

# 2021 Annual Report

## Trangie Central School



3254

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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## School vision

Trangie Central School is an inclusive educational community, empowering students to succeed, develop resilience and make positive contributions to society. Our vision is to build strong literacy and numeracy foundations with a focus on educational attainment to achieve personalised post-school pathways.

## School context

Trangie Central School is an inclusive school which has a student population of 205 students, ranging from Kindergarten through to Year 12. Our school is a growing rural school, located amongst the cotton and wheat fields, 72km west of the major NSW regional centre of Dubbo. 55% of our students identify as Aboriginal.

The staff, students and community have high expectations for academic attainment and foster a culture of acceptance, tolerance and kindness. The school's wellbeing structures are underpinned by positive value expectations to be Safe, Respectful Learners. They include successful programs to develop resilience from Kindergarten through to Year 12. We strive to offer opportunities for each student to find their strengths, allowing them to excel.

The focus on Quality Teaching and Learning has led to a strong school culture of learning. 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. Our school has a long and proud history of being a true community resource. Trangie Central School has a strong working relationship with the Local Aboriginal Land Council (LALC) and our local community Elders.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with student, staff, parents and our local community. The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan.

The school is committed to continually improving effective high level classroom practices by developing efficient and common systems across the school which promote collaboration, grow innovation and promote a growth mindset in students, staff and our community. Staff professional learning and dedicated meeting times will be key to ensuring this becomes embedded in our practice. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

Our situational analysis identified that we need to build closer networks with a broader range of post-school pathways for students as well as building connections with external well-being support services to ensure students are connected to our community. The school is committed to lifting student achievement in literacy, numeracy and the general capabilities framework skills needed for post-school success.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 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	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to improve student achievement, growth and performance in literacy and numeracy through research informed and evidence-based teaching and data analysis across K-12. Using a consistent, reflective and collaborative approach to practice, teachers will grow their capacity to improve student results and attainment.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Using data effectively
- Student growth in literacy and numeracy

### Resources allocated to this strategic direction

**Location:** \$12,000.00

**Aboriginal background:** \$39,650.00

**Early Action for Success (EAFs):** \$66,500.00

**Socio-economic background:** \$24,400.00

**Literacy and numeracy:** \$11,716.00

**Professional learning:** \$14,000.00

**Beginning teacher support:** \$9,200.00

### Summary of progress

Instructional leadership over the year has enabled teachers to better understand student data to support classroom practices. With a K-10 approach in literacy and numeracy, key areas of need have been targeted with professional learning and collaboration, resulting in the sharing of good practice across the school. Teacher collaboration has increased, with dedicated time scheduled for meetings. This has resulted in targeted plans to support and engage HSC students in their studies, as well as identifying students who could be bumped up into the higher NAPLAN bands. All secondary teachers teaching mathematics have been trained in Big Ideas in Number, as have two primary teachers, and all primary teachers have completed InitialLit (a synthetic systematic phonics approach) aimed at improving students' ability in decoding unfamiliar words and lifting reading results.

The late appointment of an Instructional Leader K-10 hindered the start time of deep data analysis and consistent whole school focus on the strategies needed to integrate a K-10 focus. However, the position was replaced with a permanent Assistant Principal Curriculum and Instruction, the school was resourced to maintain its strategic focus on student improvement in literacy and numeracy, as well as leading teacher professional learning in best classroom practice.

Professional learning in Big Ideas in Number and InitialLit have taken time to implement, with implementation starting in late 2021 and flowing into 2022. COVID-19 and learning from home caused further disadvantage to some students, due to lack of engagement and changed school focus onto student wellbeing check-ins and re-connecting students back to their learning.

In 2022, the focus across the school will be in the introduction of systematic phonics (K-3), as well as using data to focus on the areas which NAPLAN and Check-In Assessments are showing as weaknesses across the school. This will include vocabulary, spelling and grammar and text structure. For numeracy, this will include number and measurement.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Percentage of students achieving NAPLAN top 2 bands in numeracy Years 3 to 5 will increase from 10.06% to at least 13.00%	23.53% of Year 3 and 5 students achieved in the top 2 NAPLAN bands for numeracy, exceeding the lower bound target of 22.70%.
Percentage of students achieving	35.29% of Year 3 and 5 students achieved in the top 2 NAPLAN bands for

NAPLAN top 2 bands in reading Years 3 to 5 will increase from 17.9% to at least 20.00%	reading, exceeding the upper bound target of 29.90%.
Percentage of students achieving NAPLAN top 2 bands in numeracy Year 9 will increase from 0.00% to at least 5.00%	0% of Year 9 students achieved in the top 2 NAPLAN bands for numeracy, falling short of the lower bound target of 15.80%.
Percentage of students achieving NAPLAN top 2 bands in reading in Year 9 will increase from 4.76% to at least 7.00%	0% of Year 9 students achieved in the top 2 NAPLAN bands for reading, falling short of the lower bound target of 57.14%.
The percentage of Year 5 students achieving expected growth in NAPLAN numeracy will increase to at least 20.00%.	46% of Year 5 students achieved expected growth in NAPLAN numeracy.
The percentage of Year 9 students achieving growth in NAPLAN numeracy will increase to 5.00%.	64.29% of Year 9 students achieved expected growth in NAPLAN numeracy, exceeding the lower bound target of 59.4%
The percentage of Year 5 students achieving expected growth in NAPLAN reading will increase to 25.00%.	57.14% of Year 5 students achieved the expected growth in NAPLAN reading, falling short of lower bound target of 60.00%.
The percentage of Year 9 students achieving expected growth in NAPLAN reading will increase by at least 3.00%.	29.41% of Year 9 students achieved the expected growth in NAPLAN reading, falling short of the lower bound target of 60.10%
Contribute to increasing the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to at least 45.00%.	75% of Aboriginal students completed their HSC credential whilst maintaining their cultural identity.
The percentage of HSC students achieving the top 3 bands increases to at least 15.00%	20% of HSC students achieved in the top 3 bands, resulting in a total achievement of 5.26% in these bands.
Classroom teachers use data to identify the learning needs of individual students to inform practices.	100% of classroom teachers collaboratively work with the Instructional Leader to undertake professional learning in interpreting and analysing student data to inform teaching practices.
Teachers and students are introduced to learning intentions and success criteria.	Experimentation in targeted classes across K-12 to use Learning Intentions for literacy and numeracy lessons towards the end of year, yielding mixed results.

## Strategic Direction 2: High Expectations and a collaborative school culture

### Purpose

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Our purpose is to continually improve whole school practices by developing efficient and common processes and systems that promote high level staff collaboration, grow innovation and promote a growth mindset in students, staff and community.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative school culture
- Systems Efficiency
- Building capacity for high expectations
- Supporting innovative curriculum
- Developing a growth mindset for staff and students

### Resources allocated to this strategic direction

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**Socio-economic background:** \$62,198.00

**QTSS release:** \$14,500.00

**Beginning teacher support:** \$6,000.00

**Professional learning:** \$20,990.00

**Aboriginal background:** \$19,198.00

### Summary of progress

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As part of Strategic Direction 2 we evaluated our school systems and processes to identify ways of working more collaboratively across K-12. Weekly K-12 staff meetings were established to build staff collaboration time, ensure consistent expectations and build closer rapport between all teaching staff. With concerns being raised that K-6 Stage teachers lost time for collaborative practice, 2022 will see fortnightly Stage meetings being built into the timetable for collaborative professional dialogue and planning, in line with 7-12 KLA meetings. Whole school staffing resources were used to timetable secondary science, mathematics, CAPA, PDHPE and careers teachers to teach K-6 programs (including extension programs) as well as allowing a specialty primary teacher to teach Wiradjuri languages to Year 7 and the Stage 3 teacher to collaboratively teach STEM across Stages 3 and 4. Stage 6 curriculum structures and models were evaluated with the aim of increasing student choice, improving staffing efficiency, whilst improving student wellbeing. After much collaboration with staff, students, parents and community, a compressed curriculum model for Year 11 was introduced, resulting in all students K-10 being a part of a transition program in Week 6 Term 4, in preparation for the following year. For 2022, learning support and wellbeing structures and roles will be evaluated to ensure an efficient continuum of support for all students across K-12. The school also volunteered to participate in the Primary Curriculum Self-Assessment (which was specifically tailored for K-10) to ensure that curriculum structures were compliant, to develop common systems K-10 for whole school consistency and build the capacity of all staff in curriculum compliance. As a result, all K-6 timetables are uploaded into Sentral, a common template was developed for programming and scope and sequences, as well as all staff completing professional learning on curriculum monitoring and compliance. In 2022, the school will again participate in a K-10 model of the Primary Curriculum Self-Assessment, with the focus being on K-10 assessment practices.

With the commencement of the Rural Access Gap program and the installation of new digital learning displays in all teaching spaces, as well as school professional learning support, the school made the decision to focus on Microsoft 365 as a whole school platform and its applications. Training for all staff was accessed through the Microsoft Transformation program and a team was established to develop a TEAMS platform which would replace the current school server, focusing on efficient file and folder organisation. Whole school staff and student training was completed before COVID-19 restrictions required learning from home to be instigated. The result of the implementation of this whole school strategy was that 90% of all staff regularly engaged in daily morning catch-ups, all teachers connected with 75% of their students regularly over TEAMS and work was regularly uploaded and feedback provided in class TEAMS. All students who did not have access to technology were provided with dongles and laptops in the first instance, ensuring the importance of connection with school, teachers and peers was the focus of student learning. Staff confidence and competence were identified initially as a barrier to successful transition, however with targeted support, release time and weekly tech bites and discussions, most staff have engaged successfully with the school TEAM drive and use the new digital learning displays on a daily basis. 2022 will focus on ensuring all teaching staff are confident in ensuring all students are regularly engaging with online ICT platforms in classes to develop their digital literacy skills, with the reinstatement of the Digital Technology Officer in the school for support.

Whilst evaluating HSC data and identifying barriers to student success, the school looked at ways to increase curriculum offerings as well as ways to reduce cognitive load and pressure on students. The introduction of the compressed curriculum model increased student subject choice by 17%. An increase in School Based Apprenticeships and Traineeship (SBAT) promotion and engaging a transition adviser has increased school SBATs by 200%, improving post-school pathway options and engagement. Increasing Personal Learning Pathways to all students in 2022 will support early post-school pathways planning for Stage 5 and 6 students. This has led to 100% of student retention from Year 10 to Year 11. Years 7-10 curriculum structures were also evaluated, with Wiradjuri studies and Visual Arts being offered as electives in Year 8. With limited staff, we have overcome the barriers of subject offerings by accessing Distance Education to supplement specialist subjects in Stage 6, as well as cyclical planning to ensure the most efficient use of staff over the two year subject cycle.

In order to support staff and students through the process of growing their mindset to engage and support new and innovative ways of thinking, release time has been provided to teachers for professional learning and implementation. K-12 meeting times have increased collaboration time for all staff across the school to support each other with technology implementation and curriculum, however it has reduced the time for K-6 teachers for collaborative time in Stage groups. In 2022, Stage meetings will be timetabled for K-6 staff to share practices and professional learning localised to their settings.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>Curriculum self-assessment K-10</li> <li>K-12 careers program developed and implemented</li> <li>Common K-10 Scope and Sequence and program scaffold developed</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum team established, undertaking review of curriculum hours, courses and opportunities to ensure breadth of curriculum and compliance.</li> <li>PDHPE KLA Scope and Sequence completed K-10.</li> <li>Careers program initiated from Kindergarten through to Year 12</li> <li>Training of a 0.2 Transition Adviser across the school completed</li> </ul>
<ul style="list-style-type: none"> <li>All identified students have rigorous and timely IEP's to meet educational goals and needs in consultation with parents, student and teacher.</li> </ul>	<ul style="list-style-type: none"> <li>100% of identified students have Individualised Education Plans completed in consultation with students parents and relevant teacher advisers.</li> </ul>
<ul style="list-style-type: none"> <li>K-10 assessment policy is developed</li> <li>Integrate ACER scores K-12 as a reflective process for students to evaluate their own learning behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Draft K-10 Assessment Policy developed</li> <li>ACER scores established Year 7-12</li> </ul>
<ul style="list-style-type: none"> <li>All teachers and SLSO's trained in using Office 365</li> <li>RAG roll-out of teacher devices and classroom digital resources with effective implementation of 0.2 Digital Technology Officer to support targeted PL for all staff</li> <li>All classes have an online platform set up for online learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>High Impact Professional Learning undertaken with all staff in using Microsoft 365 and applications for teaching, whole school file management and using TEAMS to connect with colleagues and students in remote teaching situations, followed up with regular "Tech Bites"</li> <li>Digital Technology Officer position established supporting teachers with effective technology implementation</li> <li>100% of classrooms have been upgraded with new COMBOX displays and all teaching staff allocated updated laptops for the effective integration of up to date technology in teaching and learning</li> <li>All classes K-12 have a TEAMS drive which is used on a regular basis</li> </ul>
<ul style="list-style-type: none"> <li>School systems aligned to provide opportunity for collegially led professional development and regular evaluations</li> <li>Allocate time for teachers to implement their professional learning in their teaching and wellbeing programs</li> </ul>	<ul style="list-style-type: none"> <li>Weekly K-12 meetings established in practice</li> <li>Faculty and Stage meetings are timetabled in school hours using whole school staffing</li> <li>1.0 Instructional Leader appointed across K-10, delivering professional learning and engaging collaborative discussion during meeting time</li> <li>Professional learning supported with whole school resources to ensure adequate time for staff to undertake training and implement into practice with in-school support</li> </ul>
<ul style="list-style-type: none"> <li>Investigate innovative small high schools and their curriculum structures for offering greater subject choice</li> <li>Principal investigates procedures and</li> </ul>	<ul style="list-style-type: none"> <li>Research undertaken and curriculum models evaluated with all staff K-12</li> <li>School community consultation and surveys completed with feedback addressed</li> <li>Based on research findings and in consultation with key stakeholders, the</li> </ul>



<p>options for shifting to compressed curriculum delivery for current Year 10 student in T4 2021</p> <ul style="list-style-type: none"> <li>• Survey all key stakeholders about the viability of compressed curriculum</li> <li>• Hold a consultation seminar to educate all key stakeholders about the impacts of compressed curriculum</li> <li>• Term 4 implementation of compressed curriculum for current Year 10</li> </ul>	<p>school has moved to compressed curriculum for Year 11 starting in Term 4 2021.</p>
<ul style="list-style-type: none"> <li>• Identify and evaluate the ways in which staff receive feedback on their performance</li> <li>• Increase opportunities for collegial discussion and sharing best practice</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in school meeting structures and timetabling of KLA meetings have allowed greater opportunities for more discussion and feedback around professional practice.</li> </ul>

## Strategic Direction 3: Wellbeing through stronger relationships

### Purpose

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Our purpose is to grow and cultivate effective whole school communication, strong relationships between staff, students, parents and our community. This will ensure strong student connection and wellbeing with effective educational support structures for students.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Belonging
- Staff Wellbeing
- Building strong connections

### Resources allocated to this strategic direction

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**Socio-economic background:** \$110,000.00

**Aboriginal background:** \$85,500.00

**Location:** \$22,000.00

**Low level adjustment for disability:** \$45,000.00

**Beginning teacher support:** \$12,000.00

### Summary of progress

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As part of Strategic Direction 3 we strived to grow and cultivate effective whole school communication, and improve relationships between staff, students, parents and our community. Navigating the year through the impact of COVID-19 restrictions, meant only a portion of planned activities were able to be undertaken. Despite this, the focus on building student and staff rapport from K-12 and overall school pride and community connection, did not waver. Although we had limited face to face family and community interaction, we were able to grow links with our community and increase school pride by re-establishing school traditions, such as a marching competition at the athletics carnival (supported with community judges), initiating discussions with the Trangie Local Lands Council and Narromine AECG to investigate the viability of re-establishing the Trangie AECG, surveying families through technology and phone surveys to have input into curriculum changes, as well as connecting to families through TEAMS, to engage them in NAIDOC celebrations during lock-down, as well as with remote learning. We were able to provide access to quality wellbeing and resilience programs for students, such as Find-ya-Feet, Police Liaison Officers, "Stand Tall", Red Dust Healing, as well as connection to targeted inter-agencies for students with specific needs. Leadership development was accessed through curriculum, with M2M, STEM, Game Changer, Harmony Day and RUOK day activities, as well as SRC student participation in GRIP leadership. During COVID-19 lockdown, platforms such as TEAMS, allowed for staff and student wellbeing check-ins. Lessons and communicating with the school community via social media platforms, saw an overall increase in staff and student confidence of using and utilising technology to remain connected to each other as well as finding innovative ways to ensure that significant cultural connection was maintained, with remote, online connection with Aboriginal Elders during NAIDOC week celebrations. COVID-19 was a major barrier in including parent and community face to face participation in school events, as well as student extra-curricular and wellbeing excursions, resulting in many planned events being cancelled for the year, as well as hampering the expansion of community links and mentoring programs. The priority for the next year is to further student, staff and community opportunities that were hampered by this year's restrictions. Through reengaging with excursions, extra-curricular activities, and face-to-face interactions with the community, this will further student connection and wellbeing through stronger relationships.

For staff wellbeing and building stronger collaborative relationships, weekly K-12 meetings were established, focusing on strategic school planning, professional learning and collaborative practices. Whole school targets of improving staff and students technology capabilities helped to improve growth mindset and staff synergy, as staff have adapted to new ways of working. Teachers have regularly shared best practices in K-12 meetings, promoting discussion and supporting each other with literacy and numeracy professional learning and changes in teaching pedagogy. Release time for staff to work together and complete learning during the school day has supported implementation of initiatives and created space for productive team work. In 2022, whole school staffing will be utilised to timetable K-6 teachers on built in Stage meetings, ensuring time for planning and collaboration, in-line with 7-12 KLA meetings.

In building stronger connections, M2M and STEM have provided opportunities for students to build connections with local community groups, such as the Trangie Aboriginal Lands Council and historical society, in project-based learning to rejuvenate and educate locals and tourists to significant Aboriginal sites and town history, however, these projects were delayed due to COVID-19 restrictions. In 2022, the school will continue to build connections with STEM, M2M, local council, employers and local community to develop and strengthen student connection and links to their town, culture

and increase School-Based Apprenticeship and Traineeship opportunities. Work was started on reviewing the current student Learning and Support structures within the school, however this will be finalised in 2022, with allocated time for planning and developing updated role statements for all key staff K-12.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>At least 70% of students finding employment or involved in post-school pathways from Years 10-12</li> </ul>	<ul style="list-style-type: none"> <li>93% of Year 10 students have continued into Year 11, with 100% of Year 11 students continuing with their education and 70% of Year 12 students moving into further education or full-time employment.</li> </ul>
<ul style="list-style-type: none"> <li>The percentage of K-6 students attending school over 90% of the time will increase from the baseline of 61.68% to the lower bound target of 69.20%.</li> </ul>	<ul style="list-style-type: none"> <li>45.59% of K-6 students attending school for over 90% of time, falling short of the lower bound target of 69.20%</li> </ul>
<ul style="list-style-type: none"> <li>The percentage of 7-12 students attending school over 90% of the time will increase from the baseline of 44.33% to the lower bound target of 52.20%.</li> </ul>	<ul style="list-style-type: none"> <li>53.40% of 7-12 students attending school for over 90% of the time, exceeding the lower bound target of 52.20%</li> </ul>
<ul style="list-style-type: none"> <li>Meeting minutes reflect discussion and all wellbeing role statements developed</li> <li>Forward mapping of school calendar identifies key programs and bookings based on identified targets for the year ahead</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing role statements have been drafted</li> <li>Forward planning of the 2022 calendar identifies targeted wellbeing programs in light of COVID-19 restrictions</li> </ul>
<ul style="list-style-type: none"> <li>Extra-curricular and leadership opportunities explored across K-12.</li> <li>10% increase of students reporting an improved sense of belonging to the school</li> </ul>	<ul style="list-style-type: none"> <li>Focus on leadership and extra-curricular opportunities has increased</li> <li>K-6 Sense of Belonging from the Tell Them From Me survey has increased by 16.76% to exceed the low bound target of 79.95%, whilst 7-12 has decreased by 3%</li> </ul>
<ul style="list-style-type: none"> <li>Students surveyed as to their leadership aspirations and sense of pride at school in snapshot 2 of TTFM.</li> </ul>	<ul style="list-style-type: none"> <li>Students have identified a 3% increase in Expectations for Success</li> <li>K-6 wellbeing data sitting above lower bound trajectory of 87.95%, with 7-12 wellbeing data increasing by 2%</li> </ul>
<ul style="list-style-type: none"> <li>Evaluate HSC limitations and curriculum structure changes to support students in their learning</li> </ul>	<ul style="list-style-type: none"> <li>Factors limiting HSC achievement identified and analysed with measures put in place to support current and future students for success.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$228,440.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Trangie Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments</li> <li>• intensive learning and behaviour support for funded students</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Greater support time for individual students supporting their academic, social growth and targeted intervention.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to provide extra SLSO support for student integration, academic support and early intervention strategies, such as speech therapy.</p>
<p>Socio-economic background</p> <p>\$230,233.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Trangie Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building strong connections</li> <li>• Systems Efficiency</li> <li>• Student Belonging</li> <li>• Collaborative school culture</li> <li>• Using data effectively</li> <li>• Student growth in literacy and numeracy</li> <li>• Building capacity for high expectations</li> <li>• Supporting innovative curriculum</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> <li>• professional development of staff through Microsoft technology implementation to support student learning</li> <li>• staff release to increase community engagement</li> <li>• employment of additional staff to support speech therapy implementation.</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support literacy and numeracy instructional leadership across the school.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Consistent alignment of literacy and numeracy strategies across the school as well supporting school cultural activities and improving staff and students'</p>

<p>Socio-economic background</p> <p>\$230,233.00</p>	<p>ICT skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To continue to support students to access academic and cultural activities to overcome rural isolation and disadvantage. Quality professional learning will also be supported to build staff capacity in technology implementation, literacy and numeracy, as well as other Strategic Improvement Plan initiatives.</p>
<p>Aboriginal background</p> <p>\$262,009.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Trangie Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Staff Wellbeing</li> <li>• Supporting innovative curriculum</li> <li>• Using data effectively</li> <li>• Student growth in literacy and numeracy</li> <li>• Student Belonging</li> <li>• Systems Efficiency</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Improved literacy, numeracy and educational outcomes for all Aboriginal students, as well as increasing cultural engagement, connection and building cultural safety for all students, staff and families.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To continue staff professional learning and mentorship to improve literacy and numeracy, with experienced Assistant Principal Curriculum and Instruction as well as targeted programs to support individual students. We will also develop greater connections with our local Aboriginal heritage with the regular engagement of local elders and the introduction of a Wiradjuri elective class for Year 8 students, expanding on local language and cultural education. The AEO role will be strengthened and evaluated to further build family and community connections with the school.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Trangie Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Student Support Officers delivering intensive literacy programs, such as MultiLit and Mini-Lit for targeted students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To continue with intensive learning programs, such as Mini-Lit Sage, to support individual student's identified needs.</p>
<p>Low level adjustment for disability</p> <p>\$179,542.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Trangie Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Belonging</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• targeted students are provided with an evidence-based intervention from the Centre of Effective Reading to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Employment of SLSOs for extra in class support for students during literacy and numeracy time, delivery of individual speech programs, and remedial literacy and numeracy programs. Learning and Support teacher to coordinate testing and organise implementation of programs, liaise with parents and specialists.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To continue to engage external specialists, SLSOs and additional teacher time to support students requiring specialist learning adjustments in mainstream classes.</p>
<p>Location</p> <p>\$55,500.00</p>	<p>The location funding allocation is provided to Trangie Central School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Using data effectively</li> <li>• Student Belonging</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul>

<p>Location</p> <p>\$55,500.00</p>	<p><b>The allocation of this funding has resulted in:</b>  Access for all students to a wide range of incursions and excursions at Trangie Central School. It has also resulted in the purchase of technology software to support literacy and numeracy delivery, as well as STEM and entrepreneurial education.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To continue to support all students to access incursions and excursions as well as subscriptions to quality online learning materials.</p>
<p>Literacy and numeracy</p> <p>\$11,716.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Trangie Central School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Using data effectively</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher release to engage staff in "Big Ideas in Number" training</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All of 7-12 mathematics teachers trained in Big Ideas in Number strategies, as well as supporting the expansion of the Instructional Leaders position across Years 3-10, to support a strategic whole school focus on literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To continue Instructional Leadership across K-10 in literacy and numeracy, with focus on embedding "Big Ideas in Number" strategies across the school, phonics across K-6 and writing development K-12.</p>
<p>Early Action for Success (EAfS)</p> <p>\$66,500.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Trangie Central School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Using data effectively</li> <li>• Student growth in literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• lead professional learning opportunities available through the Numeracy Strategy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Employment of Instructional Leader in literacy and numeracy. All K-6 staff have been trained in phonological awareness and are implementing the InitialLit program K-2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Employing an Assistant Principal Curriculum and Instruction to continue to mentor and support literacy and numeracy intervention and data analysis.</p>



<p>QTSS release \$14,500.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Trangie Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative school culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Release for classroom teachers and Assistant Principals to collaboratively evaluate and review curriculum structures in line with delivering a more innovative curriculum structure across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Providing release for teachers to participate in K-6 quality teaching rounds.</p>
<p>COVID ILSP \$130,783.08</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in reading</li> <li>• employing/releasing staff to coordinate and administer the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Over 50% of K-10 students accessing COVID funding support for literacy and numeracy focus areas, identified through Progressive Achievement Testing (PAT), the use of Check-in assessment data, as well as formative classroom assessment, to focus on individual areas of need.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to employ a COVID ILSP tutor to run small group tuition, as well as the continuation of the MultiLit program across K-10.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	107	96	84	89
Girls	111	103	92	103

## Attendance

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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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	84.8	93.1	93.4	86.4
1	84.8	94.8	91.1	86.6
2	85.3	91	83.8	88.4
3	89.6	89.2	89.3	82
4	92.1	95.7	88.1	84.2
5	88	89.2	86.9	85.7
6	90	86.5	88.1	86.4
7	91.2	89.5	82.8	88.4
8	83.4	88.7	81.3	80.1
9	80.3	76.5	85	86.7
10	77.7	81.8	68	81.7
11	88.8	82.1	78.7	67.1
12	90.4	87.7	77.2	80.9
All Years	86.2	87.1	83.3	83.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

## 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	7	0	33
Employment	0	10	44
TAFE entry	0	10	11
University Entry	0	0	11
Other	0	0	11
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

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60.00% of Year 12 students at Trangie Central School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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80% of all Year 12 students at Trangie Central School expected to complete Year 12 in 2021 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)	13.05
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	728,453
<b>Revenue</b>	5,131,520
Appropriation	4,994,655
Sale of Goods and Services	66,052
Grants and contributions	68,690
Investment income	75
Other revenue	2,048
<b>Expenses</b>	-5,016,059
Employee related	-4,355,626
Operating expenses	-660,433
<b>Surplus / deficit for the year</b>	115,460
<b>Closing Balance</b>	843,913

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	228,440
<b>Equity Total</b>	686,339
Equity - Aboriginal	269,089
Equity - Socio-economic	234,309
Equity - Language	2,400
Equity - Disability	180,541
<b>Base Total</b>	3,307,627
Base - Per Capita	43,387
Base - Location	55,241
Base - Other	3,209,000
<b>Other Total</b>	461,791
<b>Grand Total</b>	4,684,198

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](https://myschool.edu.au) to access the school data.

## 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 parent survey was supported by 95% of parents, collected through online surveys and phone calls. COVID-19 restrictions were identified as a concern for parents and community, with limited opportunities to participate in school activities and culture. Parents were overall satisfied with the schools academic and subject offerings, highlighting STEM education and project-based learning as important school initiatives. Parents were supportive of the school moving to a compressed curriculum structure for Stage 6 students, with an understanding that the school would need to change their transition structures for students K-10.

For students, the Tell Them From Me survey results demonstrated a slight improvement in both Advocacy at School (4% above state) and student Sense of Belonging (7% above SSG schools), whereas Expectations for Success remained stable (at 8% higher than state). These results did not follow the negative state or SSG trends. Again, COVID-19 restrictions have resulted in many extracurricular activities, where students have connection and had a strong sense of belong, being cancelled. This has been identified by students, staff and parents of having a major impact on overall student wellbeing.

68% of staff completed the People Matter Employee Survey, identifying high job satisfaction, safe, inclusive and collaborative work environment where innovation in valued and recognised. Results also identified the negative effects of the pandemic on staff wellbeing.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.