2022 Annual Report

Trangie Central School

3254

Introduction

The Annual Report for 2022 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.

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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 185 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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

AP Curriculum & Instruction: $120,456.80
Socio-economic background: $155,000.00
QTSS release: $16,778.47
Professional learning: $11,000.00

Summary of progress

With the permanent appointment of an Assistant Principal, Curriculum and Instruction to support teachers and executive in leading literacy and numeracy support across K-10, the school was able to strategically release staff for collaborative planning, data use, professional learning and sharing of best practice and pedagogies. With a focus on lifting numeracy results across the school, Big Ideas in Number was further embedded in teaching programs, with teachers modelling practice and collaborative discussion at both Key Learning Area (KLA) and Stage meetings and K-12 staff meetings. Focusing on the need to lift spelling results, all staff undertook professional learning on spelling fundamentals from the Universal Resources Hub, with strategies embedded in Numeracy, Reading, Literacy (NRL) programs 7-10, as well as supporting phonics programs K-6.

Due to staffing constraints, planned intensive literacy and numeracy interventions had to be delayed or scaled back. This included COVID ILSP, where assigned staff members were reassigned back to the classroom. In Term 4, we were again able to offer the program through an online teaching and learning model. This utilised online teaching tutors with a Student Learning and Support Officer employed to coordinate students and resources. Also due to staff constraints, we were required to cut back on the number of student groups who were targeted for MiniLit Sage and MultiLit literacy programs.

In 2023, the focus across the school will be to continue to embed the Big Ideas in Number pedagogy, as well as focusing on developing students reading skills, through spelling strategies and decoding. Staff will continue to engage with using data to inform practice as well as the school strategically targeting areas for student improvement in literacy and numeracy.

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
The percentage of Year 3 and Year 5 students achieving NAPLAN top 2 bands in numeracy increases by 7.6% to achieve the school's lower bound system-negotiated target.	• 2022 NAPLAN data indicates 29.63% of students are in the top two skill bands for numeracy, indicating the school exceeded the system negotiated target.
The percentage of Year 3 and Year 5 students achieving NAPLAN top 2 bands in reading increases by 7.7% to achieve the school's lower bound system-negotiated target.	2022 NAPLAN data indicates 25.93% of students are in the top two skill bands for reading, indicating the school exceeded the system negotiated target.

The percentage of Year 9 students achieving NAPLAN top 2 bands in numeracy increases by 7.4% to achieve the school's lower bound system-negotiated target.	Year 9 students exceeded the lower bound system-negotiated target for the top 2 bands in NAPLAN numeracy by 0.29%, an increase of 7.69% compared to 2021.
The percentage of Year 9 students achieving NAPLAN top 2 bands in reading increases by 6% to achieve the school's lower bound system-negotiated target.	0% of Year 9 students achieved the top 2 bands in NAPLAN reading.
The percentage of Year 5 students achieving expected growth in NAPLAN numeracy will increase to at least 40%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The percentage of Year 9 students achieving growth in NAPLAN numeracy increases by 8% to achieve the school's lower bound system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The percentage of Year 5 students achieving expected growth in NAPLAN reading will increase to 45%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The percentage of Year 9 students achieving expected growth in NAPLAN reading will increase by at least 6%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Contribute to increasing the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to at least 50%.	100% of Aboriginal students attained the HSC whilst maintaining their cultural identity.
The percentage of HSC students achieving the top 3 bands increases to 25% to achieve the school's the lower bound system-negotiated target.	Percentage of students achieving in the top 3 HSC bands increased by 16.9% in 2022, falling short of the lower bound system-negotiated target by 2.5%.
Teaching practice is guided by the use of pre-and post-testing to assess learning outcomes in the classroom.	100% of classroom teachers collaboratively work with the Assistant Principal, Curriculum and Instruction to undertake professional learning in interpreting and analysing student data to inform teaching practices.
All teachers use learning intentions and success criteria with some classes to engage students in planning lesson goals.	The number of teachers regularly adopting the use of learning intentions and success criteria in their classrooms has increased across the school by 20%.

Strategic Direction 2: High Expectations and a collaborative school culture

Purpose

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

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

Aboriginal background: $70,000.00
Professional learning: $25,194.21
Socio-economic background: $19,122.79
Rural and Remote: $2,000.00

Summary of progress

As a part of Strategic Direction 2, the school continued to build collaboratively structures across the school to enable teachers to regularly communicate and undertake professional learning and development in curriculum as well as in literacy and numeracy practices. This involved utilising whole school staffing to release K-6 teachers from sport, ensuring fortnightly rotation of infant and primary teachers for participation in curriculum meetings, analysing student data, undertaking professional learning as well as reflecting on practice. Weekly K-12 meetings involved collaboratively addressing school needs through data, such as undertaking non-crisis intervention training, evaluating school processes in line with the Inclusive Education Reform, school planning and evaluation as well as focusing on whole school literacy and numeracy strategies. In 2023, K-6 teachers will have weekly curriculum meetings, to enable greater collaboration and discussion across a greater number of stages.

In 2022, all Year 3-12 classes used Microsoft TEAMS drive for accessing work, uploading assignments and blended tasks. The school's TEAM drive was utlised by all staff, with further streamlining and development. Moving forward, K-2 students will develop their skills on iPads as a means of ensuring access and skills development in Information and Communications Technology.

In supporting high expectations and a growth mindset, aspiring executive workshops were offered to all staff, as well as 50% of the executive staff who took part in the middle leaders induction. Role statements for school leaders as well as wellbeing advisers K-12, were mapped against the Department of Education role descriptions. In line with local context, role descriptions were unpacked with all staff to ensure a consistent understanding to support school operations, ensuring a consistent understanding of role descriptions to support school operations. The wellbeing role statements will be finalised in 2023 with the appointment of a Student Support Officer in the school.

In light of the curriculum reform rollout, developing a continuum of KLA scope and sequences and programming across the school was moved in line with new curriculum implementation. Stage 1 English and mathematics Key Learning Area mapping of scopes and sequences was completed, with Years 3-10 to be undertaken across 2023. Also, working with curriculum advisors to support consistent feedback and assessment procedures across the school was delayed will recommence in 2023. Employing extra staff to run additional student programs and support with initiative implementation proved challenging, with unfilled positions causing targeted programs to be postponed.

Reflection on the first rotation of compressed curriculum demonstrated positive results, with the highest bands being achieved from the Ngumbaay (first rotation) cohort, and the highest for the school since 2020. For the 2023 cohort, all Stage 6 students are expected to achieve a HSC credential. Current Year 12 feedback on the compressed curriculum delivery structure was positive and demonstrated improved student wellbeing, workload management and more satisfaction with course availability. Students identified their next steps to improve their subject achievements for 2023. Due to feedback from K-5 parents, end of year transition only occurred for students from Year 6 upwards.

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
Common programs for Science/Technology/HSIE/PDHPE across transition points and stages (Kindergarten to Year 10) uploaded to TCS sharepoint	Development of common programs has been delayed, aligning with the curriculum reform timeline. K-2 English and mathematics programs have been developed for 2023.
All Stage 4, 5 &6 students have regular check-ins with YA and CA to ensure PLP's are on-track and adjustments are made as necessary	100% of students have personalised learning pathways completed in consultation with students' parents and relevant teacher advisers.
ACER system is incorporated 7-12, with student input into learning expectations.	ACER is completed from Year 7-12, with students completing a self-evaluation in consultation with their classroom teacher. This has not yet been incorporated from K-6.
Year 3-6 classes are regularly using Microsoft Teams for collaboration, resources and blended learning tasks.	All Years 3-12 classes have a Microsoft Team established, with 1:1 computer access for each student.
Allocate time for teachers to collaborate and team-teach to implement high-quality professional learning	Fortnightly infants, primary and secondary key learning area meetings timetabled for collaboration and professional learning and development. The Assistant Principal, Curriculum and Instruction regularly collaborated, team taught and delivered high quality professional learning from K-12.
Evaluate first round of compressed curriculum implementation and plan for improvements	27% improvement in top HSC marks from 2021, with the first round of compressed curriculum students achieving 20% higher in the top marks than their Year 12 counterparts, as well as these students achieving the first Band 4 results in 2 years.
Create regular meeting times for all teachers to collegially meet with supervisors for curriculum and classroom practice discussions and professional learning/development.	Changes in school meeting structures and timetabling of key learning area meetings have allowed greater opportunities for more discussion and feedback around professional practice.

Strategic Direction 3: Wellbeing through stronger relationships

Purpose

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

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

Aboriginal background: $52,000.00
Socio-economic background: $7,000.00
Student support officer (SSO): $96,058.00

Summary of progress

As part of Strategic Direction 3, the school strived to grow connections to the local culture and community through building relationships with local Aboriginal Elders and families, increasing opportunities for all families and community to participate in school celebrations as well as strengthening student supports around resilience and wellbeing. Term One School Development Day began with all school staff participating in professional learning and Connecting to Country with Uncle Ralph Naden. With the opening of newly constructed yarning circles, Uncle Ralph was able to expand on the cultural experience undertaken by staff to perform a smoking ceremony and presentation for the students in officially opening these circles for the school. With the reestablishment of the local AECG in 2022, greater voice and partnerships have allowed the school to evaluate and bolster programs such as Aboriginal dance, Schools Spectacular, Nanga Mai Award nominations, as well as partner with the Trangie Local Aboriginal Land Council, to host a successful community NAIDOC celebration.

As the school came out of COVID-19 restrictions, partnerships were reconnected with local inter-agencies and programs, such as Royal Flying Doctors, Aboriginal Health and Find-ya-Feet to support students with their resilience strategies as well as improving their sense of belonging. This became a significant focus, as there was a dramatic decrease in the school's Tell Them From Me survey results for student belonging in the 2022 data. The roles and responsibilities across the wellbeing and learning and support team areas were reviewed, evaluated and redrafted with a K-12 focus. These will be finalised in 2023.

All students from Year 5 through to Year 9 attended the first ever Stand Tall regional conference. Leadership development was accessed through curriculum, with Micro to Macro, STEM, Game Changer, Harmony Day and RUOK day activities, as well as Student Representative Council student participation in GRIP leadership. All students were again able to participate in extracurricular activities, including year group excursions, sport and academic pursuits. This again will be a focus for 2023.

For staff wellbeing to build stronger collaborative relationships, weekly K-12 meetings were continued, focusing on professional learning and school improvement planning. Fortnightly K-6 infants and primary meetings were established to build curriculum focus as well as to share practice in terms of literacy and numeracy strategies and reflective thinking practices. This was supported with the permanent appointment of an Assistant Principal, Curriculum and Instruction, working from K-12, to support professional learning delivery and build collaborative learning practices across the school. To build on these practices, 2023 will see weekly K-6 meetings built into the timetable, in order to expand the opportunity for collaboration and ensure consistency of practice across both infants and primary.

To build stronger connections for students, the school was able to take part in activities once COVID-19 restrictions eased, such as Schools Spectacular. To ensure students were provided with opportunities to lead and find their talents, the school undertook training in High Performance and Gifted Education Policy rollout. This will be an area for further development in 2023, with practical implementation in classrooms planned as the next steps. The school has continued to make connections with local employers for School Based Apprenticeship and Traineeship opportunities being provided to students, with more employers willing to take on students for this pathway, resulting in more students being retained into Year 11, focussing on gaining their HSC with an apprenticeship or traineeship pathway.

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
At least 80% of students finding employment or involved in post-school pathways from Years 10-12.	100% of leaving students have remained in either post-school education pathways, apprenticeships or full-time employment.
The percentage of K-6 students attending school over 90% of the time will increase by 7.5% to achieve the school's lower bound system-negotiated target.	The number of students attending greater than 90% of the time or more has decreased by 1.2%
The percentage of Years 7-12 students attending school over 90% of the time will increase by 7.9% to achieve the school's lower bound system-negotiated target.	The number of students attending greater than 90% of the time or more has decreased by 24.4%
80% of wellbeing programs are mapped and aligned from K-12	80% of wellbeing programs have been mapped and aligned across K-12.
The percentage of Years 3-6 students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in the TTFM wellbeing data will increase by 4.5% to achieve the school's lower bound system-negotiated target.	• Tell Them From Me data shows an improvement of 13.22% of reported positive wellbeing, including a 7.69% increase in advocacy at school, 8.33% increase in sense of belonging and 2.80% decrease in expectations of success.
All staff K-12 engage in developing their understandings of High Performance and Gifted Education, identifying programs which exist in the school to extend students across the 4 domains.	100% of teaching staff have engaged in the initial induction of the High Performance and Gifted Education policy.
The percentage of Years 7-12 students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in the TTFM wellbeing data will increase by 1.8% to achieve the school's lower bound systems-negotiated target.	Percentage of students reporting positive wellbeing outcomes has decreased by 19.68% across the positive wellbeing measures.

Funding sources	Impact achieved this year
Integration funding support $212,981.00	Integration funding support (IFS) allocations support eligible students at Trangie Central School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in the following impact:** Greater support time for individual students supporting their academic, social growth and targeted intervention. **After evaluation, the next steps to support our students will be:** To continue to provide extra School Learning and Support Officer (SLSO) support for student integration, academic support and early intervention strategies, such as speech therapy.
Socio-economic background $211,122.79	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Using data effectively • Student growth in literacy and numeracy • Student Belonging • Building capacity for high expectations • Developing a growth mindset for staff and students • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through InitiaLit and MiniLit Sage programs to support student learning • employment of additional staff to support speech assessment and intervention program implementation. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** Consistent alignment of literacy and numeracy strategies across the school as well supporting school cultural activities, wellbeing strategies and improving staff and students' Information and Communication Technology skills. **After evaluation, the next steps to support our students will be:** 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

Socio-economic background $211,122.79	initiatives.
Aboriginal background $261,603.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative school culture • Student Belonging • Staff Wellbeing • Building strong connections • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • 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 **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** To continue staff professional learning and mentorship to improve literacy and numeracy, with the support of Assistant Principal, Curriculum and Instruction as well as targeted programs to support individual students. The school will continue to develop greater connections with the local Aboriginal heritage with the regular engagement of local elders and the continued delivery of Wiradjuri studies in Year 7, expanding on local language and cultural education. The AEO role will be strengthened across the school, especially in secondary, to further build family and community connections with the school.
Low level adjustment for disability $178,363.02	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of SLSOs. **The allocation of this funding has resulted in the following impact:** Employment of SLSOs for extra in class support for students during literacy and numeracy time, delivery of individual speech programs, and remedial

Low level adjustment for disability $178,363.02	literacy and numeracy programs. Learning and support teacher to coordinate testing and organise implementation of programs, liaise with parents and specialists. **After evaluation, the next steps to support our students will be:** To continue to engage external specialists, SLSOs and additional teacher time to support students requiring specialist learning adjustments in mainstream classes.
Location $59,376.26	The location funding allocation is provided to Trangie Central School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions **The allocation of this funding has resulted in the following impact:** Access for all students to a wide range of incursions and excursions at school, especially in opening up STEM and entrepreneurial education, extension, wellbeing and leadership opportunities for all students. **After evaluation, the next steps to support our students will be:** To continue to support all students to participate and access incursions and excursions throughout the year.
Professional learning $36,194.21	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Trangie Central School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student growth in literacy and numeracy • Systems Efficiency • Building capacity for high expectations • Developing a growth mindset for staff and students **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • supporting staff to access quality professional learning to support professional development plans, in line with the School Improvement Plan and professional learning needs • release for staff to access quality literacy and numeracy professional learning • supporting staff cultural awareness in Aboriginal Education **The allocation of this funding has resulted in the following impact:** Capacity building of all staff in literacy and numeracy teaching, leadership and other high-quality professional learning as identified in Performance and Development Plan areas to strengthen skill development. **After evaluation, the next steps to support our students will be:** To continue to support staff in building their capacity in line with the Strategic Improvement Plan initiatives, accessing quality professional learning, as well as professional growth as identified in individual targeted Performance Development Plans.

| QTSS release

$16,778.47 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Trangie Central School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Using data effectively

Overview of activities partially or fully funded with this initiative funding include:
 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff

The allocation of this funding has resulted in the following impact:
Teachers have had release to undertake collaborative practices in literacy and numeracy with the Assistant Principal, Curriculum and Instruction, building staff capacity in quality literacy and numeracy instruction and evaluative practices.

After evaluation, the next steps to support our students will be:
To incorporate weekly curriculum meetings K-6 to support curriculum reform, build collegial practices and develop a continuum of education across K-6 in all Key Learning Areas. |
|---|---|
| COVID ILSP

$135,500.00 | 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 2022.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • employment of teachers/educators to deliver small group tuition
 • employing staff to provide online tuition to student groups in literacy and numeracy
 • employing staff to supervise and monitor progress of student groups engaging in online tuition

The allocation of this funding has resulted in the following impact:
70% of students in the programs showed growth in literacy, whilst 63% of students demonstrated growth in numeracy.

After evaluation, the next steps to support our students will be:
Continuing the remote online COVID tuition for 2023, with the employment of support staff to liaise with COVID tutors. |
| Student support officer (SSO)

$96,058.00 | These funds have been used to support improved outcomes and the achievements of staff and students at Trangie Central School

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Building strong connections

Overview of activities partially or fully funded with this Staffing - Other funding include:
 • Centralised staffing unable to fill position

The allocation of this funding has resulted in the following impact:
The Student Support Officer position remained unfilled in 2022.

After evaluation, the next steps to support our students will be:
To centrally recruit Student Support Officer to support student wellbeing |

Student support officer (SSO) $96,058.00	programs.
AP Curriculum & Instruction $120,456.80	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Using data effectively **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Leading literacy and numeracy initiatives across the school • Supporting staff to interpret and use data for reflection in teaching practices • Lead professional learning and implementation across the school in literacy and numeracy **The allocation of this funding has resulted in the following impact:** A more consistent focus on student literacy and numeracy needs across the school, lifting student achievement. **After evaluation, the next steps to support our students will be:** to continue to work closely with data, executive and teachers to support student achievement in literacy and numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	96	84	89	94
Girls	103	92	103	96

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 from 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	93.4	86.4	87.6
1	94.8	91.1	86.6	89.8
2	91.0	83.8	88.4	82.7
3	89.2	89.3	82.0	87.5
4	95.7	88.1	84.2	84.4
5	89.2	86.9	85.7	87.3
6	86.5	88.1	86.4	77.6
7	89.5	82.8	88.4	85.2
8	88.7	81.3	80.1	80.4
9	76.5	85.0	86.7	66.4
10	81.8	68.0	81.7	77.6
11	82.1	78.7	67.1	91.0
12	87.7	77.2	80.9	78.7
All Years	87.1	83.3	83.8	82.6

State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	29
Employment	24	N/A	14
TAFE entry	N/A	N/A	N/A
University Entry	N/A	N/A	57
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

59.09% of Year 12 students at Trangie Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

71.4% of all Year 12 students at Trangie Central School expected to complete Year 12 in 2022 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)	2.8
Head Teacher(s)	3
Classroom Teacher(s)	13.06
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	8.79
Other Positions	0.2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	721,502
Revenue	5,485,509
Appropriation	5,323,398
Sale of Goods and Services	73,982
Grants and contributions	83,851
Investment income	554
Other revenue	3,725
Expenses	-5,147,226
Employee related	-4,272,735
Operating expenses	-874,490
Surplus / deficit for the year	338,284
Closing Balance	1,059,785

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

Financial summary - Equity loadings

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

	2022 **SBAR Adjustments** ($)
Targeted Total	212,981
Equity Total	776,788
Equity - Aboriginal	329,184
Equity - Socio-economic	269,241
Equity - Language	0
Equity - Disability	178,363
Base Total	3,358,826
Base - Per Capita	48,515
Base - Location	59,376
Base - Other	3,250,935
Other Total	752,136
Grand Total	5,100,730

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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.
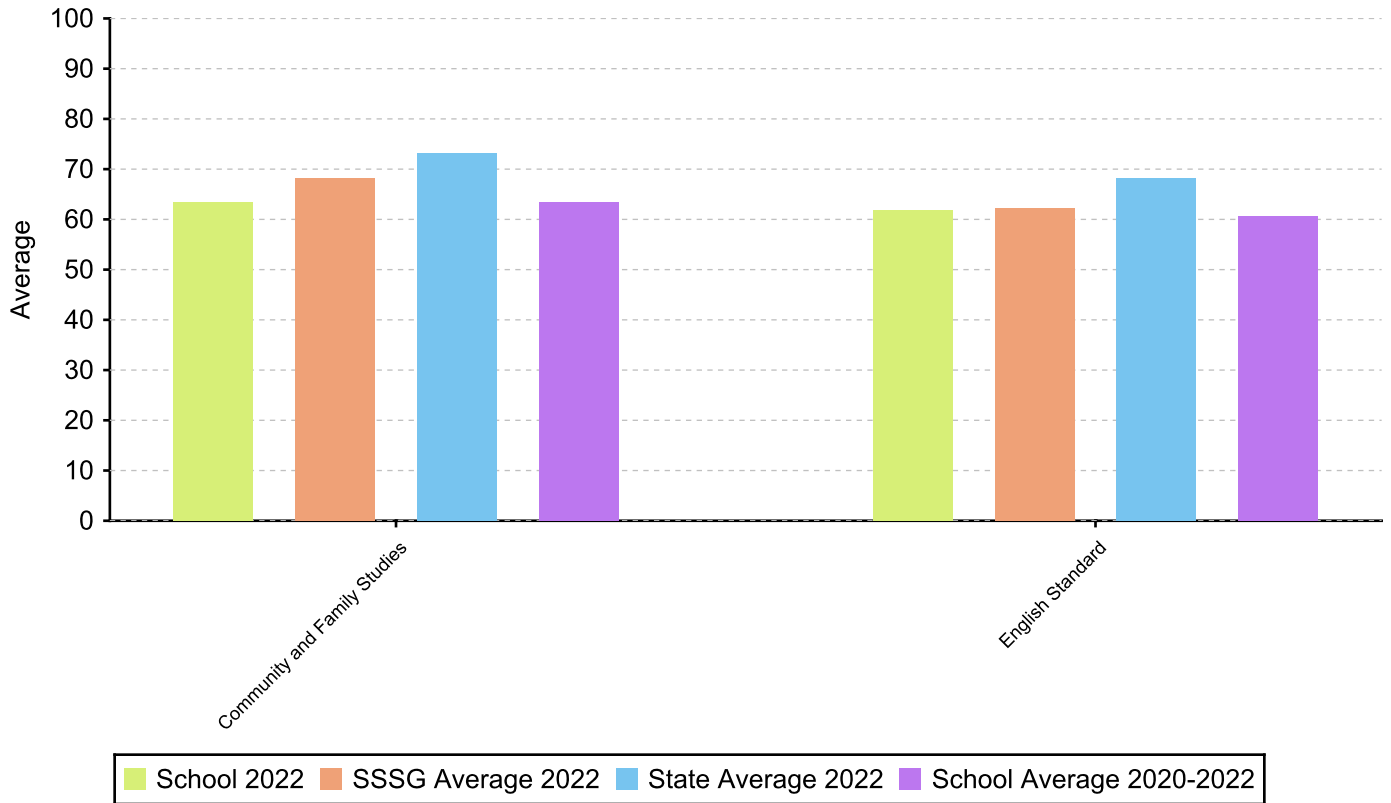
Subject	School 2022	SSSG	State	School Average 2020-2022
Community and Family Studies	63.4	68.2	73.2	63.5
English Standard	61.9	62.1	68.1	60.5

Parent/caregiver, student, teacher satisfaction

The school parent survey was supported by 40% of families, collected through a phone survey. Communication was identified as an area the school was performing in well however improvements could be made with greater notifications for calendar events and improving the school app notifications. It was also identified that families felt that the school was strong in nurturing their children, with effective teacher/student relationships, wellbeing and student support, cultural inclusion as well as having high expectations for behaviour. Some concerns were raised with issues not being dealt with sooner or needing to escalate issues, as well as some K-5 families not being in support of early transition.

For students, the Tell Them From Me survey results demonstrated a decrease across all three areas, trending in line with Similar Statistical School Groups. Expectations for success remained strong at 70%, with advocacy at school and student sense of belonging dropping to 53% and 44% respectively, possibly due to the effects of COVID restrictions which resulted in many extracurricular activities being cancelled. This has been identified by students, staff and parents of having a major impact on overall student wellbeing.

30% of staff completed the People Matter Employee Survey, identifying high levels of opportunities in their work as well as being more empowered compared to 2021 results. Staff wellbeing, flexible work arrangements and feeling of burnout were identified as areas for improvement.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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

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.