



Trunkey Public School Annual School Report



Heritage Country Schools

Trunkley Public School is proud to be a Heritage Country School.



A HERITAGE COUNTRY SCHOOL

Trunkley Public School

The Heritage Country Schools consist of Blayney High School and the public primary schools of Blayney, Carcoar, Errowanbang, Lyndhurst, Mandurama, Millthorpe, Neville and Trunkley.

Heritage Country Schools work together to ensure outstanding educational opportunities for the communities they serve.

In 2011, the Heritage Country Schools collaborated to conduct:

- dance items for the Blayney High School Variety Night,



Our 'Happy Feet' dancers

- an Academic Challenge Program that saw two Heritage Country Schools' teams compete in the Tournament of Minds, as part of the Gifted and Talented Program,
- an Artist-in-Residence initiative where artists conducted workshops for students culminating in an art show exhibiting students' works at Blayney Public School and
- a combined HSIE Day, in which students participated in a series of activities in cross-school groups.

Our School at a Glance

Students

Our end of year enrolment for 2011 was 15. Of this total there were 6 males and 9 females, 10 students in the Infants and 5 students in Primary.



The class of 2011

Our students again excelled in academic, sports and creative areas. Individual and school achievements are reported elsewhere in this document. A full report on the achievements of Year 5 students in NAPLAN are detailed on page 12.



Our delightful Kindergarten students for 2011

Staff

Sharyn Cogdell - Teaching Principal, PP6

Jenny Johnston - Temporary Teacher, Infants class one day per week

Melody Bland - Casual Specialist Creative and Practical Arts Teacher, one day per week

Lil Vanderhel – Casual Teacher

Wendy Smith – Casual Teacher

Julie Fardon - School Administrative Manager

Anthony Johnson -General Assistant

Margaret Johnson - JOSS Cleaner

Tony Hedley – Volunteer Assistant to the General Assistant

Margaret Johnson – Volunteer Assistant to the School Administrative Manager

Significant programs and initiatives

Kids Teaching Kids Conference:

Our Stage 3 students were involved in the Kids Teaching Kids Conference in Term 1. Abbie Graham and Courtney Brown, under the guidance of Matthew Delaney from the Game Council of NSW researched the damage feral animals have upon the environment and the threat they pose to our native animals. The girls created a terrifically informative powerpoint presentation which they presented to other Stage 3 students at the conference.



Courtney, Abbie, Mrs Sharyn Cogdell and Mr Matthew Delaney at the Kids Teaching Kids Conference

A Taste of Japan:

Trunkey Public School's Kids' Council organized a fundraiser for the Okuma / Bathurst Sister City Appeal following the tragic earthquake and tsunami that hit Okuma, Japan early in the year.

Each student created six artworks inspired by Japanese art, artists and images that were auctioned to local community members and visitors on the day.



Trunkey Public School students preparing for the auction of their artworks



Ashley Bland entertained the crowd with his wit and enthusiasm as he auctioned ninety artworks

Various items were handmade by the students including origami lotus flowers, paper cranes and fans. They made over one hundred bookmarks using traditional Japanese calligraphy stamps, Japanese notebooks and planted a variety of bonsais for sale.



Bonsais, planted by the students, sold for \$15.00 each



Handmade bookmarks sold for \$1.00 each

The parents and staff cooked eight main dishes and a variety of desserts to feed the eighty people who arrived in Trunkey Creek to support the fundraiser.



Visitors to the village enjoyed sampling the Japanese food prepared by the P&C and staff

The hall looked spectacular with many traditional Japanese cultural items on display. These were loaned to us by the Japanese Gardens in Cowra, along with numerous items displayed by families and friends.



Taran admires the detailed presentation of a fruit platter

'A Taste of Japan' was a huge success with over \$4,000 raised to assist the people of Okuma, rebuild their lives after experiencing such devastation. We hope in some small way, the

students at Trunkey Public School have helped make a difference.



Angelica is wearing a kimono, one of the many items donated by various individuals and businesses for the auction.

Live Life Well @ School:

Trunkey Public School applied for and received a grant to support the work we do in PD/H/PE through the NSW Department of Health.

We purchased new Health resources for teaching and learning activities in the classroom, joined the Active After-School Communities Program, participated in the Premier's Sporting Challenge and the Global Children's Challenge. To incorporate Aboriginal Education, Literacy, Numeracy and Physical Education we have painted a variety of Aboriginal designs under the COLA incorporating the times tables and phonics.



The Aboriginal symbol for corroboree designed to incorporate the literacy features of Jolly Phonics

Festival of Instrumental Music:

Once again, our talented musicians performed at the Sydney Opera House in the Festival of Instrumental Music. They played three pieces including Te' Deum, Forgotten Valley and El Camino de la Danza.



Primary students before their performance at the Sydney Opera House

Major Excursions:

This year each stage undertook a major excursion as combined Heritage Country Small Schools.

Stage 3 students visited Canberra, taking in Parliament House, The War Memorial and a variety of embassies before visiting to the Snowy Mountains Hydro Electric Scheme and venturing onto the snowfields.

Stage 2 students attended a three-day camp to Wambangalang Field Studies Centre near Dubbo to focus on Aboriginal Studies and Environmental Education. The students also visited the Old Dubbo Gaol and Taronga Western Plains Zoo where they studied animal adaptations.



Augusta is placed in the stocks at Old Dubbo Gaol



Taran enjoys the challenge of the Low Ropes Course

The Early Stage 1 and Stage 1 students visited Scenic World at Katoomba in Term 1, learning about the rainforest. They visited Jenolan Caves in Term 4, supporting their studies of wet and dry environments.

Our school leaders attended the Young Leaders Day at the Entertainment Centre in Sydney and the Impact Leadership Day at Bathurst. Both experiences are aimed at demonstrating to students how to have a positive influence on others within their leadership positions.

Student Achievement in 2011

Literacy & Numeracy – NAPLAN Year 3

We had no students in Year 3 in 2011.

Literacy & Numeracy – NAPLAN Year 5

Two Year 5 students sat the NAPLAN test in 2011. The school's average performance in reading, writing, spelling, grammar and punctuation were substantially above the state and regional averages. The school's average performance in numeracy was also significantly above state and regional averages.

Principal's Message

Trunkley Public School is a small rural school which delivers a comprehensive education in a friendly, caring and stimulating school environment. While considerable emphasis is placed on Literacy and Numeracy, the school offers wide-ranging programs in which all children can experience success.

Our school employs highly qualified and experienced teachers, specialists in their fields of expertise. The parent body is enthusiastic and committed to our wonderful school and its community. Through generous donations, the P&C subsidises major excursions to ensure that all students benefit from the wide range of opportunities offered by the school.

One of our major achievements this year was a student initiated fundraiser for the Okuma / Bathurst Sister City Appeal. Our students hosted 'A Taste of Japan' where \$4,000 was raised to assist the people of Okuma following the devastating earthquake and tsunami earlier in the year. The students, staff, parents and community all rallied around to prepare Japanese dishes to feed eighty visitors on the day. The students created ninety artworks that were auctioned and sold bookmarks, bonsais and a variety of items from origami. I was so immensely proud of the students and their sense of global citizenship!

Parents and members of the community make valuable contributions to the school's programs, which we both encourage and appreciate. The results of this valuable partnership are often reflected in the wonderful achievements of our students.

Towards the end of this year we were notified of our successful applications under the National Solar Schools Program and the Stephanie Alexander Kitchen Garden Program. These exciting projects will be undertaken in 2012.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mrs Sharyn Cogdell



Trunkley Public School students with the Manager from Reliance Credit Union, Blayney and the cheque for \$4,000.

P & C Message

What a busy but exciting year 2011 has been for the Trunkley P&C. We were once again able to support the staff and students of our wonderful school.

The P&C held a number of fundraisers throughout the year, including our annual pie drive and Cadbury chocolates. Anzac cookies sold at the Trunkley Anzac March were once again a favourite. Our Kids' Castle stall at the Wool Festival and Horse Show was again very popular as were Pluto Pups sold at the Black Stump Hotel on all three State of Origin matches. We also held an Easter stall on Election Day, sold glow products at Carols in the Caves, a Body Shop party was held and a Christmas Raffle.

Once again, the P&C took great pleasure in being able to support the Kids' Council with their ideas and fundraising activities. Two discos were held and the very successful Taste of Japan. All students showed so much enthusiasm and compassion for those in a very difficult time. I felt so proud of what they accomplished. The students have continually suggested to the P&C that they would like a veggie garden to which we were able to support Mrs Cogdell in her very successful application to the Stephanie Alexander Kitchen Garden Foundation.

Our fundraising for 2011 was utilized in numerous ways. We continued to make 1/3 contributions towards school excursion costs,

Young Leaders' Day and the Festival of Instrumental Music and provided a school polo shirt for all new students and pre-kindergartners. The P&C also continued to assist both the school and the students by way of catering for various activities throughout the year.

In the light of growth in student numbers, we also began fundraising for a school and community bus. Our efforts were kick-started with a very generous donation from the Blayney Billy cart Bash Committee and we hope to supplement our fundraising with a grant from the State Government. We will find out if we are successful in the next few months. Applying for this grant saw the P&C become incorporated.

As President of the Association during 2011, I would like to thank everyone for their continued support and look forward to another busy and exciting year.

Mrs Karen Brown, P&C President



Mrs Leonarder visiting our school on Remembrance Day

Student Representative's Message

Our year started with Abbie and I attending the Young Leaders' Day in Sydney where we were inspired by speakers such as Melissa Doyle and Kurt Furnley. As student leaders for 2011 we took turns running Kids' Council meetings and reporting to the P&C meetings with the students' ideas and suggestions.

When we heard about the devastating earthquake and tsunami that hit Japan, we all

wanted to do something to help. There were many suggestions that the students thought of to raise money for Japan. With the help of many people including the P&C we were able to put together our 'Taste of Japan' Day. This was a day of Japanese food, artwork and exhibitions. We had many donated items that we auctioned to the people that attended. We also auctioned the artwork that the students of TPS had created. We raised over \$4,000 to go towards the victims affected by the earthquake and tsunami in Japan. It was a wonderful day!

We also held two discos in 2011 with the help of the P&C and DJ Graham. Our first disco was a 'Crazy Hair Day' theme to raise money for Cystic Fibrosis. The second disco was held towards the end of the year to raise money for WIRES.

Once again the primary recorder players attended FOIM at the Sydney Opera House with Mrs Bland.

Throughout the year it was suggested many times to have a veggie garden. We are all very excited and looking forward to our school now being part of the Stephanie Alexander Kitchen Garden Program. A huge thank you to Mrs Cogdell and all those involved in making this suggestion a reality.

I look forward to being School captain in 2012, my final year at Trunkey Public School.

Courtney Brown, School Captain



Kids' Council initiated two discos, to raise money for the Cystic Fibrosis Association and WIRES.

Student Information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

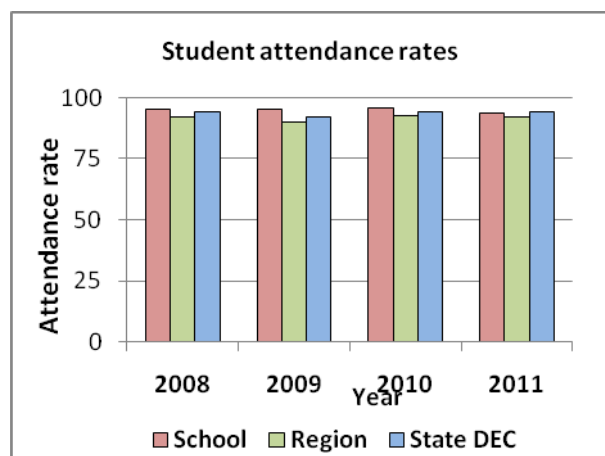
Student Enrolment Profile

Since 2009 there has been an upward trend in enrolments. We lose no students to high school and four students have enrolled in Kindergarten for 2012. Projected numbers over the next few years are very positive.

| | 2007 | 2008 | 2009 | 2010 | 2011 |
|--------|------|------|------|------|------|
| Male | 2 | 2 | 3 | 7 | 6 |
| Female | 6 | 4 | 5 | 7 | 9 |
| Total | 8 | 6 | 8 | 14 | 15 |

Student Attendance Profile

As evidenced from the graph below, Trunkey Public School's attendance rate is equal to that of the state and above that of Western Region schools. However, our attendance rate has dropped 2% in the past 12 months.



| School | Year | 2008 | 2009 | 2010 | 2011 |
|--------|-------|-------|-------|-------|-------|
| | K | | 95.2 | 97.5 | 97.0 |
| | 1 | | na | 94.0 | 88.8 |
| | 2 | | 96.8 | na | 95.7 |
| | 3 | | 94.1 | 92.6 | na |
| | 4 | | na | 97.5 | 92.0 |
| | 5 | | 95.2 | na | 95.7 |
| | 6 | | 94.6 | 98.3 | na |
| | Total | 95.1% | 95.0% | 95.8% | 93.9% |

Management of Non-Attendance

Trunkey Public School is supported by the Home School Liaison Officer who assists with identifying students with high absenteeism.

Parents are made aware of their legal responsibilities to ensure their children attend school through regular communication including notices in the school newsletter, P&C meetings and individual telephone calls if required. Parents are required by law to provide a signed note of explanation following any student absence. Trunkey Public School has a Student Absence proforma sent home in the event of a student absence to remind parents of this obligation.

Class Sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

| Roll Class | Year | Total per Year | Total in Class |
|------------|------|----------------|----------------|
| K-6 | K | 4 | 15 |
| K-6 | 1 | 3 | 15 |
| K-6 | 2 | 3 | 15 |
| K-6 | 4 | 3 | 15 |
| K-6 | 5 | 2 | 15 |

Structure of Classes

Our school provides quality teaching programs designed to ensure optimum educational opportunities for all students through individual instruction by specialist teachers. In order to strengthen the Literacy focus, the class is divided into infants and primary classes on Tuesdays. The infants class is provided with increased access to knowledge, skills and concepts utilising hands-on materials while the primary class focuses more intensely on grammar, writing text types, literature and research topics. Both classes have implemented Reading 2 Learn in the Literacy session on Tuesdays. A specialist teacher is

employed on Fridays to provide expert learning opportunities in Visual Arts, Music, French and Science.

Staff Information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff Establishment

| Position | Number |
|-------------------------------|--------------|
| Primary Principal 6 | 1.0 |
| Primary Teacher RFF | 0.042 |
| Primary General Assistant | 0.215 |
| Part-Time Teacher | 0.084 |
| Two-Adults in the School | 0.304 |
| Teacher-Librarian | 0.084 |
| School Administrative Manager | 0.496 |
| Total | 2.225 |

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Trunkey Public school does not currently have any staff who identify as being Indigenous Australians.

Staff Retention

All staff members were retained at the school for the duration of the 2011 school year.

Teacher Qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

| Qualifications | % of staff |
|-------------------|------------|
| Degree or Diploma | 100% |
| Postgraduate | |

Financial Summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| | |
|--------------------------------|-------------------|
| Date of financial summary: | 30/11/2011 |
| Income | \$ |
| Balance brought forward | 12 531.76 |
| Global funds | 48 632.44 |
| Tied funds | 75 078.40 |
| School & community sources | 13 938.29 |
| Interest | 1 575.80 |
| Trust receipts | 7 135.90 |
| Canteen | 0.00 |
| Total income | 158 882.59 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 20 760.03 |
| Excursions | 7 957.79 |
| Extracurricular dissections | 4 100.79 |
| Library | 2 194.83 |
| Training & development | 3 654.74 |
| Tied funds | 14 491.73 |
| Casual relief teachers | 1 408.90 |
| Administration & office | 8 053.58 |
| School-operated canteen | 0.00 |
| Utilities | 6 555.72 |
| Maintenance | 4 241.87 |
| Trust accounts | 6 660.90 |
| Capital programs | 0.00 |
| Total expenditure | 80 080.88 |
| Balance carried forward | 78 801.71 |

Trunkey Public School was successful in receiving a grant to the value of \$60,000 to renovate the existing kitchen at the school in order to implement the Stephanie Alexander Kitchen Garden program in 2012.

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.



The seven dwarfs waiting for Snow White

School Performance 2011

Our students experienced another productive year with numerous outstanding results, both individually and collectively, in a variety of key learning areas.

Achievements

Creative Arts

Our school prides itself on the opportunities it provides for all of its students to participate in the Creative Arts. Programs are designed to enhance the development of skills and concepts from all key learning areas as well as fostering creative and aesthetic expression. Our students enjoy their involvement in these programs and are proud of their following achievements.

- Students created a variety of art and craft items for entry into the Trunk Creek Wool Festival and Horse Show. The photography section was also very popular with many students receiving places in the various sections.



Nina prepares her diorama for the Scottish artwork section

- All students participated in a play based on the legend of the Loch Ness Monster to entertain the crowd during the Trunk Creek Wool Festival and Horse Show.
- All students participated in the Musica Viva program with Mrs Bland on Fridays, leading up to their attendance at two excellent performances by 'The Sousaphonics' and 'Fada.'



Musica Viva's performers

- All students were involved in the Heritage Country Schools' Art Show held at Blayney Public School in November. George Woods received a prize in the Stage 1 Art Competition.



George with his 3D artwork; a robot

- As part of the Artist in Residence Program, Mr Michael Connolly, a local potter from Hampton Pottery, worked with the students and Mrs Bland decorating ceramic plates. The students learnt an incredible amount about the different types of glazes and the firing process. They were so very proud of their end products they wrapped them as Christmas gifts for their parents at the end of the year.



Alycia and George represent our school at the Heritage Country Schools' Art Show

- Seaforth Public School Band visited our school as part of their country schools' tour. They entertained the students, parents and community with an hour of terrific theme music from popular movies over the years.



Seaforth Public School Band

- Our Annual School Play, 'Snow White and the Seven Dwarfs' was a wonderful success. The parents and staff worked collaboratively on designing the backdrops and various props for the night's performance. The students were well cast into their roles, including the Kinder Preparatory students who acted the parts of the forest animals.



Forest animals in Snow White and the Seven Dwarfs

- Students sang Christmas carols and entertained the audience at 'Carols in the Caves' at Abercrombie Caves in December.

- All students designed a unique piece of artwork for inclusion in a full colour calendar, sold to the parents at Christmas time.

Sport

Sport and physical fitness have always featured high on the school and community's agenda. In 2011, we had many fine achievements.

- The majority of students participated in the Heritage Small Schools' Swimming Carnival, performing very well. Our TPS P6 Relay Team came second. Abbie Graham qualified for the Blayney District PSSA Swimming Carnival where she represented the small schools in the Girls 11yrs 50m Freestyle and Backstroke, winning both heats.



Trunkey's P6 Swimming Relay Team

- Our school joined the Active After-Schools Communities Program allowing two sessions a week after school with qualified deliverers in a variety of sports including Hot Shots Tennis, Martial Arts, Soccer, Cricket and Dance.



Term 1 Hot Shots lessons with Alex Dean



Cricket training with Sean Surridge

- Ride to School Day was a huge success with 100% of students riding either bikes or scooters to school, along with their younger siblings, parents, staff and grandparents as escorts.



Arriving back from their morning ride to school

- The school participated in the NSW Premier's Sporting Challenge for the first time this year with the majority of students receiving gold or silver certificates.
- The primary students also participated in the Global Children's Challenge whereby the students wore a pedometer to record the number of steps taken in a 24 hour period by each individual. The total distance travelled was recorded on a daily basis and we mapped on the GGC website. We managed to travel a vast distance around the world and learn a lot about geography and different cultures, as well as keeping ourselves fit.
- 100% of students participated in the Heritage Small Schools' Athletics Carnival. Amongst some very good personal results, Abbie Graham, Chloe Johns and Jack Woods went

on to represent the small schools at the Blayney District PSSA Carnival. Jack then continued on to compete at the Western Region Athletics Carnival in the 8yr boys 100m.



Excited students displaying their Athletics ribbons

- Our students participated in the 10 days intensive swimming program offered through the School Swimming Scheme.



Students proudly displaying their Swimming Certificates of Achievement

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Trunkey Public School had no students in Year 3 in 2011.

Numeracy – NAPLAN Year 3

Trunkey Public School had no students in Year 3 in 2011.

Literacy – NAPLAN Year 5

Reading

| <u>R</u> | School | SSG | State DEC |
|---------------------|--------|-------|-----------|
| Average score, 2011 | 504.5 | 489.9 | 489.0 |

Trunkey Public School's Year 5 students, on average, scored 14.6 marks **above** the SSG's average score and 15.5 marks **above** the State DEC average in Reading. Trunkey Public School had no students in the bottom two bands in Reading.

Writing

| <u>W</u> | School | SSG | State DEC |
|---------------------|--------|-------|-----------|
| Average score, 2011 | 483.2 | 481.4 | 486.6 |

Trunkey Public School's Year 5 students, on average, scored 1.8 marks **above** the SSG's average score and 3.4 marks **below** the State DEC average in Writing. Again, Trunkey Public School had no students in the bottom two bands in Writing.

Spelling

| <u>S</u> | School | SSG | State DEC |
|---------------------|--------|-------|-----------|
| Average score, 2011 | 515.4 | 484.6 | 493.7 |

Trunkey Public School's Year 5 students, on average, scored 30.8 marks **above** the SSG's average score and 21.7 marks **above** the State DEC average in Spelling. Our students were in the top three bands which is an excellent school result.

Grammar and Punctuation

| <u>G&P</u> | School | SSG | State DEC |
|---------------------|--------|-------|-----------|
| Average score, 2011 | 562.7 | 498.2 | 500.7 |

Trunkey Public School's Year 5 students, on average, scored 64.5 marks **above** the SSG's average score and 62 marks **above** the State DEC's average in Grammar and Punctuation. Our students were in the top three bands; a fabulous school result.

Numeracy – NAPLAN Year 5

| <u>N</u> | School | SSG | State DEC |
|---------------------|--------|-------|-----------|
| Average score, 2011 | 501.0 | 489.2 | 495.9 |

Trunkey Public School's Year 5 students, on average, scored 11.8 marks **above** the SSG's average score and 5.1 marks **above** the State DEC's average in Numeracy. Our students were in the top three bands; again a wonderful school accomplishment.

Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

| Percentage of Year 5 students achieving at or above minimum standard (exempt students included) | |
|---|-------|
| Reading | 100.0 |
| Writing | 100.0 |
| Spelling | 100.0 |
| Grammar & Punctuation | 100.0 |
| Numeracy | 100.0 |

Significant Programs and Initiatives

Aboriginal Education

- Each class program incorporated elements designed to educate all students about Aboriginal history, culture and current Aboriginal Australia.
- The school acknowledges the Wiradjuri people as the traditional custodians of the land at all significant events.
- All students travelled to Mandurama to help celebrate NAIDOC Day by participating in activities such as traditional cooking, art, literacy and dance.



Our students entertained the audience on NAIDOC Day by playing True Blue using a variety of percussion instruments

- Through the Live Life Well @ School Program we painted Aboriginal artworks on the COLA area incorporating Physical Fitness, Literacy and Numeracy activities.



A Hopscotch design within a Green Sea Turtle

Multicultural Education

- Multicultural perspectives are taught across all key learning areas, with particular focus in HSIE, English and Creative and Practical Arts. Our HSIE units strongly reflect the values and appreciation of a multicultural Australia, as

do related topics in English and Personal Development.

- The French language is taught to all students K-6 for 30 minutes every Friday. Students can appreciate the difficulties non-English speakers may experience when attempting to converse in an unfamiliar language. This supports our school policies by helping counter racism and intolerance and assist with developing deeper understandings of cultural, linguistic and religious differences.
- The Book Week theme for 2011 was 'One World, Many Stories' as the cake featured below, decorated by Mrs Fiona Maine, illustrates so beautifully. The students discovered a world of many traditional stories tied to the history and customs of many countries with which they may have been quite unfamiliar.



Our 'Book Week' cake, decorated by Mrs Fiona Maine

- During the preparations we were making for 'A Taste of Japan' fundraiser, the students were treated to a traditional dressing up in Japanese kimonos by two local Japanese-Australians, Aniko and Juneko. The ladies showed the children how to correctly tie the obi.



William dressed in a kimono during the Japanese visit

- The Japanese Gardens loaned the school a large variety of traditional Japanese musical instruments, artworks and figurines to add to our display in the hall. The students learnt about the Japanese culture and traditions as a part of this exhibition and fundraiser.



Japanese items on loan from the Japanese Gardens in Cowra

Environmental Education

- Our stage 2 students attended a combined small schools excursion to Dubbo where they visited Taronga Western Plains Zoo. As part of this visit, the students studied the habitats specific to the animals and the requirements of the zoo to mimic the environmental conditions to which these animals are accustomed.



Gussie and Angelica admiring the giraffes at Taronga Western Plains Zoo

- The excursion also included a visit to Wellington Caves where the Stage 2 children studied the cave structures and environmental features of the area.



Taran, Gussie and Angelica at the entrance to Wellington Caves

- The stage 3 excursion took the students to experience the Snowy Mountains Hydro Electric Scheme. They studied the environmental and scientific aspects of this in detail.
- The Stage 1 students were studying wet and dry environments in HSIE and so they visited Scenic World at Katoomba to study rainforests and Jenolan Caves in order to learn about water and how it changes the environment.

Technology

- In 2011 Trunkey Public School extended its technology program by introducing students to virtual classroom opportunities. These proved to provide students with a highly engaging educational experience.
- Our students were involved in a literacy-based video conference with author, Aleesah Darlinson, author of 'Warranbi', a book about a bent-wing bat. They learnt about narrative writing and the value of illustrations used to support the text.
- All K-6 literacy programs continued to be supported by our Jolly Phonics activities utilizing the Interactive Whiteboard, the Lexile Reading Program and online quizzes, Sunshine Paperback webquests and the Mathletics program was used to support numeracy programs across the whole school.



Angelica uses a digital microscope to magnify the segments within an insect's body

Kindergarten Preparatory and Kindergarten Orientation Programs

The Kindergarten Preparatory Program consists of Pre-Kinder students accessing a transition program covering foundation outcomes in Literacy and Numeracy every Tuesday for a full day in Semester 2 prior to their Kindergarten school year.

Our Kindergarten Orientation Program provides full-time access for the Pre-Kinder students to the regular classroom and school experiences over the last five weeks of the school year. This timing is appropriate as yearly assessments have been completed and the K-6 students are preparing portfolios of their schoolwork, enjoying a variety of end-of-year activities and focusing on preparations for the Annual School Play and Presentation Night. We find this time with the Pre-Kinder students is invaluable in preparing them for a successful start to their Kindergarten year.



Playgroup students enjoying playing in the sandpit in Term 2

Progress on 2011 Targets

Literacy Targets

- 90% students achieve 90% stage outcomes in Reading, Writing and Spelling,
- 100% students reach National Benchmarks in NAP (Literacy),
- 100% NAP (Literacy) Growth charts will indicate a minimum of 90 points improvement between Yr 3 and Yr 5 in matched students,
- 90% students reading at or above their CA (Waddington Reading Assessment), 80% students spelling at or above their CA (SA Spelling),
- 100% of students to achieve Premier's Reading Challenge targets again in 2011,
- Buddy Reading Program to operate on a daily basis,
- Continued implementation of Jolly Phonics Reading program for Kindergarten students, Jolly Phonics and Jolly Grammar programs for Stage 1 students, and
- Teaching staff to continue to use the QTF in all areas of planning, programming, teaching, assessing and evaluating student achievement of outcomes.

Our achievements for 2011 were:

- Growth of at least 90 points on average in NAPLAN Year 5 in all areas of Spelling, Grammar and Punctuation but less in Writing,
- No students placed in the bottom two bands of NAPLAN,
- All K-2 students to achieve the Western Region Reading Recovery levels,



Book Week characters celebrate in style

- Taran Walters, competed in the NSW Premier's Spelling Challenge to be awarded 11th place overall in New South Wales; an outstanding accomplishment!



Taran receiving his PSC certificate of achievement

- Trunkey Public School, once again, won the Bathurst Regional Council's BookLink School Award and



BookLink Award recipients – Coby, Abbie, Chloe, Courtney and Alycia with Bathurst Regional Library Van staff

- Two students received Distinctions in the University of NSW English Competition.



Taran and Gussie display their certificates with pride

Numeracy Targets

- 90% students achieve 85% stage outcomes in Numeracy,
- 100% students reach National Benchmarks in NAP (Numeracy) and
- 100% NAP (Numeracy) Growth charts will indicate a minimum of 90 points improvement between Yr 3 and Yr 5 in matched students.

Strategies used to achieve this target included:

- Analysis of individual students' NAPLAN Numeracy results and students' work against syllabus outcomes using SMART DATA,
- Analysis of SWA, Best Start data and current school-based assessments targeting students' specific learning requirements,
- Development of individual and class programs in response,
- Participation in Best Start Assessment Program, results used to inform the Kindergarten program,
- Incorporating the Quality Teaching Framework with Mathematics in line with the Go Maths program,
- Teaching staff to continue to use the QTF in all areas of planning, programming, teaching, assessing and evaluating student achievement of outcomes,
- Parent Information Sessions held in Go Maths and Mathletics, as determined by the parent body and focusing on 'the language of Mathematics' and
- Providing continued staff Professional Development including CMIT, Counting On, Maths Matters.

Our achievements for 2011 were:

- A growth of approximately 50 points in NAPLAN Year 5,
- No students placed in the bottom two bands of NAPLAN,
- Placement of the K-2 students on the Mathematics Continuum and
- Student achievement in the NSW University Mathematics Competition.



Abbie and Courtney with Practicum student, Miss Barlow

Technology Targets

- Student work samples show evidence of learning through the use of many and varied technology tools,
- Staff trained to use the Video Conferencing equipment effectively and records indicate regular staff, student and community involvement in Video Conferences and
- Intensive staff training through Iteach21 over a 5 week period in Office 2007, OneNote and Publisher.

Strategies to achieve this target include:

- Analysis of individual students' ICT skills against stage outcomes,
- Development of protocols for email and webcam usage,
- Student participation in daily emailing program within TPS first and extending to include HCSS network,
- Continued school participation in the IWB program,
- Stage 2 and 3 students involved in lessons via the connected classroom,
- Update of school website by staff and students where possible,
- Teaching staff to continue to use the QTF in all areas of planning, programming, teaching, assessing and evaluating students' achievement of outcomes,
- Purchase of IT software & hardware as required,
- Computer Lab Service and TAFE Outreach Computer Course offered to Trunk Creek residents and
- Staff professional development through the iTeach21 training facility – 'Getting IT

Organised for Learning' – detailed training of all staff in Office 2007, including Powerpoint, Word, Excel, OneNote, Publisher etc.

Our achievements in 2011 included:

- Extended usage of the video conferencing facilities in both student learning and staff professional development,
- Weekly emailing program with the primary class and
- All K-6 literacy programs continued to be supported by our Jolly Phonics activities utilizing the Interactive Whiteboard, the Lexile Reading Program and online quizzes, Sunshine Paperback webquests and the Mathletics program was used to support numeracy programs across the whole school.



K-6 students building robots on their PC's during Education Week

PD/H/PE Targets

- Improve the food and nutrition knowledge of staff and students,
- Increase fruit, vegetable and water consumption at school,
- Increase proficiency in students' fundamental movement skills and
- Increase opportunities for students to be more active, more often.

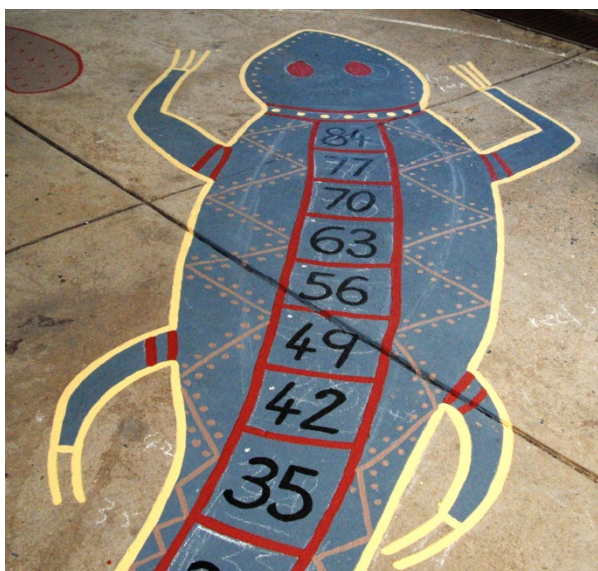
Strategies to achieve this target included:

- Improve availability and use of nutrition resources for teachers,
- Increase in parents' knowledge about healthy eating for children,

- Involve parents and the broader school community in food and nutrition related initiatives within the school,
- Increase teachers' skills in teaching daily fitness, physical education and sport,
- Increase opportunities and improve resources available for physical activity at recess and lunchtime,
- Increase in parents' knowledge about education and physical activity and
- Involve parents and the broader school community in physical activity related initiatives within the school.

Our achievements in 2011 included:

- 80% students achieving the Premier's Sporting Challenge,
- 71% students attended Active After Schools Program in the first year of its inception,
- Re-painted and extended existing playground markings to include a Literacy and Numeracy focus in addition to new Physical Activity designs and



The 7 times table painted in the spine of a lizard

- Parental and community involvement in the Stephanie Alexander Kitchen Garden Program, to be commenced at the end of 2011.

Key Evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Teaching and Personal Development, Health and Physical Education.

Educational and Management Practice - Teaching

Background

There are three key aspects of teaching - Planning & Implementation; Assessment & Reporting; and Reflection & Evaluation.

In keeping with the school's cycle of evaluations, an evaluation of teaching was conducted in 2011. The school used the Department of Education and Training SchoolMap best practice statements and survey instruments to ascertain the views of our key stakeholders, the parent body.

Findings and Conclusions

In the aspect of planning and implementation, parents were in general agreement that almost always or usually:

- students are provided with a relevant curriculum,
- teaching programs are designed to respond to students' interests, needs and abilities,
- the teacher collaborates with students in the learning process and
- classroom management strategies maximise student learning.

In the aspect of assessment and reporting, parents were in general agreement that almost always or usually:

- assessment processes are ongoing and provide information on students' strengths and areas for further development,
- assessment processes are formative and summative and
- reporting clearly communicates information about student achievement and development.

Future Directions

As part of the school's management plan for 2012, professional development opportunities will be provided to explore innovative practices in teaching to provide more challenging teaching / learning activities utilising technology to maintain students' interest and motivation.

Curriculum

Personal Development/Health/Physical Education (PD/H/PE)

Background

In 2011, the school received additional funding through the Live Life Well @ School Program to promote healthy eating habits and implement a variety of daily physical activities for the students. Parents were surveyed at the end of the year with 70% of families returning the survey.

Findings and Conclusions

- The Crunch 'n Sip Program is considered effective in encouraging students to eat fruit and vegetables in the morning break by 70% of families.
- The Sydney markets Promotional Program is considered effective in encouraging students to bring fruit and vegetables to school each day by 60% of families.
- The Healthy School Canteen Strategy is considered very effective at informing parents and students of green light food options in the school canteen by 70% of families.
- Daily Fitness and the Active After-Schools Program are considered effective methods for students to have a positive, fun and active approach to their lifestyles by 70% of families.
- The Combined Small Schools Sport at Centrepont is considered an effective method for students to participate in variety of activities in ability groups in a non-competitive environment by 70% of families, though many would prefer to only travel for swimming instruction in 2012.

Future Directions

In 2012 we will continue with the programs offered in PD/H/PE and will adapt the Combined Small Schools Sport to include Swimming only.

Parent Satisfaction

In 2011 the school sought the opinions of parents about the school.

Their responses are presented below:

100% of parent surveys returned to the school agree that:

- TPS is a well resourced and attractive school,
- TPS is connected to its community and welcomes parental involvement,
- TPS is tolerant and accepting of all students,
- The students are the school's main concern,
- TPS teaches and promotes core values,
- TPS promotes a healthy lifestyle,
- TPS promotes its uniform policy and
- There are good lines of communication between the school and parents.



Coby enjoying the sack race at the Heritage Country Schools' Athletics Carnival

Professional Learning

Trunkey Public School's major priorities and strategies for teacher professional learning are detailed in the professional learning component of the 2011 School Plan. In 2011 all teaching staff and the School Administrative Manager participated in professional learning activities. Participating staff are asked to report to colleagues following a course to assist with the development of skills and understandings in all staff.

During the school year Trunkey Public School staff joined staff members from other schools during Combined School Development Days, undertook mandatory student support programs and participated in courses to further develop teaching skills in all key learning areas and technology.

These courses included:

- Reading 2 Learn
- SASS Conference
- Best Start
- Western Region Principals' Conference
- Child Protection and Keep Them Safe
- Emergency Care, CPR, Anaphylaxis and Asthma
- Teaching Principals' Network
- Musica Viva and Festival of Instrumental Music
- Live Life Well @ School

There has been no New Scheme Teachers maintaining accreditation at Trunkey Public School in 2011.

The average expenditure per teacher on professional learning, at the school level was \$1,834.

The total school expenditure on teacher professional learning was \$5,502 including \$1,847 from TPL tied funds and \$3,655 directly from the school's budget.

These funds were used for the purchase of relevant resources, registration costs for course attendance, travel and accommodation expenses and the provision of casual relief.

In accordance with our school planning for 2012, professional learning funds will be utilized for ongoing training in literacy, numeracy, technology and to support the Stephanie Alexander Kitchen Garden Program.



Halloween ghouls

School Planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

Literacy – To improve the literacy skills of all students

- To maintain students' motivation to read, write and spell effectively,
- To demonstrate through school-based data that each child is achieving individual learning goals in relation to Stage outcomes in Literacy,
- To ensure that each student is performing to the best of his / her ability in NAPLAN – Literacy (Yr 3 & Yr 5),
- To address Literacy outcomes consistently through the implementation of Jolly Phonics (ES1 & S1), Jolly Grammar (S1) & Spelling (S2 & S3) programs, including Reading 2 Learn (Writing),
- To enhance Literacy learning opportunities through innovative technology use and consistent Quality Teaching and
- To increase staff competency levels in Literacy, Best Start, Quality Teaching Framework and ICT.



Monica Morse visited our school to talk to the children about the Okuma / Bathurst Sister City Appeal

Numeracy –To improve the numeracy skills of all students

- To maintain students' motivation and interest in Mathematics in order to enhance student understanding and performance,
- To demonstrate through school-based data that each child is achieving individual learning

goals in relation to Stage outcomes in Numeracy,

- To ensure that each student is performing to the best of his / her ability in NAPLAN – Numeracy (Yr 3 & Yr 5),
- To address Numeracy outcomes consistently through continued implementation of Go Maths, Mental Computation, Times Table Challenge and Athletics programs,
- To enhance Numeracy learning opportunities through innovative technology use and consistent Quality Teaching and
- To increase staff competency levels in Numeracy, Quality Teaching Framework and ICT.

Student Engagement & Attainment - Stephanie Alexander Kitchen Garden Program – To successfully implement the SAKGP

- To meet the following milestones of the SAKGP Implementation –
 - Completion of Stage 1 garden establishment (Herb Garden) by end Term 1, 2012,
 - Commencement of SAKG Garden Lessons by beginning of Term 2, 2012,
 - Commencement of the Kitchen Renovation by beginning of Term 2, 2012,
 - Completion of the Kitchen Renovation by end of Term 2, 2012,
 - Commencement of Kitchen Lessons by beginning of Term 3, 2012 and
 - Official Launch of the SAKG Program at Trunkley PS in Term 4, 2012;
- To ensure that specific outcomes of the Measurement strand of the Mathematics K-6 Syllabus are addressed through the SAKG Program and appropriate records of lesson plans, student workbooks, assessment tasks and evaluations maintained and
- To ensure that specific outcomes of the Writing strand of the English K-6 Syllabus are addressed through the SAKG Program and appropriate records of lesson plans, student workbooks, assessment tasks and evaluations maintained.

Australian Curriculum – To successfully incorporate the Australian Curriculum and NSW BOS Syllabi into all school programs

- To ensure all teaching staff have a thorough working knowledge of the Australian Curriculum and the NSW Syllabi to enable them to fully incorporate the changes into

their planning, programming, lesson delivery, assessment tasks and student evaluations by 2014.



Education Week gift packs from Office Max

School Priority 1

Outcome for 2012–2014

LITERACY – To improve the Literacy skills of all students

2012 Targets to achieve this outcome include:

- To increase the average % of stage outcomes achieved in Literacy by the primary students using school-based assessments from 80% in 2011 (5 students) to 83% in 2012 (8 students),
- To maintain our excellent school results whereby 100% Yr 3 & Yr 5 students reach National Benchmarks in NAP (Literacy) every year,
- 100% NAP (Literacy) Growth charts will show a minimum of 90 pts improvement between Yr3 & Yr5 in matched students in 2012 (3 students),
- To increase the percentage of students reading at or above their CA (Waddington Reading Assessment) from 93% in 2011 (14 out of 15 students) to 100% in 2012 (19 out of 19 students),
- To increase the percentage of students spelling at or above their CA (South Australian Spelling) from 73% in 2011 (11 out of 15 students) to 79% in 2012 (15 out of 19 students),
- To increase the number of staff utilising Best Start data from 50% in 2011 to 100% in 2012 to better inform classroom practise in Literacy,
- School-based assessments from the Kinder Orientation Program at the end of 2012 and

Best Start Data at the beginning of 2013 to reveal a shift from 50% students achieving mostly transition skills (Clusters 1-4) in 2011 to 75% students achieving Early Stage 1 Literacy outcomes (Clusters 5 – 8) in 2012, prior to commencing the formal Kindergarten year in 2013,

- 100% of infants students to meet the Western Region benchmarks for Reading Recovery levels in Kinder, Yr 1 and Yr 2 students,
- 100% of students to achieve Premier's Reading Challenge targets again in 2012 and
- Buddy Reading Program to increase operation from three days a week to four days in 2012.

Strategies to achieve these targets include:

- Full implementation of 'Reading 2 Learn,' 'Jolly Phonics,' 'Jolly Grammar,' & 'THRASS' strategies in both classrooms,
- Classroom practice demonstrates Quality Teaching elements embedded in programs,
- Resources purchased to support the learning & teaching programs,
- Staff, students and parents knowledge and skills (including ICT) are improved and enhanced,
- Judgement of student achievement is consistent across all teaching staff and
- Teaching in all KLA's is aligned with the QTF, R2L and the SAKGP where applicable and include a strong **Literacy focus**.



Snow White discovers her friends in the forest

School Priority 2

Outcome for 2012–2014

Numeracy – To improve the Numeracy skills of all students

2012 Targets to achieve this outcome include:

- To increase the average % of stage outcomes achieved in Numeracy for the K-6 students from 80% in 2011 (15 students) to 83% in 2012 (19 students),
- To increase the % of stage outcomes in the Measurement strand mastered by a targeted group of 6 students who are currently achieving between 60 and 69% in 2011 to achieve between 70 and 75% in 2012,
- To maintain our excellent school results whereby 100% Yr 3 & Yr 5 students reach National Benchmarks in NAP (Numeracy),
- 100% NAP (Numeracy) Growth charts will show a minimum of 90 pts improvement between Yr3 & Yr5 in matched students in 2012,
- To increase the number of staff utilising Best Start data from 50% in 2011 to 100% in 2012 to better inform classroom practise in Numeracy and
- School-based Kinder Orientation Program assessments at the end of 2012 and Best Start Data at the beginning of 2013 to reveal a shift from 50% students achieving mostly transition skills (Facile 1 and 2 on Numeracy Aspects) in 2011 to 75% students achieving Early Stage 1 Numeracy outcomes (Facile 3 & 4 on Numeracy Aspects) in 2012, prior to commencing the formal Kindergarten year in 2013.

Strategies to achieve these targets include:

- Analysis of all student assessments identify individual areas for improvement,
- Classroom practice demonstrates Quality Teaching elements embedded in program and delivery,
- Resources purchased to support the learning & teaching programs,
- Staff, students and parents knowledge and skills (including ICT) are improved and enhanced,
- Judgement of student achievement is consistent across all teaching staff and
- Teaching in all KLA's is aligned with the QTF, R2L and the SAKGP where applicable and include a strong Numeracy focus.



"Hi ho, hi ho, it's off to work we go!"



Robots designed and created during our Education Week Open Day

School Priority 3

Outcome for 2012–2014

Stephanie Alexander Kitchen Garden Program – To successfully implement the SAKGP

2012 Targets to achieve this outcome include:

- To enlist the support of community volunteers to assist with the SAKGP and to increase this number by an additional targeted volunteer each term to a minimum of 4 volunteers in 2012,
- To meet the program requirements and milestones set by the SAKGP,
- To ensure that the SAKGP teaching staff address Writing and Measurement outcomes, K-6 in every lesson in 2012 and document this accordingly in lesson plans and programs.
- To ensure that student workbooks, assessments and evaluations focus on Writing and Measurement outcomes, K-6 throughout 2012, providing data to measure growth, skill development and achievement of outcomes.
- NAPLAN Writing growth data to reflect an improvement between Yr 3 and Yr 5 matched students from 60 points to a minimum of 90 points in 2012 (3 students) and
- To increase the % of stage outcomes in the Measurement strand mastered by a targeted group of 6 students who are currently achieving between 60 and 69% in 2011 to achieve between 70 and 75% in 2012.

About this Report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Sharyn Cogdell – Principal

Julie Fardon – School Administrative Manager

Jenny Johnston – Temporary Teacher

Melody Bland – Casual Teacher

Karen Brown – P&C President

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

www.schools.nsw.edu.au/asr

