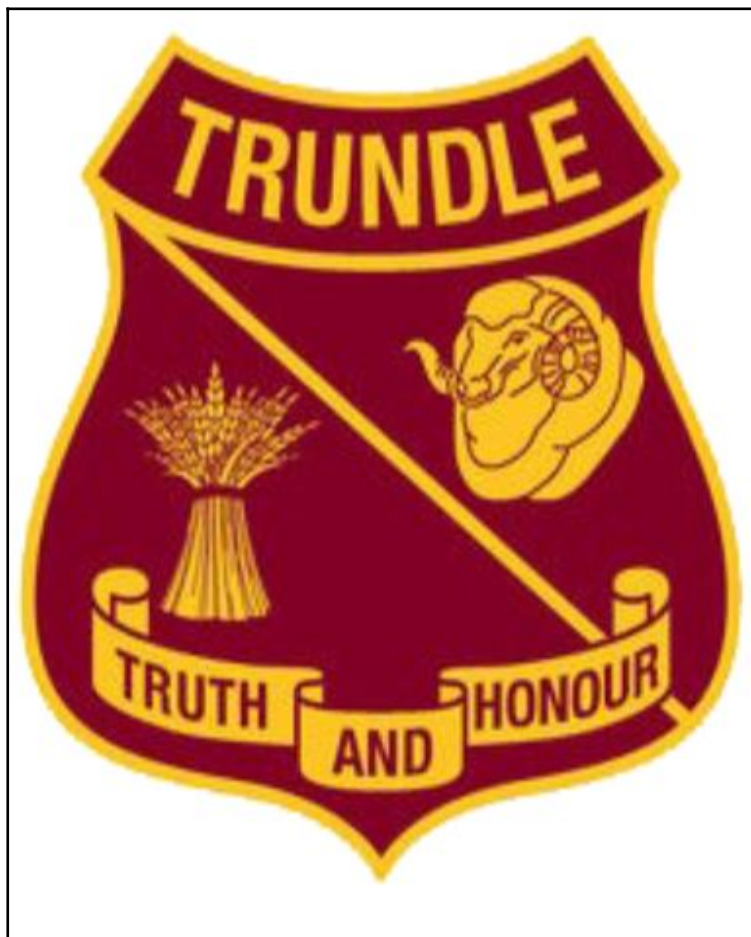


Trundle Central School

2019 Annual Report



3259

Introduction

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

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

School contact details

Trundle Central School
Croft St
Trundle, 2875
www.trundle-c.schools.nsw.edu.au
trundle-c.school@det.nsw.edu.au
6892 1346

Message from the principal

Trundle Central School is a rural K–12 school located approximately 60km north–west of Parkes in the Central West of New South Wales. The school has an enrolment of 112 students including 23 Aboriginal students. The school population is distributed across the Primary and High School sections of the school. In 2019 the school continued to experience a pleasing consolidation in High School enrolments with further growth predicted in 2020. Challenging rural conditions have placed considerable pressure on new primary enrolments with only 5 students projected to start school in 2020.

Trundle Central School enjoys a positive reputation in the Trundle community. The school is proud of its achievement in successfully educating students for progression into the workforce or full time study. An example of our achievement is, every student who completed Stage 6 at Trundle Central School for the past five years has moved to full time work or further study. This is an outstanding achievement considering the high level of youth unemployment in the region.

The school provides an innovative inclusive curriculum in a caring values orientated environment. Our school has a culture of embracing innovative pedagogy and the integration of computer technology. Differentiation of curriculum is embedded in the culture of our school, allowing all students to achieve. Flexible curriculum in High School allows for some students to be accelerated into Stage Six, maximising their potential. Alternatively, other students study through a pathways option, allowing them to complete the HSC over a number of years.

In 2019 the school achieved pleasing Higher School Certificate results and our value added index for Naplan was well above regional and state levels. Continued focus on attendance resulted in pleasing improvements in 2019. This allowed the school to achieve above state and regional attendance rates. Particularly pleasing was the return to school of some chronic school non–attenders..

Our core values are respect for yourself and others, excellence through striving for the highest personal achievement and care for yourself and others by acting with compassion and demonstrating empathy.

The school is part of the Western Access Program, utilising video conferencing facilities in partnership with four other central schools to deliver Stage Six curriculum. All students in Stage Six receive tuition from qualified High School teachers in small groups or individually. This allows for effective partnerships to be developed between the student, teachers and families.

Trundle Central School continues to broaden the curriculum to cater for individual needs through the expansion of interest electives in High School. These range from Robotics through to advanced needle craft. In line also with our core values, each student in High School is encouraged to undertake community service. This fosters a respect for the community and an understanding of individual obligation to the wider society as a community member.

In 2019 Trundle Central School continued to invest significant funds into technology with the replacement of old computer hardware. Our main computer lab now contains the latest computers and enough for every student to access a computer individually. This creates the ability for the school to offer individualised programs for students, using technology to enhance instruction and assessment.

I certify that the information in this report is the result of a rigorous self-assessment and review process undertaken with staff, parents and student leaders. This report provides a balanced and genuine account of the school's achievements and areas for development.

Message from the school community

At Trundle Central School the dedicated but small band of volunteers focus their energy into building a better and brighter school experience for students. In 2019 all executive positions on the P&C were filled. This allowed new directions for fund raising and support for the school this year.

The work of the P&C in conjunction with staff allows our school to provide all the facilities and opportunities of schools in larger centres. The P&C funds vital programs such as extra Literacy, Numeracy and Speech Therapy opportunities.

Thankyou to members of the P&C and other volunteers that continue to generate ideas for events and activities. I also sincerely thank the Principal, teachers and support staff for all they have done to provide an excellent educational experience for our students.

Message from the students

Trundle Central School offers as much as a larger school in terms of curriculum and social activities in a caring values orientated environment. The advantages of attending Trundle Central School are many. They include smaller class sizes allowing for increased attention and support, excellent technology availability and the ability to develop strong working relationships with staff and peers.

Peer support is a feature of our school. This ranges from our Better Buddies program for Kindergarten students through to the pastoral care programs in High School. The school is lucky to have the services of a School Chaplain which allows students to talk to an adult who is not part of the teaching or executive staff. This is really valued by all students.

A highlight of 2019 was the extensive drought fundraising and support for our community. Every family received food and toiletry hampers, mother pamper packs, gift vouchers and Christmas presents. This support for our community during difficult times highlights our schools commitment to the community beyond set school hours.

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

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

The Student Representative Council is the students' voice to senior school executive. The SRC raises money for the school and is also part of the leadership of the school, enabling students to make suggestions students see as valid.

Stage 6 lessons are delivered by video conference requiring students to develop a high degree of self motivation and resilience. This allows Trundle Central School students to be more employable and perform better at university.

Monique Morgan & Harrison Williams

School Captains 2019

School background

School vision statement

At Trundle Central School, we educate for excellence within a professional, stimulating and challenging learning environment. Trundle Central School provides an inclusive environment, enabling students to reach their true potential and become confident, creative individuals who are prepared to embrace 21st century challenges to build our community for today and tomorrow.

School context

Trundle Central School is a rural K–12 school located approximately 60 km north–west of Parkes in Central West, New South Wales. The school is very well resourced with extensive facilities. Our school has a culture of embracing innovative pedagogy through the integration of computer technology as well as comprehensive vocational education programs. The school embraces a culture of continuous improvement and quality service.

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

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

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

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

The community has been very supportive of these initiatives.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework 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.

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

For more information about the School Excellence Framework:

<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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The school review team at Trundle Central School judged the school to be at sustaining and growing across all areas of the School Excellence Framework. However, the team also noted that the school was moving further along the spectrum towards excellence, in the areas of attendance and well being.

Strategic Direction 1

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

Purpose

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

Improvement Measures

Quality teaching and effective learning practices resulting in an increase in students achieving at proficient level.

The continued implementation and refinement of specialists programs such as Early Learning for Success, MiniLit, Focus on Reading, Reading in the middle years and Mathematics Ninja resulting in a decrease in the number of students in the bottom two bands of NAPLAN.

All students with Individual Learning Support Plans are self regulating and achieving against the goals .

Overall summary of progress

Literacy and Numeracy development is a core goal across the whole school K–12. Many children present to school with extremely poor foundation skills. In order to reduce this developmental gap the school has the services of an instructional leader and implements and L3 strategy of instruction in K/ 1/2. In 2019 the school established an additional class in primary to allow intensive instruction in the K /1 years. The benefits of this strategy were observed with students developing school coping skills quicker and as a result less time was spent away from implementing the curriculum.

Progress towards achieving improvement measures

Process 1: Build staff capacity to collaboratively plan, teach and differentiate teaching and learning programs and use assessment data to improve student outcomes in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
The school has progressed along the spectrum towards excellence. Consistent teacher judgement is improved through exposure to other school and professional networks.	Internal school resources.

Process 2: Implementation of learning experiences that considers cultural knowledge, contextual integration and high expectations to develop 21st century learning skills including the provision of strategic support to students with additional learning needs.

Evaluation	Funds Expended (Resources)
The school is constructing and implementing Learning Support Plans which are working documents. These documents are reviewed and modified in accordance with student progress. Specialist programs are targeted to agreed outcomes in Learning Support Plans. The plans are more collaborative and consultative with parents and are written in plain text to empower parents to become active in their children's education.	Internal school resources.

Process 3: Use of data analysis to better target those students who need the specialist programs across the school. This is a strategy to move students from one band below to proficient.

Evaluation	Funds Expended (Resources)
Consistent data analysis informs classroom practice. This is especially with the targeting of additional resources to progress students along the continuance towards the top two bands of Naplan. The school goal of progressing students from one band below to the top two bands has resulted in a movement away from a pure concentration on early intervention to	Internal school and departmental resources.

Progress towards achieving improvement measures

targeting of students performing in the middle bands.	
---	--

Next Steps

Data analysis at Trundle Central School informs classroom practice. This can be problematic because with a small sample group there is often large statistical variations. However, data across a Naplan cycle indicates the school is consistently moving students into higher bands. Continued improvements in writing and cognitive resilience are areas for the next school plan.

Strategic Direction 2

Whole child development in community partnership.

Purpose

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

Improvement Measures

Review mechanisms will indicate an overall increase in parent involvement and engagement in school programs / activities and endorsement of home school relationships.

Increase in parents accessing parent forums and technology to further understand school structure and curriculum.

Measurable increase in approval of school programs, directions and communication processes as part of the review process.

Implementation of Kids Matter policies and principles. This is especially in terms of an easy to implement and understand welfare and discipline system.

Overall summary of progress

Encouraging community involvement in challenging in the school community. The school runs several programs such as 'Dads in Schools' and allows community use of school facilities. There has been a pleasing improvement in parents attending parent teacher evenings, especially High School parents.

Progress towards achieving improvement measures

Process 1: Community involvement in the implementation of comprehensive student welfare programs underpinned by the Wellbeing Framework, including initiatives that support student talents and interests, and that recognise and celebrate student and school success.

Evaluation	Funds Expended (Resources)
The school responds to the needs of the community. The school throughout 2019 responded to the issues created by the prolonged drought. This resulted in the school becoming the focus for community welfare as well as student education and pastoral care.	Internal school resources.

Process 2: School working in partnership with the community to plan and implement quality learning programs that support students from Aboriginal, disadvantaged and diverse cultural backgrounds.

Evaluation	Funds Expended (Resources)
The curriculum is allowing every student avenues for achievement. This is reflected in reduced suspension rates, increase in retention and attendance rates and a dramatic improvement in students submitting quality work on time.	LST, Aboriginal education team, TCS staff

Process 3: Improvement of transition to school programs, in partnership with early education providers, other feeder schools and community organisations to provide vital information to parents on school operation and to support students with additional needs.

Evaluation	Funds Expended (Resources)
Students are accessing the curriculum to their ability. The curriculum is responsive to community expectations and needs but adheres to departmental guidelines.	RAM allocation for transition

Next Steps

Many students entering school have not attended a formal pre-school program. To improve student transition the school now operates an extended transition program over ten weeks of term four.

Strategic Direction 3

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

Purpose

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

Improvement Measures

All professional learning is appropriately targeted to the strategic directions of the Western Access Program.

Increase Higher School Certificate results across all subjects.

Increase in post school employment opportunities.

Increase in the number of students successfully completing the Higher School Certificate in their home town.

Improved capacity of middle executive and increased leadership opportunities.

Overall summary of progress

In 2019 the school only had three students complete the Higher School Certificate. All these students performed to their potential with two students achieving band 5 results across subjects.

Progress towards achieving improvement measures

Process 1: Professional Learning to increase the consistency of teacher judgements for Literacy and Numeracy, learning progressions and internal assessments.

Evaluation	Funds Expended (Resources)
The level of management involved with WAP should be effective gate keepers. However, too many mistakes are made across the four schools.	Internal school resources.

Process 2: Systems established ensuring that teaching and learning is data driven and focused on evidence-based practices.

Evaluation	Funds Expended (Resources)
All WAP schools can draw upon and store data easily.	Internal school resources

Process 3: Teachers use professional networks, peer reflection and professional learning to deliver high quality curriculum delivery.

Evaluation	Funds Expended (Resources)
WAP is moving towards a best practice model.	WAP and TCS

Next Steps

All teachers at Trundle Central School are active within professional networks both within the Western Access Program and state networks. This is resulting in considerable improvements in consistent teacher judgement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	School and regional resources.	Aboriginal students are achieving or exceeding the goals containing within the Individual Learning Plans.
Low level adjustment for disability	School and regional resources.	Students who have progressed through the program are now better equipped to access mainstream curriculum with adjustments. Growth rates from pre and post test indicate all student progress above the expect rate of growth.
Quality Teaching, Successful Students (QTSS)	School and regional resources.	The program needs to operate across a NAPLAN cycle to determine if it will achieve the target goal of moving more students to the top two bands of Naplan. The strategy effectively has only been in operation for three terms. However, the participation rate in written tasks has improved especially amongst male students who were significantly behind in terms of submitting quality writing tasks.
Socio-economic background		These additional programs are providing opportunities to students outside the traditional boundaries of the classroom. Attendance rates, lack of serious incidents and survey feedback indicate the school community appreciates the expansion of the curriculum. This is particularly important as the community lacks facilities.
Support for beginning teachers	School and regional resources.	Teacher has progressed professionally with support to achieve teacher accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	64	58	61	70
Girls	50	55	52	37

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91	91.4	95.5	96
1	94.5	93.3	90.8	94.1
2	93.3	95.2	95.5	95.4
3	96.9	96.2	91.6	94.7
4	93	96.8	95.3	94.1
5	94.4	95.7	93.7	95.6
6	92.8	94.1	94.5	93
7	93.6	91.4	92.8	94.4
8	92.8	92.1	86.5	88.3
9	88.1	88.3	92.2	86.9
10	86.5	80.7	87.3	87.8
11	84.6	84.6	84.5	89.7
12	87.5	87	75.5	83.5
All Years	91.7	91.2	91.2	92.3
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	25
Employment	0	0	50
TAFE entry	0	0	0
University Entry	0	0	25
Other	0	0	0
Unknown	0	0	0

Trundle Central School in 2019 had four students start the HSC year. One student was exited in accordance with Departmental procedures for poor attendance and lack of sustained diligent effort in the Higher School Certificate.

Year 12 students undertaking vocational or trade training

25.00% of Year 12 students at Trundle Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

75 % of all Year 12 students at Trundle Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification. One student was exited from the school before completion of the HSC year and is currently looking for employment.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	9.75
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.57
School Administration and Support Staff	5.39
Other Positions	0.1

*Full Time Equivalent

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.

All staff have Professional Learning Plans that are consistent with the Premiers priorities and the current school plan.

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	311,963
Revenue	2,868,034
Appropriation	2,679,770
Sale of Goods and Services	-791
Grants and contributions	187,735
Investment income	1,320
Expenses	-2,793,065
Employee related	-2,362,401
Operating expenses	-430,665
Surplus / deficit for the year	74,969

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

The school is currently holding money that was raised for drought relief activities across the community. This money will be used to subsidise extra curricula activities such as excursions, book packs for all students, emergency food and water deliveries and school uniforms.

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	46,000
Equity Total	271,116
Equity - Aboriginal	23,731
Equity - Socio-economic	160,666
Equity - Language	0
Equity - Disability	86,719
Base Total	1,870,365
Base - Per Capita	26,608
Base - Location	31,376
Base - Other	1,812,382
Other Total	318,977
Grand Total	2,506,458

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.

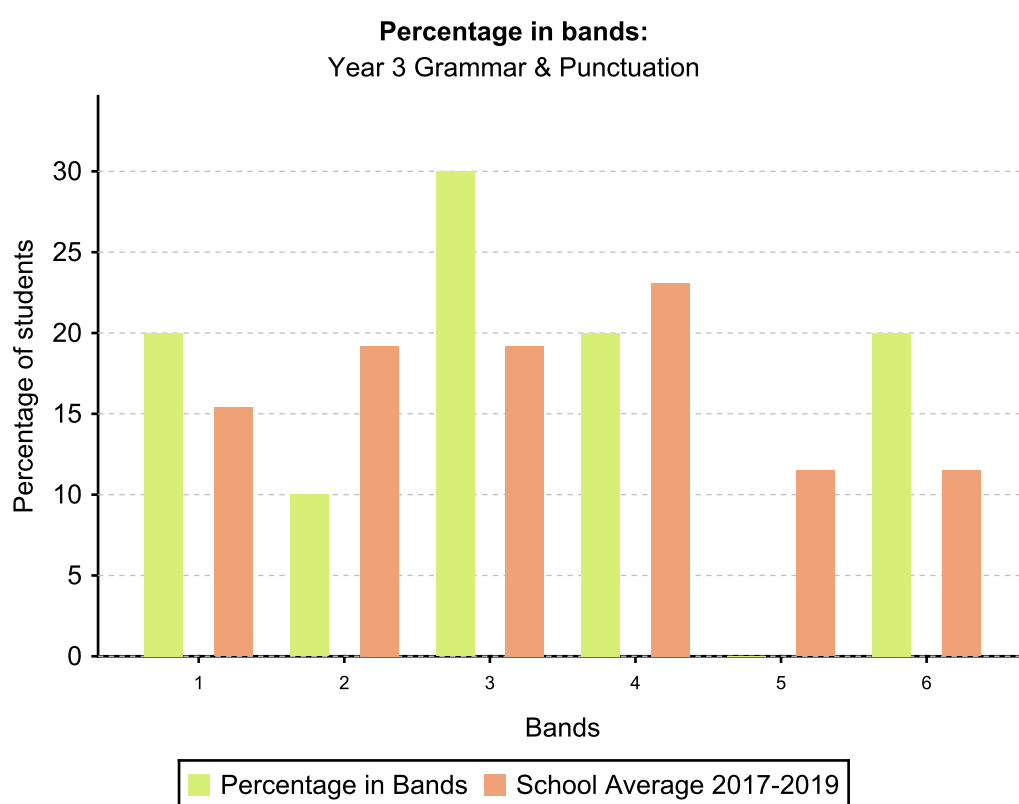
School performance - NAPLAN

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.

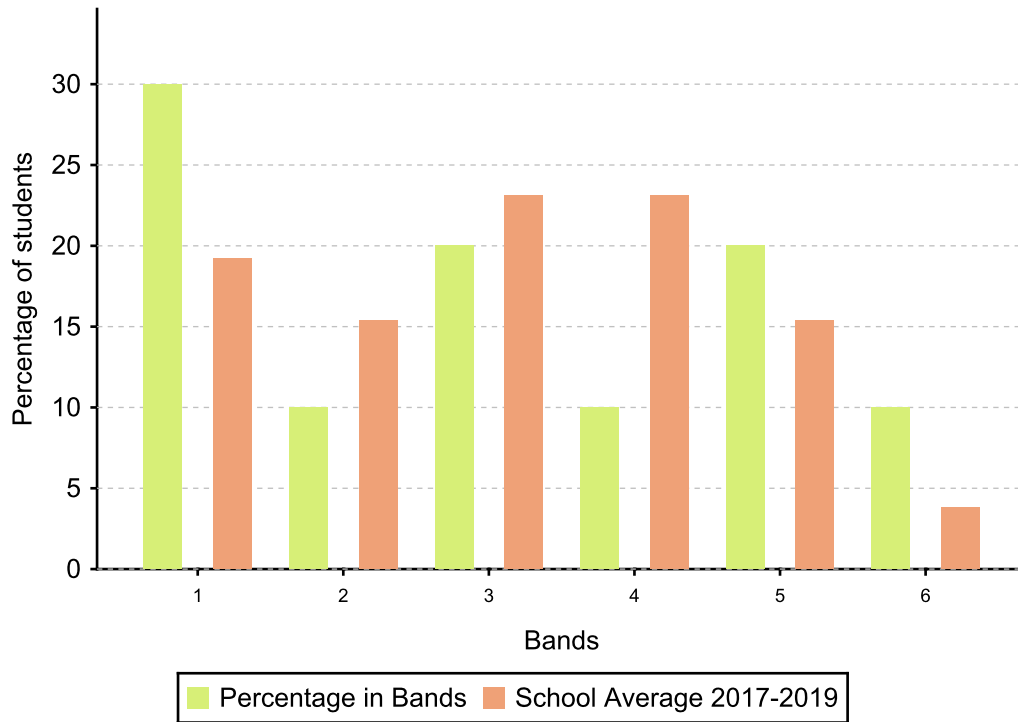
Literacy and Numeracy Graphs

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.



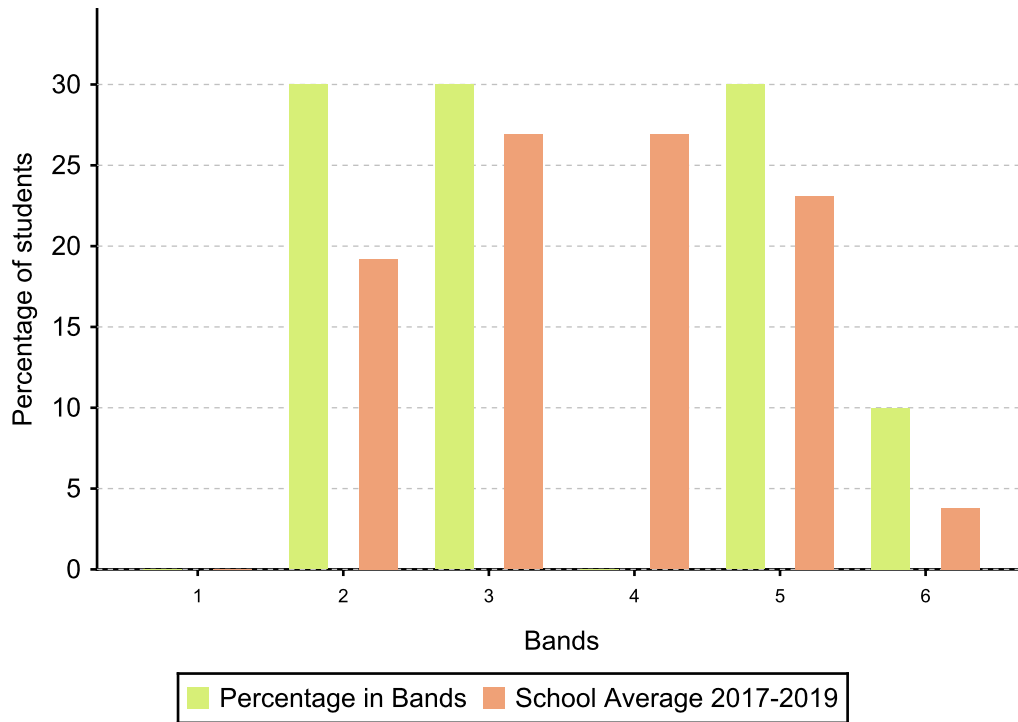
Band	1	2	3	4	5	6
Percentage of students	20.0	10.0	30.0	20.0	0.0	20.0
School avg -2019	15.4	19.2	19.2	23.1	11.5	11.5

Percentage in bands:
Year 3 Spelling



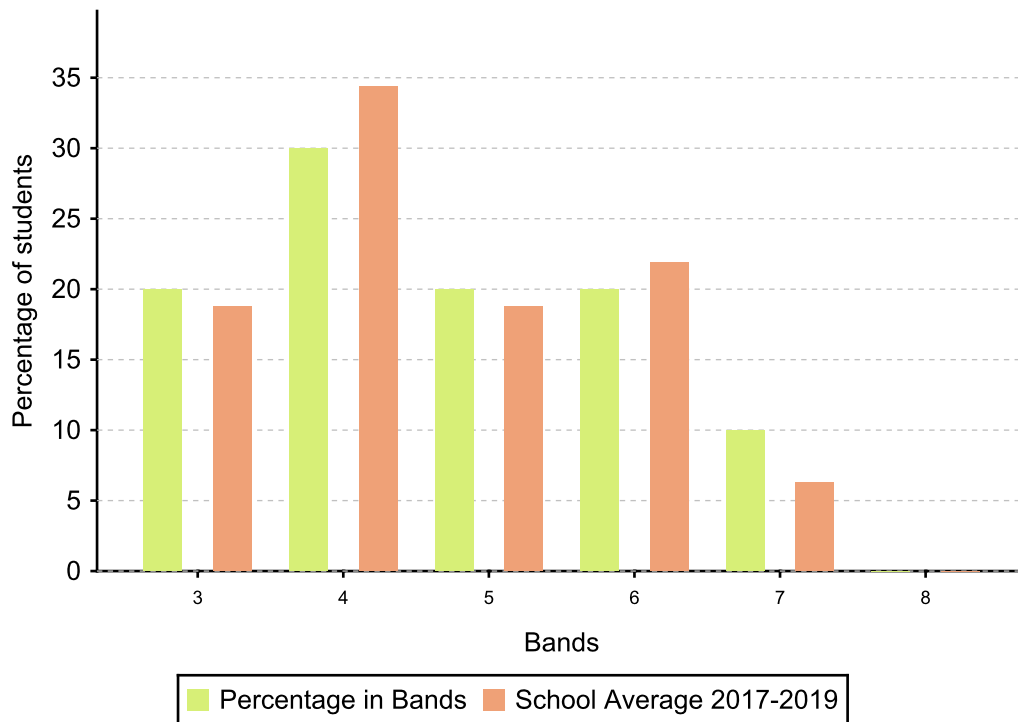
Band	1	2	3	4	5	6
Percentage of students	30.0	10.0	20.0	10.0	20.0	10.0
School avg -2019	19.2	15.4	23.1	23.1	15.4	3.8

Percentage in bands:
Year 3 Writing



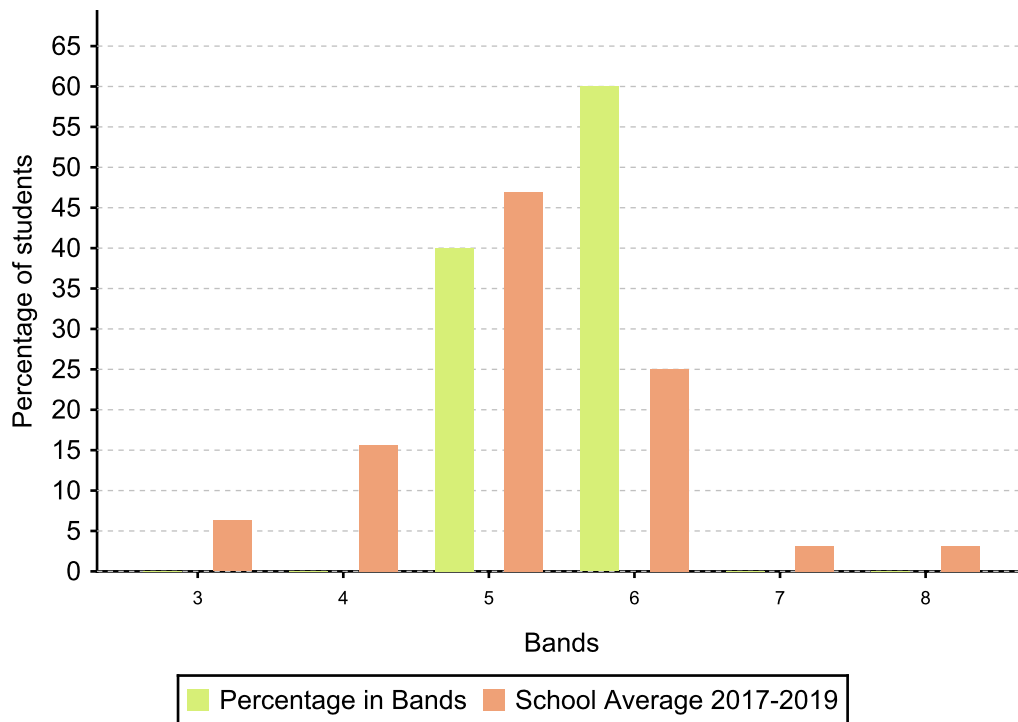
Band	1	2	3	4	5	6
Percentage of students	0.0	30.0	30.0	0.0	30.0	10.0
School avg -2019	0	19.2	26.9	26.9	23.1	3.8

Percentage in bands:
Year 5 Grammar & Punctuation



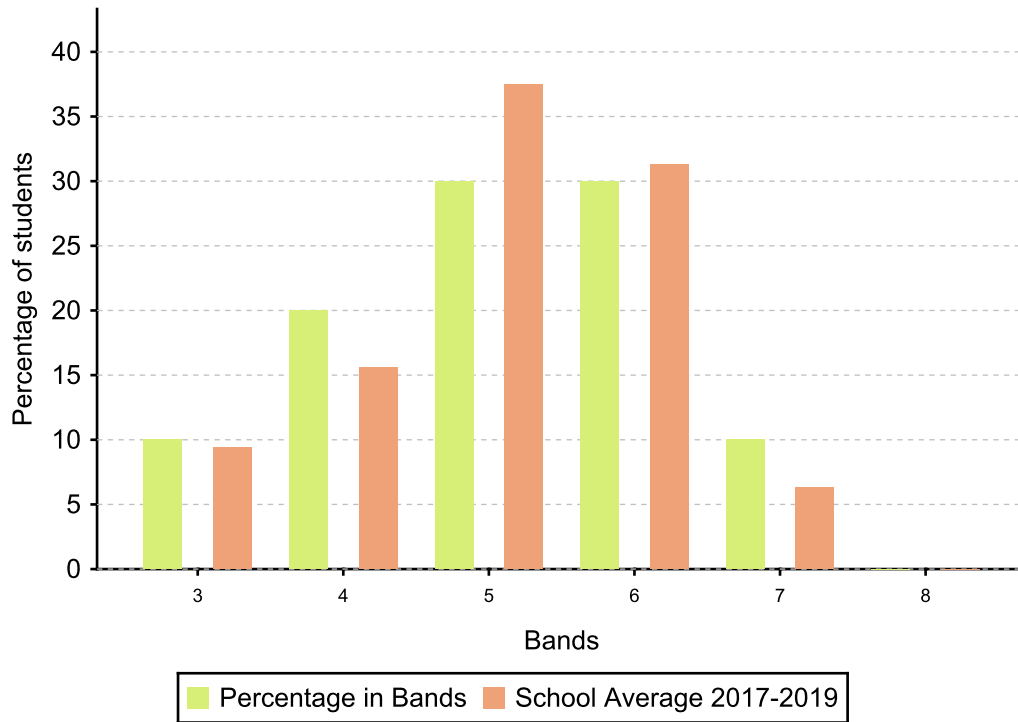
Band	3	4	5	6	7	8
Percentage of students	20.0	30.0	20.0	20.0	10.0	0.0
School avg -2019	18.8	34.4	18.8	21.9	6.3	0

Percentage in bands:
Year 5 Reading



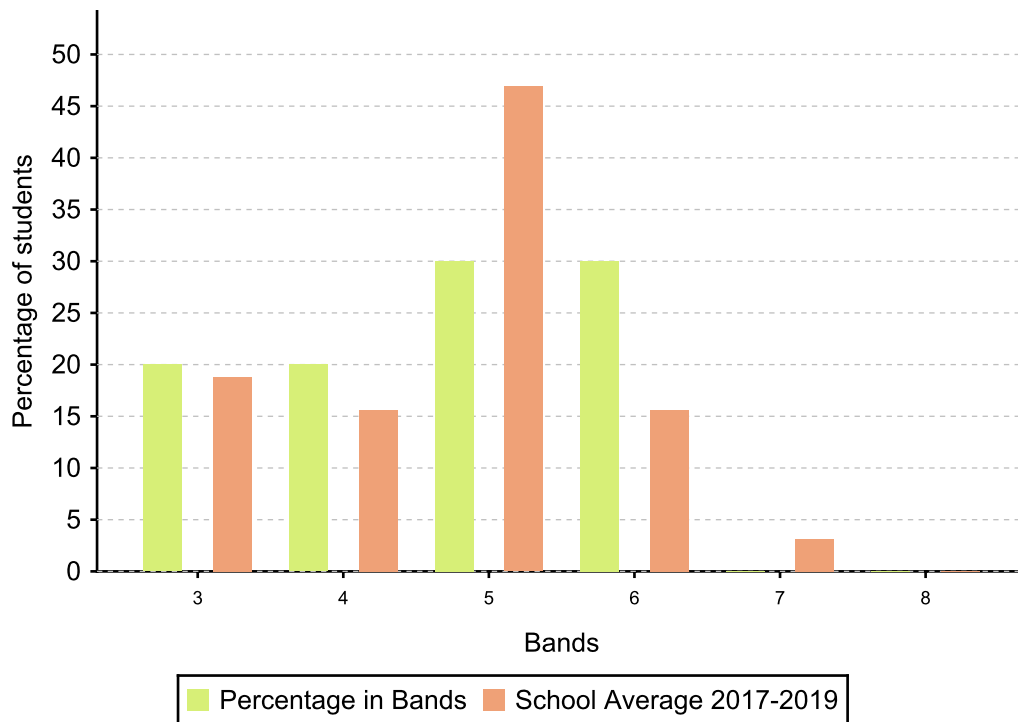
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	40.0	60.0	0.0	0.0
School avg -2019	6.3	15.6	46.9	25	3.1	3.1

Percentage in bands:
Year 5 Spelling



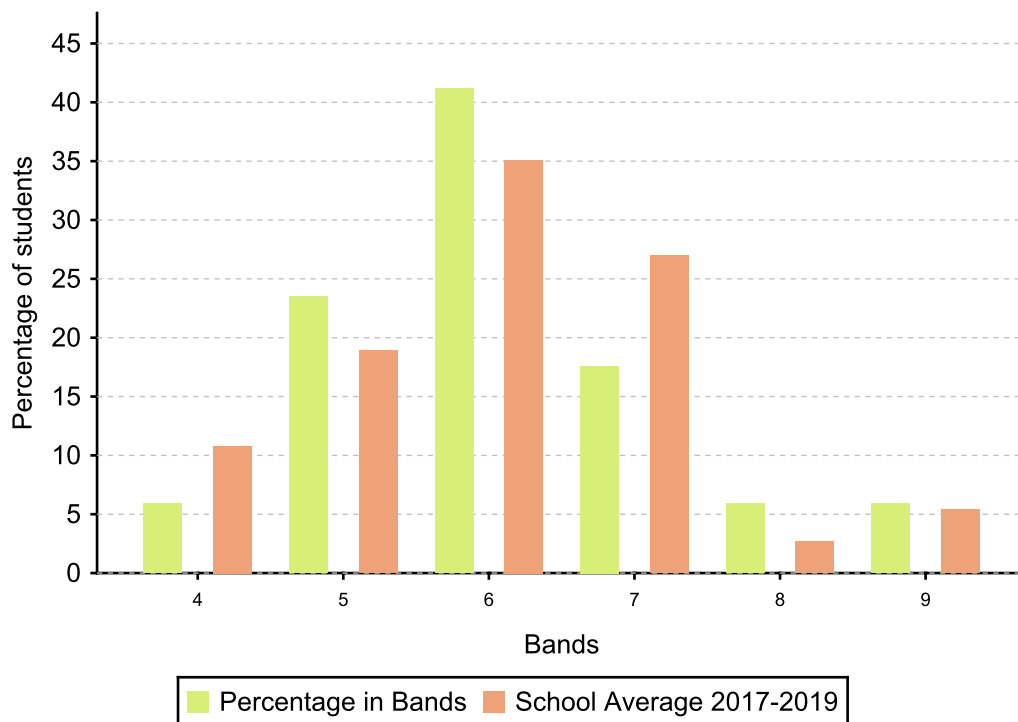
Band	3	4	5	6	7	8
Percentage of students	10.0	20.0	30.0	30.0	10.0	0.0
School avg -2019	9.4	15.6	37.5	31.3	6.3	0

Percentage in bands:
Year 5 Writing



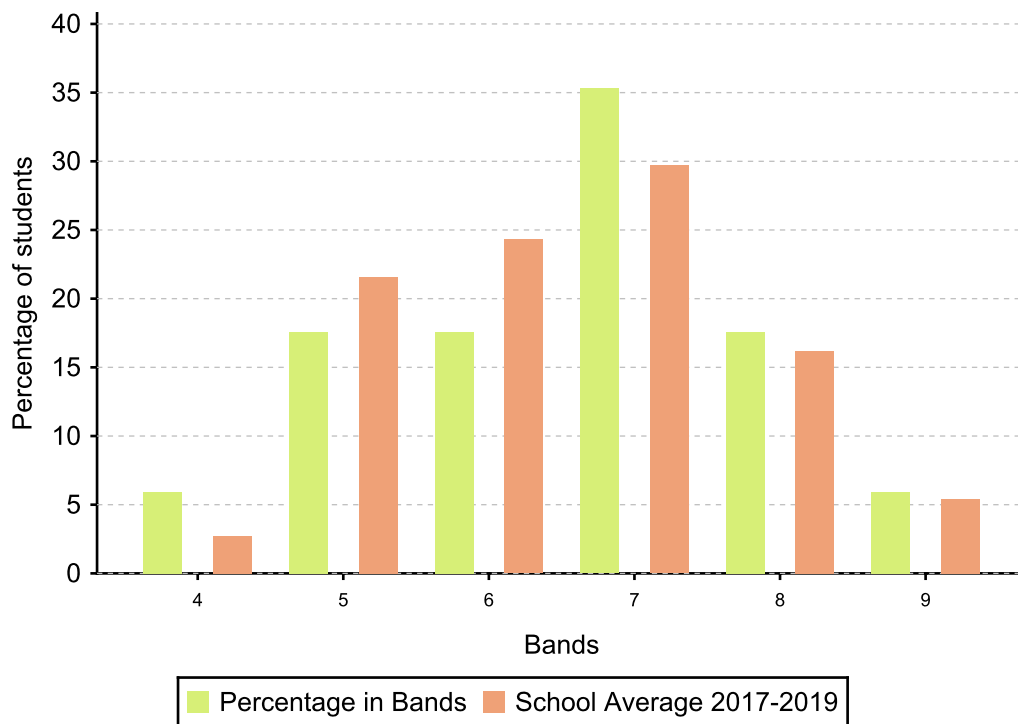
Band	3	4	5	6	7	8
Percentage of students	20.0	20.0	30.0	30.0	0.0	0.0
School avg -2019	18.8	15.6	46.9	15.6	3.1	0

Percentage in bands:
Year 7 Grammar & Punctuation



Band	4	5	6	7	8	9
Percentage of students	5.9	23.5	41.2	17.6	5.9	5.9
School avg -2019	10.8	18.9	35.1	27	2.7	5.4

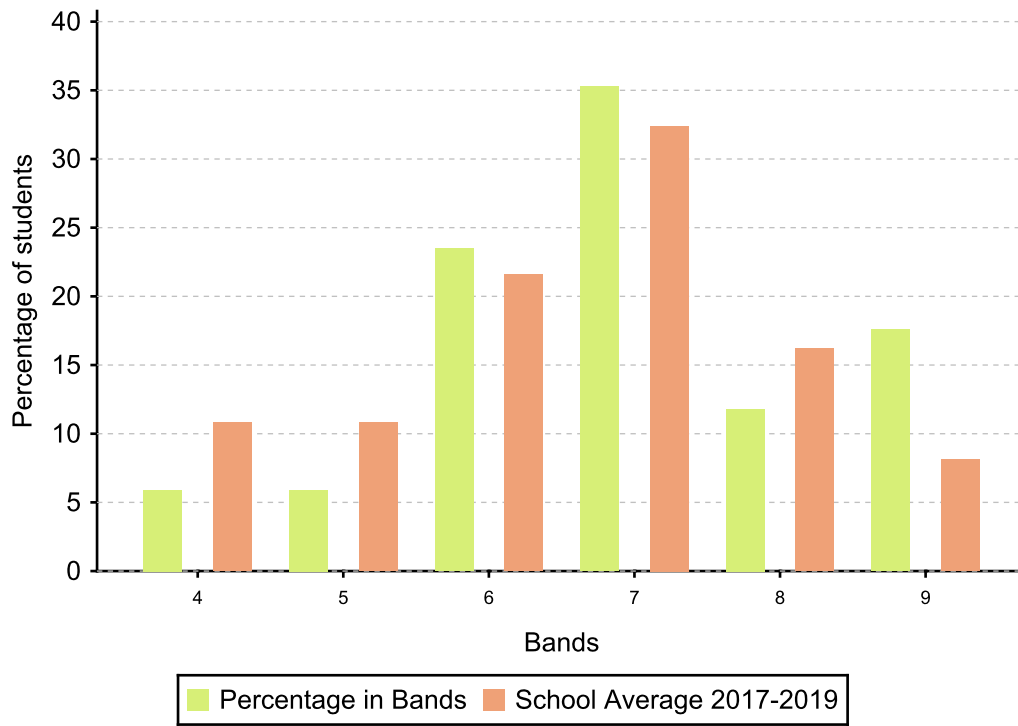
Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	5.9	17.6	17.6	35.3	17.6	5.9
School avg -2019	2.7	21.6	24.3	29.7	16.2	5.4

Percentage in bands:

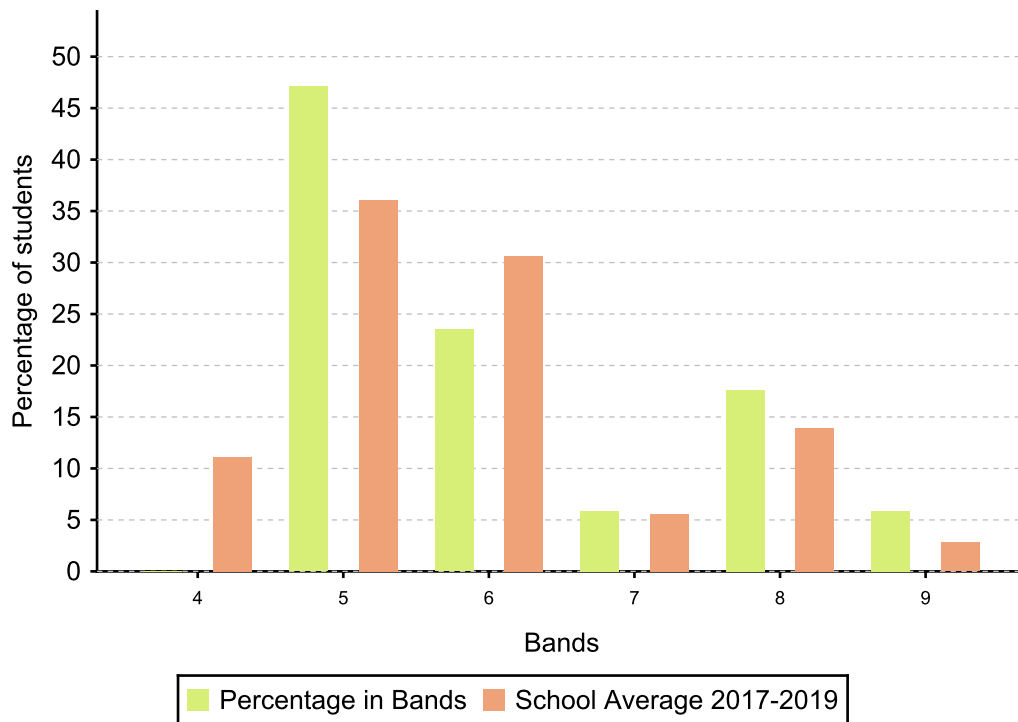
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	5.9	5.9	23.5	35.3	11.8	17.6
School avg -2019	10.8	10.8	21.6	32.4	16.2	8.1

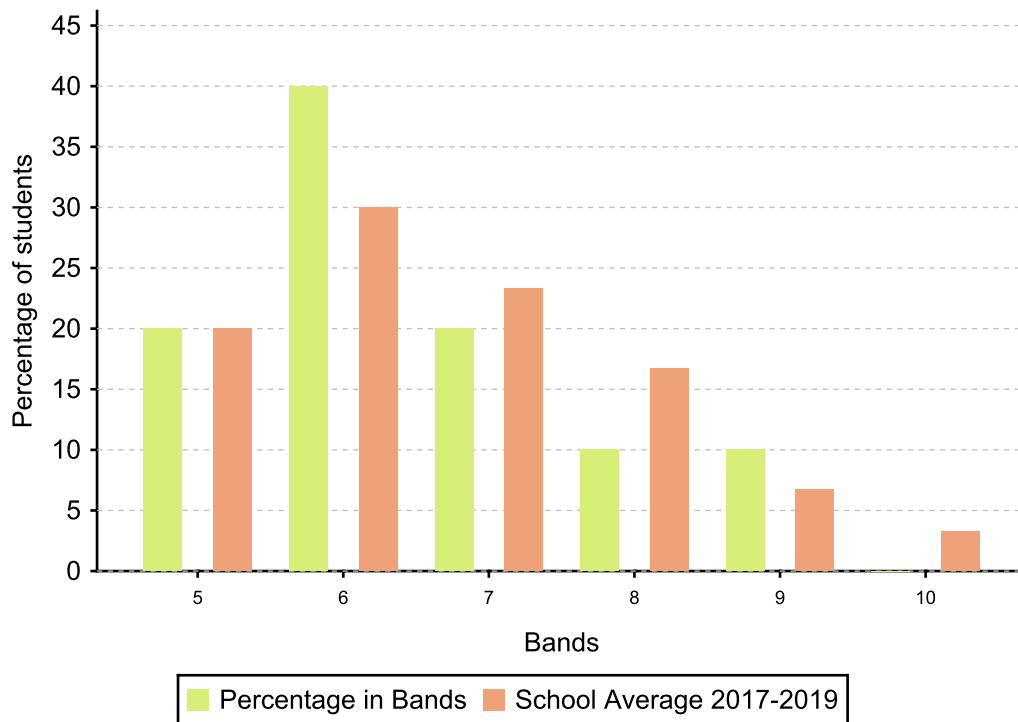
Percentage in bands:

Year 7 Writing



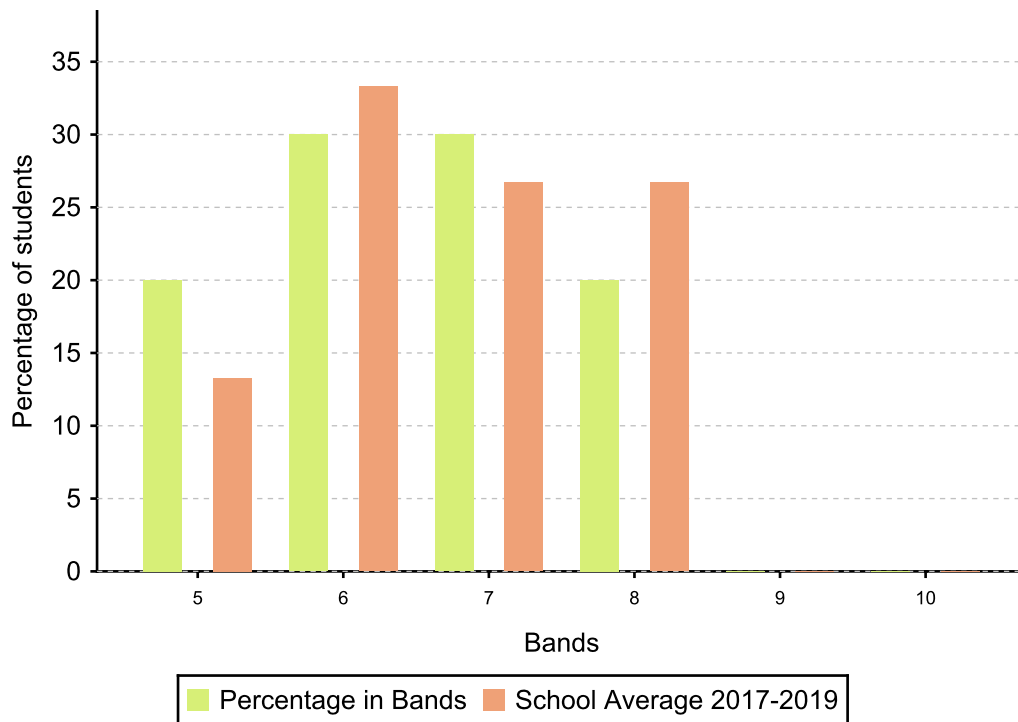
Band	4	5	6	7	8	9
Percentage of students	0.0	47.1	23.5	5.9	17.6	5.9
School avg -2019	11.1	36.1	30.6	5.6	13.9	2.8

Percentage in bands:
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	20.0	40.0	20.0	10.0	10.0	0.0
School avg -2019	20	30	23.3	16.7	6.7	3.3

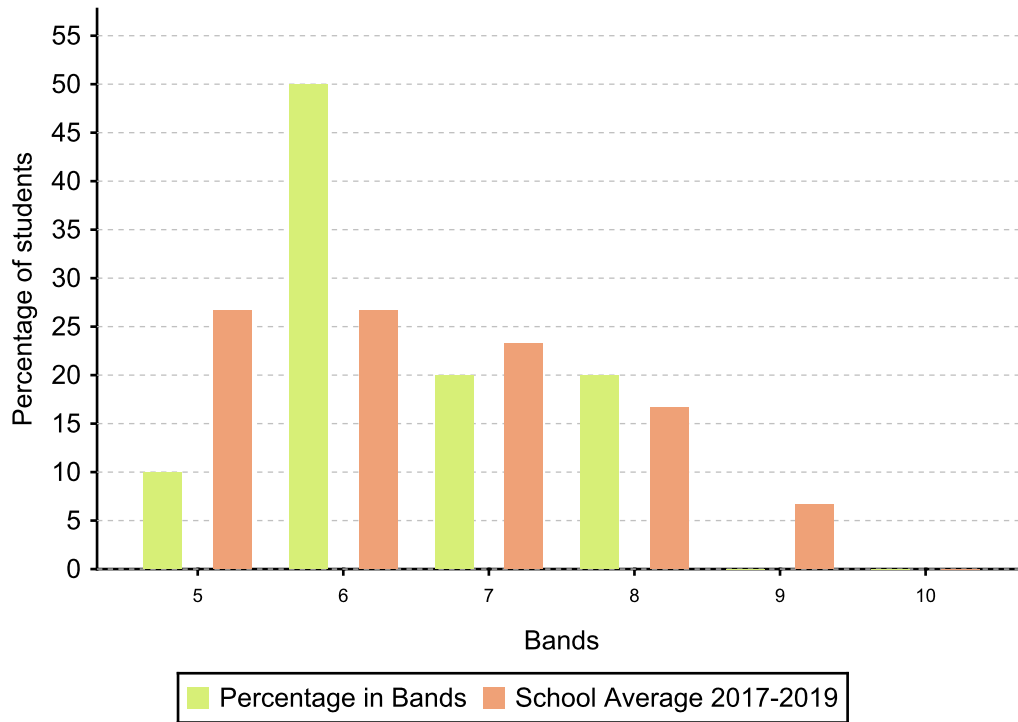
Percentage in bands:
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	20.0	30.0	30.0	20.0	0.0	0.0
School avg -2019	13.3	33.3	26.7	26.7	0	0

Percentage in bands:

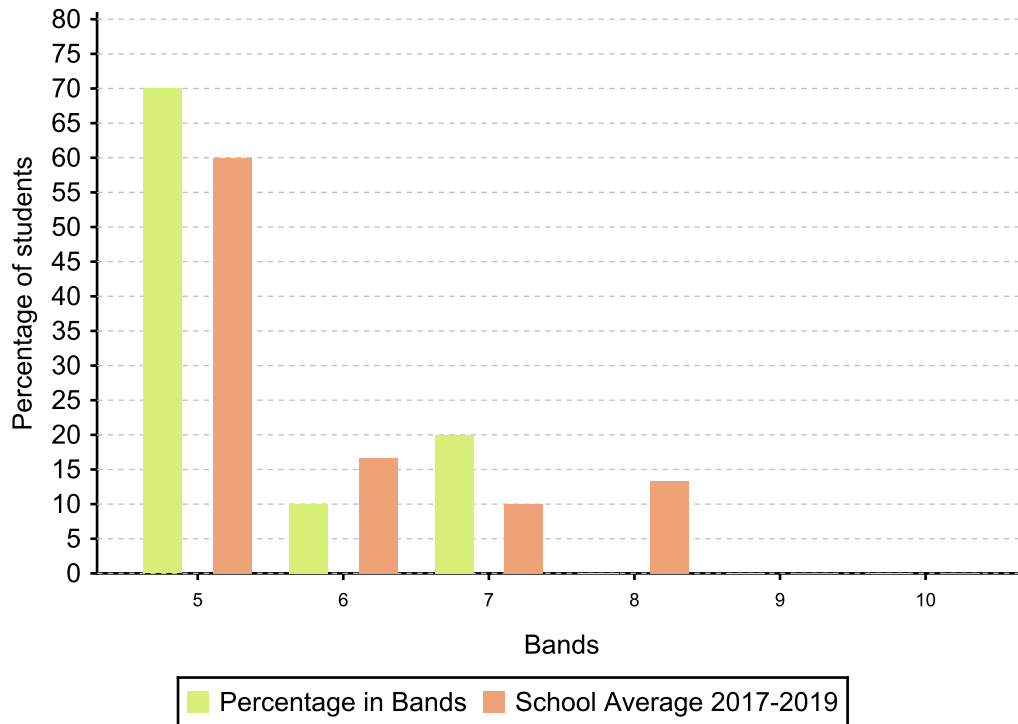
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	10.0	50.0	20.0	20.0	0.0	0.0
School avg -2019	26.7	26.7	23.3	16.7	6.7	0

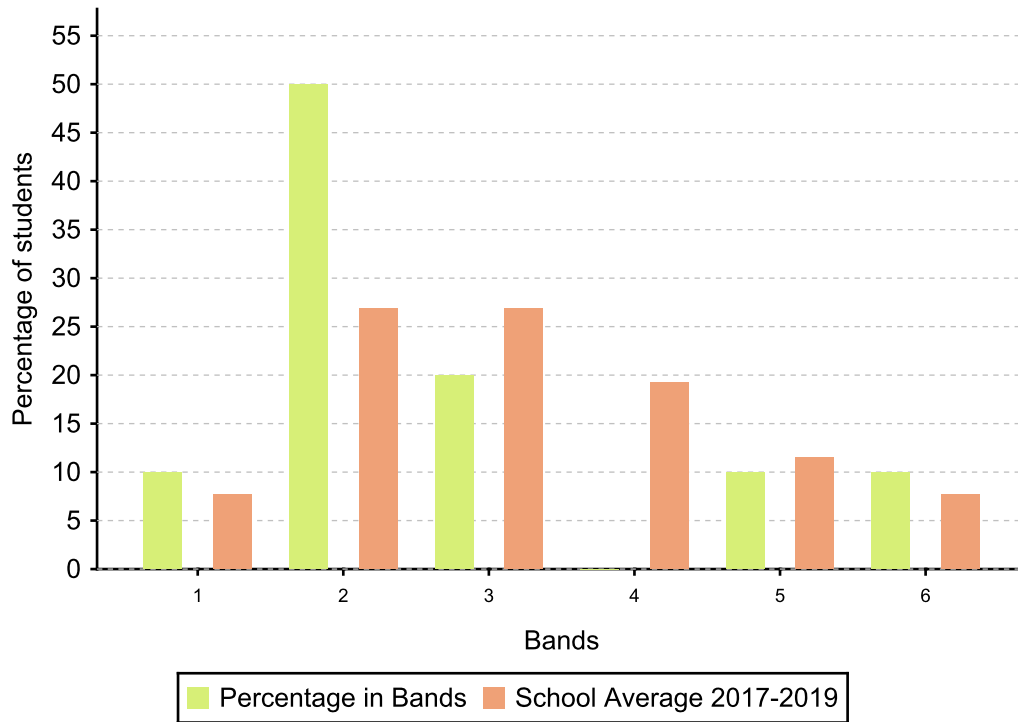
Percentage in bands:

Year 9 Writing



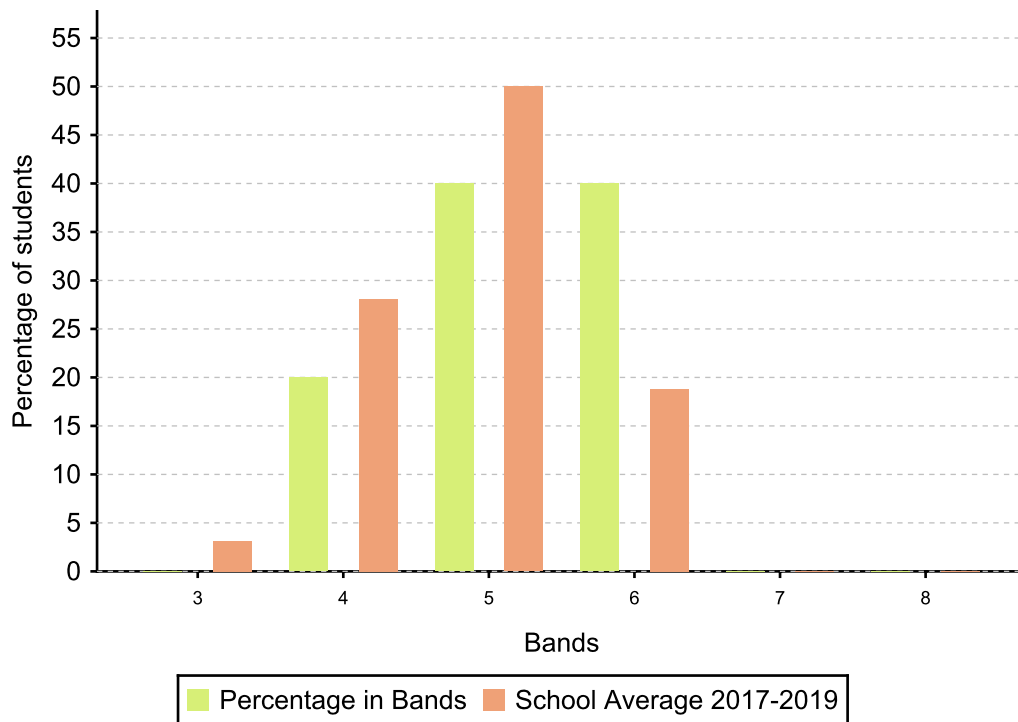
Band	5	6	7	8	9	10
Percentage of students	70.0	10.0	20.0	0.0	0.0	0.0
School avg -2019	60	16.7	10	13.3	0	0

Percentage in bands:
Year 3 Numeracy



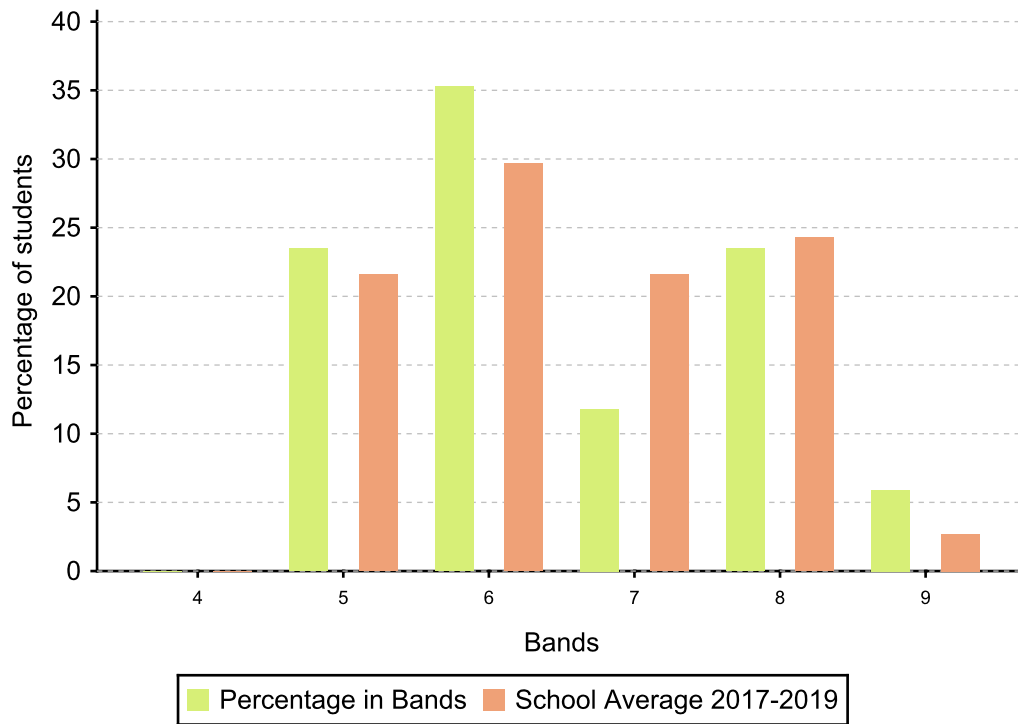
Band	1	2	3	4	5	6
Percentage of students	10.0	50.0	20.0	0.0	10.0	10.0
School avg -2019	7.7	26.9	26.9	19.2	11.5	7.7

Percentage in bands:
Year 5 Numeracy



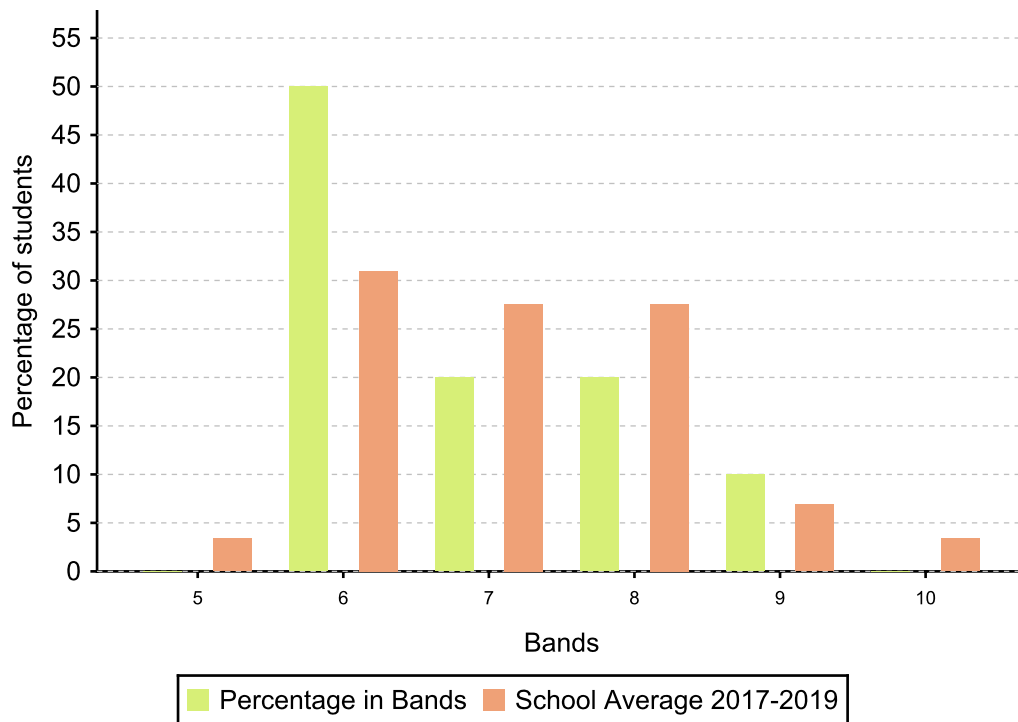
Band	3	4	5	6	7	8
Percentage of students	0.0	20.0	40.0	40.0	0.0	0.0
School avg -2019	3.1	28.1	50	18.8	0	0

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	23.5	35.3	11.8	23.5	5.9
School avg -2019	0	21.6	29.7	21.6	24.3	2.7

Percentage in bands:
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	0.0	50.0	20.0	20.0	10.0	0.0
School avg -2019	3.4	31	27.6	27.6	6.9	3.4

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.

Trundle Central has an excellent record of achievement in the Higher School Certificate. This year as in previous years school based assessment marks were consistent with HSC scores. This validates school based assessment results and processes. As with previous years every student who completed the Higher School Certificate has progressed to university or full time employment an excellent achievement from students and staff.

Parent/caregiver, student, teacher satisfaction

The school regularly seeks the opinions of parents, students and teachers in relation to the performance of the school. In 2019, parents were randomly selected to take part in focus groups to review school performance and plan for the next cycle. These focus groups identified:

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

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

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

- The provision of regular school counselling services. The school was without the services of a school counsellor for the majority of 2019. Parents believed this placed additional pressure on students, especially during drought times.
- The expense associated with travel to school events is a continual concern. Currently the school heavily subsidises student travel to attend curriculum events.

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.

Trundle Central School has an excellent record for the provision of Aboriginal education. In 2019 the school continued the excellent relationship with the local Aboriginal community with celebrations and activities for NIADOC day and Sorry day. Aboriginal students in 2019 continued to be at or above their non-aboriginal peers. The school has Aboriginal students represented as school captain, sporting house captains and members of the Student Representative Council.

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.

Other School Programs (optional)

In 2019, the school continued to expand curriculum to cater for the local context and allow all students greater opportunity to experience success. The school community believes relevant curriculum is the most effective welfare and discipline strategy. In 2018, High School students had the choice of 21 additional elective subjects. These subjects allowed students to experience activities vastly outside the core curriculum of the school. These additional choices are designed to improve student engagement, attendance and retention.

Primary Enrichment program has operated within the school for three years and was further enhanced in 2018. In 2018, the subject taught was Robotics. Students had to design, construct and program a robot to perform basic tasks. They then created procedures to teach other students the process.

Learning and Support Programs are a feature of the school. The LaST teacher has worked collaboratively with classroom teachers to assess students with additional requirements. This year the Learning Support Teacher supported students from Years K–12 in Literacy, Numeracy and Language. This involved direct instruction, monitored and assessed student progress and adjusted learning programs. The LaST teacher also coordinates the Learning Support Team that acts as a link between school and departmental and external services. The team meets fortnightly to discuss strategies to assist students to access the curriculum.

In 2019, several specialist programs operated within the school. These include MiniLit, Writing in the Middle Years, Mathematics Ninja, and Reading Recovery. These programs operate in the school, both as remedial and extension activities. Literacy and Numeracy development is a priority of the school as many students present to school with significant skills deficits. Preschool facilities are limited in the township therefore many students present to school without ever attending a quality preschool program. Early intervention is the focus in Stage One especially speech and language.

The school enjoys a partnership with Royal Far West to deliver speech therapy online through the Come and See Program.

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

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

Public Speaking is a focus of the school. In 2018, the school operated Public Speaking as an interest elective. This was to improve student skills, both in terms of confidence and technique. One student progressed to the regional finals in Secondary debating, an outstanding achievement.

Art and Music are also a focuses of the school. In 2018, the school was able to run mandatory Art as well as Stage Five elective. Students also completed beautification projects around the school and the community. The school established a rock band who successfully performed at local festivals. This was an excellent tool for promoting the school and public education. Short film making was introduced in 2018. This resulted in the production of a short film, used as a promotional video for the school and region.

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

In 2019, our partnership with Centacare Forbes continued. This allowed the pastoral care program of the school to be extended and enriched. Western Area Health also ran workshops on mental health conditions and provided support to the school.

In 2019, our school raised approximately \$100 000 (including donations) from drought relief through establishing partnerships with Sydney schools. This not only raised money but also allowed students to gain an understanding of different Australian cultures and lifestyles.