

2022 Annual Report

Trunkey Public School



3260

Introduction

The Annual Report for 2022 is provided to the community of Trunkey Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Trunkey Public School

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Student Leaders

School vision

EXCELLENCE, WELLBEING, COLLABORATION

Our school promotes excellence and equity and commits to high expectations where every student is valued within a purposeful and respectful learning environment ensuring all students' needs are met, enabling them to achieve their highest potential.

Together, with our community, we achieve and celebrate our successes.

School context

Trunkey Public School is a TP1 school, serving the rural village of Trunkey Creek and surrounding properties. The school is located 57 kms from Bathurst and 39 kms from Blayney.

There are 11 students enrolled in 2022. Enrolments are stable. An enthusiastic parent body and active P&C continue to support the school and generously contribute substantial funds towards school programs and excursions.

Trunkey Public School is an active member of the Heritage Country Small Schools' Learning Community, which is committed to collaboratively lead, implement, monitor and report on shared professional learning and organise combined academic, creative, and sporting events and stage excursions.

Our school prides itself on educating the whole child, with emphasis placed on Literacy and Numeracy as well as the Creative and Performing Arts. We focus on the principles of an active lifestyle supported by healthy eating, through our highly successful implementation of the Stephanie Alexander Kitchen Garden Program and the Healthy School Canteen Strategy, supported by the ideals of living a sustainable, environmentally responsible lifestyle as supported by our many and varied environmental projects.

We value Social and Emotional Learning and the impact this has on student welfare. We currently have a major focus on student wellbeing, through the 'BeYou' Program, which is supported by the school's culture of high expectations, respect and care for one another. The addition of a School Chaplain to our staffing has greatly assisted the school to support the students and their families. Student leadership is another focal point of our school whereby students are active participants in the School's Improvement Plan.

School-based data over the past five years shows that the vast majority of students are performing well in both Literacy and Numeracy with matched students recording fabulous growth in NAPLAN from Yr 3 to Yr 5, far exceeding state expectations. We acknowledge that explicit, systematic core programs are integral to our students' ongoing success, in conjunction with a strategic allocation of funding and expertise to support students with additional needs.

Our three strategic directions for the 2021-2024 School Improvement Cycle are:

STUDENT GROWTH AND ATTAINMENT

WELLBEING FOR SUCCESSFUL LEARNING

AUTHENTIC COLLABORATION

These strategic directions have been formulated through a rigorous and meaningful consultation process, conducted throughout Term 1, 2021 which has included:

- Evaluation and review of the previous school plan,
- An extensive review of both internal and external student data,
- Consultation with the Bathurst AECG,
- Consultation with the Trunkey PS P&C Association and Kids' Council,
- An in-depth analysis of school culture and current learning programs,
- Understanding of System negotiated targets,
- Discussion of Network negotiated targets,
- Review of Premier's Priorities, and
- A thorough and rigorous analysis of the Trunkey PS Situational Analysis.

Through this process, we have identified the following areas for school focus over the School Improvement Cycle:

- **Reading** - with an emphasis on Fluency and Comprehension,
- **Writing** - specifically Spelling and Vocabulary,
- **Wellbeing** - utilising a scientific, validated process for measuring multiple dimensions of student wellbeing in the

areas of Attachment to School, Self-Regulation, Social Confidence and Positive Relationships, and

- **Collaboration** - Meaningful collaboration, sharing evidence-informed practices, resulting in sustained and measurable whole-school improvement and celebrating success.

We have committed our financial and human resources to support this plan. They will be used strategically to ensure the needs of individual students are met, negotiated targets for improvement are achieved and that all staff has the capacity to provide high-quality teaching and learning through targeted professional development. The funding process will be regularly monitored to ensure we are meeting our expectations and commitments.

We will continually monitor and assess our plan and our initiatives for improvement and communicate our successes regularly with our school community.

We will undertake the External Validation process in 2023 where an external panel will provide constructive feedback on our progress and provide suggestions for future planning.

Sharyn Cogdell

Principal

Trunkey Public School

'The key to your child's success'

December, 2021



Harvesting Garden Produce

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	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To ensure improved student learning outcomes and consistent growth for every student in both Reading and Numeracy, we will engage in evidence-informed explicit teaching, implement effective assessments of learning and use this data to inform best practice for further student progress. We will have teaching and learning programs showing evidence that they are adjusted to address individual student needs, ensuring all students are challenged and the adjustments made lead to improved learning outcomes for all. Teachers will involve parents in planning to support learning and to share expected outcomes and successes.

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.

- Highly Effective Teaching

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$30,114.20

Professional learning: \$4,413.49

QTSS release: \$2,068.58

Location: \$8,602.41

Integration funding support: \$44,386.00

Aboriginal background: \$1,026.58

English language proficiency: \$2,400.00

Low level adjustment for disability: \$13,553.72

Summary of progress

In 2022 our school focussed on preparing for the implementation of the new K-2 Literacy and Mathematics syllabi in 2023. Our teaching staff undertook a wide range of professional learning for English K-2 including NESA modules, English K-2 micro-learning sessions, training in decodable texts and refreshers in Jolly Phonics and Jolly Grammar. In preparation for the implementation of Mathematics K-2 our teachers completed the NESA module and two sessions prepared for our Staff Development Days by the AP C&I. The teaching staff have made use of the Universal Resources Hub and joined many online groups such as Butterfly Wings and Science of Reading Academy for the sharing of classroom resources.

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
LITERACY - TOP TWO BANDS - Bathurst Network Target - To increase the percentage of students achieving in the TOP TWO BANDS of NAPLAN Reading to meet the upper-bound Network target of 52.7% by the end of 2022.	The proportion of Year 3 and Year 5 students achieving in the top two bands of NAPLAN Reading with a cohort of 19 students is 44% and is progressing towards the upper-bound Network target of 52.7%.
NUMERACY - TOP TWO BANDS - Bathurst Network Target - To increase the percentage of students achieving in the TOP TWO BANDS of NAPLAN Numeracy to meet the upper-bound Network target of 41.2% by the end of 2022.	The proportion of Year 3 and Year 5 students achieving in the top two bands of NAPLAN Numeracy with a cohort of 19 students is 78% and has exceeded the upper-bound Network target of 41.2%.
* LITERACY - EXPECTED GROWTH - School Target - To maintain the	There is no NAPLAN Reading growth data for Year 5 due to the cohort not completing NAPLAN in 2020 when they were in Year 3. Internal

percentage of students achieving EXPECTED GROWTH in NAPLAN Reading to meet the upper-bound target of 80% by the end of 2022.	assessment measures were used to monitor progress instead.
* NUMERACY - EXPECTED GROWTH - School Target - To maintain the percentage of students achieving EXPECTED GROWTH in NAPLAN Numeracy to meet the upper-bound target of 80% by the end of 2022.	There is no NAPLAN Numeracy growth data for Year 5 due to the cohort not completing NAPLAN in 2020 when they were in Year 3. Internal assessment measures were used to monitor progress instead.



Year 3 is Happiness

Strategic Direction 2: Wellbeing for Successful Learning

Purpose

To ensure an improved sense of wellbeing in both students and staff, we will build quality relationships with our students, their families and the community, manage positive classrooms that maximise effective learning time and positive learning behaviours, whilst supporting the social, emotional and intellectual wellbeing of all. A strategic approach to whole-school wellbeing will support all students and staff to connect, succeed, thrive and learn.

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.

- Wellbeing Within a Culture of High Expectations and Positive Classroom Management

Resources allocated to this strategic direction

Socio-economic background: \$10,957.30

Per capita: \$2,779.48

6200 - National Chaplaincy Program: \$20,280.00

Professional learning: \$320.00

Summary of progress

The High Potential and Gifted Policy was introduced and professional learning was conducted throughout the year for all teaching staff. Students have been identified in the domains of Art, Sport, Academic and Social/Emotional.

New teaching staff members are becoming more familiar with providing students with explicit feedback and using formative assessment strategies to identify gaps and improve student learning. Establishing individual student learning goals in Literacy and Numeracy in line with the school's Data Wall practices are now embedded in a five-weekly schedule.

There was a big focus on student attendance in 2022. Weekly attendance data was made available to all staff to ensure that everyone knew the students requiring additional support and encouragement to attend school more regularly. Attendance Policy and Procedures were reviewed and the school now communicates electronically through the SkoolLoop phone app which makes it easier for parents to complete absence notes and view notices, newsletters and give permission for excursions and school activities. The addition of Sentral attendance package at the end of 2022 makes the collection of attendance data appealing for the students to check in daily and easier to monitor and chase up non-attendance.

Student Wellbeing rates are being monitored and regular check-ins with the School Chaplain and teaching staff ensure that every child is seen, heard, valued and supported every day. This has been so very important with the return to school following the disrupted 'Learning From Home' periods over the past two years.

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
Increase the percentage of students attending school more than 90% of the time to the upper-bound School target of 100% by the end of 2022.	The number of students attending school greater than 90% of the time or more has increased substantially at Trunkley Public School during Semester 2 of 2022 to 90.9%, from 72.7% in Semester Two 2021. This equates to an increase of 18.2%
* STUDENT WELLBEING - School's Target - To improve upon the school's benchmark data from 2021 indicating each student's sense of wellbeing by 10% in 2022.	The school's benchmark Wellbeing data for 2022 shows a significant improvement in 81.8% of students' self-awareness, self-regulation and emotional intelligence over the school year from 2021 benchmark data of 63.63% using the Life Skills Go Program. That is an increase of 18.17%.

Strategic Direction 3: Authentic Collaboration

Purpose

To ensure a culture of collaboration, instructional leadership and genuine community engagement, we will work together as a staff with the Heritage Country Small Schools, other schools, Kids' Council, the Trunkey Public School P&C Association and specific organisations, sharing evidence-informed practices and expert knowledge for positive mutual benefit.

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.

- Collaboration

Resources allocated to this strategic direction

6101 - Sesquicentenary: \$4,717.00

6300 - 'Together for Humanity' grant: \$3,250.00

Summary of progress

In 2022 our school undertook two major Collaboration projects, namely the Trunkey Public School's Sesquicentenary Celebrations and the 'Intercultural Understanding Project.' We collaborated on many smaller projects also, including 'The Diroama Project,' a local initiative based on traditional Wiradjuri use of the Abercrombie Caves area, 'The Big River Project,' supporting student and community use and protection of the local Abercrombie River and 'Beating Around the Bush,' a collaboration with local environmental organisations designed to raise awareness about the plight of endangered species of fauna and flora within the local Abercrombie area. The school Sesquicentenary was a huge success and was followed that evening by our inaugural School Reunion. Completion of the final component of the 'Intercultural Understanding Project' was delayed due to Covid 19 and our school's toilet block renovations. The culminating event will be held early 2023.

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 Target - School self-assessment of the School Excellence Framework (SEF) element 'Learning and Developing' indicates improvement in each theme, 'Collaborative Practice', 'Coaching and Mentoring' and 'Professional Learning' from Sustaining and Growing to Excelling.	Our school achieved this annual progress measure as a direct result of effective planning, collaborating, budgeting, monitoring and execution of two major projects. Through our school's Self Assessment processes, our on-balance judgement is 'Excelling' in the element 'Learning and Developing.'
* School Target - School self-assessment of the School Excellence Framework (SEF) element 'Educational Leadership' indicates improvement in the theme, 'Performance Management and Development' from Sustaining and Growing to Excelling.	Our school achieved this annual progress measure as a direct result of effective planning, collaborating, budgeting, monitoring and execution of two major projects and three smaller projects. Through our school's Self Assessment processes, our on-balance judgement is 'Excelling' in the element 'Educational Leadership.'

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$44,386.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Trunkey Public 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"> • Highly Effective Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • release to enable effective liaison with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • intensive learning and behaviour support for funded students • consultation with external providers for student assessment and the implementation of speech and motor co-ordination programs. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: All eligible students are demonstrating progress towards their individual goals contained in their IEP's. All IEP's were regularly updated and responsive to student learning needs.</p> <p>After evaluation, the next steps to support our students will be: To continue to utilise integration funding effectively to consistently meet the changing needs of the students receiving support and to make adjustments as the needs arise. To provide further professional learning for all staff in areas of need to deliver increased educational support to students receiving integration funding</p>
<p>Socio-economic background</p> <p>\$10,957.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Trunkey Public 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> <ul style="list-style-type: none"> • Wellbeing Within a Culture of High Expectations and Positive Classroom Management <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 the school's Student Wellbeing Program implementation. • providing students without economic support for educational materials, uniform, and equipment and subsidising excursion costs. <p>The allocation of this funding has resulted in the following impact: All students have attended all school events and had access to all areas of the curriculum. Small group intervention has led to positive growth in Literacy and Numeracy skills for all targeted students</p> <p>After evaluation, the next steps to support our students will be: Monitoring of our students to ensure they can access all activities that support learning and receive appropriate financial support as required. Ongoing staff professional learning in Student Wellbeing practices.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Trunkey Public School. Funds under this</p>

<p>\$1,026.58</p>	<p>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"> • Highly Effective Teaching <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 • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: All ATSI students have an ILP and access to small group tuition improving Literacy and Numeracy skill development. Students were involved in a range of culturally significant events including NAIDOC Week, building self-awareness of cultural identity. Students and staff adapted our school's Acknowledgement of Country in consultation with local Wiradjuri elder and artist, Nyree Reynolds, leading to a more profound acknowledgement with local purpose.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure all Aboriginal students receive small group tuition to support them to achieve expected targets in Literacy and Numeracy. Encourage student voice in the establishment of goals for individual students' own IEP's.</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 Trunkley Public 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"> • Highly Effective Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provide EAL/D Progression levelling PL to staff • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: EALD student has been supported by an EALD Teacher during 1:1 targeted learning sessions, specifically designed to address language barriers in Numeracy concept understandings. This learning has been monitored and tracked using the EALD Progressions to inform next steps in learning.</p> <p>After evaluation, the next steps to support our students will be: Continued intervention during 1:1 sessions throughout 2023 to ensure the EALD student is in a strong position in Numeracy concept understandings Provision of a Mathematics Translation Dictionary to assist this important work Liaison with the students' secondary school for EALD support during the transition process to Year 7</p>
<p>Low level adjustment for disability</p> <p>\$13,553.72</p>	<p>Low level adjustment for disability equity loading provides support for students at Trunkley Public 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</p>

<p>Low level adjustment for disability</p> <p>\$13,553.72</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching <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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in Individual Learning Plans and Student Wellbeing • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Assistant Principal Learning & Support was employed to support the Classroom Teachers to build capacity to better meet the complex Literacy and Numeracy needs of identified students. This specialised intervention has resulted in improved teacher confidence, greater transparency and improvement in processes.</p> <p>After evaluation, the next steps to support our students will be: Improved access to outside agency support In 2023 the Assistant Principal Learning & Support will continue to support the Classroom Teachers and monitor student data, including the tracking of academic, attendance and wellbeing data.</p>
<p>Location</p> <p>\$8,602.41</p>	<p>The location funding allocation is provided to Trunkey Public 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"> • Highly Effective Teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Enabled all students equal access to school activities and events, both within and outside the school.</p> <p>After evaluation, the next steps to support our students will be: Continue to support all families who require financial assistance.</p>
<p>Professional learning</p> <p>\$4,733.49</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 Trunkey Public 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"> • Highly Effective Teaching • Wellbeing Within a Culture of High Expectations and Positive Classroom Management <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging Assistant Principal Curriculum and Instruction to unpack evidence-based approaches to teaching Literacy and Numeracy K-2 in line

Professional learning \$4,733.49	with the new syllabi The allocation of this funding has resulted in the following impact: Teachers have a clearer understanding of the teaching scope and sequences for both new English and Mathematics K-2 syllabi, resulting in an improved preparedness for explicit instruction during literacy and numeracy sessions. After evaluation, the next steps to support our students will be: To continue to develop in-school professional learning and collaboration around best practise and shared programming for the new K-2 English and Mathematics syllabi.
QTSS release \$2,068.58	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Trunkey Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Highly Effective Teaching Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices The allocation of this funding has resulted in the following impact: A more cohesive professional learning plan for beginning teachers that embeds collaboration, data analysis and evidence-based practise resulting in improved professional practise. After evaluation, the next steps to support our students will be: To strengthen the Assistant Principal Curriculum and Instruction role to balance the beginning teacher's support processes and the collection and analysis of student data, working shoulder-to-shoulder with the teachers.
COVID ILSP \$8,970.00	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: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • employment of teachers to deliver small-group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • providing professional learning for COVID educators The allocation of this funding has resulted in the following impact: Targeted support to identified students resulting in improved results in Reading and Numeracy. After evaluation, the next steps to support our students will be: Continue to utilise this funding to support identified students in their specific areas of need, monitoring their progress and updated PLAN 2 every 5 weeks.
6200 - National Chaplaincy Program \$20,280.00	These funds have been used to support improved outcomes and the achievements of staff and students at Trunkey Public School Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan

<p>6200 - National Chaplaincy Program</p> <p>\$20,280.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Wellbeing Within a Culture of High Expectations and Positive Classroom Management <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Employment of a School Chaplain to work with the classroom teacher and SLSO's to better support the emotional wellbeing and self-regulation of students • Employment of a School Chaplain to support parents to better support their children at school and at home. • Employment of a School Chaplain to give every student a staff member with whom they can check-in with, who does not have other responsibilities such as playground duty and a teaching load. This position is dedicated to student wellbeing at all times. <p>The allocation of this funding has resulted in the following impact: Every student has a trusted adult with whom they can check-in on a 1:1 basis, ensuring all students are heard and valued.</p> <p>After evaluation, the next steps to support our students will be: Extension of the School Chaplain role to support new families to the school and support parents and young children (aged 1-5) to develop a sense of belonging at Trunkey Public School through the provision of Playgroup activities every Thursday morning.</p>
<p>6101 - Sesquicentenary</p> <p>\$4,717.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Trunkey Public 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"> • Collaboration <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Funding the School's Sesquicentenary celebrations to allow for a carefully budgeted plan of activities leading up to the 150th celebrations, despite Covid 19 interruptions and delays. <p>The allocation of this funding has resulted in the following impact: The vast amount of planning and budgetary expenditure occurred throughout the 2020-2021 school years allowing the final payments to be made early 2022 in time for our school's Sesquicentenary to go ahead in April. All anticipated activities were completed in time for the celebrations to be held. These included student-led interviews of former students, a school mural painted on the Toilet Block, the establishment of a Sesquicentenary Garden consisting of engraved pavers purchased by students, staff and community members, a full-day's program of planned celebratory activities, a School Reunion held that evening and the publication of the history of the school and village entitled 'Looking Forward, Looking Back.'</p> <p>After evaluation, the next steps to support our students will be: Our school's Sesquicentenary has reignited an interest in the school from the Trunkey Creek community following Covid 19 restrictions and we look forward to an increase in community involvement in the school from 2023 onwards with the renewal of the Buddy Reading Program, Playgroup and other school/community events and activities.</p>
<p>6300 - 'Together for Humanity' grant</p> <p>\$3,250.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Trunkey Public 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"> • Collaboration

6300 - 'Together for Humanity' grant
\$3,250.00

Overview of activities partially or fully funded with this allocation include:

- providing professional learning for the Intercultural Understanding Project
- releasing staff to participate in Intercultural Understanding professional learning
- development of resources and planning of units of work to support Intercultural Understanding
- providing tuition to Stage 3 students to prepare them for public speaking and small group instruction to younger students using the Kids Teaching Kids methodology
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The allocation of this funding has resulted in the following impact:
All staff across 6 small schools have collaborated on this project. This has resulted in a closer working relationship between our schools and subsequently, our students have expressed their enjoyment of being part of a bigger cohort.

After evaluation, the next steps to support our students will be:
All students have enjoyed the units of study and the Stage 3 students are looking forward to the culminating activity, 'Carnivale', which will be held in 2023 as part of Harmony Week.



SLSO supporting student learning

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	7	6	5	6
Girls	7	7	6	5

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.6	98.4	96.6	92.6
1	94.4	98.9		85.8
2	89.2	95.2	93.2	
3		99.1	84.4	89.4
4	95.8	92.9	90.8	
5	96.4	100.0	98.4	84.8
6	90.0	94.5		100.0
All Years	92.2	97.1	93.1	88.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7		87.4
2	93.0	92.0	92.6	
3		92.1	92.7	87.6
4	92.9	92.0	92.5	
5	92.8	92.0	92.1	87.2
6	92.1	91.8		86.3
All Years	92.8	92.0	92.5	87.3

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 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.

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.



Young Leaders' Conference

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	31,917
Revenue	504,261
Appropriation	488,769
Sale of Goods and Services	103
Grants and contributions	15,030
Investment income	359
Expenses	-498,152
Employee related	-423,899
Operating expenses	-74,254
Surplus / deficit for the year	6,109
Closing Balance	38,025

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	44,386
Equity Total	27,938
Equity - Aboriginal	1,027
Equity - Socio-economic	10,957
Equity - Language	2,400
Equity - Disability	13,554
Base Total	318,409
Base - Per Capita	2,779
Base - Location	8,602
Base - Other	307,027
Other Total	80,500
Grand Total	471,233

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.



Year 1 Delights

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.



Congratulations Mrs Johnston - 30 Yrs Service

Parent/caregiver, student, teacher satisfaction

Students

- Our school has so many beautiful areas, like the Sesquicentenary Garden or gazebo, where we can go to have some quiet time away from the playground noise.
- I like being able to cook again. I missed cooking during Covid.
- I love our new mural on the toilet block. It is so colourful.
- We have a great Library. It has thousands of books. I want to read every one of them!

Parents and Community (Recorded interviews held at the school's Sesquicentenary Celebrations)

- It has been a lovely celebration where the school has been acknowledged for the wonderful teaching and learning that occurs here.
- The staff and P&C have gone to a lot of effort to ensure the day's success.
- What a beautiful school! I had no idea our school was this good.
- The last time I stepped foot in this school was over 20 years ago. The transformation has been incredible. Well done to Sharyn and the team.
- A great day to celebrate education in Trunkey Creek!
- A small school doesn't mean less student opportunities; in fact, the opposite is true.

Teachers

Teachers were surveyed on the role of the Assistant Principal , Curriculum & Instruction and their preparedness for the new K-2 English and Mathematics syllabi

- I have a better understanding of the purpose of the 'Daily Review' as a result of the professional learning I have undertaken.
- The APC&I has assisted me to plan more effectively for Component A of the K-2 English syllabus.



Staff Photo at the Trunkey PS School Reunion

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.