

Trunkey Public School

Annual Report



2017



3260

Introduction

The Annual Report for **2017** is provided to the community of **Trunkey Creek** 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 school 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.

Sharyn Cogdell

Principal

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Message from the school community

2017 has been another eventful and exciting year for Trunkey P & C Association. Throughout the year we have again been part of the B2B, ANZAC Day, the Trunkey Wool and Horse Festival, holding our annual Fathers and Mother's Day stalls, Easter and Christmas raffles and catering for numerous functions at the school and around the district, all raising funds to provide valuable resources, learning tools, supplement funds for excursions and planning for a toilet upgrade.

Without the continued support of our amazing local community we would not be able to provide such support to the school and its students.

On behalf of the P&C, I would like to thank all those who were involved and contributed in any way to the P&C in 2017. I look forward to working with staff, students and the community in 2018.

Erin Johns

P&C President

Message from the students

As my final year at Trunkey Public School, there were many things that I enjoyed.

The excursion to Canberra was one of main highlights, where we learnt about WWI and WWII, visited Parliament House and went snow skiing.

CrossCountry was one of the sporting activities I most looked forward to attending, along with representing my school at district and regional level in both swimming and athletics.

Attending Grip Leadership Day was valuable as it made me more confident as a school leader. I appreciated the opportunity to lay the school wreath at the local ANZAC Day Service and to give the Prayer to the Queen.

The Year 6 Farewell showed me all the fantastic things I did at Trunkey PS as I became more mature throughout my years there. The Year 6 gift that we gave to the school was a water fountain highlighting all our 7 years that we spent at TPS, growing and developing our skills, ready for high school.

I'd like to thank my wonderful teachers for helping support me to be who I am today.

Alycia Cogdell, School Captain 2017

School background

School vision statement

At Trunkey Public School we provide the highest quality education for all students within an inclusive, stimulating and challenging learning environment. Our staff is committed to developing every child's strengths, interests, and abilities whilst working harmoniously with parents and our community. We support our students to reach their potential and to strive for success by focusing on individual learning styles and needs.

All students at Trunkey Public School are confident, creative individuals who are prepared to embrace 21st Century changes to build our community for the present and the future.

School context

Trunkey Public School is a P6 school, serving the rural village of Trunkey Creek and surrounding properties. The school, in support of its guiding principle, 'Our Best Always', provides inclusive, quality educational experiences within a caring and vibrant learning environment where students, staff, parents and the community work together in a supportive, cohesive manner.

There are 15 students enrolled in 2017 and 5 children regularly attend the school-based Playgroup. An enthusiastic parent body and active P&C continue to support the school and generously contribute substantial funds towards school programs and excursions. The school focuses on the principles of an active lifestyle supported by healthy eating. We have embedded the SAKGP into our school practices, whereby the students learn about planting, growing and harvesting vegetables and preparing and cooking various dishes based on the ingredients grown at school. Through this highly successful program, staff, parents and community volunteers work together with students to create a wholesome learning experience.

School-based data at the end of 2017 shows that the vast majority of students are performing well in both Literacy and Numeracy with matched students recording incredible 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. The school is committed to continued school improvement and is focussed on ensuring that all students believe they can be high achievers and strive to do their best.

We value Social and Emotional Learning and the impact this has on student welfare. A major focus over the next three years is the implementation of student leadership and resilience programs to enhance student wellbeing.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Learning

In the domain of Learning, our school has primarily focused on the areas of Student Wellbeing and Curriculum and Learning. Our school is currently undertaking the Kids Matter journey and has adopted many new programs to support the students' social and emotional learning. This has had an enormous impact on the students' sense of belonging and self-regulation strategies. The learning culture at Trunkey Public School is positive and strong, and is supported by a collaborative and supportive school community who support the school and its aims. The school supports the students' continuing successes by providing well developed and current programs, policies and processes, which identify, address and monitor student learning needs. Trunkey Public School successfully integrates students with high support needs through the effective use of integration funding and the employment of high quality School Learning Support Officers, who assist the students in within their classroom environment. A School Chaplain provides emotional support to those students, families and staff who may require some additional assistance at difficult times.

Teaching

Our major focus in the domain of teaching has been Collaborative Practise and Data Use. Opportunities for staff to collaborate in relation to planning and teaching have been embedded within our regular school structures. Classroom observations occur for all teaching staff and continued developments in the use of technology, data analysis and syllabus knowledge occurred this year. Staff members developed and implemented Performance and Development Plans based on the school's strategic directions and areas of teacher responsibility, ensuring they were needs-based. Our students and teachers were heavily involved in the English Transition Project, exposing Stage 3 students to some of the text concepts and processes specific to the Stage 4 curriculum, in order to assist with their transition to High School. The Yr 7 students' NAPLAN results in 2018 will be an important indicator of the success of this program.

Leading

Our priorities in the domain of Leading have been to share leadership roles, management practices and processes. The continual focus on our strategic directions has aligned school practices and streamlined processes, especially with the introduction of LMBR. Effective communication, celebrating student accomplishment, capacity building of staff and a positive learning culture across the school are central to the achievement of our school's success.

Our self-assessment processes will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

DYNAMIC TEACHING AND LEARNING

Purpose

To ensure all students are supported to reach their potential through the development of consistent, dynamic, innovative and differentiated educational practices.

- Teaching and learning opportunities are driven by high student achievement, evidenced by assessment in line with the New South Wales Syllabi in all KLA's.
- To embed and implement explicit, targeted and ongoing professional learning opportunities for all staff.
- Through sharing information about children's learning development, teachers will engage parents as active participants in their children's education.

Overall summary of progress

- Staff at Trunkey Public School continue to focus on improving their knowledge of curriculum developments through their involvement in a wide range of targeted professional development activities.
- Sharing of teachers' expertise occurs throughout the year during staff meetings.
- An integrated approach to quality teaching, planning and assessment promotes excellence in all KLA's.
- Our school's involvement in The English Transition Project exposed our Stage 3 students to text concepts and processes from the Stage 4 curriculum, in order to assist with their transition to High School.
- The Literacy and Numeracy Continuums are now utilised by teachers as a planning and monitoring tool to inform and personalise learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 90% of students will be reading at or above their CA and all primary students will improve on their Lexile Levels by a minimum of 50 points in a 12 month period, demonstrating improved comprehension.	Low Level Adjustment for Disability \$912.72	87% of students are reading at or above their CA. 100% of primary students increased their Lexile Reading Comprehension Levels by at least 50 points.
<ul style="list-style-type: none">• Students are showing higher than expected growth (90 points) on school-based and external performance measures, for example NAPLAN.	Low Level Adjustment for Disability	Matched students have made on average 97.25 points growth in Literacy, based on NAPLAN performance indicators from Year 3 to Year 5. Matched students have made on average 52 points growth in Numeracy, based on NAPLAN performance indicators from Year 3 to Year 5.
<ul style="list-style-type: none">• Increased number of students achieving top two bands in NAPLAN.	Literacy and Numeracy funding	Our cohort in 2017 was slightly lower than previous years and so this goal was unable to be achieved.
<ul style="list-style-type: none">• Students will achieve grade expectations in Writing based on school-based assessments and NAPLAN Writing criteria.	Literacy and Numeracy funding \$218.85	Year 5 students consistently score Band 6 or 7 in NAPLAN Writing assessments. Spelling will be a focus in 2018
<ul style="list-style-type: none">• 90% of students will achieve stage appropriate learning clusters in PLAN data.	Teacher Professional Learning \$500	70% of students are achieving grade appropriate learning clusters in PLAN.

Next Steps

- Trunkey Public School will implement The Seven Steps to Writing Success, a program designed to improve NAPLAN Writing results. A focus on training and development will occur in 2018.
- Staff will attend professional learning in Literacy and Numeracy Progressions and Best Start Kindergarten Assessment 2, along with PLAN 2 software training, to assist teachers to continue to collect individual work samples, use data sets and tracking systems to plan for differentiated teaching and learning

Strategic Direction 2

RELATIONSHIPS

Purpose

To foster self-worth and resilience in all our students and community members through enhancing and strengthening connections between individuals.

- To value and enhance the wellbeing of all students and staff through strong leadership and a shared vision.
- To foster self-worth and resilience in all our students and community members through enhancing and strengthening connections between individuals.
- To build a strong and vibrant community by providing further opportunities to involve the extended community of Trunkey Creek in the educational activities of the school and offering learning opportunities for groups within the community.

Overall summary of progress

- Teachers are implementing Student Wellbeing Programs to support the social and emotional development of our students. Such programs include 'Fun Friends K–2, Friends for Life 3–6 and Smiling Minds K–6.
- Students reflect upon and record their feelings three times a day and teachers respond to these in a timely fashion, assisting students to acknowledge their feelings, understand their emotional triggers and to be able to move forward. This is empowering the students so they can focus on their learning tasks more effectively. The teachers and the students themselves have noticed patterns in the students' behaviours, reactions and triggers, enabling pro-activity in both the classroom and the playground, thus reducing behaviours that can cause anxiety.
- All staff have been trained in Kids' Matter Modules 1 – 3, enabling all staff to be better equipped to support students and their families emotionally.
- The addition of a School Chaplain to our school staff has enhanced the school's welfare practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 100% of infants students will demonstrate an increased awareness of their feelings and the causes of specific emotions utilising Smiling Minds Program data.	Location funding \$300	All students are better equipped to discuss their feelings and triggers, based on the Smiling Minds and Mindfulness school data.
• 100% of primary students will demonstrate an increased ability to manage their emotions evidenced by Smiling Minds Program data.	TPL funding \$1477.00	All students have indicated that the Smiling Minds Program and Mindfulness strategies has assisted them to manage their anxieties and emotions better enabling greater focus at school.
• Improved effectiveness of home/school communication practices.	Location funding \$700	Special events have been hosted every term to enable greater contact with and support for our families.
• Increased parental and community engagement with the school across multiple points of access.	Location funding \$1,000	Employment of a Playgroup Co-ordinator and School Chaplain have greatly enhanced home/school communication and support.

Next Steps

- Trunkey Public School will investigate various programs available to track student wellbeing effectively.

- Staff will be trained further in the additional two modules of Kids' Matter and Growth Mindset, further enhancing the school's knowledge and ability to support families and individual students in need.
- We will continue to offer many and varied extra-curricular activities to further cater for the whole student, their interests and hobbies. For example, Chess Club, Sporting Schools, Instrumental Musicianship, Gardening and Cooking classes, Debating, Tournament of Minds, Operation Art, Premier's Spelling Bee etc. with a focus on additional activities and programs such as Robotics, STEM etc.

Strategic Direction 3

EFFECTIVE SYSTEMS AND PRACTICES

Purpose

To assist all students to be highly engaged in their schooling through the enhancement of whole school organisational and communication practices.

- To assist all students to be highly engaged in their schooling through the enhancement of whole school organisational and communication practices.
- To further develop school planning, in partnership with a well informed and involved staff and community.
- To utilise systematic data collection to monitor whole school progress and target areas for improvement.
- To apply resources in a targeted manner to meet student learning and wellbeing needs.

Overall summary of progress

- The Performance and Development Framework is now embedded in common practice at Trunkey Public School, whereby teachers are comfortable writing goals that are in line with the School Plan and their specific duties and responsibilities.
- Professional learning is purposefully planned and tracked to meet specific school and individual needs.
- All staff are becoming more familiar with the Schools Excellence Framework and increasingly mindful of our school vision and the processes and practices required for school improvement.
- Student reports have been reviewed and altered to reflect the changes in syllabi.
- Library and Playgroup resources have been reviewed and storage has been greatly enhanced.
- All teachers have attained proficiency through BOSTES.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Reduction in time spent in the administrative, financial, communication and organisational workflows of the school when LMBR, BI and SALM are introduced.	Professional Learning funds	Principal and School Administrative Manager attended extensive training for LMBR prior to 'Go Live.'
• Increased number of teachers and students aware of teaching and learning resources available and their location.	\$800	The Playgroup and Library resources are now more easily located and labelled effectively for accurate return and storage.
• Teachers attain proficiency and maintain accreditation through NESAS.	Teacher Professional Learning funding \$500	All teachers have been accredited at proficient level through BOSTES.

Next Steps

- Continued professional learning and networking for both the Principal and School Administrative Manager to enhance staff understanding and use of budgeting and reporting tools within LMBR.
- A focus on labeling all library books with a Lexile Reading Level to assist students to select a book appropriate to their reading comprehension level.
- Completion of a Technology Plan to cater for the future technology needs of the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$0	No funding was received for this initiative in 2017, yet we had one enrolled student who identified as being of Aboriginal background. The funding the school will receive in 2018 will be utilised to purchase an Aboriginal flag to fly alongside the Australian flag.
Low level adjustment for disability	\$10,718 included: \$10,157 staff allocation \$591 flexible funding	A Learning and Support Teacher (allocation of 0.1) was employed to provide additional differentiated learning activities specific to students' needs and in accordance with their Individual Learning Plans. Purchase of additional Literacy and Numeracy resources to support student learning.
Socio-economic background	\$2,864	This funding enabled the school to subsidise some excursions, ensuring all students have equal access to extra-curricular activities that support their classroom learning and social interactions.
Location	\$4562.50	This funding has enabled our students to have access to an Instrumental Musicianship Program whereby all students are provided with specialised instruction to learn to play a musical instrument. A Playgroup Co-ordinator has been employed to provide greater access to social and learning opportunities for children within our community, aged 0-5 years.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	7	6	8	7
Girls	7	12	7	6

School enrolment remains steady.

Student attendance profile

School				
Year	2014	2015	2016	2017
K		89.7		95
1	87.2		89.2	
2	98.9	91.4	76.3	95.2
3	96.7	98.9	92.5	
4	78.8	96.7	100	88.7
5	94.9	85.2	98.9	98.9
6		96	84.7	89.2
All Years	90.8	92.4	90.1	92.3
State DoE				
Year	2014	2015	2016	2017
K		94.4		94.4
1	94.7		93.9	
2	94.9	94	94.1	94
3	95	94.1	94.2	
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6		93.5	93.4	93.3
All Years	94.9	94	93.9	93.9

Management of non-attendance

Student attendance at Trunkey Public School has risen slightly during 2017. The Home School Liaison Officer has been involved in improving attendance rates for identified students. Teachers follow all procedures to ensure student attendance is encouraged and rewarded.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.13
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

There are currently no staff at Trunkey Public School who identify as being of Aboriginal or Torres Strait Islander background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

In 2017, all beginning teachers have been successfully accredited and have maintained proficiency.

All staff completed mandatory training in Code of Conduct, Child Protection, Work Health and Safety, Emergency Care, Anaphylaxis, Asthma, First Aid and CPR.

A significant amount of professional learning was undertaken to support the implementation of LMBR.

Trunkey Public School allocated \$8,606 towards staff professional learning in 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

A full copy of the school's financial statement is tabled at the Annual General Meeting of the Parents and Citizen's Association. Further details concerning the statement can be obtained by contacting the school.

line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

Receipts	\$
Balance brought forward	20,262
Global funds	64,604
Tied funds	94,522
School & community sources	7,051
Interest	506
Trust receipts	1,087
Canteen	0
Total Receipts	167,769
Payments	
Teaching & learning	
Key Learning Areas	3,571
Excursions	3,527
Extracurricular dissections	8,901
Library	785
Training & Development	8,606
Tied Funds Payments	37,848
Short Term Relief	1,187
Administration & Office	17,975
Canteen Payments	0
Utilities	1,206
Maintenance	1,774
Trust Payments	1,645
Capital Programs	0
Total Payments	87,025
Balance carried forward	101,006

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom

	2017 Actual (\$)
Opening Balance	0
Revenue	105,900
Appropriation	102,444
Sale of Goods and Services	277
Grants and Contributions	3,149
Gain and Loss	0
Other Revenue	0
Investment Income	30
Expenses	-45,341
Recurrent Expenses	-45,323
Employee Related	-31,140
Operating Expenses	-14,183
Capital Expenses	-18
Employee Related	0
Operating Expenses	-18
SURPLUS / DEFICIT FOR THE YEAR	60,559
Balance Carried Forward	60,559

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The School Principal and School Administrative Manager meet regularly to allocate budgets and monitor expenditures.

In 2017 additional funds were allocated from the school budget to cover the costs of staff professional learning in LMBR.

Integration funding was received to support a student with Cerebral Palsy in the mainstream classroom. This funding has paid for the provision of a Student Learning Support Officer and materials required for the student to engage effectively in the classroom activities.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	256,615
Base Per Capita	2,292
Base Location	9,125
Other Base	245,198
Equity Total	13,581
Equity Aboriginal	0
Equity Socio economic	2,864
Equity Language	0
Equity Disability	10,718
Targeted Total	0
Other Total	14,991
Grand Total	285,187

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.

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

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.

In 2017 we had one student complete the Year 5 NAPLAN assessment in Literacy and no students complete the Year 3 NAPLAN assessment in Literacy. We are unable to report on this student's results due to the small cohort. The student's parents have received a copy of their child's results and were given the opportunity to discuss these results with their child's teacher. Teaching staff have analysed the student's report and will use the data for future planning for teaching and learning.

In 2017 we had one student complete the Year 5 NAPLAN assessment in Numeracy and no students complete the Year 3 NAPLAN assessment in Numeracy. We are unable to report on this student's results due to the small cohort. The student's parents have received a copy of their child's results and were given the opportunity to discuss these results with their child's teacher. Teaching staff have analysed the student's report and will use the data for future planning for teaching and learning.

Parent/caregiver, student, teacher satisfaction

Students were surveyed on a variety of areas pertaining to their schooling at the end of 2017. Their results are as follows:

- 80% of students take part in extra-curricular activities, of which 90% are organised by the school
- 80% of students feel a high sense of belonging
- 90% of students have friends they trust at school and who encourage them to make good choices
- 80% of students feel their peers behave in a sensible and positive manner at school
- 90% of students believe they try hard to succeed

Policy requirements

Aboriginal education

Trunkey Public School acknowledges and pays respect to the traditional custodians of the land, Elders past and present, and all Aboriginal people within the extended community.

The Aboriginal Education Policy guides the planning of Aboriginal perspectives and content at Trunkey Public School. The school promotes respect for the unique and ancient culture of the Aboriginal people through the integration of Aboriginal perspectives across all Key Learning Areas so students can develop deep knowledge and understanding of Australia's first peoples. Acknowledgement of Country is recited at all formal gatherings at school and our students celebrate NAIDOC Day annually with a variety of indigenous activities prepared for the students.

In 2017 Trunkey Public School received no additional funding for Aboriginal Education though we had one enrolled student who identified as being of Aboriginal background. With the funding we will receive in 2018 for this student, we plan to purchase an Aboriginal flag to fly alongside the Australian flag.

Multicultural and anti-racism education

Trunkey Public School values cultural diversity, with the school culture underpinned by the values of tolerance and respect for all people. Multicultural perspectives are embedded throughout teaching and learning activities across all stages.

Throughout 2017 students had many opportunities to experience and appreciate the diversity of different cultures from around the world. These opportunities involved class focuses on different countries and cultural perspectives embedded in History and Geography units of work.

Our students were fortunate to have a Japanese student enrol at our school for a period of six weeks during her extended stay in Australia. As part of this exchange of cultures, our students were immersed in everything Japanese, from learning key words and phrases to tasting Japanese food and engaging in calligraphy and art.

All students participated in Harmony Day activities to promote the success of our multicultural society and to commit to respect, goodwill and understanding among all Australians.

Trunkey Public School has one teacher trained as an Anti-Racism Contact Officer within the school.