

# 2021 Annual Report

## Trundle Central School



3259

# Introduction

The Annual Report for 2021 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 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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## Message from the principal

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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 101 students including 23 Aboriginal students. The school population is evenly distributed across the Primary and High School sections of the school. In 2021 the school experienced a slight decline in enrollments directly related to the region still recovering from challenging rural conditions and chronic unavailability of suitable housing especially rentals.

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. Alternatively, other students study through a pathways option, allowing them to complete the HSC over a number of years.

In 2021 the school achieved pleasing Higher School Certificate results with all students achieving results that allowed them to progress into their chosen career. In addition, all graduates from our School to Work moved to apprenticeships or full time employment.

Our 2021 value added index for Naplan was above like schools and state levels. The number of students in the higher two bands across all aspects of Naplan continues to improve. Both year 7 and year 9 students are above regional average in reading. The school allocated significant resources into moving students into the top two bands of Naplan and this will continue in the next planning cycle.

Continued focus on attendance resulted in pleasing improvements in 2021. This allowed the school to achieve above regional attendance rates. Improving 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. Stage six is completed utilising conferencing through Microsoft teams in partnership with four other central schools. All students in Stage Six receive additional 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 and content reinforced.

In 2021 all classes were taught by teachers qualified and experienced in the subject area or stage. Our school has a very small staff turnover and we have been extremely successful in filling vacant positions with quality staff.

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.

Consistent with our core values and second strategic direction, each student in High School is encouraged to undertake

community service for at least one term. This fosters a respect for the community and an understanding of individual obligation to the wider society as a community member.

In 2021 Trundle Central School continued to invest significant funds into technology with the replacement of old computer hardware. Our main computer lab contains the latest computers and enough for every student to access a computer individually. This creates the ability for the school to offer specialised curriculum or pastoral care programs for students, using technology to enhance instruction, accessibility 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

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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 2021 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

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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. These 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.

School COVID strategies caused minimal disruption to learning with all students working well and achieving our goals despite changes in our school.

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

William Taylor & Harry Budd

School Captains.

## School vision

At Trundle Central School students will achieve a high level of Literacy and Numeracy skills allowing them to achieve employment or further study aspirations. Students will embrace school core values of excellence, care and respect to actively contribute to their community, locally, nationally and globally.

The school provides a varied, differentiated and contextually appropriate curriculum to allow all students to reach their potential and be known, cared for and valued within the school context.

The school is innovative, embracing data collation and analysis to inform classroom practice, as well as effectively targeting intervention strategies to improve the educational outcomes of Aboriginal students. Student welfare and quality pastoral care is at the heart of everything we do at Trundle Central School.

## 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 teaching and learning 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 six 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 has allowed us to implement several contextually appropriate programs in our school.

These include:

- Enhancement of School to Work Programs for those students in danger of not completing school
- The employment of additional teaching staff to reduce class size in Year 9 and establish a remedial group in Mathematics
- Interest electives in High School
- Primary enrichment for Years 3-6
- The implementation of a specialist speech and language programs through a partnership with Royal Far West
- The encouragement of teacher innovation through allocation of additional targeted funds
- Specialised Literacy and Numeracy programs

The community has been very supportive of these initiatives.

In addition to the academic pursuits the school provides a broad range of activities including the performing arts, cultural leadership and sporting experiences.

Significant improvement measures implemented across the school include:

- A focus on STEAM (Science, Technology, Engineering, Art, Mathematics) subjects and strategies across the school
- Embedding a learning culture across the school that allows students to actively seek and receive quality feedback
- Data informed practice to drive learning innovation
- Innovative curriculum and learning to allow all students multiple pathways for success
- The integration of technology across the school to encourage students to be active users of technology, not passive observers

The comprehensive situational analysis recently completed in 2021 and the 2020 External Validation identified the following high level areas for improvement:

- Student performance measures
- Data skills and use

The school will be implementing strategies with particular focus on teacher professional development to address these areas.

The school has developed alliances with both government and non-government agencies for pastoral care and learning

programs for students with learning difficulties or disabilities.

## 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The School Excellence Framework forms a template for encouraging and monitoring school improvement. The current school plan focuses on the use of data to inform teaching practice. The 2020 school review indicated data skills and school planning, implementing and reporting for improvement were areas of deficit.

In 2021 the school focused on a significant cultural, employment and administrative shift from the school operating as two district schools on one site to Literacy and Numeracy planning and implementation to be across the whole school K-12. This cultural shift was more challenging in High School because many teachers are traditionally content based.

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in Literacy and Numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. Individual and collective staff capacity will be enhanced through targeted professional learning that is linked to school and system priorities and targets.

### 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.

- Quality teaching K-12.
- Learning culture.
- Data informed practice

### Resources allocated to this strategic direction

**Socio-economic background:** \$63,000.00

**Location:** \$24,000.00

**Low level adjustment for disability:** \$78,500.00

**QTSS release:** \$10,000.00

**Aboriginal background:** \$36,088.00

**School support allocation (principal support):** \$9,000.00

**Literacy and numeracy:** \$4,000.00

**Professional learning:** \$7,500.00

**Integration funding support:** \$40,000.00

### Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve comprehension across all subject areas. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on comprehension teaching strategies drawn from the evidence-base was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices which were targeted to student need. Teachers used data to inform planning and to embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across most faculties, in the form of coaching and mentoring, has been provided for staff at their point of need. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board especially in stage 5. This success has been shared with all stakeholders.

The COVID working from home period was a significant barrier to successful implementation. Professional learning was changed from a face to face model to using online conferencing as the main platform for instruction. In addition, the travel restrictions on regional personnel reduced in class modelling of Literacy and Numeracy strategies.

Next year in this initiative we will work to establish a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.

### 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
Improvement in the percentage of students achieving in the top two bands of Naplan.	The percentage of students achieving in the top two skill bands for reading and numeracy is consistent with previous years. Due to the small size of the cohort actual percentages cannot be reported.

Year 3	
<p>Improvement in the percentage of students achieving in the top 2 bands in Reading with a minimum of the lower bound system negotiated targets being achieved:</p> <p>Year 3 and Year 5 31.5% (<b>star reading program</b>)</p> <p>Year 9 13.6% (<b>Star reading program</b>)</p>	<p>The percentage of students achieving in the top two skill bands for reading and numeracy is consistent with previous years. Due to the small size of the cohort actual percentages cannot be reported.</p>
<p>Improvement in the percentage of students within the Western Access Program achieving in the top 2 bands in the Higher School Certificate, with a minimum of the lower bound system negotiated targets being achieved.</p> <p>13.2%</p>	<p>Students from Trundle Central School complete stage 6 as part of the combined cohort in the Western Access Program (WAP). The percentage of students achieving in the top 2 bands for this cohort in 2021 was 17.39%. This was significantly above the lower bound target of 13.2% and the expected trajectory of 15.28%.</p>
<p>Attendance continues to be a focus across the school but especially in stage 5 / 6.</p>	<p>Data has indicated that the focus on attendance in Stage 5/6 has resulted in improved attendance rates and this is now consistent with other cohorts across the school.</p>
<p>Targeting of Numeracy across the school.</p>	<p>The development and implementation of a comprehensive K-12 Numeracy policy has supported targeted intervention for the teaching and learning of Numeracy.</p>
<p>Additional resources are allocated to the senior room to improve the curriculum access of all students.</p>	<p>100% of stage 6 students have been supported to improve Literacy and Numeracy outcomes through targeted resource allocation.</p>
<p>Data skills and student performance measures at validated at sustaining and growing consistent with the themes of the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of data skills and use.</p>
<p>84% of students are attending school 90% or more of the time the school is operational.</p>	<p>70.25% of students are attending school 90% or more of the time indicating that progress is yet to be seen toward the lower bound target.</p>
<p>All staff will be trained in assessment instruments such as PLAN and actively collecting data.</p>	<p>100% of staff have had the opportunity to engage in online training to improve their use of assessment instruments.</p>



## Strategic Direction 2: Community partnerships and pastoral care

### Purpose

In order to maximise student engagement and ownership of the learning process we will enhance positive relationships between students, parents and community to ensure every student is known and a valued member of the school. This is to improve decision making to drive improvement and innovation.

### 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.

- Pastoral care
- Equity groups
- Learning culture

### Resources allocated to this strategic direction

**Socio-economic background:** \$8,500.00

**Location:** \$2,000.00

**Low level adjustment for disability:** \$1,000.00

### Summary of progress

Trundle Central School is the only local provider of student pastoral care within the community. The school provides a venue for visiting health professionals and implements the majority of proactive, preventative, health and welfare strategies for young people. The COVID pandemic created challenges for increasing the school role in community pastoral care. Three significant programs Love Bites, NAIDOC Day and Save a Mate were postponed because of the COVID settings or offered in a reduced capacity virtually. In 2021 the focus on promoting positive mental health continued with the consolidation of our partnership with Baytr. This organisation conducts student and parent workshops promoting positive decision making and self esteem. In 2021 the school was successful in implementing tele-psychology sessions which positively supported students and reduced the impact of our unfilled counsellor allocation. In 2021, the school also secured funding for stage 6 driving lessons. This gave students increased capacity to gain employment and further study outside the limited opportunities of Trundle.

These programs will continue in 2022. Additional programs that will function include:

- Driving simulator and school provided driving lessons
- Girls with a purpose
- Love Bites
- Playgroup
- Mock car crash simulation

The future directions include increased offerings in 2022 especially in the area of mental health awareness.

### 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
Students K-12 and parents can articulate the schools main contact points and the role of the people within the school.	Internal data indicates that 100% of students can clearly articulate supportive contact points within the school.
The strong link between effective pastoral care and academic results is effectively communicated to staff and community.	Improved communication methods through both print and electronic mediums have increased community awareness of the strong link between effective pastoral care and academic results.
Staff can clearly articulate community and school issues and suggest possible	100% of staff have engaged with current and are aware of future pastoral care strategies.

strategies to reduce the loss of learning time.	
Teachers and other school staff explicitly communicate expectations of behaviour and engagement across school settings.	School processes and procedures have been strengthened to support staff in explicitly communicating expectations of behaviour and engagement across all school contexts.
Targeting of students in stage 5 /6 to improve attendance by 30% across the school.	Attendance rates for students in stage 5/6 have improved and is trending towards the school based target of 30%.
The school plans for community use of facilities.	The school has continued to open and provide facilities for community use.

### Strategic Direction 3: Professional Learning and quality curriculum delivery in stage 6.

#### Purpose

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

#### 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.

- Teaching programs
- Data informed practice
- High impact professional learning

#### Resources allocated to this strategic direction

**Professional learning:** \$28,500.00

#### Summary of progress

Our focus for 2021 was on reviewing the quality of assessment tools and practices in Stage 6. This was especially around the area of quality teacher judgement. The first step was to determine if Stage 6 outcomes were consistent with statistically similar schools. This process identified that Trundle Central School students were performing as well or better than similar schools. However, when our data was triangulated with regional and state levels, students were not achieving consistently at these levels. The small sample required a five year snapshot to be considered to ensure the validity of the data. This data analysis will now create the template for teacher professional learning and modification of the Whole School Literacy Plan. Data informed practice has reinforced the school focus on Literacy and Numeracy being taught across every subject area and year. This is a significant cultural shift for the Secondary School.

The COVID working from home period was a significant barrier to successful implementation. Professional learning was changed from a face to face model to using online conferencing as the main platform for instruction. In addition the travel restrictions on regional personnel reduced in class modelling of alternative contextually appropriate assessment strategies. The model of operation of the Western Access Program involving four other schools teaching our students creates additional complications. This is especially complicated in determining focus areas for literacy improvement and monitoring teacher improvement. These were overcome through open and honest communication across the four other schools.

Next year in this initiative we will continue to work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs and assessment schedules in Stage 6. This will support further improvement in teaching practice using Microsoft Teams as the platform for instruction. Trundle Central School will also have a renewed focus on alternative educational pathways as analysis of the student cohort identifies a core group of students who need vocationally based alternatives and intense literacy support.

#### 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
A review of school data is undertaken to determine if school data is consistent with statistically similar schools. This is to determine where the school sits on the improvement journey.	The school review of data indicates that it is similar or above statistically similar schools in Literacy and Numeracy performance and attendance rates. HSC results are difficult to compare because of the small cohort.
Performance and Development Plans are developed around the 2021-24 Strategic Improvement Plan.	100% of stage 6 staff have Performance and Development Plans that have been developed using the strategies in the Strategic Improvement Plan as the base template.
All teachers understand and can	100% of teachers have engaged in professional learning to support

<p>verbalise their responsibility to teach Literacy and Numeracy at all levels. This is with particular focus on students who are undertaking a pathway to work rather than further study.</p>	<p>implementation of the whole school Literacy Plan with a particular focus on students on a pathway to employment.</p>
<p>All staff have allocated time in stage 6 lessons to explicitly teach the structure, goals and focus points of assessment. Western Access Program Head Teacher has explicitly taught the N-determination process using real life examples. This is reviewed regularly.</p>	<p>The Western Access Program Head Teacher provided professional learning to stage 6 staff to build capacity in the understanding of school and student obligations under the N-determination process.</p>
<p>Gate keeper processes are communicated and refined.</p>	<p>The assessment gate keeper processes have been evaluated and refined. School executive have reinforced and regularly communicated the process to stage 6 students.</p>
<p>Professional development is provided to improve quality teacher judgement in terms of the validity of assessment.</p>	<p>Internal feedback has determined that professional development has improved teacher capacity to accurately assess and report of students on their progress against state standards.</p>
<p>Assessment marks are compared against exam performance and reflection occurs in terms of the validity of assessment.</p>	<p>HSC and stage 6 assessment data has been used to determine the consistency of teacher judgement, to support assessment validity and to build staff capacity.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$80,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Trundle 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>• Learning culture.</li> <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 School Learning Support Officer to support students within classrooms.</li> <li>• Additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Data indicates students are moving to the higher bands of NAPLAN. However, the school is below regional average in writing and spelling. There has been a pleasing improvement in grammar, punctuation and reading. This data indicates that the intervention of a School Learning Support Officer to implement programs such as Minilit and Star Reading is necessary and effective.  The school focus on using School Learning Support Officers as a resource for curriculum implementation rather than behaviour modification continued in 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  This data indicates that the intervention of a School Learning Support Officer to implement programs such as Minilit and Star Reading is necessary and effective.  The school focus on using School Learning Support Officers as a resource for curriculum implementation rather than behaviour modification will continue especially in the deficit area of writing.  The school will enhance the life experience of students through virtual reality and traditional excursions especially in stage five.</p>
<p>Socio-economic background</p> <p>\$143,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Trundle 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>• Quality teaching K-12.</li> <li>• Pastoral care</li> <li>• Learning culture.</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>• Additional staffing to implement literacy and numeracy intervention to support identified students with additional needs</li> <li>• Supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Student progression into sustainable employment is a core goal of Trundle Central School. The School to Work Program continued in 2021 with the expansion of facilities and number of students involved. This has allowed the timetabling of additional sessions and expansion into more complex projects. The attendance of students involved in this program has been excellent despite COVID lock downs and poor weather.</p>

<p>Socio-economic background</p> <p>\$143,000.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The continuation of the program and expansion. The skills deficit in the region has provided an opportunity for students to progress more easily into secure employment. Our school as part of pastoral care will use flexible funding to allow students to access professional driving lessons. Socio-economic background funding will continue to enable specialist Literacy and Numeracy programs targeting students from disadvantaged backgrounds to be implemented.</p>
<p>Aboriginal background</p> <p>\$69,088.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Trundle 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>• Quality teaching K-12.</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>• Employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• Employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The employment of an Aboriginal Support Learning Officer and COVID supplementation has allowed Aboriginal student literacy to be targeted. Data analysis indicates Aboriginal students are still performing as well or better than students who do not identify as Aboriginal. This is a consistent trend. However, some Aboriginal students are not meeting the Premier's priorities or state and regional targets. This is especially in writing and spelling. These continue to be focus areas.</p> <p>NAIDOC celebrations acknowledge Aboriginal culture and people. In 2021 celebrations were modified because of COVID settings across schools.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Aboriginal education will continue as a focus area of the school in line with the Premier's priorities. Additional support through the employment of an Aboriginal Support Learning Officer will allow literacy and numeracy deficits to be addressed. The school will employ the services of an Aboriginal story teller and artist in 2022 as part of our commitment to acknowledgement and celebration of Aboriginal culture and contribution.</p>
<p>Low level adjustment for disability</p> <p>\$180,318.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Trundle 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>• Quality teaching K-12.</li> <li>• Learning culture</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>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul>

<p>Low level adjustment for disability</p> <p>\$180,318.00</p>	<ul style="list-style-type: none"> <li>• Support for students in Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  School to Work strategies and school based apprenticeships are an important curriculum offering resulting from this funding. These programs have expanded along with the school focus on catering for all abilities, interest levels and learning styles. The characteristics of the student body is changing with a higher percentage of students requiring additional support and alternative learning pathways. The program has undergone significant upgrades in terms of facilities and financial input. This has resulted in excellent outcomes from these programs in terms of transition to employment and increased participation by female students. The school has had to implement additional support strategies in 2021 because of the increased number of students entering stage 6 with low levels of literacy. These include extra School Learning Support Officer support and an increase in vocational education programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to offer a range of employment experiences through expansion of the vocational focused programs in terms of funding and staffing.</p>
<p>Location</p> <p>\$52,000.00</p>	<p>The location funding allocation is provided to Trundle 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>• Quality teaching K-12.</li> <li>• Pastoral care</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>• Technology resources to increase student engagement</li> <li>• Incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Four female students are currently completing the welding course and five female students completing the small motor maintenance course.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Further introducing the variety of trades open to female students. This will be supported with increased involvement from outside agencies.</p>
<p>Literacy and numeracy</p> <p>\$8,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Trundle 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>• Quality teaching K-12.</li> <li>• Other funded activities</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>• Staff training and support in literacy and numeracy</li> <li>• Resources to support the quality teaching of literacy and numeracy</li> <li>• Teacher release to engage staff in PLAN 2 testing and professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The employment of additional staff has assisted with the implementation of the primary section of our Literacy strategy.</p>

<p>Literacy and numeracy</p> <p>\$8,000.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation with the Primary Literacy strategy. This initiative projects forward for three years to move the school beyond the systems generated targets.</p>
<p>QTSS release</p> <p>\$20,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Trundle 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>• Quality teaching K-12.</li> <li>• Other funded activities</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 teaching staff to implement quality teaching initiatives</li> <li>• Assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional teacher release to undertake training and development. This is to advance staff skills using data informed practice and implementing quality teacher judgement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will continue to be allocated for Teacher Professional Learning as part of our Literacy and Numeracy plan.</p>
<p>COVID ILSP</p> <p>\$80,633.18</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 literacy/numeracy. The focus area is writing.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The funding has allowed for small group and individual tuition of students adversely affected by the COVID working from home setting. This funding has been allocated to the most vulnerable students and those identified by check in and internal school assessments as having gaps in their knowledge.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The next steps for students will be further assessment to determine where school resources will be targeted.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	61	70	71	61
Girls	52	37	43	40

Our district is still suffering from the affects of a prolonged drought. This forced families to move away because work in the agricultural sector was limited. The loss of larger families with enrollments across the whole school has severely effected the school. Numbers at the conclusion of 2021 were the lowest since 2014 with the projection of further loss across the school in 2022.

Trundle Central School reflects the change a structural change in Agricultural employment. Mechanization has reduced employment on farms and a change in the type of livestock on farms means students available for enrollment is steadily declining across the district.

A noticeable trend has been houses and rural properties being sold to people or corporations outside of the geographical area. This has significantly reduced the available pool of students for enrollment.

### Attendance

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	95.5	96	95.5	94.7
1	90.8	94.1	94.9	92.5
2	95.5	95.4	94.8	95
3	91.6	94.7	96.1	88.6
4	95.3	94.1	95.6	89.1
5	93.7	95.6	95.4	91.8
6	94.5	93	97.1	90.7
7	92.8	94.4	92.4	93.7
8	86.5	88.3	93.5	81.4
9	92.2	86.9	91	91.3
10	87.3	87.8	85.4	84.3
11	84.5	89.7	95.8	96.8
12	75.5	83.5	92.3	90.5
All Years	91.2	92.3	93.5	90
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

Attendance in 2021 was adversely affected by COVID work from home strategy. This was especially in the small group of students who already struggled to maintain adequate attendance. The school has implemented several strategies to encourage positive attendance . These include greater involvement from the Department Home School Liaison Officers, incentive prizes for maintaining attendance and regular parent information campaigns. Recent data indicates our attendance rate is quickly returning to the excellent pre-covid levels with the exception of those students who already previously had extremely poor attendance.

## 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	67
TAFE entry	80	0	0
University Entry	0	0	33
Other	N/A	N/A	N/A
Unknown	0	0	0

Trundle Central School has an excellent record of students progressing into full time employment or further study at the completion of stage 6. The 2021 Year 12 class was extremely small. Student numbers were lower because the school to work programs and other vocationally focused programs in stage 5 equipped students with a skill base to move into apprenticeships or traineeships. This is pleasing considering the lack of youth employment opportunities in the local area.

### Year 12 students undertaking vocational or trade training

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83.33% of Year 12 students at Trundle Central School undertook vocational education and training in 2021.

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

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Four students commenced the preliminary year in 2020. This was the lowest number for a considerable period. Three students successfully completed the HSC year in 2021. One student left to take up an employment opportunity in the agricultural industry.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	9.78
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 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.

Trundle Central School in 2021 had all positions filled with teachers qualified in the area they are teaching. This is consistent for the 2022 school year as the school has limited staff turn over and very high workforce satisfaction levels. The staffing challenge is to replace absent staff with quality temporary teachers. In 2021 the school only had two replacement teachers available in the township.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	580,861
<b>Revenue</b>	2,932,304
Appropriation	2,865,735
Sale of Goods and Services	5,134
Grants and contributions	61,140
Investment income	295
<b>Expenses</b>	-2,935,688
Employee related	-2,438,500
Operating expenses	-497,188
<b>Surplus / deficit for the year</b>	-3,383
<b>Closing Balance</b>	577,478

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

The school is currently holding funds which will be expended before the end of the 2024 school year. Major purchases will be the addition of a school tractor for construction and maintenance of our agricultural plot, purchase of sun safe infrastructure and the provision of improved technology .

The school will also allocate funds to staff a third primary class. The third class allows for greater remedial and extension strategies and the full implementation of the school literacy improvement policy.

## 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>	60,849
<b>Equity Total</b>	239,249
Equity - Aboriginal	36,089
Equity - Socio-economic	114,572
Equity - Language	0
Equity - Disability	88,589
<b>Base Total</b>	2,036,946
Base - Per Capita	27,906
Base - Location	33,777
Base - Other	1,975,263
<b>Other Total</b>	337,346
<b>Grand Total</b>	2,674,390

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.

Equity loading were fully expended in 2021. The main focus is to provide experiences outside the confines of the classroom or what is available in Trundle. This not only provides equity across the student groups but also between our community and others.

## 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.

The sample size across the Naplan years is extremely small. A definite trend is occurring which is supported by school assessments. More students are achieving in the top two bands and the value added index is well above like schools, region or the state.

Analysis of Naplan results indicates writing and spelling will continue to be focus areas. This is especially in creative writing as our students often lack the life experience to fully describe or take advantage of the stimulus. Our school is looking to use virtual reality technology to bridge this life experience gap.

Internal school research indicates many students come from a background which is not rich in literacy as many of our parents also struggle with reading and basic numeracy. This makes enhancing the quality and function of homework problematic. Homework, also needs to be geographically and culturally appropriate. In 2021 the school enhanced the read from home program and introduced a school wide reading program to encourage student interaction with literacy.

## 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.

In 2021 stage six numbers were small with only three students completing exams. All students scored within a few points of their school based assessment which validates our assessment processes and quality teacher judgement. All students have progressed into full time employment, extra vocational study or university.

The changing nature of the HSC cohort has resulted in the school offering a great range of educational pathways and vocational subjects. In 2021 we also strengthened ties with government and non-government employment providers. This was to expand the options for our students in terms of post school options.



## Parent/caregiver, student, teacher satisfaction

'Tell Them from Me' surveys indicate a very high degree of satisfaction with the school. Parents especially like the integration of technology into the learning process and our focus on pastoral care.

The school regularly seeks the opinions of parents, students and teachers in relation to the performance of the school. In 2021, as part of the external review follow-up process we asked parents 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 2021. Parents believed this placed additional pressure on students, especially during challenging rural 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 -2024 Strategic Improvement Plan to increase parent involvement in the education process and improve avenues for parent feedback.

# 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.

## Aboriginal Education - School statement

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Students who identify as Aboriginal are performing as well or better than non Aboriginal students. Aboriginal students are represented on the Student Representative Council and the current and previous 2020 school captain are Aboriginal students.

All Aboriginal students have Individual Learning Plans which reinforce a culture of high expectations. These plans are consulted collaboratively with the student, teacher and family.

## 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.

## Anti-Racism - School statement

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Trundle Central School did not receive an allegation of racism in 2021 from either students, parents or the community. Our students are very cohesive tolerant group who understand their obligations to each other and the school zero tolerance policy in regards 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.

## Multicultural and anti-racism education - School Statement

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The student body consists predominately Anglo-saxon and Aboriginal students. One family is of Chinese heritage and one Indian. These children integrate well into the general school population.