

Temora West Public School

Annual Report



2016



4209

Introduction

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

Toni Smart

Principal

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School background

School vision statement

At Temora West Public School, we provide quality teaching and learning in a dynamic and progressive environment. Students are empowered to achieve their full potential within a diverse and engaging curriculum, which fosters a joy of learning. We aim to develop socially responsible and resilient students within a supportive, safe and secure learning environment, where each child, staff member and parent is challenged, connected and valued.

School context

Our motto, 'Strive and Succeed' continues to capture the atmosphere of our school. Temora West Public School is a learning community where students are encouraged to explore ideas, expand their minds and learn new ways to express themselves in a safe and happy environment. Developing a love of lifelong learning are goals we strive to achieve for all our students. Temora West is a P1 school with a total of 144 students in seven classes and a Multi-Categorical class. We are an inclusive school dedicated to providing opportunities for all students. There is a very strong focus on literacy and numeracy and both staff and parents have high expectations of student achievement. We are focused on providing consistent, high quality teaching and learning in the arts and relevant personal development programs which nurture resilience, creativity and innovative thinking in our students. We aim to inspire and motivate our students and develop confidence in their own abilities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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, Temora West Public School staff has discussed the **SCHOOL EXCELLENCE FRAMEWORK** and its implications for informing, monitoring and validating our journey of excellence. Two Professional Learning sessions were dedicated to thoroughly examining the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school, based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts with these high level expectations.

In the **DOMAIN OF LEARNING**, our efforts have primarily focused on Learning Culture, Wellbeing, and Assessment and Reporting.

Our **Learning Culture** reflects a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. This was evident in the September 'Tell Them From Me' (TTFM) NSW external survey in which 100% of Year 4, 5 and 6 students believe that education will benefit them personally, economically and have a strong bearing on their future. The highest school level factors contributing to student engagement at Temora West Public School were 'expectations for success', 'quality instructions' and 'teacher and student relations'. Data shows that the 87% of students are interested and motivated in their learning. 100% of girls and 83% of boys try hard each day to succeed in their learning. In particular the majority of students feel challenged in their English and maths classes and feel confident of their skills in these subjects. The surveyed TTFM teachers agreed that each classroom was excelling in student learning with 90% setting high expectations for learning and the majority of teachers monitoring the individual progress of students.

Milestone strategies to achieve this high level of school satisfaction include whole school learning teams that collaboratively and regularly plan, program and evaluate individual student learning plans, increased differentiation across curriculum areas with an emphasis on collaboration, student centred learning and the provision of an array of authentic educational experiences and opportunities to extend and enrich our students' learning.

Well-Being is working towards excelling, with the school focusing on the implementation of a reviewed, improved, comprehensive and inclusive framework to support all aspects of student well-being, which measurably maintains and improves individual and collective well-being. Students are self aware, build positive relationships and actively contribute to the school, the community and the society in which they live. 100% of TTFM students had a clear understanding of our school values and all responses regarding safety and care and support were positive while Early

Stage 1/Stage 1 students all had some level of understanding of our values and felt safe and supported. Students feel teachers are responsive to their needs, and encourage independence, they rated this aspect 86%.

Teachers' responses indicated a strong agreement that we are an inclusive school with teachers seeking to understand the special needs of students with disabilities. 100% of TTFM parent's responses indicated their child felt safe at school and 80% of parents indicating our school was inclusive of all students.

Milestone strategies to achieve this high level of school satisfaction included the review and improvement of our school well-being policy and procedures, including the introduction of Sentral to track Positive and Negative Incidents. The 'You Can Do It' concepts are explicitly taught to help modify inappropriate behaviour. Data from 2016 will be compared with 2017 data in Semester Two to begin building greater consistency in the way we recognise and reward our students on a whole school basis and continual capacity building of student voice through surveys and student leadership to improve our environment

In **Assessment and Reporting**, the school is excelling as it continues to develop explicit processes to collect, analyse and report internal and external student and school performance data. Teachers indicated that data played an integral role in their programming and practice., 90% use results from assessment to inform lesson planning. Assessment has helped teachers understand where students are having difficulty. Feedback is an area to focus on as only 70% are using feedback to improve student performance, 100 % of parents felt our school was welcoming and staff were approachable with not all parents being able to attend all scheduled events. Over 85% indicated that they were well informed in all areas of their child's education. All students completed self evaluation sheets regarding their learning and are engaged in regular feedback regarding their progress and goals. In TTFM 100% of girls and 83% of boys indicated they worked hard to succeed. While 45% believed they learning was challenging, 39% indicated they were confident in skills and would like more challenges.

Milestone strategies to achieve this high level of school satisfaction include trialling a K – 6 Assessment Schedule. This also increased the efficacy of student tracking through systems such as Sentral, PLAN, Literacy and Numeracy Continuums.. The implementation of Term One Early Stage 1 and Stage 1 parent interviews and Stage 2 and Stage 3 Student-Led Conferences and increased parent information sessions, forums and communication ensured parents are engaged and understand the learning process.

In the **DOMAIN OF TEACHING**, our school focused on the elements of Effective Classroom Practice, Data Skills and Use, Learning and Development.

Our school is in the sustaining and growing phase of '**Effective Classroom Practice**' as we implement and adapt the new syllabuses of Geography, History, Mathematics and Science and Technology to meet the individual needs of our students. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching. Students rated Effective Classroom Learning 85% and believe important concepts are taught well, and class time is used efficiently. The school staff emphasise academic skills and hold high expectations for all students to succeed as rated by the students 88%. Student and teacher survey responses were positive as stated in 'Learning Culture.'

Milestone strategies to achieve this included all classes successfully implementing and reporting against the new syllabus outcomes and implementing new science units. All staff participated in relevant Professional Learning and demonstrated evidence of successful implementation in their classroom, sharing and reflecting on strategies, adaptations and innovations.

In '**Data Skills and Use**', our school is sustaining and growing as our teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning by determining teaching directions and school performance levels. Teachers take responsibility for changes in practice required to achieve improved school performance. The school is building the collective capacity of staff and school community to use data to inform strategic school improvement efforts. All staff analyse internal and external data and act upon this to improve practices which directly links to improved student outcomes. These include improved reading and vocabulary levels in our K, 1, 2 students and significantly improved NAPLAN achievement in our Year 3 cohort in all subjects particularly, grammar, writing and data and measurement. Year 5 NAPLAN scores showed improved achievement in Reading.. Teacher programs are regularly annotated and include responses to formative assessment data. They form the basis of teacher reflections with supervisors. The annual professional learning schedule, including the Lesson Observations, demonstrates professional learning linked to the School Plan's vision for effective teacher practice.

Milestone strategies to achieve this included the implementation of Literacy, Language and Learning, (L3) and increasing the efficacy and transparency of our student tracking systems by plotting all student data on PLAN and Sentral. A Kindergarten to Year 6 assessment schedule was also reviewed and amended. The school has embedded ongoing evaluation of student data including regular monitoring of learning cycles and Individual Education Plans and Personal Learning Plans.

The above achievements and successes also demonstrate our school is in the sustaining and growing phase In '**Learning and Development**' as there has been a particular focus on improved teaching methods in literacy and

numeracy. Professional learning activities focused on these areas. Our teachers also draw on and implement teaching and learning activities from evidence-based successful programs, including L3, Reading Recovery and online training in Autism programs.

In the **DOMAIN OF LEADING**, our school focused on the elements of Leadership, School Planning, Implementation and Reporting.

In '**Leadership**' our school is developing in many aspects as our staff have purposeful leadership roles within the school based on professional expertise. The school community is committed to the school's strategic directions and practices to achieve educational priorities. The community recognise the work of our school to effectively engage the local community and our strategic use of its partnerships to access resources, this in turn enriches the school's standing within the community and improves student outcomes.

This is evident in survey responses indicated in above elements. The Parent and Citizens (P & C) and School Council are committed to working with staff and students to achieve the evidence based strategic directions to improve student outcomes.

Milestone strategies to achieve this include increased information sessions, School Council financial planning and assistance in the formation of the school plan, meetings to plan, reflect and take action on strategic directions and milestones and transparency of this through communication. Specific examples of this include technological resource purchasing and Welfare Policy improvements which are inclusive of all school community members.

In '**School Planning, implementation and reporting**', our school is sustaining and growing in this element with the school using evidence based strategy and innovative thinking in designing as school plan that delivers ongoing improvements in student outcomes. The school also uses collaborative feedback and reflection to promote and generate learning and innovation. Our Management Plan reflects this, achieving many milestones and providing clear direction and specific focus in 2016. Survey responses to all events have been collated, discussed and have driven improvements to school and community events.

Milestone strategies to achieve include surveys on targeted areas which give clear indications of areas that need to improve. Structures and schedules for various events have been changed and updated to become relevant with current trends and will result in greater student engagement. Other strategies are the introduction of the school App, Skoolbag and the introduction of Sentral to track attendance and incidents.

Our self-assessment process 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.

Strategic Direction 1

Quality Teaching and Learning and Student Engagement

Purpose

To commit to promoting excellence in teaching in every classroom, every day by increasing opportunities for all staff, to engage in targeted professional learning. To ensure a consistent high standard of teaching amongst a collaborative and dedicated teaching team. To increase student engagement and teacher efficacy.

Overall summary of progress

The school has embedded ongoing evaluation of student data which includes regular monitoring of learning cycles and Individual Education Plans and Personal Education Plans (IEP and PLP). Student learning data is collected and analysed by the Learning and Support team. The attendance data is regularly reviewed by the school executive. Teacher programs are regularly annotated and include responses to formative assessment data. They form the basis of teacher reflections with supervisors. The annual professional learning schedule, including the lesson observations, demonstrates professional learning linked to the School Plan's vision for effective teacher practice and student engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teaching Practices reflect NSW Quality Teaching Model.	Staff have engaged in various professional learning activities such as HOW2LEARN, L3 and Quality Teaching Framework that are relevant and future focused to improve their knowledge, skills and understandings. The review of the Quality Teaching Model initiative ensures our teachers are using the most effective research to provide skills such as deep understanding and higher order thinking to prepare students for the future.	L3 \$1200 HOW2Learn \$500
Supervision of teaching programs is satisfactory.	There is regular program supervision that supports teachers to reflect and review for improvement and to ensure higher quality teaching. and learning. Teachers routinely review previous content and preview the learning planned for students in class. All teachers have had the opportunity to visit peer classrooms to collaborate on teaching strategies.	QTSS entitlement for peer lesson observations + \$1000
Lesson observations reflect standard of teaching at proficient.	Observations show that teachers regularly review and revise teaching and learning programs after supervisor feedback. The lesson observations are managed, with well-planned teaching taking place. Students are engaged and learning productively. Teachers are trained in the Professional Standards for Teachers and use these to attain proficiency or beyond.	Executive Release for supervision. \$1000
Teachers have rigorous and self-reflective goals to improve their practice demonstrated in meetings each term.	All teachers are committed to identifying, understanding and implementing the most effective teaching methods. All staff are becoming conversant with developing Professional Development Goals that are more rigorous and essentially challenge them to excel.	
Student attendance rate improves to 94%.	Attendance was less than anticipated due to an unusual number of severe illnesses during winter and family issues in Term 3..	

Next Steps

Explore use of lesson study further evaluating current implementation methods and how this aligns with research and best practice.

- Enhance coaching and mentoring skills across the leadership team.
- Expand teacher and student skills and strategies in using feedback to improve learning.
- Expand data skills and use to include for example, data walls, use of the literacy and numeracy continua.

Strategic Direction 2

Numeracy and Literacy Programs

Purpose

To provide a high standard of education in Literacy and Numeracy by careful development of teaching and learning programs and explicit targeted teaching that inspires every student to excel and learn to their full potential.

Overall summary of progress

There is a focus on catering for individual learning needs with detailed progress for students regularly documented within IEPs and PLPs. There is varied achievement in NAPLAN results which is being addressed through ongoing learning and support targeted teaching for the group just below proficiency. The school's analysis shows that the use of evidence-based instructional practice is becoming a regular feature of classroom practice, and that decisions being made are based on both student data and feedback. Learning intentions with success criteria are in place and teachers are increasingly providing feedback to students to improve student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School data will show all students progressing towards the achievement of appropriate Stage outcomes for literacy and numeracy.	All staff analyse internal and external data and act upon this to improve practices which directly links to improved student outcomes. These include improved reading and vocabulary levels in our Kindergarten, Year 1 and Year 2 students and pleasing	Multilit Program and Training \$2500 Literacy Learning and Support \$3812
SMART data will demonstrate increased numbers of students at or above the minimum standard.	Differentiation and innovative approaches to develop problem solving and risk taking practices are embedded in all facets of learning to meet the diverse needs of students, staff and community.	
All Kindergarten to be at or beyond level 5 (RR level) at end of year.	All Kindergarten students are above the target of Reading Level 5 (with the exception of one student who arrived at the end of the year) The average for the class is level 14.	SLSO \$3500
Teachers using explicit criteria for consistent teacher assessment.	All teachers are following the K-6 assessment Schedule and have as a result data that is relevant and informative. Evidence from the 'Tell Them From Me' survey shows that teachers are beginning to value providing students with timely feedback on learning.	Peer Lesson Observation \$2000

Next Steps

To further develop effective classroom practice in 2017 we could consider the following:

Lesson 'Walk throughs' in numeracy, Teacher/peer lesson observation, review numeracy lessons and have whole school learning and support allocated a time to work with class teachers.

Undergo PL on a personal and school needs basis in order to regularly share professional dialogue in a meaningful and positive manner, seeking and giving open and productive feedback in order to pursue best practice, taking on mentoring roles as needed.

Strategic Direction 3

Well Being

Purpose

To create and nurture a supportive social and physical environment to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders.

Overall summary of progress

The school has consistently worked throughout the year to ensure all students have support to reach their potential and that our decisions are based around student centred ideas of **'What's Best'**. Our vision is clearly set out, our expectations are high for behaviour and performance. The learning and Support Team reviews and supports all the students who are referred to ensure they are on track. The school community work as a team to make our school a positive, engaging learning environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school values are embedded in all areas of school life, practice and procedures and students and staff feel connected and part of a Learning Community that genuinely supports all.	The Student Representative Council, School Council, staff and P&C have all been a part of reviewing our school plan and directions. All feel that this is collaborative process that has increased the connections in the community.	Skoolbag App \$1200
Well-being survey indicates 95–100% of students feel safe and a sense of belonging at Temora West Public.	The 'Tell Them From Me' survey shows that overwhelmingly all students feel safe at Temora West and importantly they are proud of the school.	
School Executive report staff are happy and have a sense of satisfaction and belonging at Temora West Public School.	The staff have participated in Professional Learning on a personal and school needs basis in order to regularly share professional dialogue in a meaningful and positive manner. Teachers and SASS are beginning to seek and give open and productive feedback in order to pursue best practice. Staff are beginning to work collaboratively and respectfully and ultimately to be positive in their role in the school.	Sentral installation \$6300

Next Steps

To enhance the sense of belonging at Temora West in 2017 we will review our Anti Bullying procedures, make sure the Getting Along aspect of You Can Do It is covered in detail. This will assist those students who are having some problems in the playground and may need some social skills.

The Highly Effective Teacher team will hold two sessions on the School Development Days to work on Positive School Community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Internal data shows increase in literacy and numeracy results based on Multilit Program.</p> <p>Participating in NAIDOC by inviting elders from the local Wiradjuri group help enhance this partnership. Aboriginal perspectives are taught throughout the year and incorporated into subjects.</p> <p>Aboriginal funding was used to support students in intensive one-to-one literacy sessions and cultural activities. All students have PLPs and communication and consultation is part of this process, working together to improve Aboriginal student academic standard</p> <p>A specialist teacher supported Aboriginal students in an intensive individualised support program each week in Literacy and Numeracy.</p>	<p>Teacher and SLSO tutor trained internally to work with individual students.</p> <p>Cultural activities \$4490</p>
Low level adjustment for disability	<p>All IEPs are implemented with parent consultation and in the case of the MC class at regular review meetings. Teachers are making adjustments to their program as necessary and all MC students are integrated into peer classes for part of each day.</p> <p>The schools Learning and Support Team has focused on supporting students and teachers with explicit and systematic teaching. The team also worked with teachers to review adjustments made to integrated and funded student after reviewing the NCCD Data.</p>	<p>Teacher \$4000</p> <p>Eduboard \$2772</p> <p>Court for outdoor activities \$5000</p>
Quality Teaching, Successful Students (QTSS)	<p>Collaborative sharing of quality teaching model in reading, punctuation and grammar.</p> <p>Peer lesson observations based on negotiated standards by peers and/or supervisor.</p>	<p>QTSS entitlement 0.06</p>
Socio-economic background	<p>Two teachers attended professional learning on 'Children and Trauma' and the course 'Bridges out of Poverty'. Both programs were influential in changing some of the commonly held ideas by the staff as a whole. This was achieved through regular sessions in staff meetings.</p> <p>The school supported the App, Skoolbag to engage all parents and their extended family to ensure they had ready access to news and information from the school. This connection proved to be a positive and quick way to engage parents. Parents have indicated their satisfaction with the school and are positive about this form of communication.</p>	<p>Eduboard for MC class \$3500</p> <p>SLSO tutor \$7500</p> <p>L&S Teacher \$1000</p> <p>Dance Festival/Festival of Instrumental music Band \$2000</p> <p>Outdoor court \$5000</p> <p>Whole school steam train excursion \$500</p> <p>Sick bay bed \$1200</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	78	84	75	76
Girls	65	62	60	70

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.9	93.1	91.9	91.8
1	92.5	94.5	94	89.7
2	95.7	92.4	94.3	95.5
3	94.8	93.3	94.1	94.1
4	89.5	95.1	93.5	91.1
5	92	94.5	94.9	92.1
6	95.1	91.8	93.5	91.7
All Years	93.3	93.3	93.8	92.5
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

Management of non-attendance

Temora West Public School is raising the profile of attendance with parents and the wider community through the school newsletter and online sites. Letters are automatically sent if attendance falls below a certain level. Posters and leaflets are used in numerous ways to promote attendance. The school also provides information booklets advising of school attendance regulations. When welcoming and inducting new parents and students it is important we raise awareness of the importance of punctuality and attendance. Teachers are encouraged to communicate frequently with parents about positive achievements and improvements and in ways which emphasise the responsibility and role of parents in partnership with the school. Finally we find it helpful to issue regular

reminders to parents of school procedures for notifying the school of a pupil's absence. In certain cases to overcome attendance problems, the executive and class teacher have meetings with parents to discuss strategies in school and at home which encourage regular school attendance and the production of an action plan for improving attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	6.64
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration & Support Staff	2.71
Other Positions	0.15

*Full Time Equivalent

Temora West Public School has one staff member, a Student Learning Support Officer, who identifies as Aboriginal.

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	16

Professional learning and teacher accreditation

Two teachers attended Professional Learning on 'Children and Trauma' and the course 'Bridges out of Poverty'. Both programs were influential in changing some of the commonly held ideas in our school community. This was achieved through regular sessions in staff meetings. All staff members completed the 'Understanding Autism Spectrum Disorders' on line course.

After a review of The Multi-Categorical Class and teacher discussion it was decided to integrate the

students into their peer class for 2 hours per day to allow for peer relationships to develop, increased engagement, having role models, and the ability to participate in the mainstream class with adjustments. This has proven to be very successful after some initial difficulty with timetabling. Surveys from parents and students show that all students feel safe at school and are developing positive relationships with their peers.

Two of our temporary teachers are already Accredited under the Australian Professional Standards for Teachers, and one is currently undertaking this process. Until now this process only applied to teachers who started teaching after October 2004, or those who had taken a break from teaching for five years or more. The accreditation process will recognise the extensive experience and practice of the many thousands of teachers who started in the profession before October 2004. All full-time teachers will then be required to undertake 100 hours of professional development over five years and demonstrate that their practice meets the national standards.

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.

- Temora West Public School has no voluntary school contributions as the P&C raise significant funds by holding an annual fete.

Income	\$
Balance brought forward	89 219.00
Global funds	168 813.00
Tied funds	127 780.00
School & community sources	29 503.00
Interest	1 870.00
Trust receipts	7 560.00
Canteen	0.00
Total income	424 745.00
Expenditure	
Teaching & learning	
Key learning areas	8 645.00
Excursions	6 772.00
Extracurricular dissections	35 457.00
Library	3 726.00
Training & development	345.00
Tied funds	128 628.00
Short term relief	26 601.00
Administration & office	37 731.00
School-operated canteen	0.00
Utilities	23 468.00
Maintenance	14 878.00
Trust accounts	7 721.00
Capital programs	0.00
Total expenditure	293 972.00
Balance carried forward	130 773.00

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

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.

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.

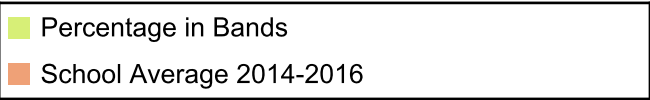
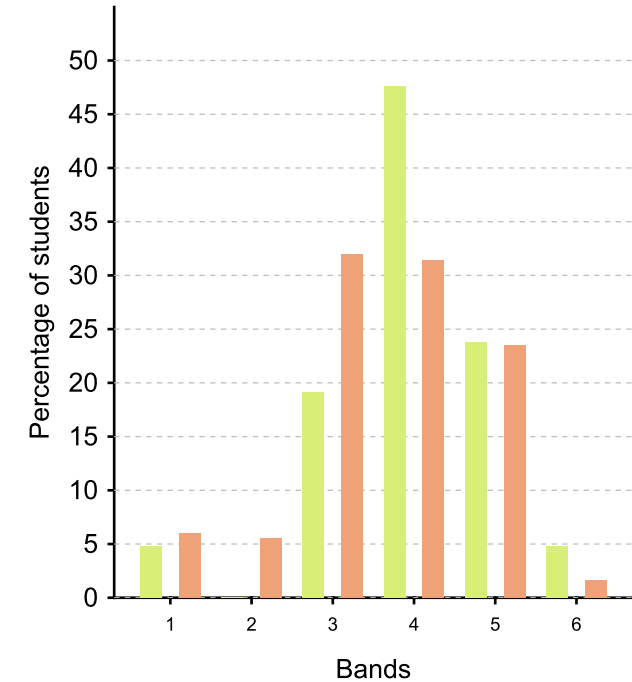
School performance

NAPLAN

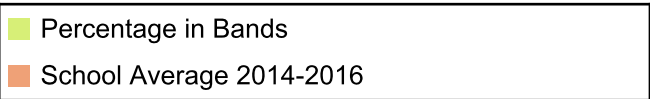
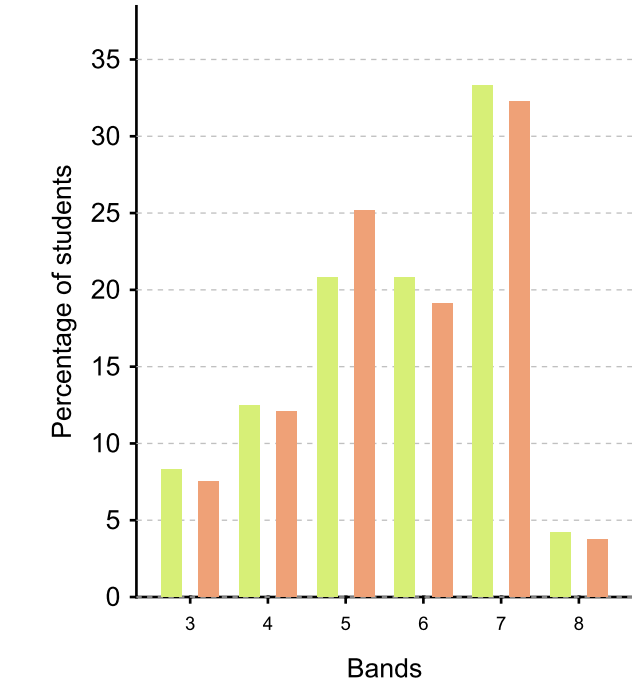
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The NAPLAN results show significant improvement in average spelling, writing and grammar scores for Year 3 students this year. Year 5 students as a cohort have shown substantial growth in Reading although this improvement is not directly reflected in writing and spelling. Individual students have shown expected or above expected growth in Reading.

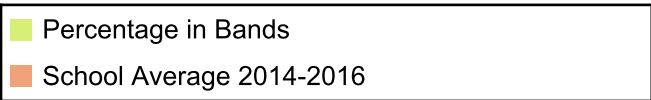
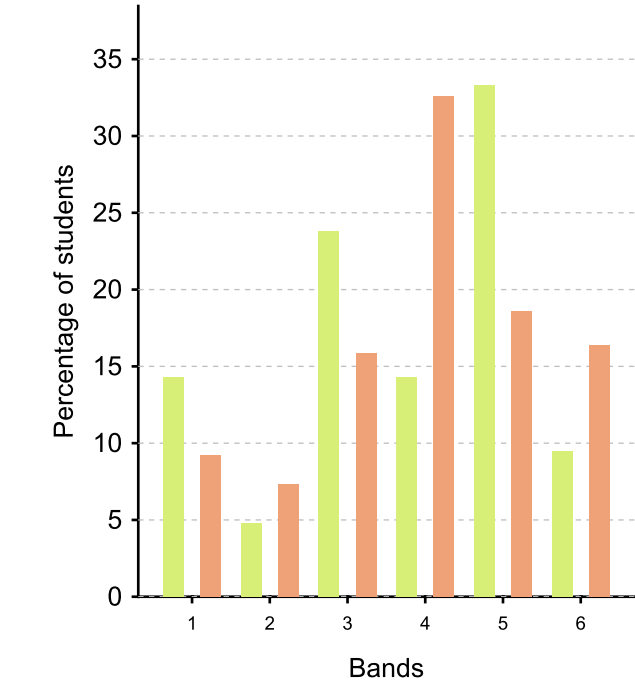
Percentage in bands:
Year 3 Writing



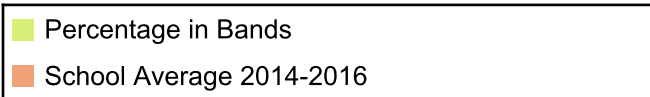
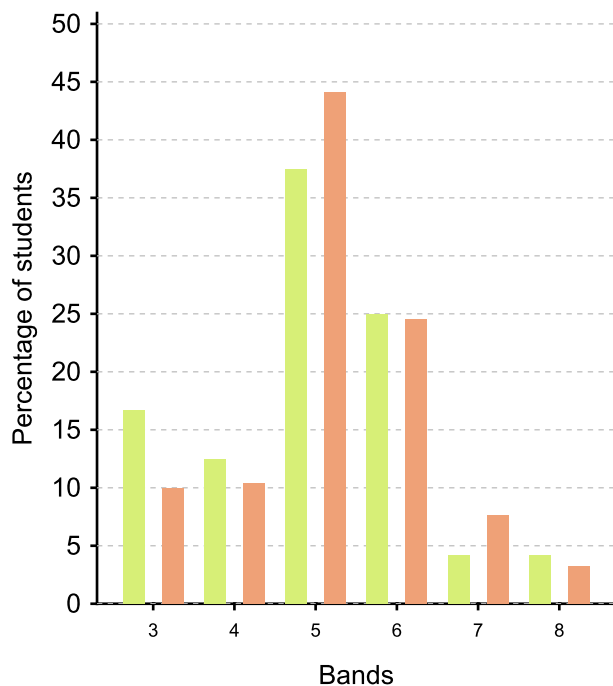
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Reading

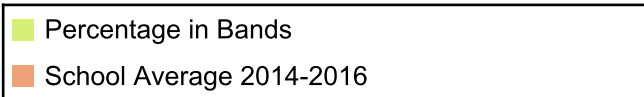
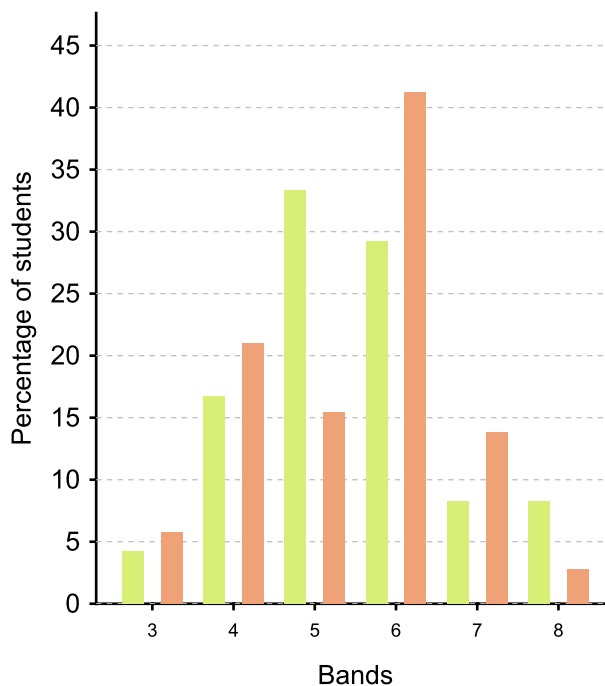


Percentage in bands:
Year 5 Writing



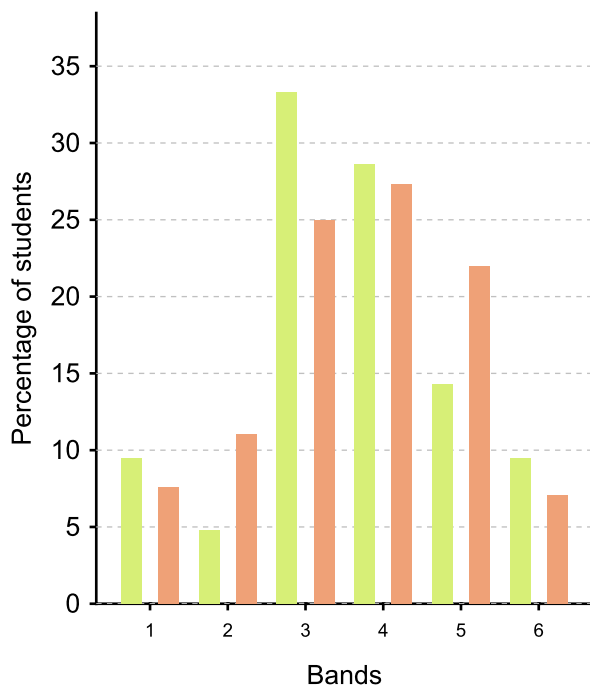
Year 3 NAPLAN scores showed growth in Number overall and significant growth in Data and Measurement. Year 5 scores were slightly down from 2015; however, individual growth surpassed 100 in over 50% of the students in Number.

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



Year 5 Aboriginal students at Temora West Public School participated in the NAPLAN. There were no Aboriginal students in Year 3. There was lower than expected growth from Year 3 to Year 5 in all subjects except for spelling where there was growth of over 100. There were no Aboriginal students in the top two bands.

Parent/caregiver, student, teacher satisfaction

The school sought the opinions of parents, students and teachers on 'Teaching and Learning' in our school.

Their responses are presented below:

Parents were overwhelmingly satisfied with the school and 100% believe that the school encourages a sense of pride in achievement and a sense of self-worth. The majority of parents agree that the school provides a safe and caring environment for their child and respects and values the family's beliefs and wishes and 88% of teachers believe they are providing learning opportunities within a stimulating and secure environment. Parents strongly agree that teachers provide help and support for their child when they experience difficulty learning. The remaining 28% agree with this and 14% disagree.

Parents believe that the school could improve in raising expectations for students to do their best. This correlates with teachers responses; where only 50% think the school community has high expectations of students. Students also believe this is an area to focus on, with only 67% indicating that they do their best and take pride in their learning. Students also indicated that the school expects them to do their best.

Parents strongly believe teachers provide a stimulating learning environment and make school work interesting and enjoyable, this is compares to 88% of teachers who are involved in ongoing Professional Learning.

Conclusions for 2016

Regularly inform parent through the newsletter of specific Professional Learning taking place each term.

As a school community, lift the expectations for all students to reach their full potential and do their best.

Open communication and collegiality will be priorities at our school.

Parents are encouraged to contact the school if they have any concerns. They have representatives through the P&C and School Council to give input into school procedures. Parents have expressed their satisfaction with the special events at the school, such as the Mother's Day morning tea and Father's Day breakfast.

Students are able to raise any issues with their class teacher and have a well-run Student Representative Council that gives a voice to all of the students through their class representatives.

The survey again this year shows a high level of satisfaction with the caring and safe environment at Temora West Public School.

Policy requirements

Aboriginal education

Temora West Public School recognises the Wiradjuri People as the traditional custodians of the land on which our school is built. We acknowledge this at special assemblies and events and a acknowledgement of country is included at the opening of all assemblies. The teachers are committed to ensuring all students develop an understanding and appreciation of the history and culture of Aboriginal people. Aboriginal perspectives and studies are included in class learning programs. A Personalised Learning Plan for each Aboriginal student has been written and implemented. A very successful NAIDOC Day was celebrated this year with a special cultural performance by a well known Wiradjuri man that has added to our students' knowledge of Aboriginal culture.



Multicultural and anti-racism education

Multicultural education is primarily undertaken as part of lessons in Human Society and its Environment (HSIE), although cross curriculum opportunities are planned in all stages of learning. The percentage of students in the school who speak English as a second language is very small; less than two percent. It is essential for our students to learn about other cultures if they are to fully appreciate and live harmoniously in the increasingly diverse, multicultural population of Australia. The school has an Anti- Racism Contact Officer; a member of staff trained to investigate specifically any reported incident of a racist nature.

A culture of accepting and celebrating differences and individual expression is embedded in the values of public education and in our school. In 2016 Harmony Day was celebrated. The continuing message for Harmony Day, supported by our school is that everyone belongs. Harmony Day provides an opportunity to reflect on where Australia has come from and recognises the traditional owners of this land. It's also about community participation, inclusiveness and respect – celebrating the different cultures that make Australia a great place to live. Activities were planned to celebrate acceptance, belonging, respect and participation. Students wore something orange, in recognition of the celebration. Family and friends joined us for a picnic lunch, bringing along food from a different cultural background, to share with others

Other school programs

Dance

Students from Year 4–6 participated in a workshop with Year 10 students from Temora High in Term One. Mrs Kay Maree Wallace choreographed the 'Caterpillar dance' with Mrs Mackey and 14 students that formed the group auditioned for the Riverina Dance Festival that was held in Griffith. Although unsuccessful, the dancers improved their movement skills, performed at Temora Got Talent and Education Week activities.

Choir

Choir has performed at a number of events in 2016; numbers have fluctuated between 25 to 45 students. The choir consists of students from Year 1 to Year

6, predominantly from the younger years. I keeping with tradition, the choir's first public performance was at the annual school fete in March. The students performed two songs; 'My Family's Cat' by Rhonda Macken and 'The Call' by Regina Spektor. Kate Goesch featured in the Temora's Got Talent extravaganza, singing 'Let it go'. In addition the choir performed 'The Call' by Regina Spektor. During term three the choir trialled lunchtimes to reduce time out of class. Student numbers dropped as they preferred the time in the playground. Choir commenced once again in class time on Friday afternoons in Term 4, in preparation for Christmas performances. The choir and band are scheduled to perform at Narraburra Lodge with several carols for the elderly, Carols in the Amphitheatre and Presentation Day.

Reading Recovery

This year was the second year of Reading Recovery for Temora West Public School staff member, Tracey Connolly. This year Temora West Public School received an allocation of two Reading Recovery students per day. The continuation of Reading Recovery in 2016, has positively influenced the literacy outcomes of Year 1 students within the school. This year, 6 students participated in the Reading Recovery program. One student was referred, one was transferred, three were discontinued and one student will carry over to next year.

Other Programs

Temora West Public School remains proud of its students' willingness to accept responsibility and have respect for other people. The You Can Do It Initiative explicitly teaches values and encourages all students to take responsibility for their own behaviour. The value of respect is also highlighted through interaction with a variety of people in the community during choir and dance performances at local organisations and use of local instructors at community sport. Accepting leadership roles also helps students become responsible citizens and Temora West children have the opportunity to show leadership as members of the SRC, acting as sport captains or library monitors. Caring for the school's chickens and collecting the eggs and tending a small kitchen garden continued the ideas of responsibility and care for our environment. The school recognises the importance of preparing its students to be contributing and valued citizens of a wider community. The satisfaction, enjoyment and commitment associated with participating in community events and observances such as ANZAC and Remembrance Days, Temora's Got Talent, Temora Expo, CWA, visiting the aged care facility, performing for residents of a local hostel, all play an important part in developing the qualities of respect and responsibility.