

2020 Annual Report

Trangie Central School



3254

Introduction

The Annual Report for 2020 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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School vision

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. 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>

Reflections on SEF S-aS and EV

Areas such as assessment, student performance measures and data skills and use, were the main areas from External Validation, that identified the the school as only delivering. These areas are intertwined in a foundation of teachers being confident and skilled to not only effectively assess students, but to understand assessment data and act on the results of this data. It will be essential in the next planning cycle to address teacher confidence and create opportunities for collaborative analysis across the school. (SD1)

The other area which we were only identified as delivering was with the Professional Standards. It is essential that the NSW Professional Standards for teacher are visible across the school, from the PDP process to professional learning processes and in meeting structures. Having the standards visible not only ensures that teachers are addressing the range of standards in their practice, but also ensures that they know what they look and feel like in practice. (SD?)

Although the school was deemed to be Sustaining and Growing or Excelling in the other areas of the SEF, there are areas which as a staff, we have identified that we need to keep working towards. This includes ensuring that learning culture is embedded through sustainable and predictable processes, that we have the most effective and tailored curriculum offering and processes to meet the needs of all our students as well as ensuring that all TCS staff foster and advocate a growth mindset in themselves and their students, as well as seeking continuous classroom improvement.

In order to effectively co-ordinate these goals, Instructional Leadership K-10 will be essential with all staff to oversee these goals. They will help in the tracking, professional learning and creating opportunities for teachers to have collegial conversations around data, linking this to classroom practice.

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

How did these things contribute to T&L - general summary

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)
2020 saw the continuation of the Middle School STEM program, with the focus being on sustainability and environmental impact. In Stage 5, a new entrepreneurial program, M2M, was introduced which was designed to build the General Capabilities (problem solving, critical thinking, communication, networking, resilience, etc) in students, as well as getting them to develop reflective thinking and goal setting. This program provided a continuation of project based learning up until Stage 6. In developing teacher capacity to deliver the program, 98% of all K-12 teachers completed online modules on the 7 Habits of Highly Effective People, as well as the M2M team developing a partnership with the Sydney School of Entrepreneurs to complete training and co-deliver modules in entrepreneurialism.	\$23,000

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.

Evaluation	Funds Expended (Resources)
K-6 teachers have undertaken training and collaborative processes in relation to mapping students on Plan2 and looking at ways of using authentic data for consistency of judgement. COVID has affected the full development of this professional learning. In 2021, the focus will become a K-10 collaborative approach to assessment, facilitated by the Instructional Leader. The K-6 team will become a part of the Primary Curriculum Self-Assessment Survey to ensure that we are meeting NES requirements from K-6.	\$2000

Progress towards achieving improvement measures

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)
All staff have a good grasp of strategic planning and contribute regularly to school planning and evaluation. Staff were integral in working together to undertake a Situational Analysis of the school, in order to develop the next Strategic Improvement Plan. All staff have ownership of the planning process and are working well in the same direction. In 2021, activities and initiatives will be developed for the next school planning cycle to ensure we are meeting the identified needs of our students.	\$3000

Next Steps

Next steps have been determined to be...…..

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.

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>Newsletter is a high quality publication which is well distributed and highlights school achievements and community events which are relevant to our school community. More signage has been erected to promote the "wellbeing hub" as well as making it clearer for community to access the front offices. This year has also seen signage totems erected in the front of the school to promote the schools values and ties to the community. We continue to employ a school publicity officer who "dresses" a shop window in the main street to highlight the school successes and social media is kept up to date to ensure that parents can see what activities are coming up for their children. Interest groups and STEM courses have a community foundation and promote the link between school and community.</p> <p>In the future, M2M will develop mentoring structures and projects which will link to local council and organisations such as the Men's Shed. Also as part of the Rural Access Gap program, we will evaluate our community communications structures to ensure that we are keeping up with best practice which supports our communities needs.</p>	\$30,000

Process 2: Effective Differentiation

Develop staff capacity to effectively differentiate learning programs.

Evaluation	Funds Expended (Resources)
<p>COVID caused the cancellation of many out of school curriculum activities or resulted in the activities going to online learning. This had mixed results for students, as the online version of many programs weren't successful for engaging students in their learning. This highlighted the need for developing student skills in using online platforms and will be a future focus of our technology professional learning in 2021.</p> <p>The extension mathematics program for Stage 3 was highly successful and resulted in students being extended in their mathematics studies in preparation for high school. We also had one student who was the national winner of a writing competition. Provision of extension in middle school STEM with ten week robotics course offered to identified students. All students</p>	\$10,000

Progress towards achieving improvement measures

participated in enrichment through the provision of Interest groups K - 12. Music program facilitated by new staff member Mr Joseph.

Book collection and marking occurred at regular points throughout the year and highlighted that more consistency is required with bookwork expectations. There is a clear bookwork and marking policy in the school, however there is a need for lifting expectations in this area and a greater focus on explicitly teaching literacy. This will be an integrated focus in 2021, where bookwork will be tied into assessment strategies and developing a K-12 assessment policy.

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>The Literacy and Numeracy team was established to review learning logs in order to make the literacy component more relevant to the different KLA's, however the implementation of these logs was interrupted by COVID and never finalised. Their implementation has now been delayed until the schools literacy and numeracy programs have been evaluated to see if the need for these logs are still relevant.</p> <p>As NAPLAN was cancelled due to COVID regulations, the school opted into the check-in assessments for Years 6 and 9. It is planned for 2021 that in order to gain baseline data for students, the school will PAT test all students between Year 3 to Year 10 to ensure that we can observe up to date growth and evaluate literacy and numeracy programs more effectively. Infants teachers were trained in L3 to support the current pedagogy in the infants school. We will evaluate the L3 pedagogy in 2021 to ensure that it caters to student learning needs.</p> <p>Highlighting the need to ensure that our literacy and numeracy strategies across the school are consistent and flow over transition points, we employed an Instructional Leader Yrs. 3-10, for 3 days per week to complete an analysis of the effectiveness of the schools current programs, and in 2021, work to ensure that we have the most effective programs in place to support our students needs. The school will also work on ensuring scope and sequences for all literacy and numeracy programs extend from Kindergarten to Year 10.</p>	\$30,000

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>There is a strong culture of Professional Learning in the school. COVID restrictions placed most learning and network meetings online, allowing greater access for more staff to participate in meetings and learning than would have otherwise been possible. All teachers participated in online technology learning, such as Google and Microsoft platforms, although there is little evidence that the implementation of this professional learning has been embedded into practice past COVID. The implementation of blended learning will be a focus in 2021, with the resources received from the RAG program as well as professional learning from the Microsoft transformative schools program.</p> <p>A built in casual teacher was employed across the school to support professional learning and collaborative meeting structures. This supported consistency in the school for students who didn't have their regular teachers</p>	\$33,196

Progress towards achieving improvement measures

due to being involved in professional learning. This structure will be continued into 2021.

To build leadership capacity and teacher effectiveness, 98% of both teaching staff and SLSO's completed the online modules for the Stephen Covey's 7 Habits of Highly Effective People. The training resulted in many staff collaboratively challenging their worldviews and taking on board different perspectives. This training will be followed up with more leadership development in 2021.

K-6 teachers completed online learning pathways in either analysis and effective teaching of spelling or Mathematics 5+2 Practices. In 2021 staff will mentor each other in the use of these pathways. Consolidation of these practices will continue throughout 2021 and form the basis of professional learning goals for K-6 staff.

Process 5: Learning Culture.

The building of educational aspiration and ongoing performance improvement throughout the school community.

Evaluation	Funds Expended (Resources)
The Tell Them From Me student survey results have shown an overall decrease in belonging and advocacy compared to our earlier results. This is possibly due to COVID-19 restrictions limiting the amount of extra-curricular activities which students were able to be involved with over 2020. ACE scores have been expanded to encompass Stage 5 students and there are plans to expand this from K-12 in 2021. ACE scores have been effective in lifting Stage 6 students expectations.	\$1000

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.

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>The Nest has been revamped with new furniture, painting and aesthetics which has created a more welcoming space for visitors. New signage has also been erected to identify the Nest as a professional space which interagencies can visit.</p> <p>Specialists supporting students have recommenced attending TCS. This is evident with Marathon Health's New Access program committing to a regular Friday at The Nest until the end of Semester Two, 2021.</p> <p>The Nest will be officially launched in Term 1 next year; Find Ya Feet's Tommy Herschall has committed to approximately 7 visits for staff, students and family to increase wellbeing and awareness of mental health.</p> <p>Funding has been granted from the 2021 Rural and Remote Network Initiative, to increase resources for The Nest in 2021.</p>	\$20,000

Process 2: Focus on Staff Wellbeing

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

Evaluation	Funds Expended (Resources)
<p>COVID restrictions limited socially gatherings and meetings, however, meetings moved into larger spaces and outside so that staff didn't feel isolated. Staff were also given the option of attending the meetings via TEAMS. Over the COVID periods, staff were given the option to work from home if they felt the need for their own safety. It was evident that staff most of the time did not take this offer up as they felt safe and supported in the school environment. Staff were supported through smaller class sizes and with a phased plan for student returns. Extra cleaning was put in place to also make a safe work environment.</p> <p>Also due to the tragic death of a student, the school worked with counsellors</p>	\$5000

Progress towards achieving improvement measures

and under the guidance of EAP to gain extra support to assist staff through this difficult time. A survey was conducted to assess the staff's wellbeing needs so extra support could be provided.

Staff were also able to participate in The 7 Habits of Highly Effective People. This PL allowed staff to determine their level of effectiveness or ineffectiveness. The purpose of The 7 Habits of Highly Effective People is to help you lead your life in a truly effective way. They represent a proven process of personal and interpersonal growth that can have an immediate and lasting impact.

For 2021 and beyond, the school focus on staff wellbeing will be on establishing a united collegial K-12 environment.

Process 3: Focus on Student Wellbeing

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

Evaluation	Funds Expended (Resources)
<p>A group of targeted students formed a Mental Health Youth Group and received Mental Health First Aid training as a peer support strategy. Student volunteers also help run the Breakfast Club program, and this has helped to increase the number of students attending and allowing consistency in running the program with a wellbeing teacher consistently rostered on as a part of their duty. This will continue into 2021.</p> <p>The Tell Them From Me Snapshot 2 survey identified that student sense of belonging has decreased over 2020, which has been contributed to COVID restrictions reducing many extracurricular activities and wellbeing support programs. Specific programs to support students wellbeing identified for implementation in 2021, including Find Ya Feet for students and staff, as well as reengaging students in established extracurricular activities. Also programs to support more students to develop their leadership capacity will be integrated into the school. Interest Groups have also had success in incorporating a real world community aspect into the program which will be further developed in 2021, inline with COVID restrictions reducing.</p>	\$5,000

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$779,907	Primary and Secondary Learning Support Teachers have been part of the SLSO employment process for 2021 and a rigorous reselection process for employment was implemented to ensure that SLSO's were able to identify their strengths and support needs, as well as identifying which student or class they preferred to support against their skill level.
Quality Teaching, Successful Students (QTSS)	\$15,642	Number sense assessments completed K-6 to identify student learning needs for literacy and numeracy. Staff developed confidence in data analysis and collaborative practice. From the Big Ideas pedagogy, rich tasks in mathematics were developed and all staff conducted professional learning in either Covey spelling or 5/2 maths practices, utilising team teaching and collaborative reflection to support class implementation. This was very effective in developing teacher confidence and the Big Ideas pedagogy will be further developed with a K-10 strategy in 2021 to ensure consistency over transition.
Socio-economic background	\$305,937	<p>The success of the strategies put in place across all three strategic direction using Equity funding for Low Socio-Economic communities is evidenced by Trangie Central School's recognition by CESE as a case study in Wellbeing and also chosen as an example of High Expectations in the What Works Best 2020 updated version.</p> <p>Evidence: The WWB High Expectations entry, citing TCS as an example.</p>
Support for beginning teachers	\$23786.26	<p>This term has been one of consolidation, as our beginning teachers have focussed on end of year assessments and writing reports. The program has been developing well, with effective formal and informal support being provided to teachers in terms of wellbeing/discipline processes, policies and strategies; induction to the school for new teachers; and accreditation support, with one teacher attaining their accreditation, and others in the process of gathering evidence, organising observation lessons, and putting together their portfolio.</p> <p>Where to next:</p> <ul style="list-style-type: none"> • Clear structured processes in place for Beginning/Early Career teachers at various levels, and for more experience teachers who are new to the school (i.e., induction).
Aboriginal background loading	\$294,521	This year we have continued to embed Aboriginal perspectives into classrooms and celebrate milestones in the calendar year such as reconciliation and NAIDOC, although these activities were more limited due to COVID restrictions. The Early Birds program

<p>Aboriginal background loading</p>	<p>\$294,521</p>	<p>continued, preparing Aboriginal students for Kindergarten in 2021. Term 4 involved applying for various grants to support the growth and development of cultural awareness of staff, students and communities leading into 2021, with ideas of attending local cultural camps. Staff continued to use the local Wungunja Cultural Experience to embed local cultural knowledge in their classes. Term 4 also saw Professional Learning around the AECG Partnership Agreement with all TCS Staff. With future focuses on having all teaching and SLSO staff confident in the Aboriginal 8 ways framework. More than 80% of our Identified Aboriginal and Torres Strait Islander students feel valued and cared for at TCS, as proven by the TTFM Survey. For 2021, we will continue to embed the Aboriginal 8 ways framework into teaching and learning programs.</p> <p>Evidence:</p> <p>TTFM Survey, newsletter</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	101	107	96	84
Girls	115	111	103	92

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.5	84.8	93.1	93.4
1	95	84.8	94.8	91.1
2	89.4	85.3	91	83.8
3	92.1	89.6	89.2	89.3
4	87.2	92.1	95.7	88.1
5	91.3	88	89.2	86.9
6	91.8	90	86.5	88.1
7	91.5	91.2	89.5	82.8
8	86.3	83.4	88.7	81.3
9	84.4	80.3	76.5	85
10	80.8	77.7	81.8	68
11	87.4	88.8	82.1	78.7
12	86.5	90.4	87.7	77.2
All Years	88.5	86.2	87.1	83.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	N/A	N/A	N/A
Employment	N/A	N/A	N/A
TAFE entry	0	13	34
University Entry	0	N/A	44
Other	N/A	N/A	22
Unknown	24	1	N/A

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Trangie Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

88.9% of all Year 12 students at Trangie Central School expected to complete Year 12 in 2020 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)	12.85
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	633,624
Revenue	5,165,908
Appropriation	5,021,527
Sale of Goods and Services	56,064
Grants and contributions	88,226
Investment income	91
Expenses	-5,071,079
Employee related	-4,304,420
Operating expenses	-766,659
Surplus / deficit for the year	94,829
Closing Balance	728,453

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.

	2020 Approved SBA (\$)
Targeted Total	163,803
Equity Total	779,907
Equity - Aboriginal	294,521
Equity - Socio-economic	305,937
Equity - Language	2,189
Equity - Disability	177,260
Base Total	3,253,138
Base - Per Capita	47,860
Base - Location	59,009
Base - Other	3,146,268
Other Total	422,227
Grand Total	4,619,074

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.

Parent/caregiver, student, teacher satisfaction

From the parent and community survey, we received responses from 98% of our families through using either a QR code or follow-up phone calls to ensure we included as many responses as possible. The survey was overwhelmingly positive towards the experiences which students have the opportunity to be involved in, quality teaching and high expectations, as well as the skills the school aims at embedding into students to prepare them for life after school. Comments regarding student pride in the school, their community and culture was a significant stand out as was the learning culture in the school. The majority of parents felt that the school was a welcoming place and did it's utmost to include everyone as well as the upgrades being a credit to the school.

On the flip side, some parents were concerned that students were not being extended as well as they could have been, more information about how their children are performing outside of report time, lack of music opportunities, a small percentage of parents identified bullying at school and bus (especially on the Narromine run), communication and follow-up and needing more social and emotional support for students wellbeing.

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.