

Temora West Public School

Annual Report



2017



4209

Introduction

The Annual Report for **2017** 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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Message from the Principal

Our success as a school is achieved through a deep commitment to our students. A strong school spirit reflects the energy and practices that strengthen the values of respect and responsibility. Students enjoy their time at school; they are organised, motivated, self-disciplined and willing to try new things.

At Temora West our vision is to provide a **Quality Education based around our three strategic directions: Quality Teaching, Wellbeing and Quality Learning Student Engagement**. This has the power to provide students with the knowledge, skills and confidence to reach their full potential.

We believe in:

High expectations for every student.

Temora West Public School is an inclusive school dedicated to providing opportunities for all students. There is a very strong focus on literacy and numeracy and both teachers and parents have high expectations of student achievement.

A rigorous curriculum and fair assessments.

We provide consistent, high quality teaching and learning programs and aim to nurture resilience, creativity and innovative thinking in our students.

Safe, healthy, and supportive learning environment.

An effective school is a place where students feel safe, physically and emotionally. Temora West is a supportive community where the teachers and students collaborate and focus on learning. We have a beautiful, shady and expansive playground that provides space for all students to run and play.

Classrooms equipped for teaching and learning.

Giving students access to powerful educational tools and facilities, such as computers, smartboards and digital cameras deepens students' knowledge and further improves skills. Additionally, the school offers students opportunities to enrich their educational experience and nurture their talents.

Quality teachers in every classroom.

Our teachers and support staff work hard together to create the best positive learning environment and a high quality, balanced education for all students.

Message from the school community

TEMORA WEST PUBLIC SCHOOL COUNCIL ANNUAL PRESIDENT'S REPORT

I have much pleasure in presenting my second annual report, as President of the Temora West Public School Council. Essentially, the role of the TWPC is; to foster the quality of education and wellbeing of students at TWPS, through formal participation by representatives of parents, staff and the community in the planning and direction of the school. Our other objectives include to support the values of the school, create conditions to maximise achievement, to promote the school within the community and to assist the school to access resources from both Government and private sources.

At this time, I thank all members of the School Council, who include;

Vice President: Mrs Kathy Weckert,

Secretary: Mrs Eileen England,

Principal: Mrs Toni Smart,

Councillors: Cr Max Oliver, Mrs Kathy Heinjus, Mrs Bronwyn Simpson, Mr Anthony Leary, Mrs Roxanne Dougall, Mrs Heather Lowes.

These individuals have given up their spare time to support our very special students and staff at TWPS. I thank them all for their support. The TWPCSC undertook various activities, which essentially included in depth collaboration with the School Plan (a most impressive document), assistance with the financial planning and providing input into the School's

various policies and procedures. We have also hosted our Student Captains and Vice Captains at a School Council meeting, which proved to be most worthwhile. It is essential for us to ensure our student leaders, be they Captains, Vice Captains or Student Councillors – together with all our students, are fully aware they are very dear to us, and we are here for them. After all, the reason why any of us are involved with TWPS, in whichever capacity, is due to our treasured students. I warmly congratulate our Principal, Mrs Smart. She is a warm, talented and gracious lady who truly cares about the staff and students at TWPS. I thank all of our teaching and support staff for the vital role they play to strengthen our school. A thank you to our parents for their contributions. Particularly our P & C Committee and volunteers, capably led by President, Mrs Kathy Weckert. They are crucial to our School and our TWPSC certainly acknowledge the significant role they play. Finally, I thank the School Councillors and students for affording me the honour of being President of the TWPSC. I am proud to be involved with this School and I look forward to the new year ahead.

Mayor R B Firman

OAM PRESIDENT

TEMORA WEST PUBLIC SCHOOL COUNCIL PRESIDENT

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, is a goal 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

Temora West PS 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.

We have worked collaboratively to outline our journey addressing the **SCHOOL EXCELLENCE FRAMEWORK** and its implications for informing, monitoring and validating our journey of excellence. Staff meetings 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 align 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** is sustaining and growing and reflects a school-wide, collective responsibility for student learning and success, with high levels of student and community engagement. This was evident in the September "Tell Them From Me" NSW external survey (TTFM) in which 98% of Year 4, 5, 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', 'high-quality Instructions' and 'positive teacher and student relations'. Data shows that the 87% students have positive relationships with others at school. In their learning 100% of girls and 87% 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.

Milestone strategies to achieve this high level of school satisfaction include programming and evaluating individual student learning plans; increased differentiation across curriculum areas, provision of an array of authentic educational experiences and opportunities to extend and enrich our students' learning.

In **Well Being our school** is excelling, with the school focusing on all aspects of student wellbeing. Students are becoming reflective, working towards building positive relationships and actively contribute to the school, the community and the society in which they live. 86% of students had positive relationships at school and friends that they can trust and all responses regarding safety and care and support were positive. Many students feel that they don't get into trouble at school for disruptive or inappropriate behaviour, this was a majority – 91% .

TTFM Teachers' responses indicated a strong agreement that we are an inclusive school. Teachers strive to understand the learning needs of students with special needs 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 Wellbeing policy and procedures, including the introduction of Sentral to track positive and negative Incidents.

The YCDI concepts are explicitly taught to help develop appropriate behaviours.

In **Assessment and Reporting**, the school is excelling and continues to develop explicit processes to collect, analyse and report internal and external student and school performance data. The school has reviewed the data collection and assessment to ensure that there is a balance between Formative and Summative assessment and that all data collected is used to inform teaching and learning. 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 87% of boys indicated they worked hard to succeed. Nine out of ten teachers use assessments help them understand where students are having difficulty.

Milestone strategies to achieve: The success of student tracking through systems such as Sentral, Plan, Literacy and Numeracy Continuums and the schools participation in working with the new Learning Progressions have helped ensure the assessment schedule is successful. 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 and Collaborative Practice.

Our school is excelling in **'Effective Classroom Practice'**. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching while providing explicit, formative feedback to students on improvement strategies. Students rated Effective Classroom Learning Time 8.9 out of 10 and believe important concepts are taught well, 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 as 8.8 out of 10. Student and teacher survey responses were positive as stated in 'Learning Culture.'

Milestone strategies to achieve. 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 working towards 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. The school has embedded ongoing evaluation of student data includes regular monitoring of learning cycles and IEP/PLPs. Student learning data is collected and analysed by the Learning and Support team. All staff analyse internal and external data and act upon this to improve practices which directly link to improved student outcomes.

Milestone strategies to achieve this included the employment of two Learning and Support teachers to target Numeracy by creating smaller classes averaging 15 students and increasing the efficacy and transparency of our student tracking systems by plotting all student data on PLAN and Sentral. These students received explicit systematic teaching on core ideas.

In **Collaborative Practice** our school is delivering. Executive, staff, stage and other meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes. Only half the teachers (5.5) work with other teachers in developing cross-curricular or common learning opportunities. In particular only 6.5 teachers in our school share their lesson plans and other materials with others.

Milestone strategies to achieve. This is an area in which we will allocate time and resources in our new School Plan for better collaboration amongst staff.

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

In **'Leadership'** our school is sustaining and growing in many aspects as some of 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 school community are supportive and in particular come together during fete time to produce an outstanding fete that is a major fund raiser. This enriches the school's standing within the community and improves student access to resources.

This is evident in survey responses indicated in above elements that the Parent and Citizens (P & C) and School Council commitment 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. Specific example of this include the purchase of the playground equipment which the P&C worked towards

over two years.

In '**School Planning, implementation and Reporting**', our school is working towards excelling in this element with the school using evidence-based strategy and innovative thinking in designing a 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 2017. Survey responses to all events have been collated, discussed and driven improvements to school and community events.

Milestone strategies to achieve include surveys on targeted areas which have provided some dissatisfaction in previous years. Structures and schedules for various events have been changed and updated to become relevant with current trends and will result in greater student engagement.

In '**Management Practices and Processes**', the above strategies also reflect that our school is excelling through embedding practices and processes which are responsive to school community feedback and administrative practices which provide explicit information about the school's functioning to promote ongoing improvement.

Milestone strategies to achieve include the new budgeting tool LMBR which will give an more comprehensive overview of where our priorities are and the cost.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

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

Quality Teaching and Learning included training in 'What works Best Best Start', L3, Multililit and training in Minilit for a 2018 start. These were implemented across K–6 which increased student engagement, supported student development and aligned with our schools vision, values and priorities. In addition we employed two Learning and Support teachers which enabled us to run smaller numeracy classes that gave teachers the opportunity to use explicit systematic teaching of high quality to advance the numeracy skills of all students. How2Learn strategies were embedded in teaching and learning programs to improve the way students go about their learning to ultimately develop productive learning habits for lifelong learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching Practices reflect NSW Quality Teaching Model.	Professional Learning \$3100	All staff utilised teaching resources and Professional Learning to engage students in Literacy and Numeracy activities. Aboriginal students enjoyed intensive sessions with the Learning and Support teacher and SLSOs to improve their reading and numeracy.
Supervision of teaching programs is satisfactory.	Peer Observation \$1000	All programs are working documents that reflect the schools policies and procedures. Peer observation has successfully enabled teachers to broaden their strategies and share their programs.
Lesson observations reflect standard of teaching at proficient.	QTSS \$13000	QTSS allowed time to analyse student data and improve practice. Importantly it gave teachers time to observe each other teaching and work to improve their practice collaboratively.
Teachers have rigorous and self-reflective goals to improve their practice demonstrated in meetings each term.		Teachers are progressing towards reflective goals that improve practice and help them achieve a high standard in proficiency across all areas.
Student attendance rate improves to 94%.		The Learning and Support team in partnership with various support personnel have improved the attendance rate in 2017. The implementation of transition programs has ensured a more supportive and effective transition to primary school and to high school.

Next Steps

To pursue excellence in Teaching and Learning, Temora West will continue to drive Professional Learning that provides the best focus on Literacy and Numeracy. We will continue to target programs that enhance STEM across Stage 2 and 3 and build on our involvement in creative arts by providing support for students to participate in Band, Dance, Drums and sporting opportunities.

In 2018 we will focus on programs that help engage students fully, such as Peer Support and review classes with the aim to employ an extra teacher to provide support and targeted instruction for all students.

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

The school has developed explicit processes to collect, analyse and report both internal and external student and school performance data (as evident with PLAN, L3 and NAPLAN trend data) to improve student outcomes. School semester reports, social and emotional reports and three-way conferencing with Individual Education Plans, Personalised Learning Plans, weekly Learning and Support meetings and Stage meetings we ensure all students are making sound progress in all facets of their schooling, including welfare.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School data will show all students progressing towards the achievement of appropriate Stage outcomes for literacy and numeracy.	Learning and Support Teachers \$20000 Maths online –\$1500	Data from NAPLAN has shown an overall downward trend across Literacy and Numeracy in Year 3 and Year 5.
SMART data will demonstrate increased numbers of students at or above the minimum standard.	Numeracy teacher \$24000 Minilit \$2000 Literacy Resources \$10000	Year 3 has shown an improvement in Reading and Numeracy with less below proficient than 2016. All students are showing growth on continuums in the area of Numeracy.
All Kindergarten to be at or beyond level 5 (RR level) at end of year.		All Kindergarten achieved above level 5 in reading and this is the result of L3 and explicit teaching.
Teachers using explicit criteria for consistent teacher assessment.		Regular Stage meetings were scheduled to target and monitor students needing additional support, intervention and extension.

Next Steps

Temora West will work towards establishing a culture of high expectations for learning and behaviour that will help develop lifelong learners and empower students to reach their full potential. We will aim to use evidence based programs that improve student outcomes. The classes will be realigned in Stages to encourage teacher collaboration and more effective classroom practice.

The school will participate in the implementation of the Literacy and Numeracy Progressions prior to it being rolled out to all schools.

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

Temora West students and staff took part in many community cultural events. Public Speaking was a highlight which was extremely rewarding for all. Our talented, expressive Debating students proudly competed in the local debating competition and won against the other schools.

Kinder orientations, high school and in-school transition programs have been a valuable link between the numerous Preschools and Temora High School. The new students loved meeting their buddies and enjoyed their days at school. This year we had a larger number of prospective kinder parents at our Information Day early in the year. Excursions and other learning opportunities enabled our students the chance to build their confidence by visiting different areas, meeting new teachers and mixing with new students in a totally different context.

The school community held an extremely successful Fete which went towards purchasing extra playground equipment. A school Book Fair was incredibly successful, raising over \$2000. Students also took part in the Premier's Reading Challenge which aims at promoting a love of reading and improving the literacy skills of our students. As a school we celebrated and participated in many worthwhile causes and community based events including Harmony Day and NAIDOC Week and raised money for the sibling of one of our students who faced a challenging operation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Equity \$10500	The Welfare Policy was reviewed and all students were introduced to the Student Code of Conduct. Behaviour Support Plans were implemented for all students who needed support. The school held a review of the Anti Bullying Action Plan with community input.
Well-being survey indicates 95–100% of students feel safe and a sense of belonging at Temora West Public.		The students responses overwhelmingly indicated that they feel a sense of belonging to the school.
School Executive report staff are happy and have a sense of satisfaction and belonging at Temora West Public School.		The level of personal satisfaction at the school varies amongst the staff. Some have indicated that they no longer wish to teach and are seeking other work.

Next Steps

The next steps required in 2018–2020 will include establishing better communication with our community and provide more support for our newly enrolled families. We aim to provide more quality opportunities for our school council to take part in which would include NAPLAN, budgeting and the new School Plan. The school will reach out to improve communication and learning partnerships with Preschools and the Day–Care Centre. Organising valuable open days and school events where families and community members can support their child/ren, volunteering their time, sharing their skills and knowledge will be one of our major goals over the next 3 years.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	TOTAL: \$9550	All students have Personalised Learning Plans and goals are set at the beginning of the year based on collaboration with the students and parents/caregivers. The students have been a part of the targeted group to enhance their literacy and numeracy skills.
Low level adjustment for disability	Total: \$7000	All students have Individual Education Plans and these include Smart goals. They have the same opportunities to reach their potential at Temora West as other students with adjustments and support.
Quality Teaching, Successful Students (QTSS)	\$14000 • Quality Teaching, Successful Students (QTSS) (\$0.00)	A timetable was implemented to allow teachers to team up and conduct Peer Observations on lessons in Literacy and Numeracy. This also extended to going to other schools to watch expert teachers and bring back new ideas.
Socio-economic background	Total: \$26000	SLSOs provided support and intervention for classes throughout the year. The Learning and Support Team supported teachers and students by monitoring progress and wellbeing.
Support for beginning teachers	\$14000	Two teachers have been provided with extra release time to work on their program and visit other schools to network and collaborate with expert teachers. This has helped them become more confident of their abilities and feel supported.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	84	75	76	75
Girls	62	60	70	71

Enrolment is 144 students from K–6 with one Multicategorical class. This also comprises of 8.3% Aboriginal and Torres Strait Islander students, 3.4% of students have a disability (including the Multicategorical class) and 5% of students have Language Background other than English.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.1	91.9	91.8	94.1
1	94.5	94	89.7	93.9
2	92.4	94.3	95.5	89.2
3	93.3	94.1	94.1	94
4	95.1	93.5	91.1	92.7
5	94.5	94.9	92.1	92.7
6	91.8	93.5	91.7	92.7
All Years	93.3	93.8	92.5	92.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Regular attendance at school is essential if students are to maximise their potential in partnership with their parents. The school is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences. School staff,

under the Principal's leadership, support the regular attendance of students by:

- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance. All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and then appropriate intervention strategies are implemented; documented plans are developed to address the needs of students whose attendance is identified as being of concern.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	6.85
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.71
Other Positions	0

*Full Time Equivalent

Temora West Public School employs one temporary SLSO teacher of Aboriginal descent.

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

All staff participate in Professional Learning opportunities to enhance their teaching and improve on student learning outcomes. One permanent and one temporary staff member completed the teacher accreditation and one staff member completed their maintenance of accreditation. Throughout 2017 there was a strong focus on the enhancement of staff capacity on research based teaching methodology in Literacy and Numeracy. There is a strong team based approach to professional learning with the programs accessed by our staff including What Works Best, Effective Teacher, Higher Expectations, Language, Learning and Literacy (L3).

All staff completed the mandatory Safety and Anaphylaxis emergency management. Through the Great Teaching, Inspired Learning educational reform, support is provided to new permanent teaching staff in the Department of Education and Communities. Support is delivered by providing a mentor for new teachers and additional time to develop teaching capabilities. Two teachers at our school benefitted from this program.

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

Financial information

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

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

Strategic financial management is used to carefully plan and resource the school for various programs and school initiatives including Quality Teaching Literacy and Numeracy Targets, Learning and Support. Temora West maximises resources available to implement the school's key priorities including purchasing ICT equipment, furniture for collaborative learning spaces and supporting students.

Temora West is a **Fee-Free** school as our parents provide funds through their major funding raising event; the annual fete. This raises enough money to resource a number of projects around our school.

Receipts	\$
Balance brought forward	81,042
Global funds	100,005
Tied funds	111,989
School & community sources	15,975
Interest	877
Trust receipts	2,214
Canteen	0
Total Receipts	231,059
Payments	
Teaching & learning	
Key Learning Areas	8,210
Excursions	685
Extracurricular dissections	18,235
Library	3,161
Training & Development	0
Tied Funds Payments	67,154
Short Term Relief	9,075
Administration & Office	28,967
Canteen Payments	0
Utilities	11,811
Maintenance	21,020
Trust Payments	1,737
Capital Programs	0
Total Payments	170,054
Balance carried forward	142,047

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	377,200
Appropriation	341,842
Sale of Goods and Services	931
Grants and Contributions	34,130
Gain and Loss	0
Other Revenue	0
Investment Income	297
Expenses	-248,607
Recurrent Expenses	-248,607
Employee Related	-119,487
Operating Expenses	-129,120
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	128,593
Balance Carried Forward	128,593

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

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

Temora West Public School meets all the necessary planning financial management processes and governance structures to meet financial policy requirements.

In 2017 we had a significant amount of carry-over due to the implementation of the new budgeting tool-LMBR. This amount will be expended in the 2018 school year with a number of projects earmarked.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,198,452
Base Per Capita	22,970
Base Location	33,514
Other Base	1,141,968
Equity Total	149,388
Equity Aboriginal	8,374
Equity Socio economic	95,994
Equity Language	1,644
Equity Disability	43,377
Targeted Total	231,633
Other Total	34,577
Grand Total	1,614,051

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

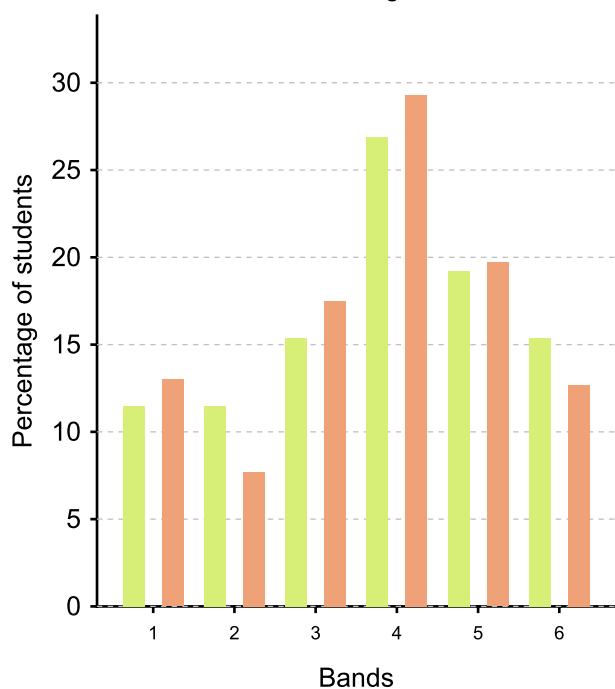
School performance

NAPLAN

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

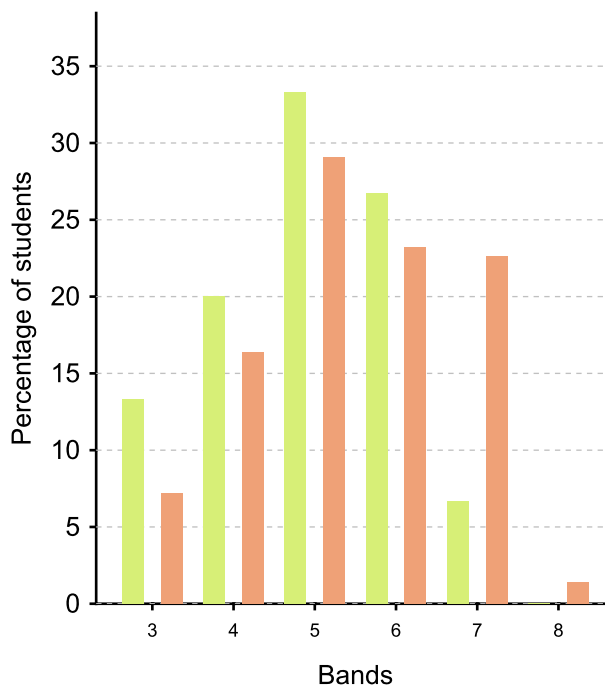
Temora West has worked towards delivering quality Literacy and Numeracy programs, in conjunction with our Learning and Support and targeted learning for small groups in line with the Premier's Targets. Some initiatives implemented throughout the school include: Reading Recovery program, Best Start, L3 and Numeracy groups. These are providing our students with the skills and knowledge to be active and engaged learners. The NAPLAN results showed a downward trend for 2017 in Year 3 and Year 5.

Percentage in bands:
Year 3 Reading



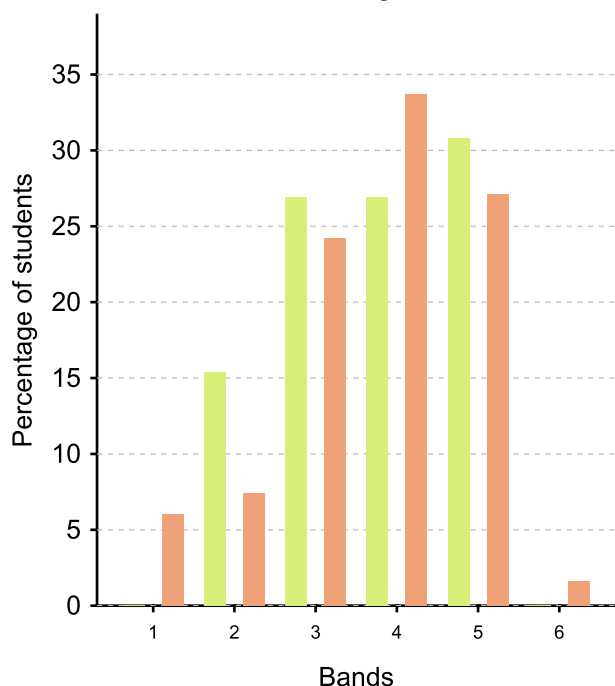
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



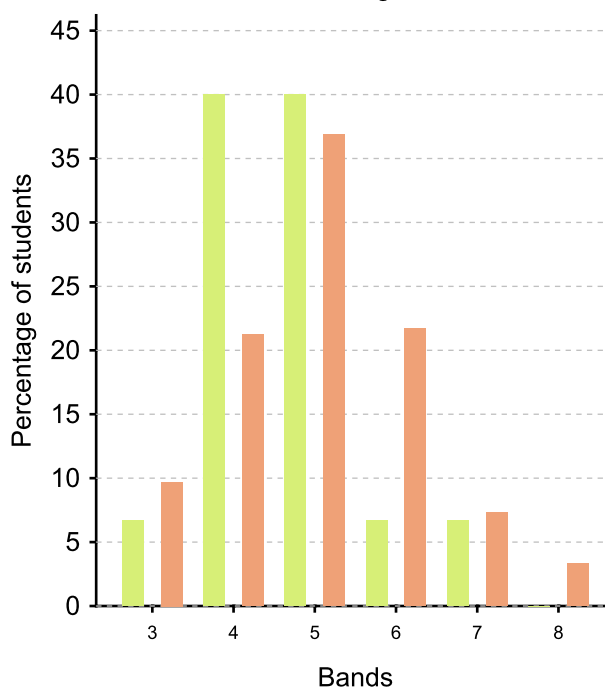
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

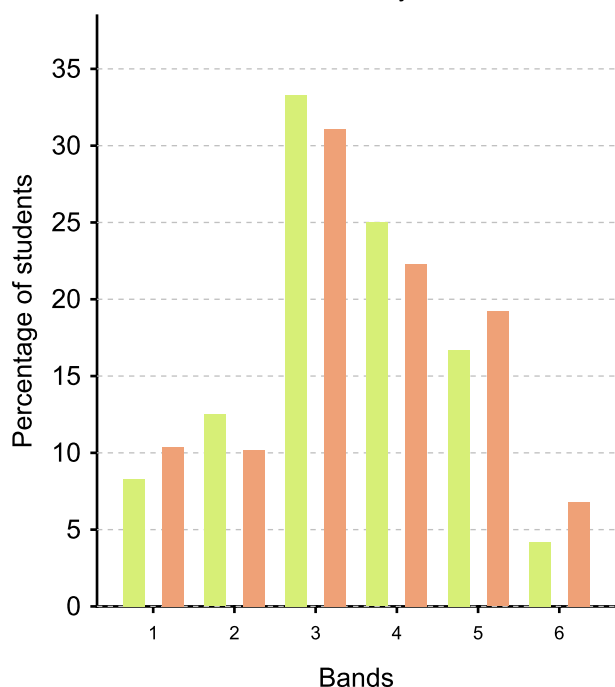
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

The NAPLAN Numeracy results in Year 3 and Year 5 show a downward trend for this year (2017). The smaller maths groups and targeted teaching would be expected to show results in 2018.

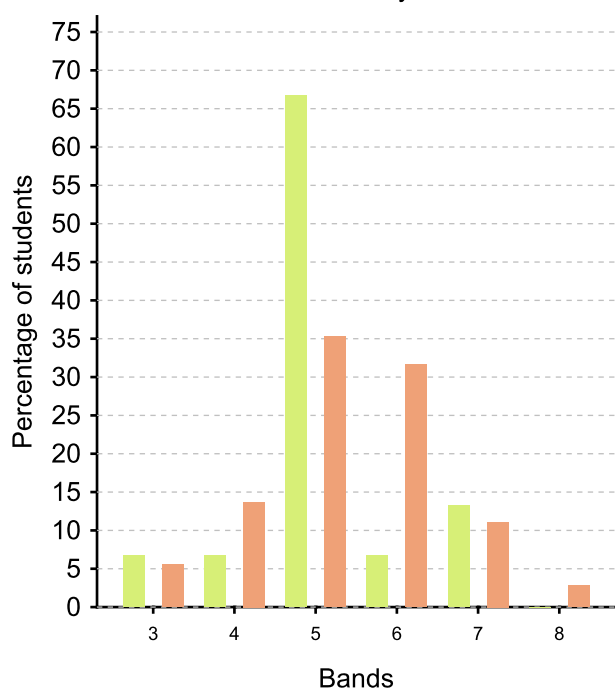
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	8.3	12.5	33.3	25.0	16.7	4.2
School avg 2015-2017	10.4	10.2	31.1	22.3	19.2	6.8

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	6.7	6.7	66.7	6.7	13.3	0.0
School avg 2015-2017	5.6	13.7	35.3	31.6	11.1	2.8

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Temora West has worked tirelessly at meeting the Premier's Priorities to increase the proportion of NSW Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 8% by 2019. Intensive programs including small group and individual lessons were planned and implemented to assist our students to achieve their best. Results show a significant growth (122) in Numeracy from Year 3 to Year 5 for Aboriginal students, particularly in patterns and algebra where the individual growth was over 149.



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 95% believe that the school encourages a sense of pride and achievement. 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.

Parents believe that the school could improve in playground expectations for behaviour for students. This correlates with teachers responses; where teachers are most concerned about playground behaviour and ongoing minor incidents. The Anti-bullying survey showed that almost all incident were in the playground and this has had a significant impact on teachers time and energy as they are diverted to documenting this. Students also indicated that the school expects them to do their best. Parents

believe teachers provide a stimulating learning environment and make school work interesting and enjoyable.

Conclusions for 2017

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

Produce a document for the School community on 'High Expectations for Behaviour' at Temora West School. This will outline what is expected in our playground.

Train two teachers to provide Peer Support for 2018 to build a more cohesive student unit.



Multicultural and anti-racism education

Opportunities are provided in classroom lessons, assemblies and student welfare activities to ensure that all students and members of the school community are abiding by the Dignity and Respect in the Workplace Charter; the Department of Education's Code of Conduct and upholding the school's stance on respect and tolerance. It is our duty of care and the school's and individuals' responsibility to prevent any form of racism. Targeted learning opportunities in the History and Geography key learning areas are developed to expand students' understanding of cultural perspectives and diversity. Activities such as visiting performances with a multicultural focus are utilised to expand students' understanding of cultural differences. Multicultural Public Speaking and Harmony Day are celebrated annually to instil in students a sense of cultural respect – from the traditional owners of this land to those who have come from many countries around the world. By participating in cultural events/activities, our students can learn and understand how all Australians from diverse backgrounds are treated with respect and dignity.

Other school programs

Debating

Temora West entered a team in the Year 5/6 Premier's Debating Challenge. Our team consisted of two Year Five students (Xander Chessor and Indianna Lowes) and two Year Six students (Elizabeth West and Lexi Wood). The team was a huge success, winning 5 out of their 6 debates. The team made it to the Quarter Finals Round, but unfortunately were defeated by Griffith North in a very close debate!

Public Speaking

This year we had four speakers in the Multicultural Perspectives Public Speaking competition. Zoe Martin and Jaryn Breust represented Stage Two and Carly Anderson and Elizabeth West represented Stage Three. The girls all prepared, edited and practiced their speeches in their own time and spoke well on the day. All students received a participation certificate and are to be congratulated on their efforts.

Premier's Spelling Bee



Policy requirements

Aboriginal education

Aboriginal perspectives are included in all Key Learning Areas so that Australia's Indigenous heritage is understood, respected and celebrated appropriately. Aboriginal national days and weeks are celebrated, with visiting cultural performances and community members involved in providing learning opportunities for students. Murals created during these programs have been displayed proudly around the school and in the office foyer. Aboriginal Education has a strong focus in the school plan. The Aboriginal flag is flown each day and Acknowledgement of Country is given at school assemblies. All Aboriginal students have been involved in Learning and Support with explicit teaching in Literacy and Numeracy. A special excursion was held for Aboriginal students to Borambola Sport and Recreation Camp to provide an opportunity for them to mix with other students and create friendships outside the school environment.

This year, teachers conducted spelling tests between class groups to nominate three school representatives to compete in the Premier's Spelling Bee at regional level. Year 4 students Zoe Martin and Willis Schmidt represented Stage Two and Indianna Lowes represented Stage Three. All three students worked hard to learn their spelling words, with Zoe and Willis doing very well in the competition. Willis made it to Round 5 of the competition, competing against the top 14 and Zoe made it to Round 6, competing against the top 10 representatives.

Dance 2017

Interested students from Year 4–6 participated in a workshop with Year 10 dance students from Temora High School in Term One. From the workshop, all who participated improved their movement and stage skills. Following the workshop two dance groups were formed. Mrs Kay Maree Wallace choreographed the 'Run' dance with the 5/6 group consisting of 9 students and 8 students from Year 4 who learnt a dance to the song, 'Better When I'm Dancing'. The Stage 3 group performed at Temora's Got Talent. Both groups performed at the school and at the Wagga Wagga Eisteddfod. They were awarded a highly commended. The Year 4 Group was also awarded the overall Encouragement Award.

Choir

In 2017, Choir was regularly supported by approximately 25 students from the lower primary years with the exception of one Year 6 student. The Choir supported the local fete, singing 'Respect' and 'Yesterday's Dream'. These items were also performed at the combined schools event, Temora's Got Talent. In the third Term, the Choir took a short recess. In Term four the students enthusiastically participated at the town carols, Narraburra Lodge Aged Care Facility and Presentation Day.

Festival of Instrumental Music (FIM)

For the 9th consecutive year, Stage 3 students undertook the huge commitment of learning the complex repertoire to participate in the recorder section of the Festival of Instrumental Music at the Opera House. The students worked tirelessly during their free time to learn and memorise the 3 songs. The students thoroughly enjoyed the experience and their performance of *Krasniye Saposhki*, with the combined strings orchestra, brought the house down.

Year 6 Sustainability Exchange – Randwick & Borambola Camp

A group of Year 6 students travelled to Sydney for the annual Sustainability Exchange, an initiative between Randwick City Council and Temora Shire Council. Throughout the trip the students participated in a variety of activities including: investigating the rock pool ecosystems along South Maroubra Beach, a night session at the Sydney Observatory, reptile and bird workshops and a beach session at beautiful Clovelly Beach. They also visited the amazing Maroubra Bay

Public School and participated in a gardening workshop and tree planting activities. We were given a tour of this outstanding school and particularly enjoyed their flexible learning spaces and technology centres.

The Borambola Camp was again a tremendous excursion, with many of the students conquering their fears, particularly of heights on the climbing tower and flying fox. The students participated in a variety of challenging activities that were designed to build resilience, cooperation, teamwork and communication skills. These included: BMX, high ropes course, climbing tower, flying fox, archery, water sports raft building and a mud run.

Reading Recovery

This year was the third year of Reading Recovery for Temora West Public School. This year the school received an allocation of two Reading Recovery students per day. The continuation of Reading Recovery in 2017, has positively influenced the literacy outcomes of Year 1 students within the school. This year, 5 students participated in the Reading Recovery program, with 4 successfully completing the program.

Reading Recovery enabled the students to use their newly acquired knowledge and strategies to become improved readers and writers and increase their instructional text reading level.

School Sport

The 2017 school year was again a huge sporting year at Temora West Public School. Successful school carnivals were held for Cross Country, Swimming and Athletics. Many students participated at zone level in these sports with Clancy Manning representing Cootamundra Zone at the Riverina Swimming Carnival. Jared McKinnon and Jake McGovern represented Cootamundra Zone at the Riverina Cross Country event. The students were provided with opportunities to participate in golf, Rugby League and tennis workshops through the Sporting Schools program. A number of students attended zone sports trials in sports including touch football, Rugby League and Union, soccer and cricket. Jake McGovern gained selection in the Riverina PSSA Rugby League Team and Beni Tudulu and Lexi Wood were selected in the Riverina PSSA Rugby Union Team. Lexi has the significant honour of being the first girl to be selected in this PSSA representative team – well done.

Students participated in the Mortimer Shield and Trent Barrett Shield competitions in Rugby League and League Tag. The Stage 2 girls were successful in making the regional finals. The Year 6 students again ran a successful Premier's Sporting Challenge, providing all students with an opportunity to participate in a variety of activities and games each week that promoted physical activity and the development of fundamental movement skills.