

2020 Annual Report

Trundle Central School



3259

Introduction

The Annual Report for 2020 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.

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Message from the principal

Trundle Central School is a rural K-12 school located approximately 60km north-west of Parkes in the Central West of New South Wales. The school has an enrolment of 106 students including 23 Aboriginal students. The school population is distributed across the Primary and High School sections of the school. In 2020 the school experienced a decline in enrolments directly related to challenging rural conditions.

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 employment 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 2020 the school achieved pleasing Higher School Certificate results with one student achieving three band 5 and one band 6. Again all students completing stage six moved to university or employment. In addition, all five graduates from our School to Work Program were offered apprenticeships. This is an outstanding achievement by these students and the staff involved.

Our value added index for Naplan is regularly above regional and state levels. The school is directing significant resources into moving students into the top two bands of Naplan in the next planning cycle. Continued focus on attendance resulted in pleasing improvements in 2020. 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. Improving the attendance continues to be a school priority.

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 three 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 2020 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 2020 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 2020 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.

Unfortunately our Pet's as Therapy dog Ajax passed away in 2020 from liver cancer. However, we welcomed our new therapy dog Nugget late 2020 . 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. NAIDOC celebrations are a feature of our school because they are both inclusive and informative.

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 & Robert Stokes

School Captains 2019

School vision

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 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	2020 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	Delivering
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 undertook external validation in 2020. The final validation meeting was conducted via a zoom platform. The results of this process are list above. In the next planning cycle the school is concentrating on improving the collection and analyse of data. This will allow classroom pedagogy to be better align to data.

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

The school allocates significant financial and staffing resources towards the improvement of Literacy and Numeracy. This is especially in the area of creative writing as Naplan results indicate this is an area of deficit.

The COVID cancellation of Naplan in 2020 reduced the available data. This data is especially critical because school progress needs to be judged over a number of years as the small sample size creates considerable statistical variation year on year.

The school continues to implement a variety of specialist remedial programs for Literacy and Numeracy. These are specially focused towards early intervention as many children enter school with significant learning deficits. The association with Royal Far West continues to allow speech therapy to be delivered via video conference.

The school is quickly moving towards every student having a learning support plan. This will be completed in the next planning cycle

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 achieved the goal of improving collaborative practices across the school. This is reflected in teacher programming and professional conversations. The school is working towards embracing a culture of excellence and high expectations.	School and regional 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 will move to all students having an Individual Education Plan during the 2021-24 school improvement period. The culture of the school has changed with Learning Support Plans being viewed as strategies for the extension of students. This is in line with the school focus on increased targeting of students one band below the top two bands.	School Learning Support Team, Dubbo Regional Office staff

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.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
COVID -19 cancellation of Naplan has created a significant gap in available data. However, staff meetings have included analysis of internally generated data, enrolment trends, absenteeism etc. This is to provide staff with a snapshot of school performance against similar schools and the state.	Internal school resources.

Next Steps

Data analysis informing classroom practice is a continuing focus of the school. This is to improve quality teacher judgement in targeting areas of deficit. This is especially important for improving quality teacher judgement.

All teaching staff will be trained in the administering and analysis of the PAT test. This will increase the data available to quality teacher judgement informing classroom practice.

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

Parent involvement in school programs was increasing before COVID-19 shutdown. This was because of active partnerships with government and non-government agencies. These links need to be re-established. Encouraging parents to communicate proactively with the school is an on-going goal.

Kids Matter principles are now embedded into the school. Each staff member understands the link between quality pastoral care and academic achievement.

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)
Quality community feedback has allowed the school to determine focus areas. These will continue in the 2021-24 planning cycle.	Internal school resources 500 Socio-economic funding Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$500.00)

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 Aboriginal students at Trundle Central School are performing as well or above that of non-aboriginal peers. They are strongly represented in school leadership groups.	Regional education teams Aboriginal funding. Low socio-economic funding. Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$4000.00)

Progress towards achieving improvement measures

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)
The school has to extend transition because many students entering school have not attended any formal pre-school. This unfortunately means many children are starting school with limited school skills.	Transition teacher 0.2 Funding Sources: <ul style="list-style-type: none">• Professional learning (\$10000.00)

Next Steps

The school will continue refine and extend transition programs as it is an identified area of need. Many children entering school have not been exposed to Pre-school. Therefor it is vitally important the school extends its reach further into early childhood.

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 in post school employment opportunities.

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

Increase Higher School Certificate results across all subjects.

Improved capacity of middle executive and increased leadership opportunities.

Overall summary of progress

The Western Access Program has made significant improvement in terms of administrative accountability, assessment validity and quality teacher judgement. School based marks and modified assessment marks display a close relationship indicating an improvement in teacher judgement and validity of assessment.

Learning support improvement is a focus of the school and this will continue into the next planning cycle. This is especially coordinating learning support across the four schools in terms of common language and quality timely information transfer.

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)
Teacher professional conversations indicate an increased understanding of the Literacy and Numeracy progressions. Teacher are indicating they feel more comfortable with identifying areas of deficit across the school and with individual students.	Departmental officers. Professional development budget. 4 days @ 500 per day. Funding Sources: • Professional learning (\$2000.00)

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

Evaluation	Funds Expended (Resources)
Learning support has improved across stage 6 and is well resources through flexible funding.	WAP resources

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

The professional networks are active across the Western Access Program

Internal school and Western Access Program resources.

Next Steps

The Western Access Program is vital for Trundle students to access stage 6 education. The continued improvement of teacher professional development will allow teachers to continue to improve lesson delivery and assessment.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal targeted funding.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$27 822.00) 	Aboriginal students are achieving or exceeding the goals containing within the Individual Learning Plans.
Low level adjustment for disability	<p>Employment of SLSO to implement remedial programs in small groups or individually.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$21 318.00) 	Students who have progressed through the program are now better equipped to access mainstream curriculum with adjustments. Growth rates from pre and post testing indicates all student progress above the expect rate of growth.
Quality Teaching, Successful Students (QTSS)	<p>Release of Assistant Principal Primary to provide instructional leadership and additional learning support in primary.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$12 142.00) 	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 participation rate in written tasks has improved especially among male students who were significantly behind in terms of submitting quality writing tasks.
Socio-economic background	<p>Low Socio- economic flexible.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$141 504.00) 	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 pastoral care or youth facilities.
Support for beginning teachers	Beginning teacher support.	COVID-19 restrictions on face to face professional development restricted and reduced the effectiveness of face to face professional development. This will be a focus area in 2021.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	58	61	70	71
Girls	55	52	37	43

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.4	95.5	96	95.5
1	93.3	90.8	94.1	94.9
2	95.2	95.5	95.4	94.8
3	96.2	91.6	94.7	96.1
4	96.8	95.3	94.1	95.6
5	95.7	93.7	95.6	95.4
6	94.1	94.5	93	97.1
7	91.4	92.8	94.4	92.4
8	92.1	86.5	88.3	93.5
9	88.3	92.2	86.9	91
10	80.7	87.3	87.8	85.4
11	84.6	84.5	89.7	95.8
12	87	75.5	83.5	92.3
All Years	91.2	91.2	92.3	93.5
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	0	0	0
Employment	100	100	25
TAFE entry	0	0	0
University Entry	0	0	75
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

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

Year 12 students attaining HSC or equivalent vocational education qualification

57.1% of all Year 12 students at Trundle 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
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	9.97
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, 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	386,932
Revenue	2,794,321
Appropriation	2,733,419
Sale of Goods and Services	1,653
Grants and contributions	58,577
Investment income	672
Expenses	-2,600,391
Employee related	-2,343,041
Operating expenses	-257,350
Surplus / deficit for the year	193,930
Closing Balance	580,861

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 directing considerable funds towards enhancement of technology and the introduction of a designated STEAM area. The improvement of teaching spaces is also a focus area for 2021-24 planning.

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	62,178
Equity Total	256,275
Equity - Aboriginal	27,822
Equity - Socio-economic	141,504
Equity - Language	0
Equity - Disability	86,948
Base Total	2,005,440
Base - Per Capita	25,782
Base - Location	30,738
Base - Other	1,948,920
Other Total	332,703
Grand Total	2,656,595

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

The school regularly seeks the opinions of parents, students and teachers in relation to the performance of the school. In 2020, as part of the external review process asked parent and community opinions in regards to the school. 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. This has caused considerable damage to parent goodwill.
- The expense associated with travel to school events is a continual concern. Currently the school heavily subsidises student travel to attend curriculum events.

The school has as a strategic direction in the 2021 -24 school plan to increase parent involvement in the education process and improve avenues for parent feedback.

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.