

Tempe Public School Annual Report



2016



3948

Introduction

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

Kylie Webber

Principal

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Message from the Principal

It has been my pleasure to assume stewardship of Tempe Public School again in 2016. The students work hard to meet the high expectations of the teachers and the community supports the endeavours of the teachers. What more could we ask for?

Our core business at Tempe Public School is improving students' educational outcomes. We work hard to ensure we provide opportunities to develop the whole child in intellectual quality, in their social and emotional wellbeing and in their creativity and physical development. Our students benefit from the expertise of teachers who throughout the year continue to be involved in professional learning and collaborative planning.

Our community too have high aspirations for their children and a desire to see them succeed both now and into the future. Our community work tirelessly to ensure every opportunity is afforded our students to reach their learning potential. I am proud to work arm in arm with such a hardworking and dedicated parent body.

2016 has seen Tempe implement Positive Behaviour for Learning, an evidence-based whole school process to improve learning outcomes for students. Our PBL committee has worked hard to ensure consistent expectations and language around behaviour and this is having a very positive effect on the ethos of the school as a whole. We will continue on this journey in 2017.

Tempe Public School is a fantastic school where great things happen and I look forward to continuing on my journey with staff, students and community in 2017.

School background

School vision statement

At Tempe Public School we provide a safe, supportive and inclusive learning environment where students access a comprehensive curriculum. We set high expectations for learning so that all students can reach their academic potential and become responsible citizens and confident lifelong learners.

School context

Tempe Public School is an inner city school, with student enrolment numbers growing to 292 in recent years. In 2015, 47 % of students are from English as an Additional Language Dialect (EALD) backgrounds.

Tempe Public School celebrates and values diversity and draws from the many strengths of a culturally diverse community.

Our school offers a quality education in a caring, inclusive environment, that promotes fairness and respectful relationships where students feel safe and happy.

Tempe Public School is the hub of the community we serve with committed teachers setting challenging learning programs for all students through comprehensive differentiated curriculum. This philosophy is reflected in the provision of quality programs for every student.

A strong culture of community support exists at Tempe Public School, where all facets of the wider school community are integral to the school's ability to continue to access, develop and maintain quality 21st century student learning experiences for all 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.

During 2016, the executive of Tempe Public School used the School Excellence Framework as a tool to inform, monitor and evaluate our validating journey . Time was allocated throughout Term Four for the school executive to thoroughly examine the school plan and it's implications as well as to track this against the elements of the School Excellence Framework. We as school leaders, reflected on the progress being made across the school and to evaluated programs against the framework.

LEARNING

In the domain of teaching, Tempe's focus has been on Curriculum and Learning, and Wellbeing. As a school we continue to refine our planning and programming to reflect quality teaching and professional practice with a focus on pedagogy and differentiation. Students with varying learning needs are identified and specific learning support implemented to ensure consistent student growth against their own learning goals. Tempe Public School has begun it's journey to become a Positive Behaviour for Learning School. This has resulted in a cultural shift for staff, students and parents whereby expectations of behaviour are explicitly taught to students to ensure consistent expectations and modes of behaviour across the school.

The staffs curriculum provision meets the expectations of both the students and our school community. We analyse internal and external assessment data to monitor, track and report on students as well as school performance.

TEACHING

In the domain of teaching the emphasis has been on effective classroom practice, collaboration, differentiation and the use of the assessment to guide teaching and learning programs. Teachers have been provided with the opportunity to plan, teach and evaluate in stage teams. We have continued to focus on the use of technology for learning, the importance of data to drive performance, flexible learning spaces and inquiry– based pedagogies including STEM. These practices all put student growth at the forefront of our planning, implementation and assessment, both of the individual and the collective.

LEADING

In the domain of leading, our focus has been on leadership and resources. We have developed a strong commitment to the Newtown Network of Schools, providing opportunity for school executive to take up project leadership opportunities as well as affording aspirational teachers the possibility to take on leadership roles within and beyond the network. The Tempe leadership team has been instrumental in the successful implementation of our school initiatives, as well as building the capabilities of our staff to create a dynamic school learning culture. We also understand that creative and innovative ways of using resources can help maximise student learning potential. We have begun to use our teaching and learning spaces in a flexible and fluid way to maximise learning opportunities.

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

Building Staff Capacity

Purpose

To ensure all staff consistently implement high standards and shared educational practices that support student learning.

Our teachers will build their leadership capacity, demonstrate curriculum innovation and differentiation and develop quality teaching practices, such as feedback and reflection that inspire learning and cater for student needs.

Our teachers will value their students, have high expectations and actively work with students to support achievements in learning and develop skills and or talents

Overall summary of progress

Quality Teaching Lesson Study has continued in 2016 with expansion across the Newtown Network of Schools for interested teachers.

Consistent teacher judgement has again been a focus, not just at a local level, but through the Newtown Network of Schools.

Regular collection and analysis of PLAN data is now mandatory for teachers. Through team meetings student progress is monitored and programs adapted accordingly. Learning support is now also being allocated using PLAN data analysis and other quantitative measures.

Writing has been a school focus in 2016 to improve student outcomes in aspects of writing. A significant proportion of the school Professional Learning budget was earmarked for the explicit teaching of writing. Writing was a whole school Professional Development goal for all teachers in 2016 as part of their Professional Development Plan (PDP).

Big picture global educational reforms and innovations have been introduced through combined staff development days. Teachers are now looking at flexible learning spaces, project– based and inquiry based learning as well as interdisciplinary and integrated approaches to teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the number of Year 2 to Year 6 students at/above expectation in Reading Texts & Comprehension (PLAN) (2015 Baseline) Increase the % of Year 2 to Year 6 students at/above expectation in Aspects of Writing & Comprehension (PLAN).	Not all students achieving expected outcomes based on individual learning programs. Learning and support teacher to work with targeted teachers in 2017 to develop achievable and measurable student goals	\$20,000 to support additional learning and support teacher one day a week. \$20,000 to employ teacher to run enrichment program for students showing gifts and or talents.
Increase the % of Year 5 students achieving expected growth in Numeracy from 52 to 65% (SMART).	SMART data analysis shows we have attained this target.	Targeted numeracy streaming across stages to ensure student needs were being met.
100% staff participation in formal observations of teaching practices and opportunities for constructive feedback.	Effective feedback for teachers well underway but student feedback is going to be a focus for 2017. Teachers require some professional learning around effective feedback.	\$10,000 for cross school visits and to release teachers for QTLS
100% programs to evidence PLAN data to inform planning and programming.	Strategies and plans were developed and trialled to collect consistent and reliable data to ensure student performance and inform teaching practices.	Staff given library time to ensure regular input of PLAN data.

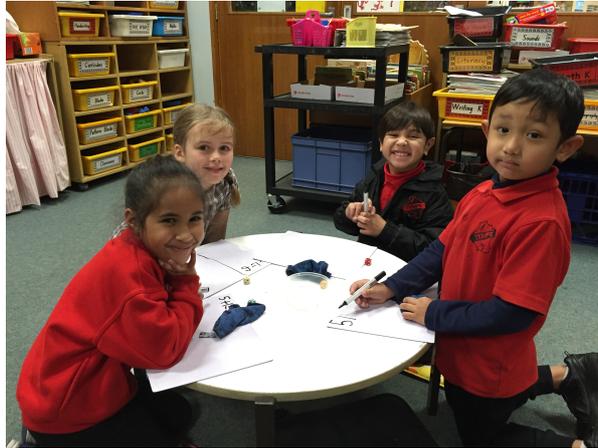
Next Steps

In 2017 using PLAN and NAPLAN data and 'bump up' strategies for middle cohort students to move beyond expected growth in Literacy and Numeracy.

The use of learning goals evidenced in classrooms.

To continue to improve the use of ICT and mobile technologies at Tempe Public School.

To continue to improve monitoring of student progress towards achievement of outcomes in writing.



Strategic Direction 2

Creating successful learners and informed, responsible global citizen

Purpose

To engage all students with relevant curriculum that enables them to reach their full potential and where students are active participants in their own learning.

To provide students with rich and innovative learning opportunities to develop deeper thinking skills.

To develop skills through collaborative learning opportunities.

To encourage students to build positive relationships and actively contribute both inside and outside school.

Overall summary of progress

Tempe Public School has started the journey towards becoming a Positive Behaviours for Learning School in 2016. The PBL committee has worked tirelessly to develop, in consultation with the staff, students and community our PBL matrix, and lessons that teach the explicitly teach expectations. As a result there has been a significant reduction in serious behaviour incidents and suspensions at Tempe Public School. Professional reading, as well as parent education notifications through the school newsletter, has resulted in greater resilience in our students and a willingness to take responsibility for their actions.

Our Creative and Performing Arts program culminated in the whole school production of 'A Night at the Theatre'. Each child was afforded the opportunity to perform on stage at the Seymour Centre. Many hours of design, innovation, and creativity were necessary to pull off such a high quality production.... not to mention the hours of practice involved by both staff and students. Many congratulatory emails were received from our community.

Our student executive learnt much about school governance and the potential of their own leadership journey through their involvement in the Newtown Network Student Leadership Project. These talented students instituted 'Waste-free Wednesday' at the school, in a bid to reduce waste generated by our student and teacher body. This project was recorded across the network and all the student leaders across the six network schools starred in a documentary about the project development and their individual journey.

A more focused undertaking around individual student learning goals is required in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reduction in serious behaviour incident registration, warning letters and suspension letters by 75% school wide as a result of PBL training and implementation.	All staff complying. PBL in the playground has been the focus for 2016. Using this program in classrooms will be our priority for 2017.	\$10,000 for implementation of PBL and signage.
A higher percentage of students who are independent and resilient.	Significant reduction in behaviour incidents being registered and positive behaviours evidenced in student interactions both in the playground and in areas determined in the matrix.	PBL implementation.
100% student leaders taking part in external projects such as the leadership project.	All student leaders took part in the project. 'Waste-free Wednesday' introduced through SRC throughout whole school	\$2500.00 for teacher release and transportation and catering .
A high percentage of students successfully setting achievable goals for learning.	This will continue to remain a focus in 2017.	

Progress towards achieving improvement measures

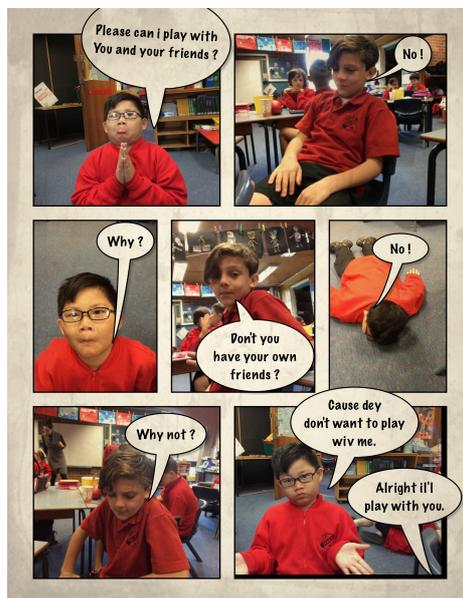
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Use of data from TTFM survey around engagement and student satisfaction.	Executive analysis of data and student engagement strategies instituted at a stage based level.	\$2000 for executive release.

Next Steps

In 2017 a strong focus will continue on Positive Behaviours for Learning. The PBL committee will continue to drive the explicit teaching of expectations.

Staff will be provided with professional learning opportunities that increase student engagement through innovative classroom practices and pedagogies.

Our professional learning calendar and plan to reflect needs of teachers as referenced in their Professional development Plans (PDPs).



Strategic Direction 3

Collaboration, innovation and leadership within and beyond the Newtown Network of Schools

Purpose

To build stronger, positive relationships as an educational community, empowering leadership and inspiring a culture of collaboration and innovation. Through collegial support, staff members develop self and others to strive for excellence.

Overall summary of progress

The Early Career Teacher Network provided support to over 35 ECT in the Network through workshops around classroom and behaviour management, time management, accreditation and assessment for learning. The teachers highly valued the opportunities to meet with colleagues at similar stages in their career and have indicated a wish to continue the network meetings in 2017. Some ECT continued their relationship with their 2015 appointed mentors.

The Curriculum and Learning project involved a shared SDD in Term 2 screening the documentary *Most Likely to Succeed* with design thinking workshops to follow. Schools were involved in follow up to think critically about student engagement and authentic connections for learning.

This year the schools trialled classroom visits across the network schools with a number of teachers having opportunities to share and observe practice in other contexts.

Stage based Professional Learning HUBs in Week 6 of Term 1, 2 and 3 were held around writing. The first session was a sharing session where teachers were asked to share a strategy or idea. In the next session the stages were asked to develop an assessment task for writing. Each teacher then went away to use the task to gather writing samples to be moderated. The writing samples were moderated using the continuum at the final meeting in Term 3. This professional learning was highly valued by the staff.

Senior students across the 5 schools were involved in a joint learning journey using Project Based Learning as the approach to develop relationships and a sense of shared purpose– the project focus this year was on sustainability and culminated in an introduction of a waste free Wednesday to be held across every school involved. Students were involved in pitching ideas to experts, reflecting on their own leadership and identifying the learning that had occurred as part of their involvement. The project resulted in a documentary film being made that was screened at the Dendy Newtown highlighting Project Based Learning and leadership skills development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Professional Learning plan for the Newtownm Network of schools in 2016–2017 based on 2015 evaluation data.	Tell Them from Me Survey undertaken with aggregated results across the network.	
Established targets for student engagement across the network for 2016/17 based on 2015 baseline measures for the Tell Them From Me Survey data which will be aggregated across the 5 schools.	Baseline targets set and network projects reflect data analysis. Need for writing TPL across Network established as goal for 2017.	
The majority of Early Career Teachers have engaged in processes outlined in SD3 for the Newtown Network by the end of term 3 2016 as documented in PDP's.	All early career teachers are engaged in the network and goals referenced through PDPs.	Beginning teacher funding ensures each Early Career Teacher has a mentor and time to undertake accreditation and professional learning requirements.

Next Steps

Network goal of improving narrative writing data through an action research project involving professional learning, access to experts, consistent data collection, collaborative planning and an ongoing data collection process.

- Continue to develop leadership capacity in Stage 3 students across the Network through a shared project approach which focuses on authentic real-world problems. Schools will collaborate with local community leaders to inform practice.
- The ECT project will continue across the six schools and will be responsive to the self-identified needs of the ECT to ensure professional learning provided is personalised, relevant and valued.
- Opportunities for teachers to visit other schools in the Network will continue to provide access to to ensure collegial discussions around pedagogy. The process will be refined to ensure there is consistency in understanding of the purpose of the visit, which is to develop the self as a teacher.



Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	Provision of ongoing support for students with additional needs who are not eligible for individual funding	Employment of additional SLSO \$35,000 additional LaST 0.2 \$20,000
Quality Teaching, Successful Students (QTSS)	All teachers feel they received the appropriate and targeted professional learning to ensure they reached their PDP goals.	\$23,000 for professional development, peer mentoring and quality teaching cross –school visits.
Socio–economic background	<p>Tempe Public School has decided to become a Positive Behaviour for Learning School and as such these funds have been held over to be expended on the training and implementation in 2016.</p> <p>Additional SLSO days were used to support students in classrooms.</p>	\$16,000 Positive Behaviour for Schools Implementation, additional school learning and support time, teacher release for planning and implementing individual learning plans and personalised learning plans.
Support for beginning teachers	All beginning teachers receive additional support and funding in their first three years of their permanent career. Support is offered through additional professional development, mentoring time with supervisor and additional release from face to face teaching.	\$16,000.00 spent on programs already mentioned, although one teachers beginning teacher money was put on hold due to her taking one year's leave.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	133	145	155	158
Girls	122	122	138	153

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	95.7	94.8	95.3
1	92.1	94.8	93.9	96.5
2	94.5	93.1	93.3	94.7
3	94.5	94.4	91.7	94
4	97.4	94.9	90.9	92.7
5	94.4	96.3	95.5	93.9
6	92.6	92.4	94	94.3
All Years	94.5	94.6	93.3	94.6
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.18
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	0.6
School Administration & Support Staff	2.82
Other Positions	3.11

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There are currently three staff of Aboriginal background currently working at Tempe Public School

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

The school received \$21,018 in Professional Learning Funds in 2016. The funds were spent in the following ways:

- Quality teaching rounds with a focus on literacy and numeracy
- Training and development on School Development Days including mandatory training such as Anaphylaxis and CPR
- Release for teachers to participate in professional development related to their PDP and the whole school plan areas of identified strategic direction.
- Releasing teachers to allow collaborative stage planning and program development.

The school also received \$15,932.20 to support our beginning teachers. Each teacher was provided with a school based mentor, an additional 2 hours release from face to face teaching per week (accumulated) to work on

producing resources, quality teaching and learning programs and their accreditation.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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

The information provided in the financial summary includes reporting to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	446 012.60
(2a) Appropriation	396 504.14
(2b) Sale of Goods and Services	7 251.90
(2c) Grants and Contributions	42 001.77
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	254.79
Expenses	-94 873.65
Recurrent Expenses	-94 652.21
(3a) Employee Related	-54 014.77
(3b) Operating Expenses	-40 637.44
Capital Expenses	-221.44
(3c) Employee Related	0.00
(3d) Operating Expenses	-221.44
SURPLUS / DEFICIT FOR THE YEAR	351 138.95
Balance Carried Forward	351 138.95

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 275 970.11
Base Per Capita	15 926.59
Base Location	0.00
Other Base	2 260 043.52
Equity Total	197 646.29
Equity Aboriginal	6 879.24
Equity Socio economic	14 097.69
Equity Language	85 960.74
Equity Disability	90 708.62
Targeted Total	45 030.00
Other Total	575 204.54
Grand Total	3 093 850.94

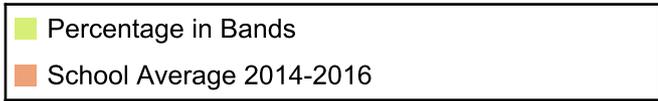
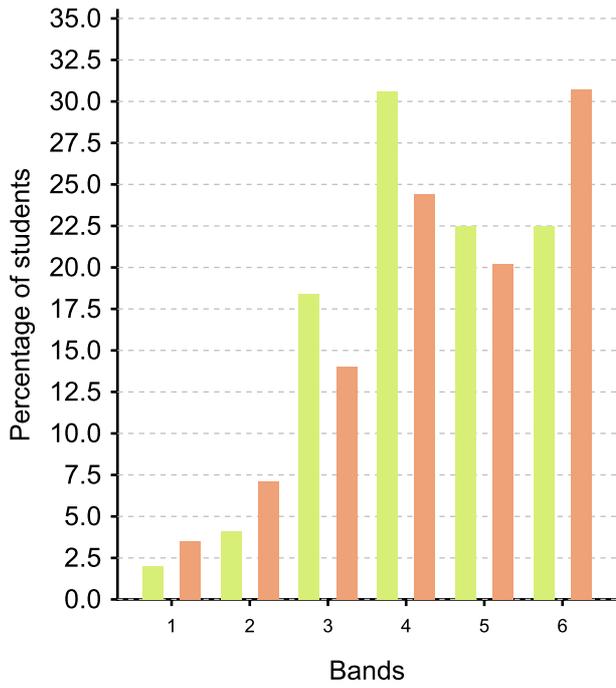
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

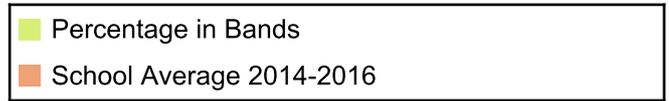
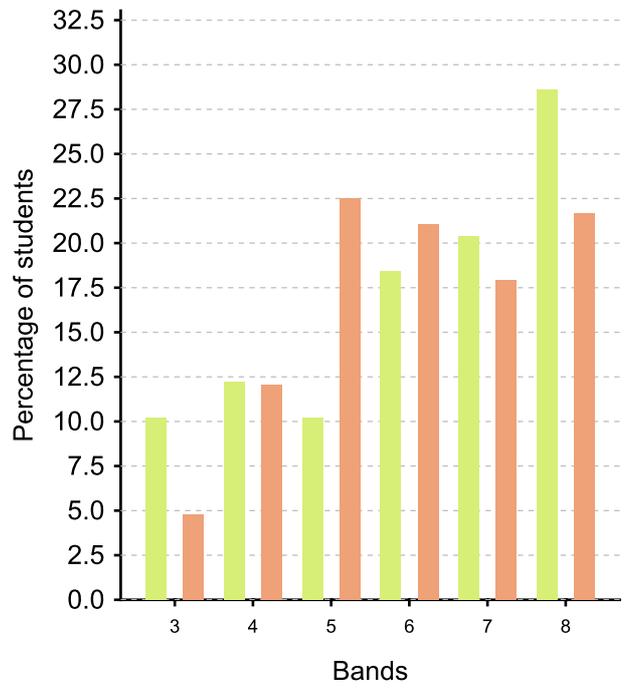
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

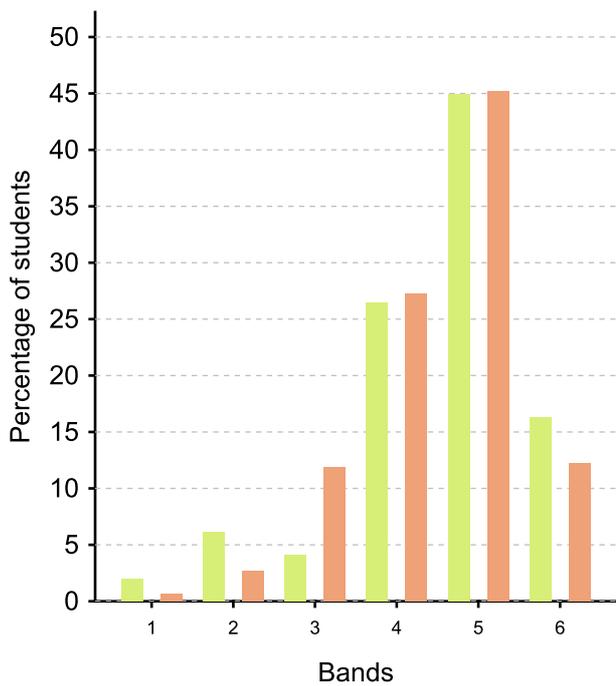
Percentage in bands:
Year 3 Reading



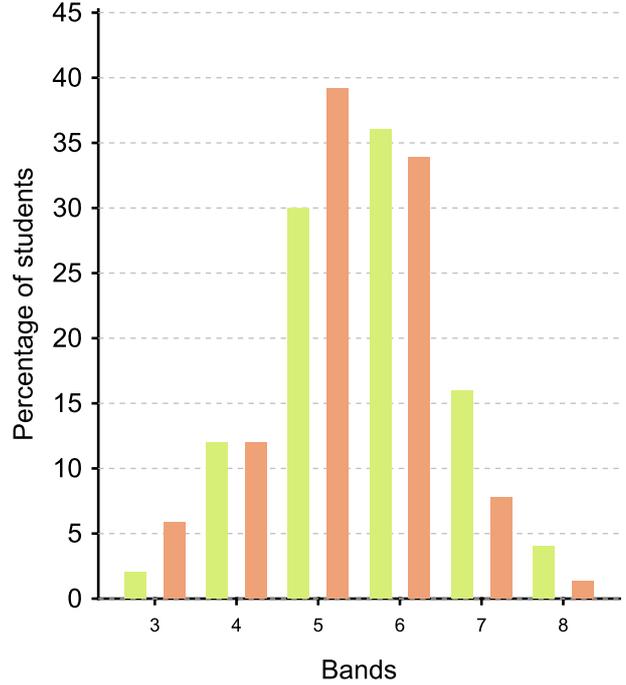
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Writing

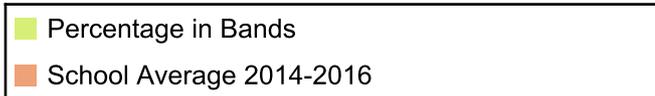
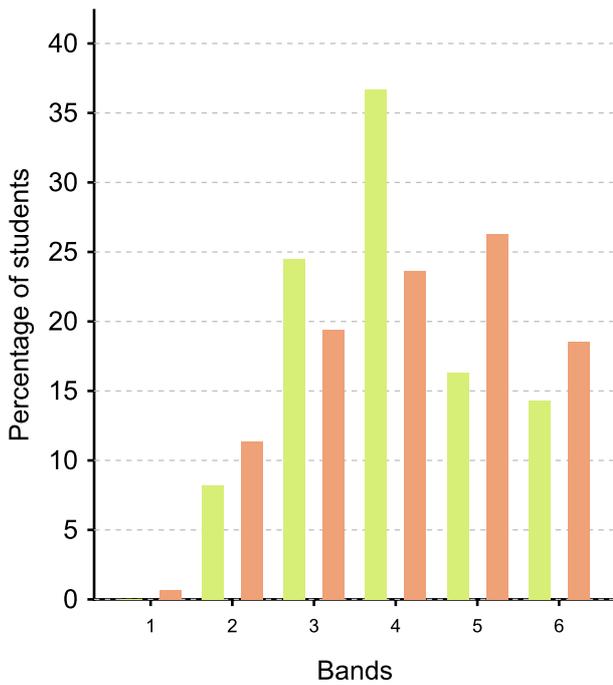


Percentage in bands:
Year 5 Writing

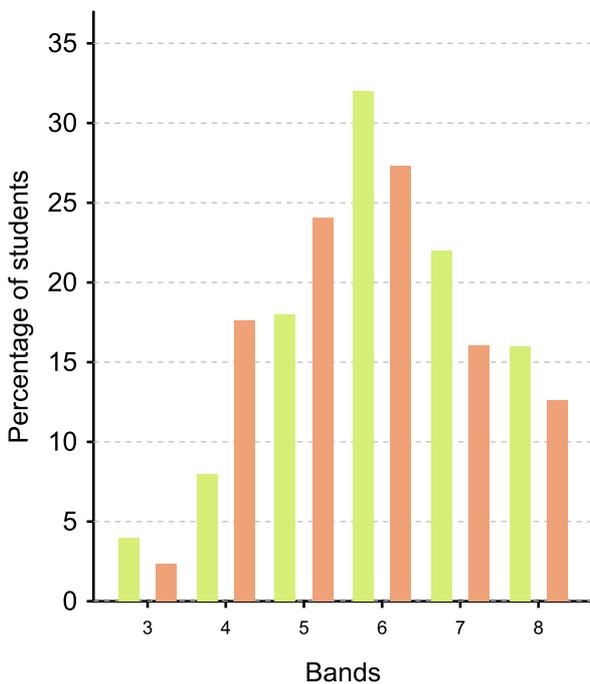


Parent/caregiver, student, teacher satisfaction

Percentage in bands:
Year 3 Numeracy



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.>

In 2016 Tempe Public School took part in the Tell Them From Me survey (TTFM survey). One parent commented ' I like the community feel about Tempe Public. The teachers and office staff are lovely, always make you feel welcome and are very approachable. There is constant communication/updates from the school as to what is happening/upcoming events etc. I like that they have community language classes as this gives my child the chance to learn about another culture at school. Class Dojo and PBL have also been introduced this year which I think is great. I was hoping for ethics classes to start at the school but am pleased that PBL has been implemented. '

Another parent commented ' Great open learning environment, welcoming you into the community right from the beginning. Lots of activities which involves everyone. '

20% of our parents provided responses to the survey.

The key findings from the survey include:

75% of our parents feel welcomed at Tempe Public School

67% of our parents feel Tempe is an inclusive school

77% of parents feel there children are safe at Tempe Public School

79% of parents feel the school supports positive behaviour

73% of parents surveyed feel the school supports learning.

Students from Year 4, 5 and 6 completed the online survey each semester in 2106.

Key findings include:

79% of our students feel valued and accepted by peers and others

88% of students have positive relationships at school

74% of students are interested and motivated in their learning

92% of Tempe students tried hard to succeed during 2016.

Teachers were also surveyed and the key findings are:

75% of teachers feel school leaders have helped them improve their teaching

85% talk with other teachers about strategies to help improve student engagement

85% set high expectations for student learning.

85% use assessment data to inform lesson planning.

The findings from these surveys are used by the school to determine future action for student, staff and community development. Next year it would be great to see greater community participation as we move into our next phase of strategic school planning.

Policy requirements

Aboriginal education

Tempe Public School is committed to the continual improvement of educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so they are able to reach their potential both academically and socially.

Here at Tempe we promote the inclusion of Aboriginal perspectives in the teaching programs to ensure it is embedded in all learning across all curriculum from Kindergarten to Year 6.

Multicultural and anti-racism education

Tempe Public School is a culturally diverse school which aims to incorporate multicultural education in all aspects of the curriculum.

Every student at Tempe Public School participates in a cultural studies class for two hours/week where they learn about the following cultures and their relationship with Australia:

- Pacific Islands studies
- Asian studies
- Vietnamese studies

The English as a Additional Language or Dialect (EALD) teacher works in conjunction with class teachers to provide effective support to students through a combination of team teaching and withdrawal teaching methods.

The program is effective as evidenced by class assessment results and NAPLAN data.

The school also has a trained anti-racism contact officer who manages related incidents.