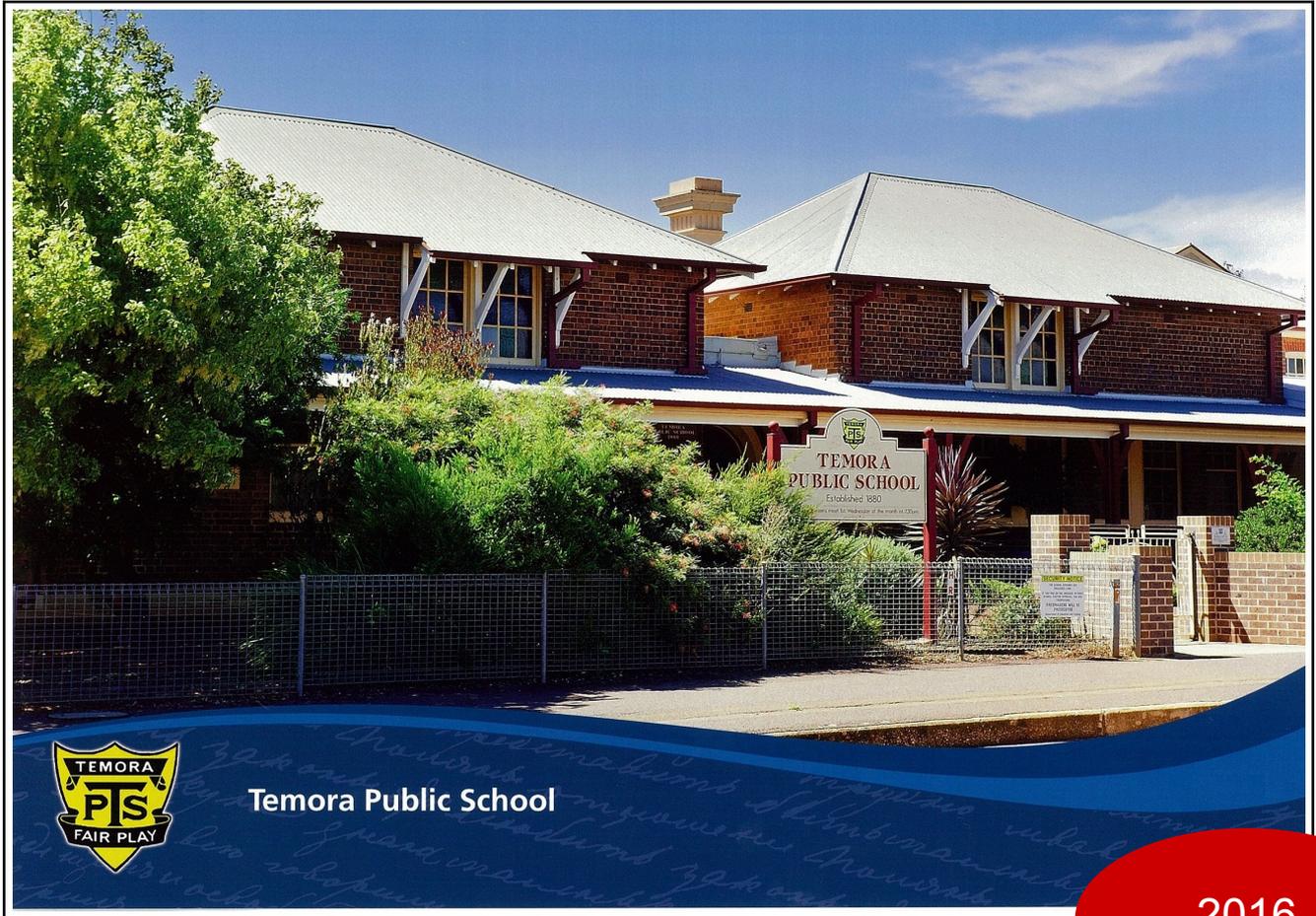


# Temora Public School Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Temora 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.

Mrs Sharon Reardon

Principal

### School contact details

Temora Public School

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6977 2113

## Message from the Principal

The annual school report is provided to the community of Temora 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 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 benefits to all students from the expenditure of resources, including equity funding.

Our school's success is underpinned by three key factors that promote quality teaching and learning for our students. Firstly, we have a highly dedicated staff who work together to provide a supportive environment where all students are nurtured and encouraged to achieve their personal best in all they do. Secondly, our students are overall a motivated group who are keen to learn and engage in a wide range of educational opportunities provided to them. Thirdly, Temora Public School enjoys a high level of support from the parent body and local community.

2016 has been a productive and enriching year for students and staff at Temora Public School, with significant achievements noted. Some of these are outlined below.

- All teachers have participated in rigorous professional learning focusing on literacy and numeracy, with a number of specialist programs such as Language, Literacy and Learning expanded across Stage One. Teachers have valued the opportunity to learn from their colleagues through professional dialogue, programming and assessment meetings and collaborative practice. This professional learning has enhanced the ability of teachers to cater for the needs of all students in their classrooms.
- 100% of teaching staff completed modules in the How2Learn program, which impacted positively on; student engagement, student awareness of themselves as learners and the quality of feedback given to students about their learning. This resulted in improved student learning outcomes and higher levels of engagement for students across K to 6.
- Student leadership was enhanced with many opportunities for senior students to develop their leadership skills and use them effectively at school. The school-captains and vice-captains attended the Young Leaders' Conference in Sydney and all Year 6 students were provided with additional opportunities to learn about leadership and develop their leadership skills across a variety of academic and sporting pursuits.
- The profile of the school within the community has been heightened, following improved communication to a wider audience through the school's Facebook page. In 2016, a new School Stream app was introduced to parents and carers, which enhanced communication, by providing timely information about school events that could be easily accessed at any time of day.
- The expansion of a positive, inclusive school culture that promotes learning has been a major focus in 2016. The support and assistance of our parents and caregivers has been an essential component of a productive, progressive school. The P and C continue to be a dedicated and active body, that provide additional resources to maximise student learning. The engagement of school families increased in 2016, through the provision of social and curriculum information sharing activities, to keep parents and caregivers well informed.

Mrs Sharon Reardon

Principal

## Message from the school community

Once again the P and C has enjoyed a successful year in 2016. I would like to thank all those people who have helped contribute to the success of our school and organisation by volunteering this year, whatever your role might have been. In my final year as president, I would like to give particular thanks to my fellow executive members – Vanessa, Soozie, Bec, Nicole, Kelly and Jenny. Without people willing to take on these roles, we would not have a P and C.

On behalf of the P and C, I would like to say to those families who are moving on from Temora Public School, thank you for your support of the school and P and C activities – we wish you all the best in the future. In particular, I would like to say thank you to two of the most dedicated members of the P and C and school community – Jenny McRae and Sarah Lennon, they will be greatly missed.

The P and C plays an important role in our school community. This year we had the task of reviewing our school uniform, which resulted in a decision to make some significant changes. This was not a decision made lightly, but was done after many months of consultation and research. We believe the choice will look smart and be popular with all stakeholders in our school community.

Joining P and C is a way of showing our children that we value their school and their education and we want them to grow up to be people who will be contributing members in society. Each of us, whatever our strengths are, have something to give. Thank you to Mrs Reardon and all staff members for their commitment to inspiring our children in their educational journeys. To the students of Temora Public, make the most of the opportunities before you. Frank McCourt, who grew up in poverty in Ireland, wrote in his memoir *Angela's Ashes* – "You have to study and learn so that you can make up your own mind about history and everything else but you can't make up an empty mind. Stock your mind, stock your mind. You might be poor, your shoes might be broken, but your mind is a palace." So wherever your future may take you, make the most of your years at Temora Public School, because the chance to stock your mind with knowledge is one of the most valuable things you can ever be given.

Mrs Edwina Sinclair

P and C president

## Message from the students

We have had a fun time leading the Student Representative Council in 2016. The S.R.C. is made up of two representatives from each class per semester. They must attend regular S.R.C. meetings and bring ideas from their class about proposed projects for discussion at meetings. After a meeting, the representatives must report back to their class about the decisions made by the S.R.C. Fundraising is an important part of the role of the S.R.C. This year we have held several successful fundraisers which were well promoted on assemblies. These fundraisers are listed below:

- WIRES to help injured animals
- A donation to the school to improve the sound system in the quad
- A dress up day called, "What You want To Be When You Grow Up"
- Jeans and Jarmies Day
- Mini Olympics at the lake.

As the school captains, we have enjoyed representing our school at community events including: the ANZAC DAY service, Remembrance Day and the launch of the Red Shield Appeal in Temora. We have been given many opportunities to learn about leadership, including participation at the Young Leaders' Conference in Sydney and the GRIP conference in Wagga. We have enjoyed leading the student body to help make Temora Public a great school. It has been an honour for us all to be the school captains and we will remember our days here very fondly.

|               |               |            |                |
|---------------|---------------|------------|----------------|
| Bonnie Gaynor | Liam Sinclair | Ewan Jones | Megan Neville  |
| Vice-Captain  | Captain       | Captain    | Vice – Captain |

## School background

### School vision statement

**Excellence through inclusive experiences, to inspire students to be engaged citizens.**

### School context

Temora Public School is a medium sized primary school, centrally located in Temora, in the Riverina. In 2016, Temora Public School had an enrolment of 261 students enrolled in eleven classes.

The school has a strong reputation for its successful academic, sporting, cultural and extracurricular programs. Temora Public School provides a safe, caring and positive learning environment, that caters for the individual needs of students through a variety of quality programs and opportunities. Staff members enjoy positive relationships with parents and caregivers and a dedicated P and C association provides ongoing support for the school. Parents and caregivers are actively involved in a variety of school programs, demonstrating a willingness to support student learning at home and at school.

The school has twelve Indigenous students currently enrolled. Temora Public School caters for a diverse range of students and attracts equity funding to support the learning needs of those requiring additional support.

Temora Public School is privileged to be a member of the Goldenfields Learning Community, enabling students to benefit from the supportive partnerships of our local schools. Highly effective teaching and learning, mentoring and transition, programs open up a world of opportunities for students.

# 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.

In the domain of **Learning**, our efforts have been primarily focused on the elements of Learning Culture and Assessment and Reporting.

Emphasis has been placed on the importance of high levels of parental involvement in the school, to ensure that positive relationships based on trust and mutual respect are established, enhancing student engagement. We focused on providing parents and caregivers numerous and varied opportunities to be involved in the school community. As a result of initiatives such as the "Boys , Blokes and Books" campout and 3 way conferencing, we have been successful in increasing parent/carer participation in student learning. There is a higher level of school wide collective responsibility for learning and success, as a result.

Students with high learning needs were identified early by the student wellbeing and learning support team, who plan targeted interventions for these students. In 2016, learning and support funding was also used to target the needs of students who needed a small amount of support to move them forward on the literacy and numeracy continuums.

In the element of Assessment and Reporting, the focus has been on the development of consistent assessment practices across the stages. The assessment schedule was updated to ensure consistency of data collection for all students. Naplan data was analysed to determine school weaknesses, which were then targeted in learning and support. In 2016, students set personal learning goals for the first time. They reflected on their progress towards and achievement of these goals, which informed the development of future goals.

In the domain of **Teaching**, our focus areas have been; collaborative practice, learning and development and data skills and use. Opportunities have been provided for teachers to spend time with colleagues to plan and develop assessments as a team in each stage. A higher level of collaboration is taking place to ensure consistency of teaching and assessment. Teachers provide and receive planned, constructive feedback to improve teaching practice. Changes in teacher practice have been evident during 2016.. Teachers have improved in their ability to use and understand data to inform future teaching. Significant improvement has been made in the consistency and quality of teacher feedback provided to students. Teachers have been actively engaged in professional learning to improve their performance. They reflect on their teaching and adjust their teaching to ensure student learning needs are met.

In the domain of **Leading**, our focus in 2016 has been to progress leadership and improve management practices and processes. The school has a strong commitment to the development of leadership skills for staff and is committed to the development of capacity building. Two teachers had opportunities to relieve in higher positions during the year. Other teachers took on additional roles and responsibilities, based on their professional expertise, leading teams and school based initiatives. The leadership team makes strategic and deliberate use of its partnerships with external agencies to improve student wellbeing and learning. Management practices and processes have been responsive to school and community feedback, resulting in several initiatives being put in place in 2016. Communication with the school community was significantly improved with the introduction of the Schoolstream app. This app provides timely information to parents and carers in an easily accessible, contemporary format. The implementation of Sentral has significantly enhanced school communication and provided a central point for the collection of student information, as well as streamlining administration tasks.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Create a high performing and dynamic school.

### Purpose

**To ensure high quality education programs, personalised learning and innovative practice, with literacy, numeracy and ICT as the foundation.**

### Overall summary of progress

A focus on consistent assessment, a revamped learning and support team, effective use of data and the development of personalised learning goals, has enabled the school to progress towards the achievement of Strategic Direction 1. Teachers worked with colleagues to develop consistency in assessment of learning, through the development of common assessment tasks across stages. These tasks informed teacher judgment when plotting students on the literacy and numeracy continuums and reporting A–E.

The student wellbeing and learning and support team refined the mandatory school assessment tasks to be completed at points during the year, in order to improve data collection to inform future learning. The student wellbeing and learning support team met fortnightly under a new structure, as recommend in the learning and support team review in 2015. The student wellbeing and learning support team processes have been enhanced to ensure early identification of students and provide robust, focused support to students.

The majority of the How2Learn modules were completed by all teachers and some support staff, with the remaining few modules to be completed early in 2017. The module on effective feedback was particularly relevant to teachers and they now have a clear understanding of what effective feedback looks like and sounds like and which types of feedback have the highest impact on student learning. All teachers have improved in the consistency and quality of feedback they are providing to students and the frequency of feedback has increased.

100% of students have set personalised learning goals throughout the year. Primary students have successfully used the literacy and numeracy continuums to reflect on their achievements and make decisions on future learning goals and where to focus their attention. As a result, most students are more engaged in their learning, as they have a clearer understanding of how they can improve.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Progress achieved this year   | Funds Expended (Resources) |
|---|---|----------------------------|
| 100% staff use pre-tests to ascertain prior student knowledge FOR learning in literacy, numeracy and ICT, leading to targeted, specific, innovative practice      | 100% of staff use pre-tests to determine prior knowledge in literacy and numeracy. SMART goals have been implemented to address students who need support in targeted areas. Pre-tests for ICT are practical in nature and completed by the majority of staff.  | \$0                        |
| 100% of staff use consistent assessment practices to achieve the accurate collection of data for reporting and to direct future learning via feedback to students | 100% of teachers engaged in professional learning with their stage partner to develop consistent assessments to inform A–E reporting and accurate plotting of students on the continuums.   | \$2400 Isolation funding   |
| 100% staff complete all H2L professional learning modules and implement in classrooms to assist all students to complete learning goals                           | Following the completion of most of the How2Learn modules in 2016, teachers have a clear understanding of what effective feedback looks like and sounds like and which types of feedback have the highest impact on student learning. All teachers have improved in the consistency and quality of feedback they are giving to students and the frequency of feedback has increased. Further work can be done on this in 2017. 100% of students have set personalised learning goals throughout the year. Primary students have successfully used the literacy and numeracy continuums to reflect on their achievements and make decisions on future learning goals and where to focus their attention. | \$0                        |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year  | Funds Expended<br>(Resources) |
|--|--|-------------------------------|
| 100% staff complete all H2L professional learning modules and implement tin classrooms to assist all students to complete learning goals | As a result, most students are more engaged in their learning as they have clearer understanding of how they can improve | \$0                           |

## Next Steps

- In 2017, we need to continue to build on and improve consistency of assessment and valid teacher judgement across the school. An invitation will be extended to an L3 trainer to conduct a professional learning session for teachers targeting valid teacher judgement of writing, to inform the accurate plotting of students on the continuum and reporting A–E.
- Literacy and numeracy continuum data will be shared with parents and caregivers at 3 way conferencing mid year.
- A data team will be established and led by an Assistant Principal to collect and analyse relevant data, to show progress towards the improvement measures in the school plan. The data team will also be responsible for sharing data with the wider staff.
- We will continue to develop improved student wellbeing and learning and support team processes to target the needs of students.
- Further focus needs to take place on how each teachers use the ICT scope and continuum to determine teaching and learning activities.

## Strategic Direction 2

To enhance quality leadership and professional learning practices.

### Purpose

**Implement and embed explicit, targeted professional leadership to build capacity and create a culture of continuous professional growth. To ensure student learning is based on quality educational delivery and consistent, shared, professional practices.**

### Overall summary of progress

Our ongoing school wide focus on quality professional learning for staff and leadership opportunities for staff and students, enhanced progress towards the achievement of Strategic Direction 2..

Staff valued having increased opportunities to engage in quality professional learning organised beyond the school, as well as school based learning. Several groups of teachers and support staff participated in "Bridges out of poverty training" and "Trauma based practices." This gave them a deeper understanding of the impact of poverty on student learning and behaviour. Several teachers engaged in an intensive Language, Literacy and Learning training and a new teacher completed her initial year of training in Reading Recovery. Several staff members attended professional learning on new curriculums, as well as online courses. All teaching staff completed mandatory training and professional learning plans, which identified one school, system and personal goal for the year. These goals were implemented, monitored and the majority were achieved. Two members of the teaching staff were able to relieve in a higher position as Assistant Principal, which provided opportunities for enhanced leadership.

Students were given the opportunity to hone their leadership skills through participation in leadership training. The four school captains attended the Young Leader's Conference in Sydney and Year 6 participated in GRIP student leadership training in Wagga.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Progress achieved this year  | Funds Expended (Resources) |
|---|--|----------------------------|
| A school culture is created which is professionally supportive, proactive and strengthens teacher capacity to improve student learning outcomes. 100%of staff indicates via survey their satisfaction with TPL as high. | 83% of teaching staff indicated via a professional learning survey that they were almost always satisfied with school based professional learning undertaken in 2016. 67% of respondents indicated they were almost always satisfied with professional learning provided by the DoE. 100% of SLSO staff reported that their satisfaction rate was high with professional learning attended both at school and those provided by the DoE. Staff indicated the additional RAM funding had increased their opportunities to engage in professional learning and to learn from colleagues. There is a need for more time for collegial planning, classroom observation and opportunities to share information to the wider staff, when returning from courses. | \$23664                    |

### Next Steps

- More time needs to be allocated in staff meetings to provide opportunities for staff to learn from each other. The staff meeting schedule needs to provide increased time for staff to share what they have learnt at professional learning courses, as well as providing time for stage partners to work collaboratively on valid teacher judgement of student work.

## Strategic Direction 3

To promote a positive, inclusive school culture.

### Purpose

**To strengthen positive, compassionate and trusting relationships to support an inclusive school culture which is flexible and dynamic.**

### Overall summary of progress

All teachers engaged in professional learning to enhance their ability to manage difficult conversations with parents and carers and increased their awareness of their own communication styles. Overall, staff at the school have respectful, positive relationships with members of the school community.

The Family/School Team was abandoned due to conflicting roles with the P and C association. Other avenues for increasing parental involvement were implemented, such as; Dad's day in the classroom and Snack Shack and a "Boys, Blokes and Books" camp out in the library, as well as Science night. Kinder 2017 parents and carers were invited to attend a "Meet and greet" evening, to provide an opportunity for them to get to know each other prior to their children starting school.

The school has advanced in developing a shared responsibility for learning through increased professional learning and mentoring for learning support officers and opportunities for parents and carers to be involved in curriculum talks and student led conferencing. Three parent information talks were conducted, including; anxiety in children, cyber-safety and the teaching of mathematics.

The student wellbeing policy was updated and additional activities were provided at lunch time to engage students in positive, meaningful interaction with their peers.

The Tell Them From Me survey was conducted for students in Years 4–6. Feedback from students revealed a high percentage of them were disengaged in current homework tasks.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year   | Funds Expended (Resources) |
|--|---|----------------------------|
| Positive, pro-active, respectful discussions held between staff, parents and carers, to promote student well-being and learning, as reflected by 80% satisfaction rate on student and parent wellbeing surveys and 90% attendance at 3 way conferencing. | 100% of teaching staff reported that they felt more skilled to manage difficult conversations with parents and carers, as a result of the session addressing conflict with parents and carers on a school development day. Teaching and non teaching staff agreed that the Bridges Out Of Poverty training had developed a shift in perspective and greater empathy for low socio-economic families, resulting in less judgment and more positive interactions. Staff attended the positive school conference in Sydney, resulting in a new lunch time initiative. A student and parent/carer wellbeing survey revealed that 89% of students and families were satisfied with communication at the school. 94% of parents and carers attended 3 way conferences mid year. PBL was not adopted for 2016, due to the high level requirements of the How2Learn training. However, many changes were made to the student wellbeing policy to update the school rules and provide additional support for students with challenging behaviour. There were additional opportunities for fathers to be involved in academic and extra-curricular activities in 2016. The Tell Them From Me survey revealed that only 49% of students demonstrated positive homework behaviours, with 89% of girls and 95% of boys participating enthusiastically in school sport. | \$2350                     |

### Next Steps

- Continue to provide innovative ways for parents and caregivers to be actively involved in the school.
- Implement changes to the homework policy as a result of the Tell Them From Me survey and parent/carer, student and teacher surveys.
- Complete the TTFM survey for students and parents/carers in 2017.
- Participate in anti-bullying day.

| Key Initiatives                                     | Impact achieved this year  | Resources (annual)  |
|---|--|---|
| <b>Aboriginal background loading</b>                | The support provided through SLSO support for learning and financial support has enabled our Aboriginal students to access the curriculum to an increased level and enhanced their participation in school life.   | \$6281  |
| <b>Low level adjustment for disability</b>          | Minilit testing at the completion of the program revealed that students had made satisfactory progress and significant gains in developing knowledge about how sounds work. Students demonstrated increased awareness of what to try when they were stuck. On and off testing was also expanded to include additional tests to give a comprehensive indicator of growth.     | \$21058<br>• Low level adjustment for disability (\$3 857.00)         |
| <b>Quality Teaching, Successful Students (QTSS)</b> | Teachers benefitted from the allocation of time to learn from their colleagues. Some of the focus areas included writing units of work for cross stage classes, the teaching of handwriting in Kindergarten and behaviour management strategies.   | \$9182<br>• Quality Teaching, Successful Students (QTSS) (\$1 150.00) |
| <b>Socio-economic background</b>                    | Funds were expended on "Reading eggs" an electronic literacy program for Stage 1 classes and books for learning and support and L3. Subsidies were made for students to attend overnight excursions, performances, a cultural infusion day and to implement a social skills program  | \$45242<br>• Socio-economic background (\$13 672.00)                  |
| <b>Support for beginning teachers</b>               | One beginning teacher benefitted from additional release time off class each week to plan learning activities and observe other teachers teach. A mentoring program developed to up skill the beginning teacher in her learning, where she was guided by a more experienced teacher. Not all funds were expended due to the teacher taking maternity leave in terms 3 and 4. | \$4679  |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 112        | 119  | 141  | 146  |
| Girls    | 109        | 104  | 113  | 115  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95.3 | 96.1 | 93.5 | 92.5 |
| 1         | 95.4 | 93.2 | 95.4 | 92.9 |
| 2         | 96.4 | 94.4 | 93.4 | 95.2 |
| 3         | 94.2 | 95.4 | 95.1 | 92.3 |
| 4         | 94.7 | 97.4 | 94.9 | 92.9 |
| 5         | 95.4 | 94.9 | 94.6 | 94.1 |
| 6         | 96.5 | 94.5 | 92.4 | 94.3 |
| All Years | 95.4 | 95   | 94   | 93.4 |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95   | 95.2 | 94.4 | 94.4 |
| 1         | 94.5 | 94.7 | 93.8 | 93.9 |
| 2         | 94.7 | 94.9 | 94   | 94.1 |
| 3         | 94.8 | 95   | 94.1 | 94.2 |
| 4         | 94.7 | 94.9 | 94   | 93.9 |
| 5         | 94.5 | 94.8 | 94   | 93.9 |
| 6         | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94   | 94   |

## Class sizes

| Class      | Total |
|------------|-------|
| K CANADA   | 20    |
| K P-RICO   | 20    |
| 1 AUST.    | 23    |
| 1 HAITI    | 22    |
| 2/3 GREECE | 24    |
| 2 JAMAICA  | 24    |
| 3 SWEDEN   | 27    |
| 4/5 WALES  | 23    |
| 4 FIJI     | 27    |
| 5/6 FRANCE | 26    |
| 5/6 BRAZIL | 26    |

## Workforce information

### Workforce composition

| Position                              | FTE* |
|---------------------------------------|------|
| Principal                             | 1    |
| Assistant Principal(s)                | 3    |
| Classroom Teacher(s)                  | 7.82 |
| Teacher of Reading Recovery           | 0.5  |
| Learning and Support Teacher(s)       | 0.8  |
| Teacher Librarian                     | 0.6  |
| School Administration & Support Staff | 2.46 |
| Other Positions                       | 0.09 |

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             |            |

### Professional learning and teacher accreditation

Two teachers, Mrs Dee New and Mr Paul New gained accreditation at professional competence with the N.S.W. Institute of Teachers.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 1st December, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income                         | \$               |
|--------------------------------|------------------|
| <b>Balance brought forward</b> | <b>85 478.00</b> |
| Global funds                   | 251 008.00       |
| Tied funds                     | 231 139.00       |
| School & community sources     | 60 929.00        |
| Interest                       | 2 484.00         |
| Trust receipts                 | 10 615.00        |
| Canteen                        | 0.00             |
| Total income                   | 0.00             |
| <b>Expenditure</b>             |                  |
| Teaching & learning            |                  |
| Key learning areas             | 15 724.00        |
| Excursions                     | 38 077.00        |
| Extracurricular dissections    | 29 469.00        |
| Library                        | 5 424.00         |
| Training & development         | 9 959.00         |
| Tied funds                     | 237 868.00       |
| Short term relief              | 69 455.00        |
| Administration & office        | 91 980.00        |
| School-operated canteen        | 0.00             |
| Utilities                      | 39 284.00        |
| Maintenance                    | 9 674.00         |
| Trust accounts                 | 10 615.00        |
| Capital programs               | 0.00             |
| Total expenditure              | 0.00             |
| <b>Balance carried forward</b> | <b>0.00</b>      |

## School performance

### School-based assessment

#### Reading Recovery Annual School Report 2016

This year a new teacher was trained in Reading Recovery. Eleven Year One students entered the Reading Recovery program during 2016.

Seven students were successfully discontinued at or above year level average.

One student transferred to another school.

Three students were referred to ongoing Learning and Support, two for processing, one for lack of attendance. One of these students identified as ATSI

Two students received MiniLit either before or after the Reading Recovery program. Both of these students were successfully discontinued from Reading Recovery.

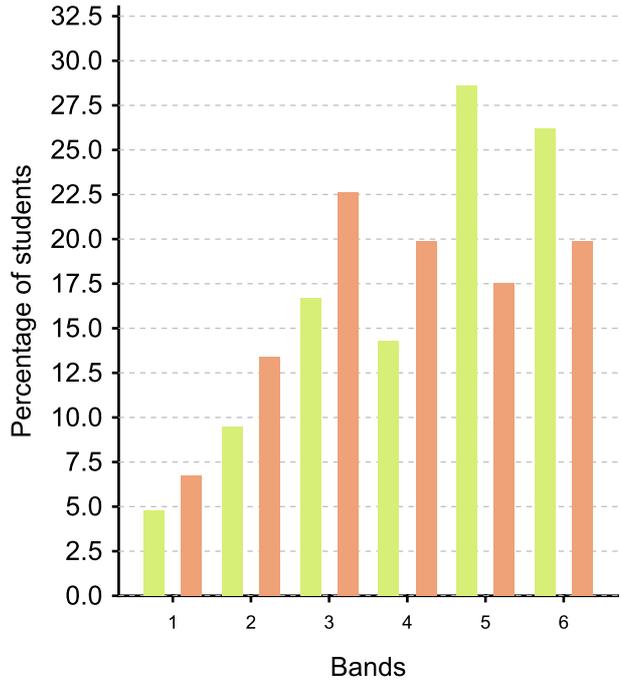
Temora Public School has made a decision that the Reading Recovery Program will be offered again in 2017

•

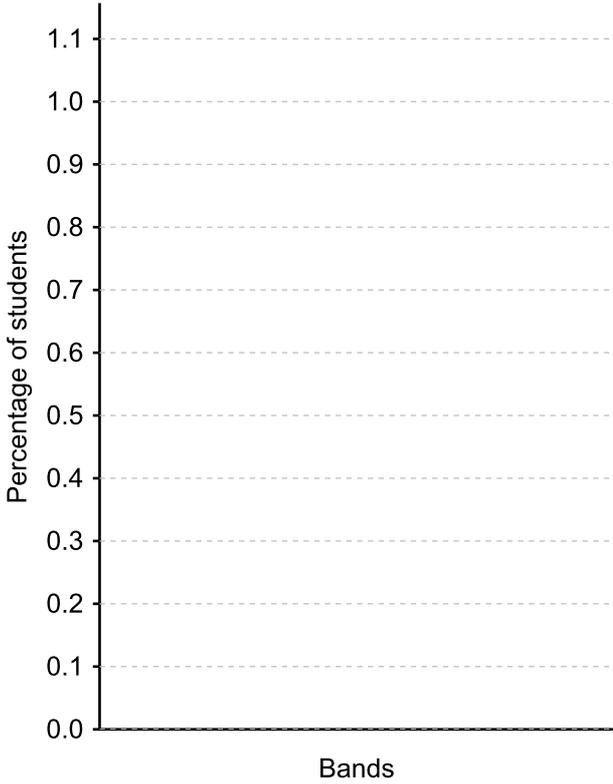
**NAPLAN**

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.

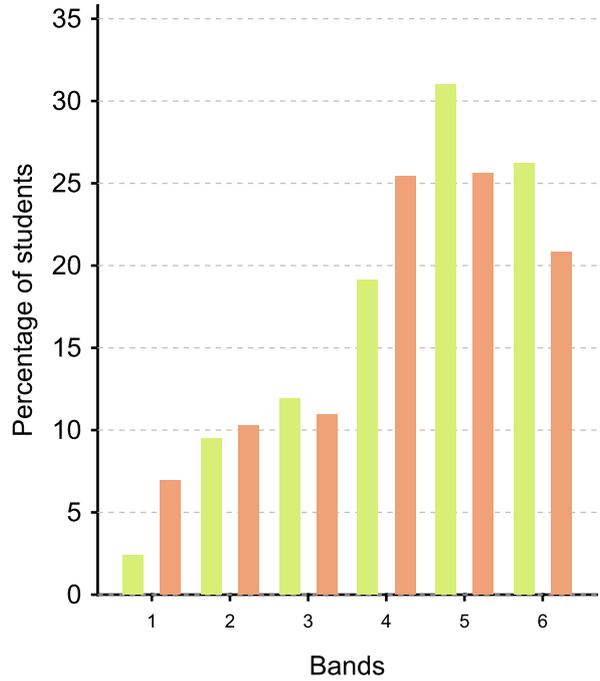
**Percentage in bands:**  
Year 3 Reading



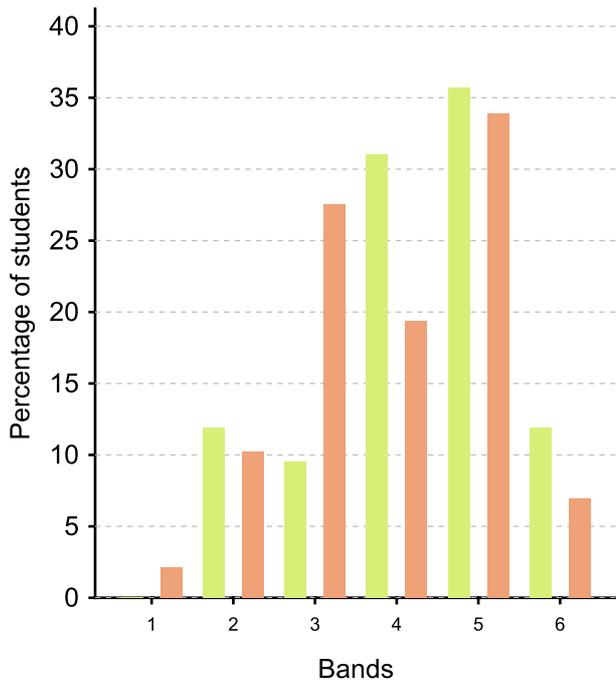
**Percentage in bands:**  
Year 3 Grammar & Punctuation



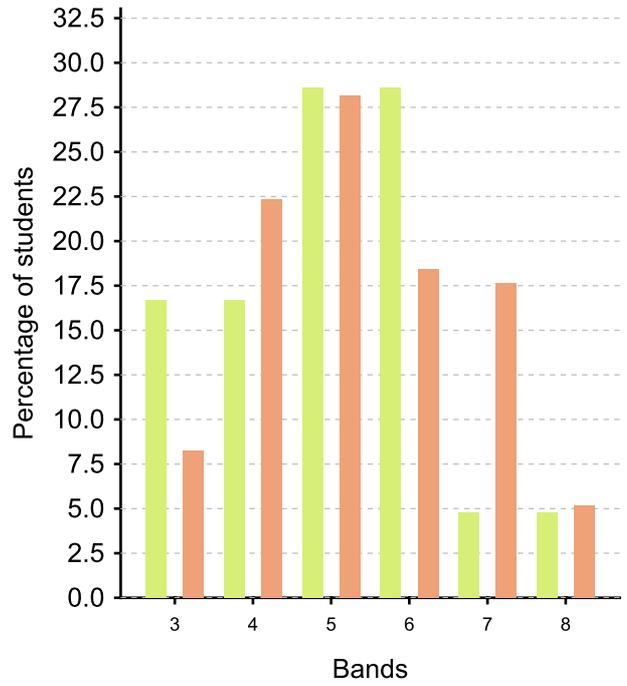
**Percentage in bands:**  
Year 3 Spelling



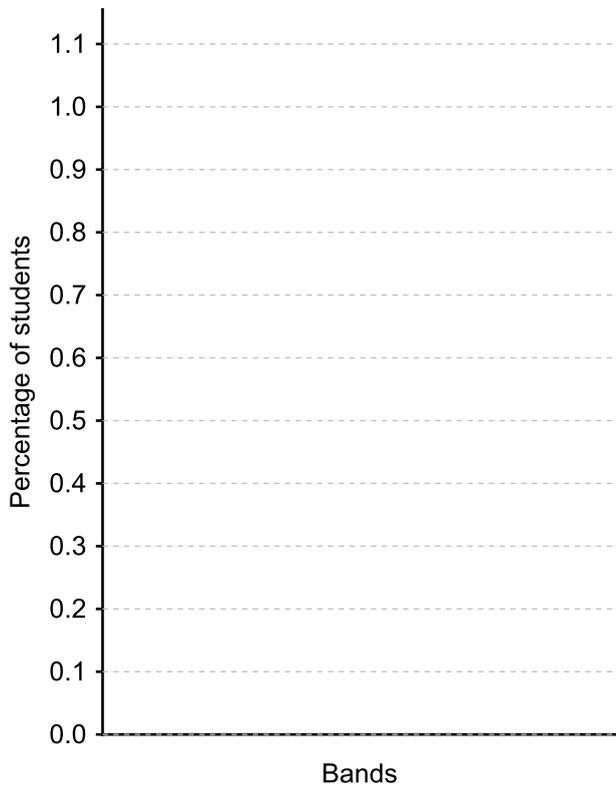
**Percentage in bands:**  
Year 3 Writing



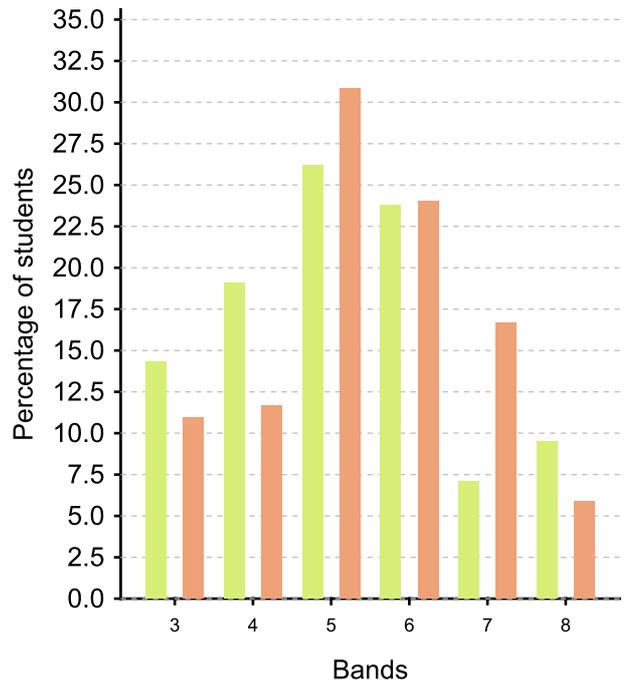
**Percentage in bands:**  
Year 5 Reading



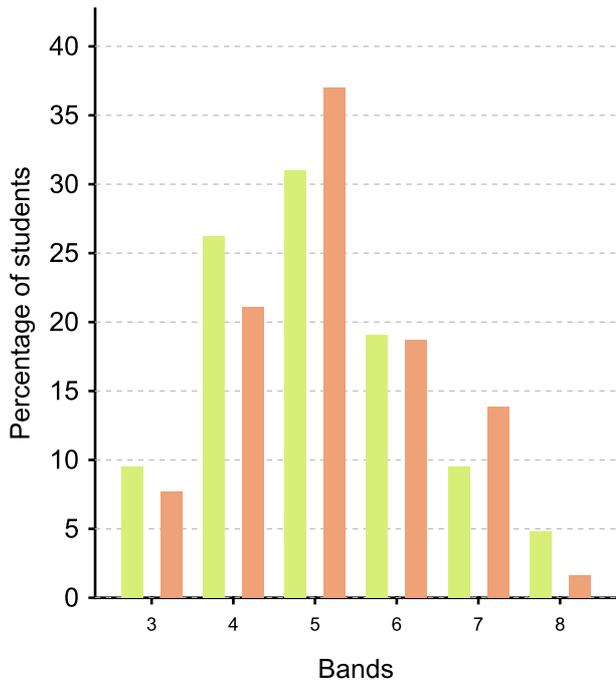
**Percentage in bands:**  
Year 5 Grammar & Punctuation



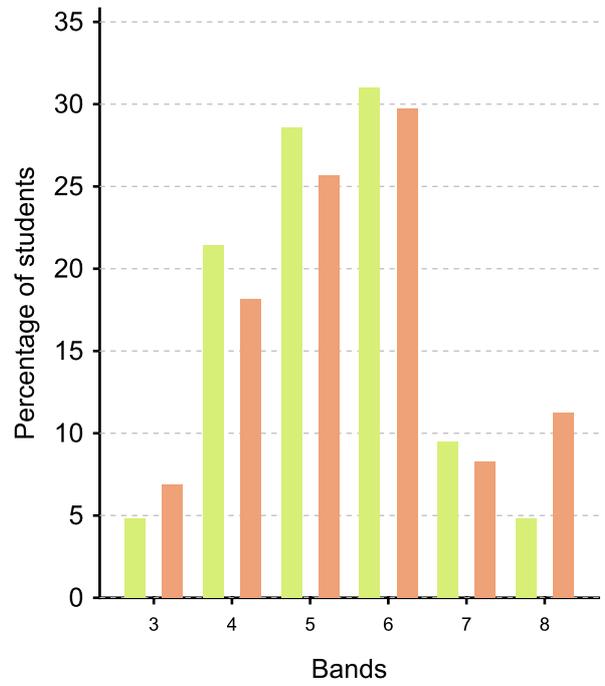
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing

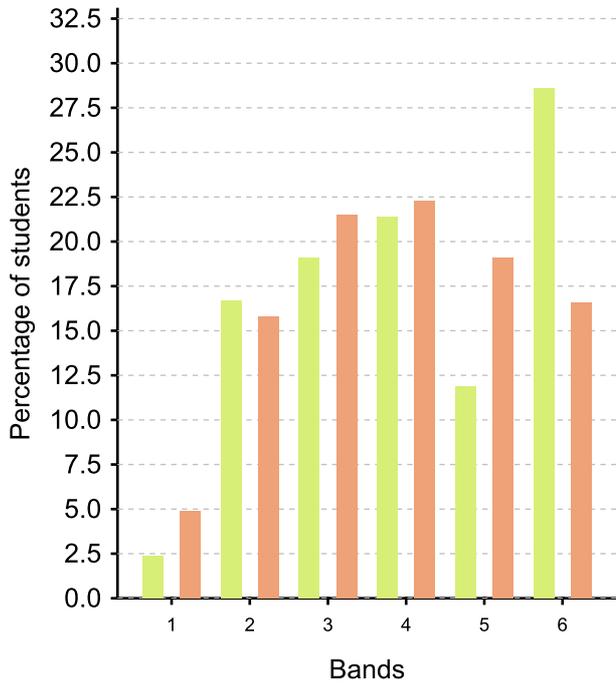


**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

**Percentage in bands:**  
Year 3 Numeracy



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents/carers, students and teachers about the school. Their responses are presented below:

### Students:

The Tell Them From Me survey was conducted with students from Years 4 to 6. Some of the results are listed below.

- 90% of students at Temora Public School believe they receive quality instruction from their teachers
- 89% of girls are actively engaged in school sport, compared to the state norm of 84%. 95% of boys in Years 4 to 6 at Temora Public School are active participants in sport, compared to the state norm of 84%
- 79% of girls and 27% of boys had positive homework behaviours. This result is a mandate for change to the homework policy in 2017.
- The results of the 2015 Australian Early Development Index revealed that 10% of students entering Kindergarten were developmentally vulnerable in the physical health and wellbeing domain and 5% were developmentally vulnerable in the domain of social competence.

### Parents and carers

- The overwhelming majority of parents and carers revealed via survey that they found the 3 way conferences informative and appreciated the opportunity to have a shared understanding of their child's progress with all stakeholders present.
- 37% of parents and carers in the school population completed a survey about homework. 68% of those parents and carers agreed that students work hard enough at school and should pursue non-academic activities at home.
- However, 64.7% of parents and carers believed daily reading should be set as a homework task, with 72.7% believing a combination of literacy and numeracy tasks would be suitable and 53.5% believing optional research tasks would be best.

### Staff:

- 100% of staff revealed in a survey on professional learning, that they would benefit from more time with their colleagues to share what they have learnt at professional learning courses and to learn from others. Changes will be made to the staff meeting schedule in 2017 to address this need.

## Policy requirements

### Aboriginal education

Temora Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait islander students, so that they develop in every aspect of their education. In 2016, twelve students identified as Aboriginal or Torres Strait Islander, representing five percent of the student population.

Temora Public School promotes respect for the unique and ancient cultures of Aboriginal and Torres Strait islander people in the following ways:

- Acknowledging the traditional custodians of the land in assemblies and displaying the Aboriginal flag at special school functions.
- Integrating Aboriginal perspectives across all Key Learning Areas, so students can develop deep knowledge and understanding about Australia's first peoples.
- In 2016, a multi-cultural day was held featuring Indigenous performers and storytellers, who entertained and educated students with their knowledge of Aboriginal culture.
- Aboriginal students in 4/5 Wales, researched, designed and planted an Indigenous garden in front of their classroom.

### Multicultural and anti-racism education

In 2016, the school sought to expand students' understanding of multiculturalism in Australian society. A cultural infusion day was held to expose students to the traditions, music and dance of a variety of cultures. Students participated positively in workshops conducted by performers, who demonstrated their talents in Aboriginal, Mexican and Chinese storytelling, music and dance. The Chinese dragon dancers proved very popular on the day. Students also participated in a "Kids on congas" drumming day, where they were each given the opportunity to play a conga drum and perform as a group. In the conservative community of Temora, it is important that our students are provided with opportunities to develop an appreciation of other cultures, so that they are prepared to take their place as adults in multi-cultural Australia.