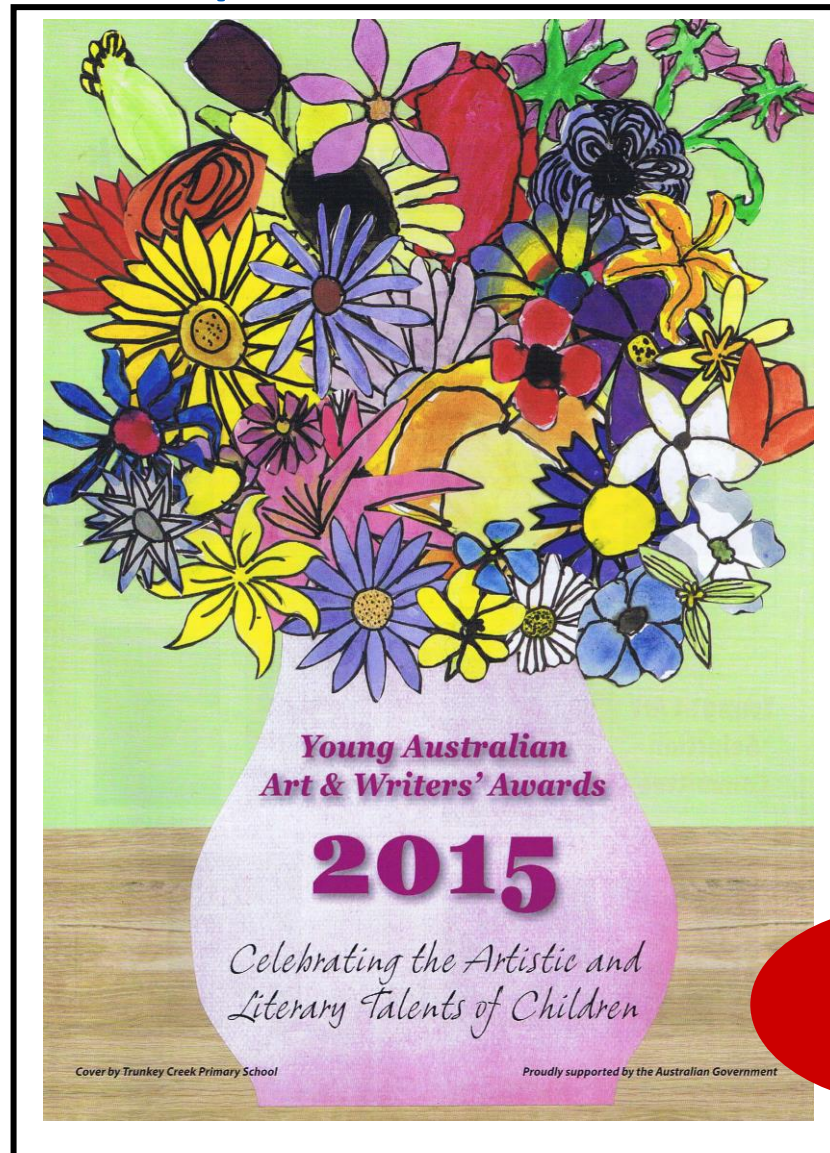
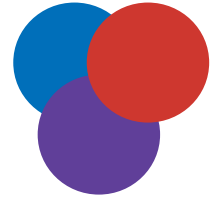


Trunkey Public School Annual Report



2015



'The key to your child's success'

Introduction

The Annual Report for 2015 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 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.

School Contact Details:

Trunkey Public School

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Message from the Principal

2015 has been a year of excellence! Students were successful across many fields of endeavour; some experiencing these educational opportunities for the first time in their schooling, yet still achieving outstanding school and personal results. The Trunkey Debating Team won the Small Talk Debating Competition in their first year of involvement and Team Trunkey took out the title of Mini MasterChef in their first year's entry in this competition offered through the Pre2 Network.

Trunkey Public School students continued to excel in the Arts, having their artwork submitted into Operation Art selected by Greg Prior, the Secretary of the Department of Education, to display in his office in Bridge Street, Sydney, along with their entry in the Young Australian Art Awards selected by our Regional Director, Mrs Toni McDonald, to display in her office in Orange. Zoe Byrnes won the ES1 section of the Heritage Country Schools' Art Show.

Our students work hard in every endeavour, whether striving for individual excellence or working together as a team. Quality academic programs, excellent facilities, abundant resources and professional, dynamic and highly dedicated staff offer our students the very best opportunities for success.

As is consistently supported by our school's outstanding NAPLAN results year after year, students at Trunkey Public School perform admirably in academic areas. All students, K-6 achieved the Premier's Reading Challenge and Nina Walters, Coby Maine, Alycia Cogdell and Savanna Brown represented the school at the Premier's Spelling Bee Regional Final.

The Arts and Sports also rate highly amongst our school achievements. Chloe Johns, Alycia Cogdell, Leilani and Kane Johnson represented the school and the Heritage Country Schools' District in the Western Region Swimming Trials and Nina Walters, Chloe Johns, Coby Maine and Zac Johns represented the school and district in Western Region Athletics. Coby also represented the school at the Western Region Golf Trials.

The school's focus on student health and wellbeing, through the Stephanie Alexander Kitchen Garden Program, has been enormously successful with many parents and community members willing to donate their time to assist with the program's implementation.

Our school is supported by a wonderful Parents and Citizens' Association which is constantly involved in raising funds to assist the school with the delivery of our programs.

Mrs Sharyn Cogdell



Message from the P&C Association

2015 was yet another eventful year for the Trunkey P&C Association. During the year we have again been a part of the B2B, the Trunkey Wool and Horse Festival, our annual Fathers and Mother's Day stalls and catering for clearing sales in the local district, all raising funds to provide valuable resources and supplement funds for excursions throughout the year.

This year the P & C purchased and introduced guernseys for each Year 6 student. Each year the Year 5 students will be presented with their guernsey at the end of year Presentation Night with their name and year on it as a gift.

These guernseys are then worn as part of the school uniform the following year.

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

On behalf of the P & C Association I would like to thank all those that have contributed to our fundraising efforts and supported the organisation in any way in 2015.

I look forward to working with staff, students and the community in 2016.

Erin Johns

P & C President



Trunkey Wool Festival Stall

Message from our 2015 School Captains

2015 was a wonderful year for the students at Trunkey Public School. We started the Instrumental Musicianship Program that is run by Mr and Mrs McLeish.

Another opportunity we had was Operation Art. We all collaborated on an artwork which was a painted tree with the colours of all four seasons. It was entered in a competition in Sydney. The winning artwork went on display in Westmead Children's Hospital. Mr Greg Prior, the Deputy Secretary of the Department of Education, liked it so much that he put the design on his 2015 Christmas cards.

We also had a great team for Debating (Chloe Johns, Coby Maine, Alycia Cogdell and Nina Walters). We participated in many debating challenges and won the final. The same team also competed in Mini Masterchef, cooking two pizzas. We won in an anonymous judging.

We finished off the year with a fabulous play 'Sadako and the Thousand Paper Cranes'. At the end of the play we all showed off the skills we had learnt with Mr and Mrs McLeish and played a musical piece "Sadako's Song".

We really enjoyed our year at school.

Chloe Johns, Leslee Dinnerville and Nina Walters
School Captains, 2015



School Captains at Glideways Day



School Captains meet Mike Munroe

School Background

School Vision Statement

Our vision is to provide the highest quality education for all students within an inclusive, stimulating and challenging learning environment. Our teachers strive to develop every child's strengths, interests and abilities whilst working harmoniously with parents and our community. Trunkley Public School staff will support and challenge our students to reach their full potential and to strive for success by focussing on individual learning styles and needs. It is our vision that all students at Trunkley Public School will be confident, creative individuals, prepared to embrace 21st Century changes to help build our community for the present and into the future.

School Context

Trunkley Public school is a small school, serving the rural village of Trunkley 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 were 17 students enrolled in 2015 and 10 children attending 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 Stephanie Alexander Kitchen Garden Program into our school practices, whereby the students learn about planting, growing and harvesting vegetables and preparing and cooking various dishes based on the fresh ingredients available in the school garden. Through this highly successful program, staff, parents and community volunteers work together to create a wholesome learning experience for our students.

School-based data at the end of 2015 shows that the vast majority of students are performing well in both Literacy and Numeracy with matched students recording incredible growth in NAPLAN from Year 3 to Year 5, far exceeding state expectations.

We acknowledge that explicit, systematic core programs are integral to our students' ongoing academic 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 resilience programs designed to enhance student wellbeing.



2015 School Captains at the Year 6 Farewell

Self-Assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Professional Learning was undertaken to gain an understanding of the three domains: Learning, Teaching and Leading and the fourteen elements that sit within the domain. Using quantitative and qualitative data and other aspects of school knowledge, staff mapped the school's performance against the aspects of the framework under the performance headings of Delivering, Sustaining and Growing and Excelling.

School performance collaborative placements are shown in the table below.

Domain	Element	Statement of School Excellence	Performance
Learning	Learning Culture	School culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.	Sustaining and Growing
Learning	Wellbeing	There is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.	Sustaining and Growing
Learning	Curriculum and Learning	An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.	Sustaining and Growing
Learning	Assessment and Reporting	Consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.	Sustaining and Growing
Learning	Student Performance Measures	Students consistently perform at high levels on external and internal school performance measures.	Excelling
Teaching	Effective Classroom Practice	All teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.	Sustaining and Growing
Teaching	Data Skills and Use	Student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions.	Delivering
Teaching	Collaborative Practice	There are explicit systems for collaboration and feedback to sustain quality teaching practice.	Sustaining and Growing

Teaching	Learning and Development	Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.	Sustaining and Growing
Teaching	Professional Standards	All staff demonstrate personal responsibility for maintaining and developing their professional standards.	Sustaining and Growing
Leading	Leadership	The school leader supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.	Sustaining and Growing
Leading	School Planning, Implementation and Reporting	The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.	Sustaining and Growing
Leading	School Resources	Resources are strategically used to achieve improved student outcomes.	Sustaining and Growing
Leading	Management Practices and Processes	Management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.	Sustaining and Growing

Our self-assessment processes at the commencement of 2016 will further assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.



Trunkey Public School students, finalists in the Australian Art Awards, sponsored by Argent Minerals

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.

Overall summary of progress

- Teachers have progressively been making judgements of students' learning, updating and recording student literacy and numeracy progress using the Department of Education's PLAN database.
- School-based targeting of resources to support collaborative planning and professional learning has ensured the continued development of engaging teaching and learning programs incorporating the new syllabus content.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Total funds \$ 13,186.87
100% of students will be reading at or above their chronological age (C.A.)	<ul style="list-style-type: none">At the end of 2015, 85% of students were reading at or above their C.A. This is an excellent benchmark to reach in the first year of this strategic direction.Students on Individual Learning Plans have shown positive growth against their specific goals.	Literacy and Numeracy tied grant \$254.22 SLSO support \$1,625.00
Student assessments indicate effective progression through the Literacy and Numeracy Continuums in line with grade expectations	<ul style="list-style-type: none">Teachers have started to plot students along the Literacy and Numeracy Continuum, recording this on the school tracking sheetProfessional development in the use of PLAN (K-6) softwareProfessional learning for the implementation of the new Science K-6 and History K-6 Syllabi	\$4,324.87
Students are showing higher than expected growth in external performance measures such as NAPLAN.	<ul style="list-style-type: none">Purchase of resources to support student learning	\$11,307.65



Next steps

An ongoing focus within Strategic Direction 1 of Dynamic Teaching and Learning will include a consolidation of processes, products and practices that enhance the capabilities, understandings and achievements of the key stakeholders. This will include:

- Students immersed in learning that is relevant, sequenced, critically constructed, appropriate to ability, engaging and supported,
- Staff engaging in collaborative practices that develop their capabilities to analyse their own and others' learning and teaching activities and performance against the Australian Professional Standards for Teachers,
- Teachers continuing to collaborate to determine cluster placement for individual students using PLAN software to guide differentiation of literacy instruction, and
- Professional learning provided for all teachers for the successful implementation of the K-6 Geography syllabus.



Book Week celebrations



Premier's Spelling Bee contestants

Strategic Direction 2

Holistic Relationships

Purpose

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

Overall summary of progress

- Teachers have been trained in two resilience programs: Fun Friends (Infants) and Friends for Life (Primary) for implementation in 2015.
- Teachers have designed a 'Student Wellbeing' tracking sheet to record students' feelings at various times throughout the day. This is to assist students to recognise their feelings, their triggers and to give teachers the opportunity to assist students to overcome negative emotions in a time-efficient manner so the students can concentrate fully on their learning.
- Student learning was enriched by parent and community volunteers
- The school was successful in our application for a School Chaplain for the 2016 - 2019 triennium.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$3,002.00
100% of students will demonstrate an increased awareness of their feelings and the causes of specific emotions.	<ul style="list-style-type: none">• Teachers have been trained in two student resilience programs and have developed a 'Student Wellbeing' tracking sheet for implementation in 2016, designed to empower students to display empathy, self-regulation and resilience as they grow and mature.• Student attendance rate was slightly higher than 2014, reversing the trend over the past three years	\$120.00
Increased family attendance at Playgroup	<ul style="list-style-type: none">• Employment of a Playgroup Co-ordinator to plan and supervise Playgroup activities• Purchase of additional Playgroup resources	\$1,600.00
Increased parental and community engagement with the school across multiple points of access	<ul style="list-style-type: none">• Special events hosted by the school over the course of 2015 included: Book Week, Glideways, Easter Egg Hunt and Easter Hat Parade, Education Week Open Day, Australia's Biggest Morning Tea, The ANZAC Show, School Play and Presentation Night.• Two community members assisted with the Buddy Reading Program, five volunteers assisted with the Instrumental Musicianship Program, one parent assisted with Athletics training, two community members assisted with the SAKGP and one community member assisted the General Assistant.	\$1,282.00
Improved effectiveness of school/home communication practices	<ul style="list-style-type: none">• Survey data indicates that school communication is effective.• The school website is updated weekly to ensure consistency between communication tools.	NIL

Next steps

An ongoing focus within the Strategic Direction 2 of Holistic Relationships will include a consolidation of processes, products and practices that enhance the capabilities, understandings and achievements of our key stakeholders. This will include:

- Increased teacher participation in Pre2 opportunities for both students and staff,
- Implementation of 'Fun Friends' and 'Friends for Life' in 2016,
- Establishing a system of recognition and tracking of student well-being,
- Continuing and increasing the number of community volunteers involved directly in the students' learning activities,
- Employment of a School Chaplain to assist students, staff, parents and community members,
- Staff continuing to work collaboratively with parents and the community to build a high level of respect through open communication and participation, and
- Encouragement given and invitations distributed to parents and the broader community to participate in the ongoing operation and development of the school as a community hub.



Stage 1 excursion to the Blayney Fire Station



Book donation made by the Brown Family



Laying of poppies at the Trunkey Creek ANZAC Memorial



Enjoying the Easter Egg Hunt with Playgroup

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.

Overall summary of progress

- The Performance and Development Framework was implemented across the school with all teachers in line with the school's vision and strategic directions
- Teachers were fully involved in the writing of the School Plan, collaborating on products, practices and processes appropriate to our school context
- Professional learning and mandatory training of teaching and support staff was purposefully planned and tracked

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$1,449.21
Reduction in time spent in the administrative, financial, communication and organisational workflows of the school when LMBR, BI and SALM are introduced.	<ul style="list-style-type: none">• Review and update of student reports in line with changes in syllabi• Review of storage facilities for school resources	\$584.85
Increased staff ownership and contributions towards the School Plan	<ul style="list-style-type: none">• Teachers were fully involved in the writing of the School Plan and in establishing the three strategic directions of our school, ensuring that they are at the core of school improvement and classroom practice.	NIL
100% of teachers participate in the planning of their own professional learning based on identified and strategic personal targets	<ul style="list-style-type: none">• 100% of teachers were trained in the Performance and Development Framework and supported to formulate their Performance and Development Plans. Individual PDP's were reviewed at the end of 2015 and achievements recorded to inform targets for 2016.	\$864.36
Growth in targeted school improvement areas as a result of school analysis of practices consistent with the NSW Schools Excellence Framework	<ul style="list-style-type: none">• An analysis of the Schools Excellence Framework was undertaken by all teaching staff.	NIL

Next steps

An ongoing focus within Strategic Direction 3 of Effective Systems and Practices will include consolidation of processes, products and practices that enhance the capabilities, understandings and achievements of the key stakeholders. This will include:

- Students continuing their leadership journeys through ongoing student roles and responsibilities including speaking at special events, leading Kids' Council meetings and reporting to P&C meetings,
- Staff embedding and refining the implementation practices of Staff Performance and Development Plans in 2016, and
- Teachers plotting our school performance against the Schools Excellence Framework to establish further priority areas for future focus and development.



Trunkey students performing 'Here Comes the Sun' at the Trunkey Creek Wool and Horse Show



Staff and Year 6 students enjoying the Year 6 Farewell

Key Initiatives and other School Focus Areas

Trunkey Public School receives funding to support our students under the Resource Allocation Model (RAM). In 2015 this additional funding provided many benefits to our students as follows:

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Socio-economic funding	This equity funding was targeted for Student Learning Support Officer (SLSO) staffing for individual student's program implementation and support.	\$1,152.00
Low level adjustment for disability funding	This equity funding was targeted for SLSO staffing to support individual students with the implementation of Individual Learning Plans.	\$73.00
Location Loading	<p>This equity funding was used primarily to maximise the participation of all students in planned activities involving the Heritage Schools and Pre2 Networks. This enhanced students' access to a wider range of curriculum learning experiences such as Debating and Mini Master Chef competitions.</p> <p>It was also utilised to employ a Playgroup Co-ordinator who's role is to provide greater access to social and learning opportunities for children within our community aged between 0-5 yrs.</p> <p>Location loading was also used to subsidise student transport for the School Swimming Scheme and to pay for the travel expenses incurred by our two music teachers implementing the Instrumental Musicianship Program.</p>	\$5,100.00



Team Trunkey, winners of the 2015 Mini Master Chef

Student Information

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

Student Enrolment Profile

Gender	2011	2012	2013	2014	2015
Male	6	5	11	7	6
Female	9	8	7	7	12



Trunkley Public School has experienced a slight increase in enrolments due to new families moving into the area.

Student Attendance Profile

Year		2010	2011	2012	2013	2014	2015
School	K	97.5	97.0	94.8	92.9	na	89.7
	1	94.0	88.8	97.8	98.5	87.2	na
	2	na	95.7	95.3	92.1	98.9	91.4
	3	92.6	na	96.7	91.4	96.7	98.9
	4	97.5	92.0	na	95.1	78.8	96.7
	5	na	95.7	93.8	na	94.9	85.2
	6	98.3	na	98.9	89.3	na	96.0
	Total	95.8	93.9	95.7	93.5	90.8	92.4
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Class Sizes

Roll class	Year	Total in class	Total per year
K-6	K	3	17
	2	6	17
	3	2	17
	4	1	17
	5	2	17
	6	3	17

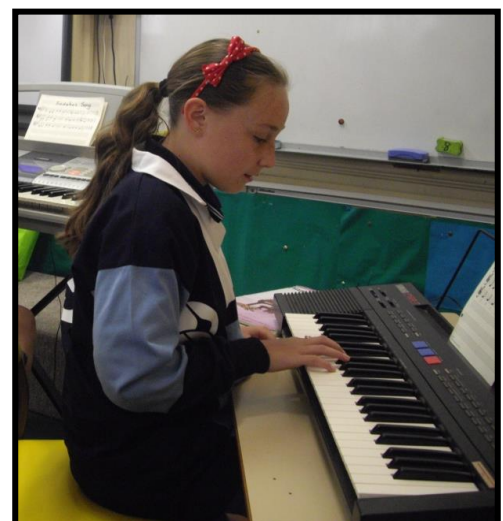
Structure of Classes

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.

The Stephanie Alexander Kitchen Garden Program continued to operate on Fridays for gardening and cooking lessons.

A specialist teacher is employed on Thursdays to provide expert learning opportunities in Visual Arts and Science while volunteer Music Teachers have implemented the Instrumental Musicianship Program this year.



Learning the keyboard

Workforce Information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce Composition

Position	Number
Primary Teaching Principal 6	1.0
Primary Part-Time Teacher	0.084
Primary Teacher RFF	0.042
Learning and Support Primary Teacher	0.1
Primary Teacher Librarian	0.084
Primary School Administrative Manager	0.496
Two Adults in the School Supplementation	0.304
Primary General Assistant	0.2
Total	2.31

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2015, no members of school staff identified as being of Aboriginal or Torres Strait Islander descent.

Teacher Qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	25%
NSW Institute of Teachers Accreditation	25%

Pre-Service Teachers

A pre-service teacher is a student from a tertiary institution who has not completed their teaching qualifications and is undergoing the teaching practice requirements of their pre-service education training course. The pre-service professional component must include at least thirty days of supervised school-based teaching practice. Trunkey Public School has supervised pre-service teachers from Charles Sturt University, University of New England and University of Western Sydney.

Students benefit from having a pre-service teacher working in their classroom. Communicating with different people, being exposed to different teaching styles and having two teachers team teaching the one class can have numerous advantages for students.

The mentoring and development of our future teachers ensures that we will have well trained practitioners now and into the future.

Professional Learning and Teacher Accreditation

The staff at Trunkey Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some key priorities set out in our School Plan.

In 2015 there were five Staff Development Days. A total of \$6,456.95 was expended on Trunkey Public School staff professional development, an average of \$2,152.35 per teacher. Professional development activities improve the learning outcomes of students by:

- providing targeted professional learning activities aligned to our school's strategic directions and Department of Education priorities and
- enabling whole school planning and enhancing teacher quality, school leadership and management practices implementing legislative and policy requirements.

Professional learning opportunities included:

- SD1 - Dynamic Teaching and Learning -
 - Teaching for the new Science syllabus
 - Using PLAN software
 - Operation Art Teachers' Workshop
 - Disability Standards for Education
 - Online Training Australia
 - Primary LAST Network PL
 - Reporting for the new syllabi
 - Literacy and Numeracy Continuums
 - SD2 - Holistic Relationships -
 - Fun for Friends and Friends for Life training
 - 2015 SASS Conference
 - Bathurst Principal Network meetings
 - Heritage Country Principals meetings
 - SD3 - Effective Systems and Practices -
 - Anaphylaxis and Asthma Training
 - Child Protection Updates
 - Accrual accounting fundamentals
 - Performance and Development Framework
 - School Planning and Milestones Review
 - e-Administration of Prescribed Medication at School (e-APMAS)
 - e-Emergency Care (e-Care) and CPR
- Principals as Teacher Accreditation Authority

Financial Information

Financial Summary

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

A full copy of the school's 2015 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.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	27668.91
Global funds	47907.86
Tied funds	23019.29
School & community sources	14217.07
Interest	674.59
Trust receipts	2578.45
Canteen	0.00
Total income	116066.17
Expenditure	
Teaching & learning	
Key learning areas	11307.65
Excursions	10031.13
Extracurricular dissections	8195.66
Library	864.36
Training & development	4324.87
Tied funds	24840.13
Casual relief teachers	1911.02
Administration & office	26681.21
School-operated canteen	0.00
Utilities	2100.54
Maintenance	3155.90
Trust accounts	2869.45
Capital programs	0.00
Total expenditure	96281.92
Balance carried forward	19784.25

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.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2015, Trunkey Public School had one Year 3 student sit the NAPLAN assessment. As this is below the reporting threshold, our school results will be shown as an average over the past three years.

Year 3 NAPLAN Literacy Results

Year 3 Reading average	Trunkey Public School	School Education Group	NSW DoE Schools
2013 - 2015	457.6	430.9	419.1

Over the past three years, Trunkey Public School's Year 3 students have consistently scored **above** the School Education Group by an average **26.7 points** and **above** the NSW DoE Schools by an average **38.5 points**.

Year 3 Writing average	Trunkey Public School	School Education Group	NSW DoE Schools
2013 - 2015	454.3	428.7	417.3

Over the past three years, Trunkey Public School's Year 3 students have consistently scored **above** the School Education Group by an average **25.6 points** and **above** the NSW DoE Schools by an average **37 points**.

Year 3 Spelling average	Trunkey Public School	School Education Group	NSW DoE Schools
2013 - 2015	444.2	427.8	416.7

Over the past three years, Trunkey Public School's Year 3 students have consistently scored **above** the School Education Group by an average **16.4 points** and **above** the NSW DoE Schools by an average **27.5 points**.



Trunkey Public School blanketed in snow

Year 3 Grammar & Punctuation average	Trunkey Public School	School Education Group	NSW DoE Schools
2013 - 2015	446.2	427.1	423.0

Over the past three years, Trunkey Public School's Year 3 students have consistently scored **above** the School Education Group by an average **19.1 points** and **above** the NSW DoE Schools by an average **23.2 points**.

In 2015, Trunkey Public School had two Year 5 students sit the NAPLAN assessment. As this is below the reporting threshold, our school results will be shown as an average over the past three years.

Year 5 NAPLAN Literacy Results

Year 5 Reading average	Trunkey Public School	School Education Group	NSW DoE Schools
2013 - 2015	586.55	511.95	495.8

Over the past three years, Trunkey Public School's Year 5 students have consistently scored **above** the School Education Group by an average **74.6 points** and **above** the NSW DoE Schools by an average **90.75 points**.

Year 5 Writing average	Trunkey Public School	School Education Group	NSW DoE Schools
2013 - 2015	510.65	487.1	472

Over the past three years, Trunkey Public School's Year 5 students have consistently scored **above** the School Education Group by an average **23.55 points** and **above** the NSW DoE Schools by an average **38.65 points**.

Year 5 Spelling average	Trunkey Public School	School Education Group	NSW DoE Schools
2013 - 2015	514.95	518.1	502.05

Over the past three years, Trunkey Public School's Year 5 students have scored **below** the School Education Group by an average **3.15 points** and **above** the NSW DoE Schools by an average **12.9 points**.

Year 5 Grammar & Punctuation average	Trunkey Public School	School Education Group	NSW DoE Schools
2013 - 2015	512.25	521.25	502.8

Over the past three years, Trunkey Public School's Year 5 students have scored **below** the School Education Group by an average **9 points** and **above** the NSW DoE Schools by an average **9.45 points**.

NAPLAN - Numeracy

In 2015, Trunkey Public School had one Year 3 student sit the NAPLAN assessment. As this is below the reporting threshold, our school results will be shown as an average over the past three years.

Year 3 NAPLAN Numeracy Results

Year 3 Numeracy average	Trunkey Public School	School Education Group	NSW DoE Schools
2013 - 2015	433.9	407.9	399.07

Over the past three years, Trunkey Public School's Year 3 students have consistently scored **above** the School Education Group by an average **26 points** and **above** the NSW DoE Schools by an average **34.83 points**.

In 2015, Trunkey Public School had two Year 5 students sit the NAPLAN assessment. As this is below the reporting threshold, our school results will be shown as an average over the past three years.

Year 5 NAPLAN Numeracy Results

Year 5 Numeracy average	Trunkey Public School	School Education Group	NSW DoE Schools
2013 - 2015	498.9	505.45	490.8

Over the past three years, Trunkey Public School's Year 5 students have scored **below** the School Education Group by an average **6.55 points** and **above** the NSW DoE Schools by an average **8.1 points**.

Percentage of Year 3 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

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



Dux of the School, 2015

Parent/Caregiver, Student, Teacher Satisfaction

In 2015 the school sought the opinions of parents, students and teachers about our school's progress in the three strategic directions: Dynamic Teaching and Learning, Holistic Relationships and School Management. 57% of families returned the survey, 100% of primary students participated in the survey and most staff members completed the survey.

Their responses are presented below.

SD1 - Dynamic Teaching and Learning

Parents demonstrated high agreement with the following statements:

- Students' learning is important at Trunkey Public School,
- Teachers provide interesting and appropriate learning activities,
- Parents understand how their child's learning will be assessed, and
- School communication of student achievement is effective.

Parents identified the following area that would improve the school:

- Increased opportunities for informal discussions with teachers about their child's learning

100% of primary students agreed that their school is a place where:

- They are proud to be a student,
- They are successful students,
- They can cope with the work, and
- The work is good preparation for their future.

Students identified the following areas for school improvement:

- More lunchtime play opportunities, and
- Increased consequences for students' disruptive behaviour in the classroom.

Teachers agreed that the school:

- Provides a stimulating and secure learning environment,
- Employs a wide range of appropriate resources to assist students with their learning,

- Has high expectations of student learning, and
- Continually provides opportunities for teachers to upgrade their skills through professional development.

Teachers identified the following areas for school improvement:

- The need for more opportunities for students to self-reflect about their learning, and
- The need for some students to take increased responsibility for their learning.

SD2 - Holistic Relationships

Parents demonstrated high agreement with the following statements:

- The school knows about the families and community in which it serves,
- The school praises and rewards successful students,
- I am proud of my child's school, and
- The school encourages new students and their families to be involved in school activities.

Parents identified the following area that would improve the school:

- Increased parental support of the school and its endeavours.

100% of primary students agreed that their school is a place where:

- They learn to get along with others,
- Other students accept them as they are,
- They feel proud to be a student,
- People can depend on each other, and
- Their teachers treat them fairly and take an interest in helping them with their work.

Students identified the following area for school improvement:

- Consistency with staff approach towards unsatisfactory student playground behaviour and rule-breaking.

Staff agreed that the school:

- Has the needs of its students as its main concern,

- Encourages students to achieve their best, and
- Continually finds ways to improve what it does.

Staff identified the following area that would improve the school:

- Community support, recognition and contribution to the school culture.

SD3 - Effective Systems and Practices

Parents demonstrated high agreement with the following statements:

- The school is well organised,
- The allocation of money and resources are managed effectively, and
- The school communicates effectively with students and parents.

Parents identified the following area for school improvement:

- The need to measure the success of its programs in order to make improvements from time to time.

100% of primary students agreed that their school is a place where:

- Resources are easily located for student use,
- Students take a shared responsibility for the care of school resources and equipment, and
- Student resources are updated regularly and well maintained.

Students identified the following area for school improvement:

- The purchase of more scientific resources to assist learning outcomes in the Science syllabus.

Staff agreed that the school:

- Monitors and evaluates our plans, policies, processes and practices,
- Provides planned, systematic and effective professional development, and
- Manages the allocation of money and resources effectively.

Staff identified the following areas that would improve the school:

- A range of strategies to enhance staff communication and welfare needs.

Policy Requirements

Aboriginal Education

Trunkley Public School acknowledges and pays respect to the traditional custodians of the land, Elders past and present, and all Aboriginal people within the extended school community. Our school staff and students pay respect at special events and encourages and fosters positive relations with Aboriginal people, working towards bridging the gap in socio-economic opportunities and educational disadvantage.

One student at our school identified as of Aboriginal descent in 2015. Trunkley Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and personal development.

Trunkley Public School also 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.

The students learn about aspects of Aboriginal culture, traditions and history in a variety of units of work studied in the Human Society and its Environment Syllabus integrated with Creative and Practical Arts, English and Science and Technology.

To supplement the work completed in class all students travelled to Mandurama Public School to celebrate NAIDOC Day in June. Over the course of the day the students participated in activities such as traditional Aboriginal games, making Johnny Cakes, learning about indigenous mapping symbols and traditional Dreaming stories.

Multicultural Education and Anti-Racism

Throughout 2015 students had many opportunities to experience and appreciate the diversity of different cultures from around the world. These opportunities involved a class focus on different countries and different cultural perspectives embedded in HSIE topics.

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

As a result of this rich experience, the students performed 'Sadako and the Thousand Paper Cranes' for their end of year performance. As a token of friendship, Sara and Sona, the Japanese students, sent the students a package of hand-made paper cranes, constructed by the students at their school in Japan, and these were gifted to all audience members on the night.



Japanese students and their farewell cards



The cast of 'Sadako and the Thousand Paper Cranes'



Sadako and her grandmother, Oba Chan, fly to heaven on the giant paper crane

Students from K-6 participated in a variety of activities during Book Week. The theme for Book Week 2015 was 'Books Light up Our World.' Students were encouraged to look deeply into texts based on different countries and cultures and identify the connection between the cultural experiences of the books' characters and their own life experiences.

Trunkey Public School hosted a performance entitled 'The ANZAC Story' whereby students developed a stronger understanding of the significance of the 100 Year Remembrance of Gallipoli. By joining in the script and playing the role of soldiers and nurses, the students had a better appreciation of both sides of war.



Students joining the cast on stage



The ANZAC Show had a profound impact on staff and students alike

Trunkey Public School has a staff member trained as an Anti-Racism Contact Officer (ARCO). The role of the ARCO is to be the contact between students, staff, parents and community members who wish to raise issues regarding all forms of racism.

Other School Programs

Student Leadership

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



Student leaders at Young Leaders Day

The Trunkey Kids' Council initiated and organised 'I Want 2 be Day' encouraging the students to dress up as what they would like to be when they grow up. The Trunkey Kids' Council raised \$35.00 towards the Kids' Cancer Project and the students enjoyed the day immensely.



'I Want to Be Day'

Australia's Biggest Morning Tea was held in May to raise funds for the Cancer Council to fund vital research, prevention and support service programs. During the SAKGP that morning, the students created some delicious food to contribute towards the morning tea. A total of \$145 was raised.

Achievements in the 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.
- All students were involved in the Heritage Country Schools' Artist-in-Residence Program. Wendy Smith, a local photographer and teacher, visited our school and worked with the students exposing them to the art of photograph editing using Photoshop Elements 13. Each student created two photographic pieces, one natural photo and another utilising the skills learnt in photograph editing. The results were amazing! Three students' artworks were chosen to be framed for exhibition at the Heritage Country Schools' Art Show and then later displayed at the School Office: Nina Walters, Savanna Brown and Charlotte Edwards.



Photography by Charlotte Edwards, Kindergarten

- All students submitted artworks in the Heritage Country Schools' Art Show in Blayney in November. Zoe Byrnes was awarded First Prize in the Early Stage 1 section for her artwork entitled 'Lego House'.



Winner of the ES1 Heritage Country Schools' Art Show

- Our students entertained a large audience at the Trunk Creek Wool Festival and Horse Show. They sang 'Here Comes the Sun' to support the show's charity beneficiary, Daffodil Cottage in Bathurst.
- Our annual school play, 'Sadako and the Thousand Paper Cranes' was a wonderful success. The parents, community members and staff worked collaboratively on designing the backdrops and props for the night's performance. All students had an important role to play and the performance was hailed as one of our best!



Infants girls performed the Japanese Ribbon Dance

- The Instrumental Musicianship Program was initiated by the grandparents of a Year 5 student. Mr and Mrs McLeish are both talented musicians and music teachers willing to teach all students at Trunk Creek Public School to play a musical instrument of their choice. The students performed 'Sadako's Song' beautifully at the end of the school play, leaving the audience in awe that the students could master a stirring and emotive piece of music in just one term.



Our school violinist



Guitarists



Recorder players

Achievements in Sport

Sport and physical fitness have always featured high on the school and community's agenda. In 2015 the school had many fine achievements.

- All students participated in the ten day 'School Swimming Scheme' at Blayney Centrepont Gym and Leisure Centre. The instructors focused on breathing, stroke correction and squad training depending on each individual student's ability.



Students proudly displaying their School Swimming Scheme certificates

- All students participated in the Heritage Country Small Schools' Swimming Carnival, performing well. Chloe Johns, Alycia Cogdell, Leilani and Kane Johnson went on to represent our school at both District and Regional levels.



Our School's Regional Swimming Relay Team

- Nina Walters, Chloe Johns, Coby Maine, Alycia Cogdell and Zac Johns represented our school in the District Cross Country.

- All students participated in the Heritage Country Small Schools' Athletics Carnival with Trunkey Public School being awarded 3rd place for 2015!



Senior Shot Put competitor

- The following students went on to represent our district in the Western Region Athletics Carnival in Dubbo: Nina Walters, Chloe Johns, Coby Maine and Zac Johns competed in the PP6 Relay and Coby competed in the 11 yr Boys High Jump.



Regional Relay Team

- Our school commenced the Sporting Schools Program in the after-school time slot allowing for two sessions each week after school with qualified deliverers in a variety of sports.
- The students continued with their outstanding results in the Premier's Sporting Challenge in 2015. 100% of the student body completed the challenge and the school was awarded a Diamond certificate.

Environmental Education and Sustainability

Trunkey Public School hosted a Biodiversity Day in September where students from many local schools learnt about the fascinating creatures that share their backyards. The students learnt about echidnas, gliders, frogs and insects on the day.

The students learnt how to care for their environment through a series of fun activities, including a visit from Taronga's Zoo Mobile. Other planned activities included visits from the National Parks and Wildlife Service's Discovery Rangers and the Office of Environment and Heritage's Threatened Species Van, Landcare, and a presentation on feral animals by Local Land Services.

The event was run as part of Glideways, a new conservation project that is part of the K2W partnership. It aims to raise awareness about gliding possums and other tree-dwelling animals and their habitats in the local area.



K2W endeavours to work with local landholders, community groups and organisations to deliver a range of projects to assist gliders, including nest box building, replanting of flowering shrubs, and citizen science surveys. We are lucky to have all five species of glider that occur in New South Wales living in our area. Sadly, populations of these special marsupials are declining in many locations. We hope that the Biodiversity Day will raise awareness and assist with building up their populations again.



Students with the Glider Nesting Box kindly donated to our school

Family and Community Programs

Playgroup

In 2015 the Trunkey Playgroup was extended to employ a Playgroup Co-ordinator to plan activities for children aged 0 - 5 years and to support the parents who attend with their children. Playgroup provides access to the school in a fun, family-based, friendly environment.



Playgroup children enjoying painting

Kindergarten Orientation

Our school is quite unique in that we offer an extensive Kindergarten Orientation Program to the following year's Kindergarten students, where they have the opportunity to attend school every Tuesday along with the Infants class from Term 3 onwards. This program is highly successful in that it prepares the children for school life in an enjoyable and relaxed manner.

Kindergarten Preparatory Program

As an extension to the wonderful Kindergarten Orientation Program, we also offer a five-week intensive Kindergarten Preparatory Program at the very end of the school year. The Pre-Kinder students have the opportunity to attend school on a full-time basis for the last five weeks of Term 4 as a thorough and hugely beneficial transition into the 'big school' environment.

Stephanie Alexander Kitchen Garden Program

The Stephanie Alexander Kitchen Garden Program is an integral part of our school culture, with students enjoying gardening and cooking lessons every fortnight.



Zucchini and eggplant, harvested from our school garden

Parent volunteers assist with the cooking program under the guidance and direction of our Kitchen Specialist, Mrs Fiona Maine. The students thoroughly enjoy harvesting the vegetables they have planted and creating wonderful dishes using the seasonal school produce.



The creation of delicious dishes in the kitchen

