

2022 Annual Report

Trundle Central School



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Introduction

The Annual Report for 2022 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.

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Message from the principal

Trundle Central School is a rural K-12 school located approximately 60km north-west of Parkes in the Central West of New South Wales. The school has an enrolment of 101 students including 23 Aboriginal students. The school population is evenly distributed across the Primary and High School sections of the school.

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 technology throughout the learning process. Differentiation of curriculum is embedded in the culture of our school, allowing all students to achieve to their potential. Flexible curriculum in High School allows for some students accelerated into Stage Six. Alternatively, other students study through a pathways option, allowing them to complete the stage 6 over a number of years.

In 2022 the school achieved pleasing year 12 results with all students achieving to a level that allowed them to progress into their chosen career. In addition, all graduates from our School to Work program moved to apprenticeships or full time employment. All stage 6 students opted for a vocational pathway. The school modified service delivery to reflect the needs of these students.

Our 2022 value added index for Naplan averaged above like schools and state levels. The school was also recognised for outstanding improvement in high school numeracy. The number of students in the higher two bands across all aspects of Naplan continues to improve. Both year 7 and year 9 students were above regional average in reading in 2022 and this has been consistent across the last two Naplan cycles.

The outstanding value added index has not closed the achievement gap between many students and the state average. Best Start results indicate that many students are entering school with very poor levels of Literacy and Numeracy exposure and speech and language deficits. This requires the allocation of significant resources into early years remedial strategies.

Continued focus on attendance resulted in the school continuing to achieve high levels despite extensive flooding in the region. 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.

Our 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 teachers in small groups or individually. This allows for effective partnerships to be developed between the student, teachers and families.

In 2022 all classes were taught by teachers qualified and experienced in the subject area or stage. The school continued to employ an above establishment teacher to fill the gap created by the regional deficit in replacement teachers. This teacher also was employed to implement additional Literacy and Numeracy remedial strategies following COVID

lockdowns.

Trundle Central School continued to expand 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 the community service elective 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 2022 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.

In 2023 our school is participating in a pilot program with Royal Far West Sydney. This is to provide specialist services such as speech pathology, counselling and occupational therapy. This partnership if successful will reduce the deficit of these services in the community.

I certify that the information in this report is the result of a rigorous self-assessment and review process undertaken with staff, parents and student leaders. This report provides a balanced and genuine account of the school's achievements and areas for development.

Message from the school community

At Trundle Central School the dedicated but small band of volunteers focus their energy into building a better and brighter school experience for students. In 2022 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. In 2022 the focus of the P&C changed from a series of smaller fund raising opportunities to applying for grants for larger projects. This was successful in bringing much needed facilities to the school.

Thankyou to members of the P&C and other volunteers that continue to generate ideas for events and activities. I also sincerely thank the Principal, teachers and support staff for all they have done to provide an excellent educational experience for our students.

Message from the students

Trundle Central School offers the same 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.

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.

Harry Budd & Alice Bridger

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. It 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 programs 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
- Improved data to inform practice / assessment and 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 in 2022:

- Student performance measures
- Data skills and use

The school has implemented strategies with particular focus on teacher professional development to address these areas. The current situational analysis indicates the school is now operating at sustaining and growing in 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	2022 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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In 2022 the school focused on achieving improvements in data collection and analysis. Strategies were implemented and evaluated by the Assistant Principal Curriculum and Instruction (APC&I). This relatively new position has allowed the development of a data bank to effectively target areas of Literacy and Numeracy deficit across the school. This data bank also allows for real time tracking of student achievement.

The value of the APC&I position is also reflected in professional conversations which now reflect a data driven approach to determining classroom instruction and assessment.

In 2022 the APC&I position was tasked with improving the way data was presented to staff and the school community. This was to make the process more user friendly to encourage data informed strategies to be implemented and greater input and involvement from parents. Parent teacher conversations now are focused on specific areas of strength and improvement rather than generic statements.

In 2023 the school will continue to implement strategies to encourage parents to be more involved with the education of their children. This is especially fathers as the school has a high percentage of fathers living away from their biological children.

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: \$53,110.00

Integration funding support: \$41,803.00

English language proficiency: \$2,400.00

Aboriginal background: \$44,276.84

Low level adjustment for disability: \$81,702.15

Per capita: \$24,621.75

Location: \$15,015.00

AP Curriculum & Instruction: \$90,342.00

Professional learning: \$31,066.17

QTSS release: \$9,883.00

Summary of progress

During 2022 activities were conducted to support each initiative. Quality teaching K-12, learning culture, data informed practice.

Quality teaching K-12:

- Assessment for learning strategies has involved teachers implementing a variety of assessment strategies to cater for the learning styles of students. Assessment is part of the teaching and learning process rather than a culmination of classroom instruction.
- Explicit teaching of vocabulary specific to the subject area and context. Data indicated a need to explicitly teach directional words in questions and the language specific to the topic as a starting point. An improvement in question attack skills is especially evident from these strategies.
- Use of differentiated instruction has become custom and practice. This involves teachers implementing a variety of classroom assessment tasks to measure achievement of the same outcome. This has resulted in an approximately 40% increase in completion assessment tasks and a 70% increase in high needs students attempting at least part of the task.
- Enhanced incorporation of a cultural perspective into lesson content and the use of culturally appropriate pedagogical strategies.
- Use of data to inform teaching practice is custom and practice across the school
- Professional support from APC&I to assist with the incorporation language goals into all lessons across the school.
- Professional support from APC&I to assist teachers to evaluate student performance using a variety of assessment tools

Teachers use professional conversations across the whole school to evaluate student achievement, quality teacher judgement, the effective targeting of resources and the differentiation of lesson content. This has seen a measurable improvement in areas of deficit targeting assisting our strategic goal of moving more students into the top two bands of Naplan. The concept of learning support has moved from remedial to focusing on a holistic model across K-12.

Learning Culture:

A renewed focus on creating a positive environment for learning where each student is known and supported regardless of academic ability, ethnicity, socio-economic status, religion or any other cultural factors. In 2022:

- A full school review and on-going conversation in regards to our schools ability to cater for each student, every day.
- On-going analysis of data to determine the targeting of teaching resources
- Review of student leadership to determine the level and diversity of representation across the school.
- Implementation of additional strategies to improve and reinforce meaningful parental involvement.
- Review of the school reward system to reinforce the recognition of personal achievement and positive behaviour across all students, interests and skill sets.
- Student review and research to establish school norms and values and how this is reinforced.
- Staff professional development to determine how the school models positive behaviours and the school values
- Discussion on how the school can create and reinforce rituals and traditions that students see as fun and worthwhile. Additional staff brainstorming to determine the educational value and relevance of these rituals.
- Encourage innovation in the classroom. Creating a culture of informed risk taking rather than traditional instructional methods.
- Professional development and conversations around enhancing skills to create and maintain a positive learning culture.
- Enhancing the school physical environment to create and monitor a calm environment which supports learning. This is especially the use of passive space and colour.

Tell them from me surveys indicate 93% of staff and students feel the school environment is welcoming and they feel a positive connection to the school. In 2023 a significant focus on how the school encourages new students who enter the school mid term with significant poor attendance, behavioural challenges or learning difficulties to settle quickly and embrace the school culture.

Data informed practice;

In 2022 the school focused on using data to identify areas of deficit. This data is used to inform classroom instruction, improving the value added from resource allocation. Naplan, check in assessments and internal testing all identified that language was the greatest area of deficit. Strategies to overcome this include:

- The ACP&I position focused on up-skilling teachers to include a language focus in every unit of work.
- Professional learning on effective data analysis was conducted for teaching and support staff. This included evidence based resources from the Department and contextual examples.
- Common assessment schedules across the school based around the department mandatory assessment instruments such as Naplan tests, Check in Assessments and optional in-class assessments were created and implemented. This is now custom and practice across the school.
- A parent friendly data set was developed and implemented to encourage parents to be more active in the learning process.
- NAPLAN data was used to inform classroom practice. The small Trundle sample cannot be used in isolation because of statistical error. Trends over multiple years are used to determine future whole school initiatives.

2023 will see a continued focus on language development. Improvement in language should be transferred into improvement in writing which is also an area of deficit.

The introduction of the Assistant Principal Curriculum and Instruction has enabled the coordination of all aspects of the school Literacy and Numeracy Plan. This allows consistent and valid data collection and analysis. Common assessment schedules have been refined and the professional development of staff implemented. This has allowed the value added from these strategies to improve. The gaps in available data became evident through this process. This is especially when new students arrive from interstate or through the Catholic or independent school system.

The positive impact of these initiatives is evident in school data, teacher custom and practice and the professional conversations occurring within the school. This is especially around goal setting for 2023 and beyond. 2022 achievement is forming the baseline for 2023 improvement. Trundle Central School has met or exceeded the performance of like schools (school with similar enrolment characteristics) in Naplan and check in assessments on most occasions. The professional conversations are now around moving students to meet or exceed state levels.

Attendance is a concern, especially considering the increasingly transient nature of many families in school community. Data indicates low Literacy and Numeracy achievement are directly linked to poor attendance. Implementing strategies to improve the poor attendance patterns of students who enrol in the school mid term from other locations is an on-going priority. The lowest 20% of students in terms of Literacy and Numeracy achievement have poor attendance and a pattern of multiple school enrolments.

Research also identified the reluctance of high school students to read for enjoyment. This may be because appropriate reading material is not easily assessable. Library books will be coded in terms of difficulty. Students will be assisted to

select appropriate level books. Three times per week students will undergo a guided, teacher supported, reading program. This program will be evaluated each term.

In 2023 High Impact professional learning will be conducted to first determine the level of understanding of teachers in the basics of teaching reading. Deficits in knowledge will be addressed to assist the implementation of strategies to improve the explicit teaching of reading across the whole 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 2 bands in Numeracy with a minimum of the lower bound system negotiated targets being achieved: Year 9 13.6%	This goal was not achieved with 11% of students being in the top two bands for Numeracy. Check in assessments - 47.5% overall for Numeracy and above both the SSG and state averages. The results indicate a 10.4% cohort improvement in Numeracy overall from Term 4 2021 to Term 4 2022.
Improvement in the percentage of students achieving in the top 2 bands in Numeracy with a minimum of the lower bound system negotiated targets being achieved: Year 3 and 5 31.5%	In 2022: <ul style="list-style-type: none"> • NAPLAN -43% of year 3 students achieved the top two bands for Numeracy. • NAPLAN - 80% of year 5 students achieved in the top two bands for Numeracy. <p>The relatively small sample creates statistical abnormalities. However, the trend is a movement towards the higher bands across the whole school.</p> <ul style="list-style-type: none"> • Check in assessments - 100% of students achieved above 50% in Numeracy, overall results are above SSG (like) schools. • Check in assessments - 75% of students achieved above 60%, overall results are above SSG (like)schools and the state. <p>The results indicate that all students, with minor exceptions, are achieving well above average in Numeracy.</p> <ul style="list-style-type: none"> • PAT -maths year 3 - 100% growth in all student results from Term 1 to Term 4. • PAT -maths year 5 - Students consistently achieved the same result with no decline in results. <p>The results indicate consistent growth in all areas and an increase in results from Term 1 to Term 4 in all students.</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: Year 3 and Year 5 31. 5%	In 2022: <ul style="list-style-type: none"> • Naplan- 14% of year 3 students were in the top two bands for reading. • Naplan- 20% of year 5 students were in the top two bands for reading. <ul style="list-style-type: none"> • Check in assessments - Year 3, 71% of students achieved higher than 50% in reading. • Check in assessments - Year 5, 75% of students achieved higher than 55% in reading. <p>Check in results indicate that all students are achieving higher than SSG schools in reading.</p> <ul style="list-style-type: none"> • PAT reading year 3 - 70% of all students achieved at least one years growth in their reading age whilst 30% remained at the same level with no declining results. • PAT reading year 5 - 70% of all students achieved at least one years growth in reading age whilst 30% remained at the same level with no declining results. <p>PAT results indicate that students have all achieved growth in Year 3 and Year 5 reading across the school year.</p>
Improvement in the percentage of	The target for reading was achieved. In 2022:

<p>students achieving in the top 2 bands in Reading with a minimum of the lower bound system negotiated targets being achieved:</p> <p>Year 9 13.6%</p>	<ul style="list-style-type: none"> • 44% of students in year 9 were in the top two bands for reading. - Check in assessments - Overall result was 47.5%. The overall results were impacted with outlier scores due to the small cohort. Overall Year 9 results were above both the state and the SSG scores for reading.
<p>Improvement in the percentage of students achieving expected growth to be above the schools lower band system negotiated targets in reading:</p> <p>Year 5: 60%</p>	<p>Only three students were enrolled in Year 5 in 2022. All students exceeded the growth target in reading.</p>
<p>Systems negotiated target of 7.9% are achieving in the top two bands of Numeracy.</p>	<p>In 2022, 33% students who sat Naplan achieved in the top two bands for numeracy.</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 in 2022 opted for vocationally based subjects. The three students who completed stage 6 have progressed into further study or employment. The 2023 cohort has more students opting for a traditional academic pathway opting for ATAR subjects.</p>
<p>Systems negotiated target of 37% of Aboriginal students achieving a Higher School Certificate or equivalent.</p>	<p>In 2022 one Aboriginal student completed the HSC. This student successfully completed the year and has been accepted into his chosen career. The school regularly exceeds the systems negotiated targets for Aboriginal students to achieve HSC qualifications or equivalent.</p>
<p>84% of students are attending school 90% of the time the school in operational.</p>	<p>The school has not achieved this goal. In 2022 45.5% of the school attended more than 90% of the time. Flooding and the enrolment of chronic non-attenders from other schools and systems has lowered the overall attendance in 2022. Removal of these students from the sample indicated the school would have met attendance targets in 2022.</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>Data skills and student performance measures are validated at sustaining and growing for 2022.</p>
<p>The APC&I position through professional conversations and mentoring will provide staff professional support to determine training and development directions and plans</p>	<ul style="list-style-type: none"> - All staff have timetabled professional meetings with APC&I to develop professional development priorities around the set language goal. Staff have been upskilled in using PLAN, Scout and assessment platforms such as PAT tests to access and analyse student results. - Check in assessments and internal testing show each student is moving forward towards the top two bands of Naplan. - Data sets have been created by the APC&I to communicate student results and determine where each student is currently tracking. Professional Learning and support for all staff is provided to seek training in the areas of student weakness to target the gaps and improve overall results.

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

Location: \$17,492.96

Socio-economic background: \$5,000.77

Professional learning: \$467.00

Per capita: \$1,000.00

Low level adjustment for disability: \$2,000.00

Summary of progress

Trundle Central School is the community hub for youth pastoral care. The partnership with Baytr, an organisation that provides specialist programs for adolescent students with a particular focus on reducing the level of teenage anxiety continued in 2022. The school also consolidated the strong partnership with Catholic Care. This group provided individual specialised counselling for our female students. Other programs completed include Save a Mate, and Youth Mental Health Awareness.

The pastoral care program also included visits by Police Youth Liaison Officers to promote road safety. A partnership with Parkes Rotary Club allowed stage 5 students to experience the driving simulator on two occasions. Flexible funding was also used to supply driving lessons to stage 6 students. This was to overcome the deficit in professional lessons and reduce socio-economic and gender disadvantage in obtaining a licence. The inability to fill the school counsellor allocation has resulted in the school accessing the virtual counselling service. This was extremely successful because of the quality of counselling and the additional flexibility operating a virtual model provides. COVID outbreaks unfortunately forced the cancellation of the Dad's in School's program. This program has been timetabled for 2023.

The academic progress and well being of Aboriginal students is a focus area. In 2022 Aboriginal students were well represented in school leadership positions. NAIDOC celebrated the achievements and contributions of Aboriginal people. All staff integrated Aboriginal perspectives into lesson planning and delivery and completed cultural awareness training.

The development of positive identity and self concept is an important part of the school welfare program. In 2022 our school invited positive local role models to discuss the challenges in their life and the strategies used to overcome. In 2023 NRL identity Ian Roberts and author Greg Fisher will present to students about identity creation and the development of a positive concept of self.

The willingness of staff to monitor student welfare and provide opportunities outside the set curriculum has allowed the school to move to achieving this strategic goal. A barrier is the lack of acceptance in sections of the school community of the need for students to undertake specialist programs especially those addressing poor youth mental health. The acceptance of alcohol and tobacco abuse in some sections of the community, as well as the reluctance to discuss or acknowledge the level and affect of domestic violence in the community is also a barrier.

Gaps in our data reduced the ability of the school to effectively target programs. This gap was increased by the high turnover of staff in government and non-government agencies, especially Community Services and Justice. This reduced the continuity of intervention strategies, data collection, transfer and analysis and unfortunately the credibility of these agencies within the school population. In 2023 more explicit teaching of strategies for empowerment and protection of female students with programs such as Love Bites and Girls with a Purpose will be introduced. In addition, \$5000 dollars has been allocated for introducing programs targeting improving the self confidence of girls.

In 2022 the school continued to broaden the curriculum offerings with interest electives in high school, school based apprenticeships and school to work programs. These programs are designed to engage students who are in danger in

becoming disenfranchised with the learning process or strongly employment orientated. The suitable staffing of these strategies could become problematic in the future with staff retirements.

The strength and effectiveness of our community partnerships and pastoral care is reflected in a significant reduction in suspensions and serious incidents. The excellent attendance rates despite COVID and flooding and an increase in classroom engagement resulting in value adding levels over like schools and state average. However, the school is still working on solutions to increase the attendance of some students who are disengaged with 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
School research indicates every student can identify a staff member to whom they can confidently turn to for advice and assistance at school. All formal meetings are action minuted to ensure accountability and conversations are focused on the outcomes contained within the students learning plan.	<p>In 2022 the stage 6 mentoring program continued. Stage 6 students had regular meetings to discuss the educational challenges, successes, exit options and other relevant school and personal issues. All students who completed stage 6 in 2022 have transitioned to their chosen career option.</p> <p>Post school destinations indicate all students gained the necessary skills to progress into work or further study.</p>
Tell them from me surveys indicate well-developed and evidence-based approaches. Programs and assessment processes, identify, regularly monitor and review individual student learning needs. The school is progressing along the continuum towards excelling on the School Excellence Framework.	School research and the 2022 'Tell them from Me' surveys indicate the school is operating at sustaining and growing along the school excellence continuum. In 2022 individual stage 6 learning plans were simplified to one educational and one personal goal. This goals were measurable and achievable. This has increased the effectiveness and accountability of Learning Plans.
The needs of all students are explicitly addressed in teaching and learning programs.	<p>School data with Tell Them From Me survey results indicate all students are accessing the curriculum at their level. This fact is reflected in the data despite COVID restrictions and flooding in 2022:</p> <ul style="list-style-type: none"> • A 5.83% increase in mathematics compared to our highest score in the last 5 years. • 43% of students who completed Naplan are in the top two bands for Numeracy. • 80% of year 5 students are in the top two bands for Numeracy • 45% of students attend school more than 90% of the time the school is operational. • 60 % reduction in school discipline referrals in 2022. • 80% reduction in incidents requiring suspension. • 92% of parents indicate they are happy with the service provided to their children. <p>The small sample each year results often indicates a significant variation in results. However, the trend over the last five years indicated the school is achieving goals in the school welfare plan.</p>
School provides parent/carers with information on the learning progress of their children, including reports and interviews as well as other opportunities to discuss progress.	<p>COVID restrictions reduced the opportunity for face to face parent teacher meetings. The 2022 strategy of increasing the formats parents can access parent / teacher meetings has resulted in:</p> <ul style="list-style-type: none"> • 30% increase in parents attending parent teacher meetings. • 60% increase in parents taking the opportunity to access a virtual parent teacher meeting. • Refinement of the reporting template reduced confusing educational jargon.
20% increase in stage 5 & 6 attendance because the curriculum is broad and caters for a variety of ability and learning styles. This is especially in the number of non-ATAR pathways offered in stage 6.	This outcome was achieved. However many students were forced to work from home because of flooding and COVID outbreaks. This appears to have broken the attendance cycle for some vulnerable students. The school in 2022 actively pursued alternative educational pathways for those students who had become disenfranchised with the learning process. These included distance education, flexible attendance, school based traineeships and

20% increase in stage 5 & 6 attendance because the curriculum is broad and caters for a variety of ability and learning styles. This is especially in the number of non-ATAR pathways offered in stage 6.	alternative curriculum. These will continue in 2023.
Use of school facilities by local and regional pastoral care providers starts to deliver benefits to the community.	Local pastoral care providers have utilised school facilities in 2022., Examples are: <ul style="list-style-type: none"> • Rural aid counsellors. • Community nurse • Royal Far West Speech • Mobile dentist. • Catholic Care • Police Youth Liaison Officers • Orana Health
More than 90% of students attend school each day it is operational	This target has not been achieved. In 2022, 4 students with a history of poor attendance enrolled at Trundle Central School. Despite school intervention their attendance was below 60%. This significantly reduced the overall attendance of the school.

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

Low level adjustment for disability: \$4,000.00

Socio-economic background: \$55,000.00

Professional learning: \$1,517.00

Summary of progress

Improving stage 6 results requires an effective partnership with four other Western Access Program schools. This creates variables which are outside the control of Trundle Central School. These include the extent that a culture of excellence is embraced within each school, levels of professional development and the ability of each school to recruit suitable staff.

An increasing trend at Trundle Central School is the increase in students not requiring an ATAR. This includes students who are capable of achieving entry into universities if that was the chosen career path. This continued in 2022 with all three students opting to complete vocationally based subjects. A challenge for the school moving forward is to determine why students are opting out of further education.

COVID restrictions created a challenge for staff professional development. In 2022 the majority of professional development was conducted using the Teams format. All High School staff completed training on integrating an Aboriginal perspective into lesson planning, delivery and assessment. In addition, mandatory modules on Aboriginal Cultural Training was also completed. The value of this training will be assessed in the next planning cycle. Increasing the number of Aboriginal students completing stage 6 is a school and premiers priority.

Teaching programs

- Staff professional learning has focused on improving the delivery of content and skills via an electronic platform. Every lesson incorporated the development of a greater understanding of the directional language in questions. Internal research indicates student achievement is reduced by an inability to understand the language contained in the question. This focus has been moved down across the whole secondary with explicit teaching of the language contained in questions.
- The expectations of co-teacher time have been formalised and clearly communicated to staff and stage 6 students.
- The length and frequency of direct instruction by subject coordinators has been increased and co-teacher time reduced. This is to maximize students accessing their co-ordinating teachers.
- Increased focus to ensure co-teachers are trained or experienced in the subject they are instructing. However, because of staffing constraints this has not been possible across all subjects.

Data informed practice.

- The concept of the Western Access Program being one school with multiple campuses has been reinforced by staff being able to access data from other schools in the Western Access Program.
- Professional learning was conducted to support the needs of co-ordinating teachers especially around the features of Teams as a platform for lesson delivery.
- Additional gate keepers in the assessment process such as student/ teacher check in interviews were consolidated into the process. This enhanced quality teacher judgement and ensured assessment is integrated into the learning process.
- The stage 5 to stage 6 transition process has been improved especially the utilisation of data to assist students to select appropriate subjects.
- Parent subject information nights now include a virtual option for parents unable to attend.

High impact professional learning.

- Professional learning for staff has concentrated around improving lesson delivering using a virtual platform
- Improving assessment as a learning tool.
- Differentiation of curriculum to cater for the variety of learning styles in the classroom.
- Improving quality teacher judgement for stage 6 assessment.

This initiative is working well because of the high level of teacher goodwill to initiate positive change in stage 6. The flexibility and compliance of Stage 6 students at Trundle Central School also allows accurate data to be collected, used to guide lesson delivery, assessment and decide on future directions. The multiple teachers and schools involved in stage six instruction makes progress towards this strategic direction difficult to determine in the local context. This is especially in ensuring the consistency and quality of assessment instruments and consistent teacher judgement across the whole program. This process is especially challenging in those schools in the Western Access Program with significant staff turnover.

In 2022 only three students transitioned from stage 5 to stage 6. This was partially because of the schools success in equipping students to enter employment or training in the trades before the completion of stage 5. Student numbers have been fluctuating as the school population is very dependent on agricultural conditions. In general the size of the school population is declining and characteristics of students require a great emphasis on vocationally based subjects and remedial Literacy and Numeracy strategies in stage 6. The challenge is to achieve this but still provide a viable academic pathway for students who wish to achieve an ATAR.

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
Analysis of higher performing Higher School Certificate subjects identifies trends and possible gaps in teacher Professional Learning across the school.	Analysis of HSC outcomes does not identify a consistent trend of low performing subjects or teachers requiring additional support. There were a number of research variables such as: <ul style="list-style-type: none">• The variety of teachers coordinating subjects ranging from new scheme to highly experienced. This creates an un-controllable variable that corrupts data.• The diversity of the student population across the years and individual schools.• The relatively small sample can create statistical errors. The analysis of HSC data does indicate that non-ATAR subjects are becoming a more popular subject choice for students across all schools. This has implications for staffing, mode of delivery and teacher professional learning. The declining or highly variable student numbers in stage 6 also creates staffing and timetabling challenges.
Analysis of meeting minutes and teacher professional conversations indicate all stage 6 teachers actively evaluate, share and discuss learning from targeted professional development with other staff. The outcome is an improvement in whole school practices especially the effective targeting and delivery of assessment.	Data is being used to form the basis for professional conversations. Other achievements include: <ul style="list-style-type: none">* Assessment used as a learning tool rather than purely a testing instrument.* Greater diversity of tasks, allowing for a wider range of learning styles and abilities to be catered for. In 2022 all students who commenced the HSC year were successful in gaining a qualification. In addition 100% have moved into employment or further study.
Conversations with mentors indicate all stage 6 students know when and why assessments are undertaken. This has resulted in an increase in the number and quality of assessments submitted on time.	All stage six students understand their assessment schedule. All students can verbalise an understanding of the N-award process and the need to maintain a consistent diligent effort.
Whole school and inter-school relationships provide mentoring to students and staff. The school develops	All students in stage six had school allocated mentors. These staff members will continue through to the end of stage 6. In 2022 the mentoring process was improved and more staff accountability added as part of a general

or enhances relationships with schools considered centres of excellence.	<p>review of the pastoral care program.</p> <p>Access camp has now become the main avenue for intensive instruction and socialisation of student within the Western Access Program. Post camp surveys indicate the reduction in study days has been valuable because surveys indicate students and staff feel the camp is more practical for intensive instruction. The reduction in stand alone study days also reduces the risk of students travelling long distances and is a more effective with allocation of resources.</p>
Differentiation of curriculum is embedded across the curriculum and is especially part of co-teacher delivery strategies.	<p>Differentiation of curriculum is evident across the whole school. In 2022 information sharing between the schools was enhanced for students transition between stage 5 and 6. This was important for the construction and implementation of Personal Learning Plans. In 2023 the process will be further refined with the focused narrowed to a focus area rather than generalised support. This will allow for better targetting and staff accountability.</p>
Professional development is sought and provided to co-ordinating teachers around assessment validity in terms of state standards and marking rubrics.	<p>Assessment validity and professional teacher judgement in 2022 was exceptional with all students achieving within a small variation between assessment mark / rank and exam performance. The challenge for 2023 is to improve HSC performance across the whole Western Access Program.</p> <p>In 2023 the school will also work to determine what our parent body defines as success. This is especially important considering the change in the characteristics of students entering stage six requiring great remedial literacy support and vocational options.</p>
Stage 6 exit outcomes will be consistent with aspirations expressed to mentors	<p>All exit outcomes are consistent with expressed aspirations and student ability. The results achieved in the exam are within a few marks of school based assessment. This confirms the quality and consistency of teacher judgement.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$41,803.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching K-12. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Staff release to undertake additional professional learning around implementing remedial Literacy and Numeracy strategies. • Staff release to build teacher capacity around targeted assessment and data analysis for instruction • Implementation of targeted programs to differentiate teaching and learning programs • Employment of staff to provide additional support for students who have high-level learning needs • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of personalised learning and support plans (PLSP) • Consultation with external providers for the implementation of school to work strategies and other post school options. • Release of staff to work with APC&I around data driven learning strategies. <p>The allocation of this funding has resulted in the following impact:</p> <p>All eligible students have additional individualised support. All funded students are accessing the curriculum well which is confirmed by data. Examples include:</p> <ul style="list-style-type: none"> - A student is currently undertaking a support work placement in primary industries. This student is accessing a career pathway and experiencing positive mental health. - A student is currently completing stage 6 with a highly modified program and intensive support. - A student is accessing a modified life skills curriculum with Student Learning Support Officer intervention. This is an extremely high needs student. - The additional support and behaviour intervention strategies have resulted in no suspensions or serious incidents involving funded students in 2022. This compares with the previous year where suspensions were necessary to plan and implement behaviour modifications and personal safety strategies. - The extra support also allowed two additional students to undertake a successful work experience program. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - A review involving parents and other agency input to ensure the allocation of these funds is providing the best matched support to students. - Review of the outcomes in Personalised Learning Plans to ensure they match the requirements of the student and the best possible support is provided. <p>In 2023 integration funding levels are declining because of a high needs student successfully completed stage 6.. This affects the allocation of SLSO time as it is no longer viable to employ an additional Student Learning Support Officer only for funded students.</p>
<p>Socio-economic background</p> <p>\$113,110.77</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Socio-economic background</p> <p>\$113,110.77</p>	<ul style="list-style-type: none"> • Quality teaching K-12. • Pastoral care • Teaching programs • Learning culture. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support remedial Literacy and Numeracy programs • Resourcing to ensure equal access to education across the student population. This includes the basics such as bookbags and uniforms. • Employment of external providers to support students with additional learning needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Specialist programs are both remedial and extension activities as part of the whole school Literacy and Numeracy Plan. The employment of a School Learning Support Officer has allowed these programs to operate externally from the classroom. -Data indicates the core focus areas of writing, language and spelling still need to be areas of focus for 2023. - Many students do not attend a pre-school program before starting school. This is reflected in Best Start data. Early intervention programs funded from this allocation. - Funding has been used to reduce the inequities between families attending the school. Without the funding some students would not be able to access extra-curricula activities. Curriculum activities such as Western Area Program camps are also subsidised through this flexible funding. -Vocational education programs such as school to work, school based apprenticeships and work experience are more accessible to low socio-economic students because of this targeted funding. <p>After evaluation, the next steps to support our students will be:</p> <p>Employment of additional staff will continue.</p> <ul style="list-style-type: none"> - Targeted professional learning for staff especially around the educational effects of trauma. This strategy is to upskill staff to assist students with complex curriculum access issues. - Additional focus on vocationally based subjects and programs will continue in 2023. This is in response to enrolment trends and stage 6 subject choices. These programs are essential to reduce the opportunity gap many students face because of location and socio economic status. -In 2023 a renewed focus on strategies to improve the confidence of adolescent girls will be implemented in partnership with outside providers. - The subsidisation of travel to activities will remain a focus to reduce socio-economic disadvantage.
<p>Aboriginal background</p> <p>\$44,276.84</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching K-12. • Learning culture. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students • Engaging Aboriginal Elder, artists and storytellers to teach traditional Aboriginal culture. <p>The allocation of this funding has resulted in the following impact:</p> <p>Aboriginal students perform as well or better than their non-aboriginal peers.</p>

<p>Aboriginal background</p> <p>\$44,276.84</p>	<p>This is confirmed in Naplan scores over the last 7 years. Aboriginal students are also represented on the Student Representative Council and Sporting House Captains. In 2021 and 2022 the School Captain was an Aboriginal student.</p> <p>Allocating significant funds for NAIDOC celebrations allowed an avenue for Aboriginal students to express and reflect their culture . These celebrations are also a conduit for non-Aboriginal students to understand the uniqueness, but also the contemporary challenges of Aboriginal culture.</p> <p>After evaluation, the next steps to support our students will be: These initiatives will continue as student interviews confirm it is a high impact strategy. The resources will be particularly targeted on the transition of Aboriginal students between stages and support throughout stage 6.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Trundle Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching K-12. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Students entering Kinder with very poor English language proficiency and limited opportunities will be emersed in a speech and language rich environment and additional support both within the classroom environment and specialist programs provided.</p> <p>After evaluation, the next steps to support our students will be: This strategy will re-commence when the need arises.</p>
<p>Low level adjustment for disability</p> <p>\$87,702.15</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching K-12. • Pastoral care • Teaching programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Providing support to targeted students within the classroom through the employment of School Learning and Support Officers • Engaging a Learning and Support teacher to work with individual students and in a case management role within the classroom/whole school setting • Employment of SLSO to improve the development of students by implementing speech and Occupational Therapy programs developed by specialists. <p>The allocation of this funding has resulted in the following impact: Students receiving support in the classroom as individuals or in small groups. This funding allows the employment of additional staff to:</p> <ul style="list-style-type: none"> - Implement the Come and See Program for speech and language development. - Conduct the Corrective Reading strategy. - Implement additional testing to generate data to ensure the school implements data driven instruction. - Support the coordination of counsellor intervention

<p>Low level adjustment for disability</p> <p>\$87,702.15</p>	<p>- Support the co-ordination of outside agencies such as Orana Health, Australian Hearing and Catholic Care.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>-SLSO's and other support staff will be provided with additional professional learning to understand the complex emotional, mental health and learning difficulties some students present to school with. Research indicates Trundle Central School often receives students in Kinder or entering the school during the year that have undiagnosed learning difficulties and / or disabilities.</p> <p>-The school continues to evaluate and refine our transition program and ability to source accurate records from previous placements and current interventions. This is to provide the most effective transition to school.</p> <p>-Through communication methods such as Facebook and Newsletter, we are attempting to increase the awareness of learning difficulties and common disabilities. This is to encourage families to actively seek support before students commence school. The school is also implementing strategies to encourage parents to have an open conversation with the school upon enrolment.</p> <p>-The goal in 2023 is to improve the level of trust and therefore communication between parents and the school. This is a long process because many parents openly express previous failure at school and distrust of the system. Providing as many avenues for their children to experience success is the preferred strategy to try to break down communication and trust barriers. In 2022 there was a significant observable increase in positive parent feedback and 92% of respondents to the Tell Them from Me Survey indicated they were very happy with the school. However a significant percentage of parents from families considered as needing additional support did not reply to the survey.</p>
<p>Location</p> <p>\$32,507.96</p>	<p>The location funding allocation is provided to Trundle Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching K-12. • Pastoral care • Learning culture. <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising excursions to enable all students to participate • Student assistance to support excursions • Clerical support across the school. <p>The allocation of this funding has resulted in the following impact:</p> <p>Students are able to access opportunities within and outside of the school that they would not normally be able to achieve due to their location or the financial capacity of families. This funding has allowed us to achieve our strategic goal of the school being a primary provider of pastoral care in the township.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>As these have been a successful strategies, they will continue to be utilised in order to allow equity of opportunity across the school. In 2023 additional programs will be offered for girls to try and improve self confidence and awareness of employment and social opportunities outside Trundle. Current research indicates that the socio-economic spread across the school is widening as more low socio-economic families are choosing the relative affordability of rural towns. The issue for the school is the lack of point of time support services.</p>
<p>Professional learning</p> <p>\$33,050.17</p>	<p>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 Trundle Central School.</p>

<p>Professional learning</p> <p>\$33,050.17</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching K-12. • Pastoral care • Teaching programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Support for release time for teaching staff to engage in virtual professional learning in contemporary Literacy and Numeracy teaching strategies. • Support teachers to improve their skills to achieve the outcomes in the school plan. • Support teachers and SLSO's to unpack evidence - based approaches to teaching language. • Allow teachers to develop strategies for effective, targeted pastoral care. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Our existing practices are reviewed and recommendations for improvement implemented to improve the value added from these funds. -Staff have undertaken professional learning in language development strategies. This is being reflected in reading and writing results as well as language development. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -The effective use of the Assistant Principal Curriculum and Instruction will be evaluated fully in 2023. -Analysis of the targeted language intervention in High School indicates that the focus needs to be narrowed to one measurable and achievable outcome per term. This is especially for students starting the intervention from a relatively low level.
<p>QTSS release</p> <p>\$9,883.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching K-12. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principal provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact:</p> <p>Assistant Principals leading team meetings with primary teachers to ensure a consistent implementation and evaluation of the school Literacy and Numeracy plan. The allocation has also allowed the coordination of strategies with the Assistant Principal Curriculum and Instruction.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>As this is a successful strategy the consistent implementation of the current school Literacy and Numeracy Plan will continue. The role of the Assistant Principal Curriculum and Instruction will be further defined and the scope and impact spread further across the school in 2023.</p>
<p>COVID ILSP</p> <p>\$64,506.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$64,506.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • Providing targeted, explicit instruction for student groups in literacy/numeracy - Language development. <p>The allocation of this funding has resulted in the following impact:</p> <p>Students who were already struggling to access the curriculum have access to another strategy. Testing indicates these students have improved their skills but a significant gap still exists between age and stage expectations. Some of these targeted students are disenfranchised with learning which is reflected in their attendance pattern. This is being addressed through a combination of remedial learning and pastoral care strategies.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>This program is continuing in 2023. The school will conduct an internal assessment to determine the degree of value added through intensive tuition with the idea of possibly self funding a similar program in 2024.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	70	71	61	57
Girls	37	43	40	42

Student enrolment is closely linked to the health of the rural economy. Student numbers declined in 2022 because of the widespread flooding reduced the demand for farm labour. In addition many farms are still in the process of re-stocking after the devastating drought. This again has reduced the need for farm workers pushing them away from the district. These factors are consistent across small schools in the area. The further contraction of the ownership of farms in 2022 continued to reduce the pool of available employment. This led to a fall in student numbers at the school. Indications are this trend will continue in 2023.

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	96.0	95.5	94.7	87.7
1	94.1	94.9	92.5	94.3
2	95.4	94.8	95.0	86.1
3	94.7	96.1	88.6	90.2
4	94.1	95.6	89.1	80.5
5	95.6	95.4	91.8	87.5
6	93.0	97.1	90.7	84.2
7	94.4	92.4	93.7	88.3
8	88.3	93.5	81.4	83.8
9	86.9	91.0	91.3	70.5
10	87.8	85.4	84.3	82.3
11	89.7	95.8	96.8	85.8
12	83.5	92.3	90.5	87.9
All Years	92.3	93.5	90.0	84.3
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

Improving attendance is an on-going focus of our school. In 2022 Individual student attendance and the associated lack of engagement was the most common factor determining poor Literacy and Numeracy performance. Research also indicates most students with poor attendance recently came to the school. This made implementing effective remedial programs problematic because of the transient nature of some families and the limited time at the school. In 2022 the school worked closely with the Home School Liaison team to improve the attendance of this small cohort. Strategies ranged from reward systems through to formal attendance plans. A multi agency approach will be implemented in 2023 if agencies have available services.

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	20	0	0
Employment	20	20	80
TAFE entry	0	0	20
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

In 2022 Trundle Central School continued to provide excellent exit outcomes to students. The combination of traditional academic pathways and vocational options allowed all students to move to additional study or employment. This is especially pleasing considering the high level of youth unemployment in the region and the challenging agricultural conditions.

Year 12 students undertaking vocational or trade training

100.00% of Year 12 students at Trundle Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

66.7% of all Year 12 students at Trundle Central School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

The small cohort results in a significant percentage change from only one student moving to employment. This student gained early entry into the Navy.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.6
Head Teacher(s)	1
Classroom Teacher(s)	10.62
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

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.

All teachers employed at Trundle Central School are accredited with NESA. In 2022 the school improved the targeting of professional learning to areas of school deficit. This has been achieved through the more effective use of data to inform practice. The movement to on-line learning using the teams platform and has allowed staff to broaden the scope of professional learning and make it more cost effective.

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	577,478
Revenue	3,148,752
Appropriation	3,019,353
Sale of Goods and Services	9,911
Grants and contributions	116,668
Investment income	2,820
Expenses	-3,150,538
Employee related	-2,586,386
Operating expenses	-564,152
Surplus / deficit for the year	-1,787
Closing Balance	575,691

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	41,803
Equity Total	247,490
Equity - Aboriginal	44,277
Equity - Socio-economic	113,111
Equity - Language	2,400
Equity - Disability	87,702
Base Total	2,066,458
Base - Per Capita	25,622
Base - Location	32,508
Base - Other	2,008,329
Other Total	545,902
Grand Total	2,901,653

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.

Because of small sample the school considers data over a five year time frame to ensure relevance and remove statistical errors. Data indicates the school is moving towards exceeding the targets set in the current school plan.

The literacy focus across the school continues to be improving student mastery of individual aspects of language. This is thought to be the most effective strategy to improve other aspects of literacy, especially narrative construction.

Best Start testing indicates the new Kinder cohort has gaps in Numeracy. This may require the school to modify our intervention strategies and partnerships with feeder organisations such as the Trundle Child Care Centre. The improving partnership with this organisation has improved the transition process with students settling quicker and accessing the curriculum. The next step is through a partnership to improve the educational outcomes from this facility.

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 2022 the school had only three students completing stage 6. These smaller numbers were because of students moving into suitable employment upon completing stage 5. In the 2020 stage 5 group, 60 percent of students moved from school into traineeships and apprenticeships. In addition, in 2022 a student received direct entry in the Navy. This is an indication of the effective work experience programs, culture of moving to employment and vocational education programs throughout the school.

Parent/caregiver, student, teacher satisfaction

In 2022 the school had the lowest number of parent complaints in the last 9 years of the current executive. This is an indication of the success of the school in focusing on improved communication with the school community, review of our pastoral school and student discipline policies and the upskilling of staff on positive behaviour strategies.

The school P&C in 2022 decided to change from traditional fundraising to applying for grants from various agencies. This has been a successful move with money for additional facilities.

The school continued to conduct research to determine the level of parent satisfaction. 'Tell Them From Me Survey' results indicated 92% of respondents were very happy with the service provided to their children. The issue with this survey and many undertaken is those parents with low literacy skills or not actively monitoring the progress of their children do not reply or become involved in school activities. This creates a significant proportion of families without active input into the school. Recent changes to the format for parent teacher interviews including inviting selected parents and a phone option has reduced this issue, but it is still to be completely resolved. In 2023 the school will continue to work towards a more inclusive model of communication to encourage valid feedback.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Evidence of effective implementation of the policy included:

- Building and strengthening relationships with the local Aboriginal Consultative Group.
- Naplan data indicates Aboriginal students results are consistent with or exceeding non-Aboriginal students. This is especially in the year 5 cohort across all aspects of Naplan.
- Attendance data indicates Aboriginal students attend school 85.5 % of the time the school is operational in Year 3, 95.3% in year 5, and 90.8% in year 9. This is well above state and regional levels and comparable to non-Aboriginal students.
- Suspension rates are lower than non-aboriginal students.

In 2022 Aboriginal student were represented on the Student Representative Council and the school captain was an Aboriginal student.

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.

Anti-Racism - School statement

The school actively promotes tolerance and inclusion. In 2022 the school received zero complains or allegations of racism from students. The school employs an anti racism contact officer within the school.

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.