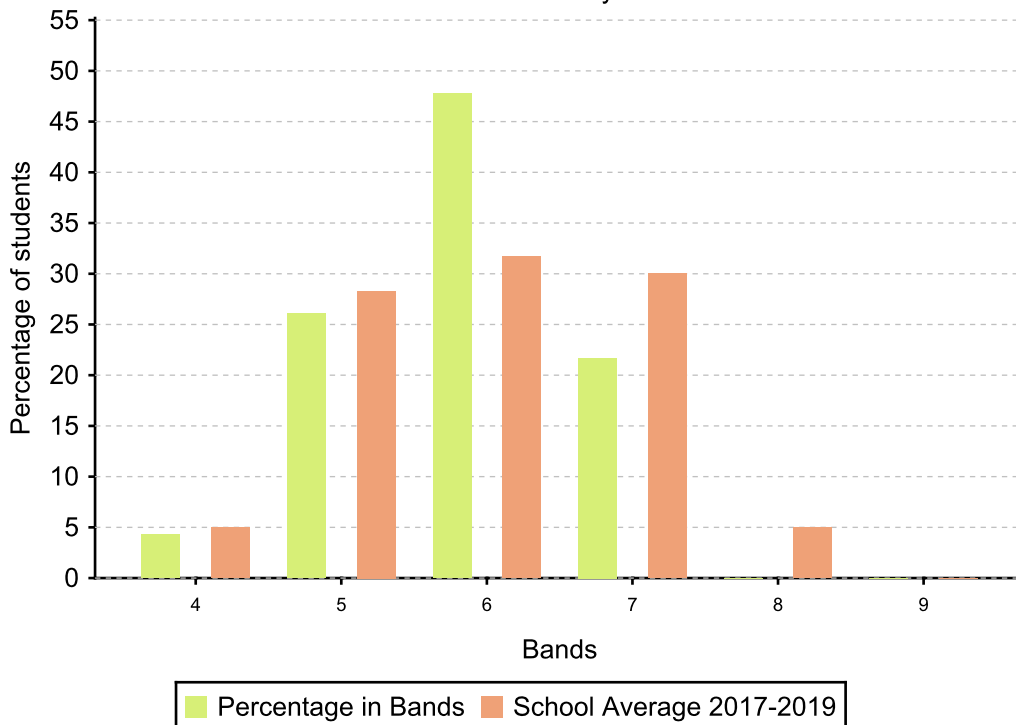
Band	1	2	3	4	5	6
Percentage of students	0.0	30.0	30.0	20.0	0.0	20.0
School avg 2017-2019	5.7	25.7	25.7	25.7	2.9	14.3

Percentage in bands:
Year 5 Numeracy



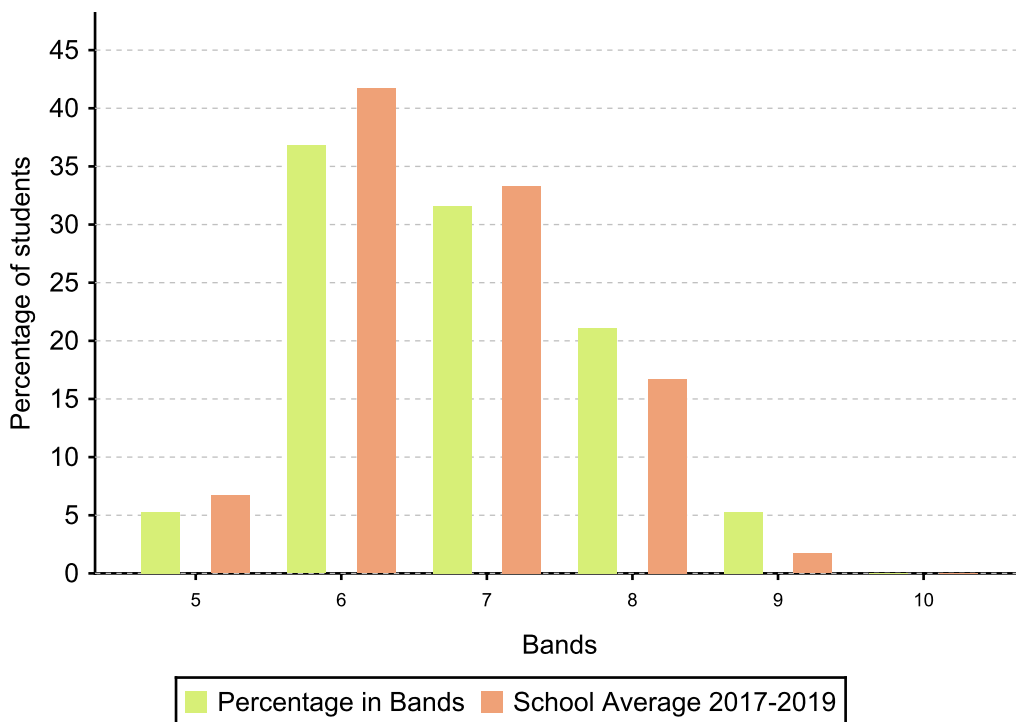
Band	3	4	5	6	7	8
Percentage of students	8.3	16.7	33.3	25.0	16.7	0.0
School avg 2017-2019	2.3	15.9	43.2	29.5	6.8	2.3

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	4.3	26.1	47.8	21.7	0.0	0.0
School avg 2017-2019	5	28.3	31.7	30	5	0

Percentage in bands:
Year 9 Numeracy

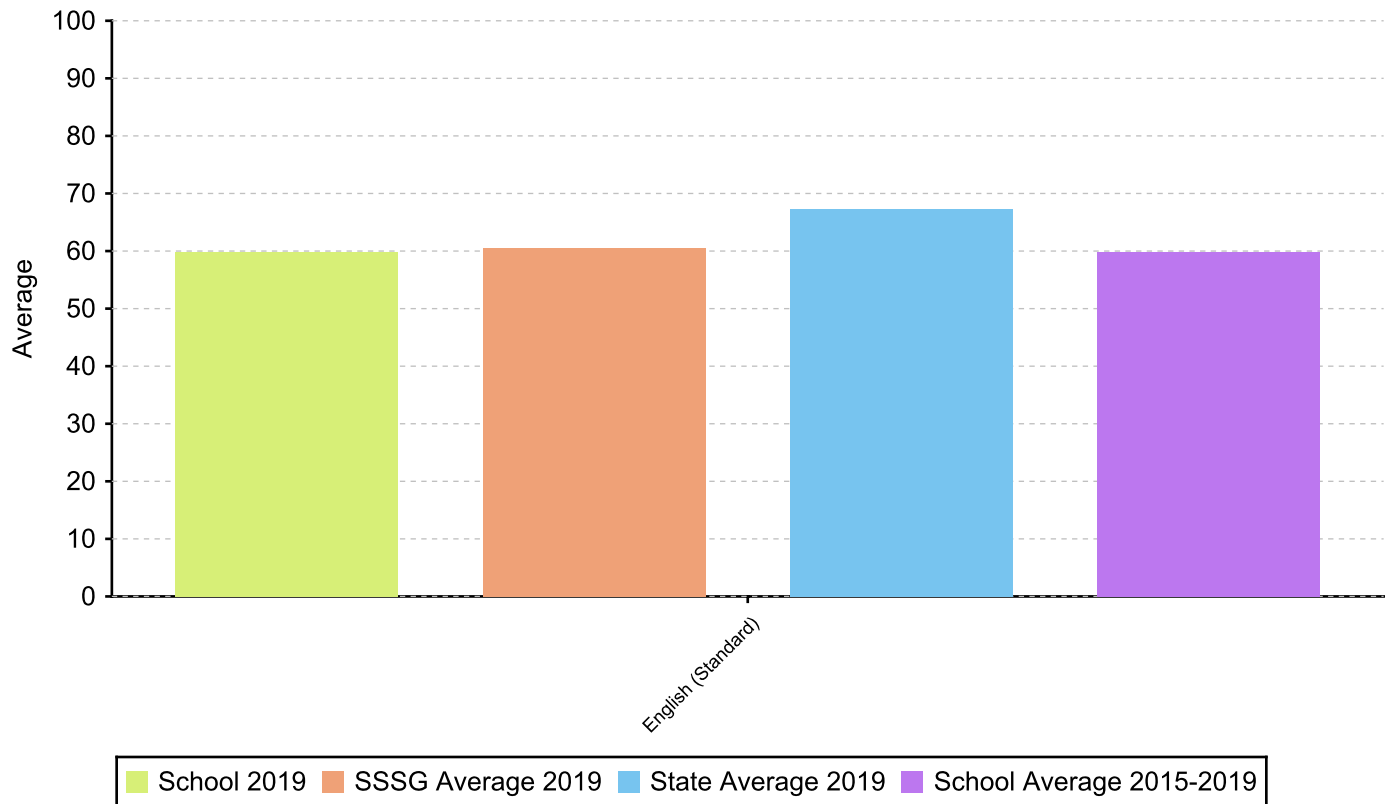


Band	5	6	7	8	9	10
Percentage of students	5.3	36.8	31.6	21.1	5.3	0.0
School avg 2017-2019	6.7	41.7	33.3	16.7	1.7	0

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
English (Standard)	59.8	60.6	67.3	59.8

Parent/caregiver, student, teacher satisfaction

TRANGIE CENTRAL SCHOOL – Community Survey November,2019

1. Trangie Central School's communication practices aim to keep the community informed of events and achievements of Trangie Central School and its students. How would you describe them?

Excellent – 32

Good – 9

Adequate – 0

Needs some improvement – 1

Needs a lot of improvement – 0

Positive comments

App is really good.

Lots of options

Feel well informed.

Newsletters and Facebook well received

How could Trangie Central School improve its communication practices?

More warning for Assembly, Sport notices. Email, phone or note home. (3)

Not getting newsletters, put newsletter on app (1 response)

App & FB messages not early enough (4)

Need to communicate problems in between parent interviews if problems.

Need more notice for assemblies, special days (ie Naidoc) (2)

More on app

Would like to get positive feedback when students make improvement in behaviour.

2. Trangie Central School aims to increase the level of parental involvement within the school, how could TCS support parents to improve their level of involvement.

Positive:

Feels informed

Feels welcome, involved (6)

Evening P & C, timing of P & C doesn't work for working parents.(3)

Advertise that children are supervised whilst meeting is on.

Invite community members to participate. Not just parents.

Would like to help with classroom activities, reading (Primary) (2)

Parent has offered to do classroom reading, but is waiting to hear back from teacher/school. (Primary) (1)

More direct requests for parent involvement for sporting events etc. Invitations to individuals to assist. (3)

Phone calls to come to assembly (3)

3. What areas of the school do you believe we excel in?

Communication (6)

Principal, brilliant, Loves Anne's style (2)

Teachers, motivated, exceptional attitude towards teaching and towards students, interact well with students, high standard, teachers are engaged, teachers go that extra mile, effort, time and dedication– 2nd to none, understanding and patient, love the commitment to every student, great respect for teachers, encourage students to be their best. Jess Skinners sports programs.

School – External activities Moorambilla & School Spec,(4), giving feedback, kindness motto, great at giving awards and encouragement, sport program (7)

Provides opportunities, provides a variety of subjects, opportunities both academic and non– academic, supportive, good relationships, open and honest, good at developing skills.

What we like– Naidoc and community involvement (2), getting calls prior to assembly, music program, MaDD night, school fete, treat students equally, great discipline, LOTE program, social engagement, development of skills. Quick feedback on bad behaviour. Early Bird transition done well.

General comments– enthusiastic on all levels, feel welcome, positive, happy, great bond with kids, a great all round school, 100% good,



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

