

Temora West Public School

Annual Report



2018



4209

Introduction

The Annual Report for **2018** 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

Temora West Public School has a Strategic School Plan that is an indication of the school's vision for three years based around three strategic directions. These directions will underpin our planning for this period and articulate where we want our school and the educational needs of our students to be at the end of 2021. Underpinning our 2019–2021 School Plan is continuous improvement, innovation and the professional development of our teachers, building their capacity to implement teaching practices that will prepare our students for learning in the 21st Century. Our School Plan outlines the school's priorities and is future focused and will drive a school culture of success and quality practice. It shows how we will move forward with a collaborative, considered and consistent approach to delivering the curriculum. It's management, implementation and evaluation is a whole school responsibility. This statement guides the teaching philosophy of all teachers and leaders at Temora West Public School. We are committed to improving the learning outcomes of students through enhancing teacher quality and we share the following beliefs:

- * Students are our priority, at the centre of everything we do and our practice reflects their best interests;
- * Teachers and school leaders are the key to making the difference to student learning;
- * Teacher quality and instructional leadership are the key drivers for continuous school improvement; and
- * The coherent alignment of teacher, leader and student learning has the greatest impact.

We continue to achieve this through a relentless focus by our students, staff and community on our strategic directions of challenging, engaging and building resilient learners, striving for quality, innovative and reflective teaching pedagogy and creating a dynamic and collaborative educational community.

Toni Smart

Principal

School background

School vision statement

Through collaboration and continuous learning, *Temora West Public School* will be a place of excellence where all students are engaged in high quality, real-world learning.

A professional and highly motivated staff, in partnership with parents and community, will **empower students to achieve their full potential** and become caring, responsible citizens who are lifelong learners.

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

In the domain of Learning, our focus has been Curriculum and Wellbeing. As a school we continue to refine our planning and programming to reflect quality teaching and professional practice in every learning environment, providing students with opportunities to connect, succeed and thrive, relevant to their stages of learning and development. Student learning in the area of wellbeing has focused on the five 'You Can Do It' keys to success, in particular the skill of 'Resilience'. Students have had various opportunities throughout the year to demonstrate healthy habits of the mind and display resilience through working collaboratively and creatively in classroom group work activities. Our continued work in the area of the new curriculum development and implementation, including History and Geography, ensures that staff are continuing to align teaching and learning with syllabus and policy documents whilst differentiating instruction to meet specific student learning needs and goals. We continue to look at ways to actively refine transition procedures which has allowed us to work closely with families and agencies including local preschools, high schools and service providers to support all students.

Teaching

In the domain of Teaching, our focus has been Data Skills and Effective Classroom Practice. As teachers we continue to use selected internal and external data collection tools such as standardised assessments including PLAN and NAPLAN to determine goals for achievement and develop consistent teacher judgement. School-based instruments have been developed to be used regularly to help monitor student learning progress, to identify skill gaps for improvement and investigate intervention strategies to help support need. As a school we continue to implement quality opportunities for staff to provide and receive constructive feedback from peers and school leaders to improve teaching practice. The planned focus of professional learning for staff in 2018 was the positive psychology concept of Growth Mindset and evidence-based practices of Visible Learning. Staff participated in professional learning sessions about the impact Growth Mindset and Visible Learning have on student learning outcomes and in the development of effective classroom practice. Staff were provided opportunities to implement learning intentions, success criteria and feedback informative assessment tasks. As a result of this professional learning, teachers have refined and developed their practices in regularly reviewing learning with students and ensuring all students are aware of how to improve their learning.

Leading

In the domain of Leading, our school has focused on Leadership and Resourcing in 2018. We have developed a strong commitment to providing resources to enhance learning. We also understand that creative and innovative ways of using school resources can help maximise student learning. We have investigated and commenced using our teaching and learning spaces in flexible and fluid ways to maximise learning opportunities, this has been a great success in our Library, which has been transformed into a flexible, modern learning space. At Temora West Public School, we are committed to ensuring classrooms and specialist programs are well resourced to support learning and the implementation of new units of work aligned to the NSW BOSTES syllabus and Australian Curriculum. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Engaging, Inclusive and Reflective Learning Culture.

Purpose

To provide a powerful learning environment that explicitly teaches students to be literate, numerate and creative, where high expectations are set to achieve students' full potential.

Overall summary of progress

There is effective monitoring of students to ensure support is provided when needed. The Learning and Support Team contributes to the provision of quality teaching and learning for all students and monitors the mental health and wellbeing of students. Behaviour expectations are taught and there is an ongoing reward system for expected behaviour through YCDI and Honour awards. Students are familiar with the school rules.

Data is an important tool to not only track student achievement but to also inform future planning to ensure quality, focused learning opportunities. In 2018, standardised (including PAT online) and embedded assessments were implemented as part of a range of tools to measure student performance. Assessments to measure and record student achievement in literacy and numeracy were developed using the progressions in Kindergarten and Year 1. Professional learning for all staff centred on differentiation for integrated students, Visible Learning strategies and utilizing a new tool PAT online.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in Year 2 to Year 6 reading comprehension and K–6 numeracy as evidenced through data tracking.	Equity: \$6500 Professional Learning: \$600	Students from Year 3 to Year 5 exhibit at or above expected growth of 56% in NAPLAN Reading and 58% in NAPLAN numeracy 2018
Increase the number of students achieving proficiency in line with the Premier's targets.	Professional Learning: \$2000 Literacy and Numeracy Grant: \$4200	Results show an increase of 3.79% in the top bands from 2017, making total of 24.62% in 2018.

Next Steps

- Implement Visible Learning and evidence-based practices in K–6 classrooms including formative assessment, learning intentions, success criteria, feedback and self-assessment strategies.
- Increase levels of engagement and achievement in Gifted and Talented programs for students with identified giftedness.
- Continue work on the development of reflective practices and differentiation, ensuring every student's learning needs are catered for in literacy and numeracy.

Strategic Direction 2

Staff will be High Performing, Evolving, Collaborative and Dynamic.

Purpose

To commit to promoting excellence in teaching in every classroom, every day through a shared vision and fostering professional dialogue amongst a collaborative and dedicated teaching team.

Overall summary of progress

Progress An evidence-based program format was developed with key components including but not limited to; Learning Intention, Success Criteria, and Feedback as the introduction to Visible Learning. This involved ongoing professional learning conversations during staff meetings and peer observation of lessons.

2018 saw the development of Scope and Sequences to support the implementation of the History and Geography syllabus documents, PDHPE and Technology.

A clear, well sequenced whole school plan for curriculum delivery provided for implementation of History and Geography syllabus, including preparation and review of quality units of work. Adjustments and capabilities are embedded in teaching and learning programs. Teachers have developed skills to use PLAN, NAPLAN and other external assessment tools to inform teaching and learning programs and areas for professional growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school analyses and uses data to identify the learning progress of individual students and cohorts in Literacy and Numeracy.	Equity: \$2700 Professional Learning: \$4100	Data is an important tool to not only track student achievement but to also inform future planning to ensure quality, focused learning opportunities. In 2018, standardised (including PAT online) and embedded assessments were implemented as part of a range of tools to measure student performance. Assessments to measure and record student achievement in literacy and numeracy were developed using the progressions in Kindergarten and Year 1.
Teachers have rigorous and self-reflective goals and lesson observations and programs directly show that teachers use evidence based best practice.	Professional Learning: \$6500	At the end of 2018 all Temora West Public School staff have a performance development plan based on the new Department policy. Staff members are developing an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth. All staff are contributing to school planning and actively participating in milestone meetings.

Next Steps

- Develop a coherent, sequenced curriculum that is underpinned by conceptual planning and embed Visible Learning capabilities in teaching and learning activities.
- Provide professional learning and build capacity in teachers to use assessment strategies for, as and of learning to monitor engagement and achievement of students.
- Engage teachers in professional learning about the link between the Australian Professional Teaching Standards and accreditation for all teachers in 2019, including the promotion of higher levels of accreditation.

Strategic Direction 3

Leading a Supportive and Engaged School Community

Purpose

To promote a positive, inclusive and collaborative school culture. Learners who are confident, resilient and respectful. Working together as a learning community to equip students to lead successful lives.

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 the students. 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. In 2018 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 \$20000. 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, Grandparents Morning Tea, Education Week Open Day, Mother's Day and Father's Day Breakfast.

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. The learning aspirations and expectations of students and parents are known and inform planning for learning.	Equity: \$10,750	The School Community are aware of the school values through the school newsletters and assemblies. The School Council and P&C are active participants and supporters of our values. The parents and community members are very involved in the decision making and in particular the School Plan which gives them ownership of the school direction.
Wellbeing survey indicates the majority of students feel safe and a sense of belonging at Temora West Public School.	Equity: \$24,000	The Wellbeing survey overwhelmingly indicates that the strength of Temora West lies in its sense of community and that students have a real sense of belonging to the school and the community.

Next Steps

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	<ul style="list-style-type: none"> Aboriginal background loading (\$14 500.00) 	Internal and standardised data shows 8.33% of Aboriginal students in the top two bands in literacy and numeracy a decrease of 17% from 2017.
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$30 000.00) 	All students with a disability have the same opportunities to reach their potential at school with adjustments and support.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$4 000.00) 	Teachers feel supported and part of the team, who are valued and have professional Learning to meet their needs.
Socio-economic background	<ul style="list-style-type: none"> Socio-economic background (\$34 000.00) 	Every student was able to attend excursions/extracurricular activities regardless of their background with support from the school either through payment of costs or provision of adjustments.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	75	76	75	62
Girls	60	70	71	76

Temora West has a student enrolment in 2018 of 138 students. This enrolment has been stable for a number of years.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.9	91.8	94.1	93.7
1	94	89.7	93.9	92.4
2	94.3	95.5	89.2	94.1
3	94.1	94.1	94	90.6
4	93.5	91.1	92.7	94.5
5	94.9	92.1	92.7	92.1
6	93.5	91.7	92.7	92.2
All Years	93.8	92.5	92.8	92.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	7
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.71

*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

The teaching and administration staff at Temora West Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. Staff have also been involved in professional learning programs and training that have built the capacity of early career teachers, experienced

and expert teachers and aspiring and current school leaders.

Teachers had access to a range of professional learning opportunities including:

- Maintenance of compliance training such as Anaphylaxis and Asthma training, CPR and e-Emergency Care courses and Child Protection modules
- Training of two teachers in Peer Support
- Whole school training in Visible Learning.
- Executive staff attending a conference about management and leadership of school priority areas.

Whole School Professional Learning has included meetings and workshops in the following areas:

- Positive Psychology – Growth Mindset
- Evidence-based Practice – Visible Learning
- History & Geography NSW BOSTES syllabus implementation
- NAPLAN & PLAN
- School Planning & Priority Areas

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	128,593
Revenue	1,799,915
Appropriation	1,734,646
Sale of Goods and Services	2,025
Grants and Contributions	62,257
Gain and Loss	0
Other Revenue	0
Investment Income	987
Expenses	-1,746,205
Recurrent Expenses	-1,746,205
Employee Related	-1,485,077
Operating Expenses	-261,128
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	53,710
Balance Carried Forward	182,303

A full copy of the school's financial statement is tabled at the annual general meetings of the parent P&C and School Council meetings and/or Printed on: August 8 2019.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,235,336
Base Per Capita	28,731
Base Location	34,302
Other Base	1,172,303
Equity Total	202,072
Equity Aboriginal	14,518
Equity Socio economic	114,797
Equity Language	565
Equity Disability	72,193
Targeted Total	197,428
Other Total	51,030
Grand Total	1,685,866

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should

take into consideration the different test formats and are discouraged during these transition years.

The following graphs provide an overview of student performance in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. In 2018, students in Year 5 demonstrated excellent progression in NAPLAN assessments, showing above average achievement in all subjects except writing when compared to similar schools. To further develop the capacity of students in Literacy and Numeracy, an extra teacher in 2019 will engage in mentor roles to target support in classes Year 5 and Year Six.

The NAPLAN results show a drop in the progression of Year 3 Numeracy results. Extensive Learning and Support in our Stage One classrooms and the implementation of problem solving strategies across K–3 combined with explicit teaching will be a focus in 2019.

Year 5 results highlight the success of support programs with limited students now in the bottom bands. Enrichment programs were implemented in Stage 2 and 3 classrooms. These have increased expected or beyond expected growth from year 3 to Year 5 in over half of our students.

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 Public School has worked tirelessly at meeting the Premier's Priorities to increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 8% by 2019. Intensive programs included small group and individual lessons which were planned and implemented to assist our students to achieve their best and learn more about their culture. Our explicit programs have shown incredible growth in reading, comprehension and confidence.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents/carers, teachers and students about the school. Their responses to surveys administered in 2018 are presented below:

- Parents and students overwhelmingly reported that staff are approachable, displayed a caring attitude and are very dedicated to the profession. **"A small but welcoming school"**
- 90% of students report they have positive relationships at school.
- Students that believe schooling is useful in their everyday life and will have a strong bearing on their future is over 90%
- 80% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- Students indicated that they try hard to succeed in their learning.
- 89% of school staff believe they emphasise academic skills and hold high expectations for all students to succeed
- Parents and staff overwhelmingly appreciated the sense of community at Temora West Public School where parents, staff and the wider community worked together to provide the best opportunities for students. **"Friendly and approachable teachers and office staff"**
- The wide range of learning experiences and extra-curricular activities offered to students is highly valued by the whole school community. **"There are excellent opportunities to play instruments, join choir, dance, band or drums"**
- The school provides a safe and caring learning environment in which achievements are recognised and positive behaviours are encouraged.
- Overall, there has been a measured increase in parent and student engagement in the school.

The findings of these surveys are used by the school to determine future action for student, staff and community development. They are also used as measure of the effectiveness of school policies, procedures and initiatives.



Policy requirements

Aboriginal education

Temora West Public School is committed to the continual improvement of the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. In 2018, seven students identified as being of Aboriginal and/or Torres Strait Islander descent. Temora West Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies and formal events held at school
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples
- A Personalised Learning Plan for each Aboriginal student has been written and implemented.

Multicultural and anti-racism education

Temora West Public School works consistently to ensure its teaching and learning programs are culturally inclusive classroom and school practices are embedded. Further to this, our programs foster student understanding of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being safe and being a learner help to support these values. A range of communication strategies have been employed to ensure equity in access to information distributed by the school.

Other school programs

Sport

Many sporting opportunities were provided for our students in 2018. Students from each of the sporting houses competed enthusiastically in our customary swimming, cross country and athletics carnivals. The students selected to compete in the Cootamundra Zone carnivals participated to the best of their ability. Kate Pellow qualified to attend the Riverina Zone in cross country and Makaela C, Clancy Manning and Login McKinnon in swimming events.

During terms one and four the students had lessons to improve their swimming skills, this included swimming for Years 3–6 for weekly sport and intensive swimming for Year 2 and students with disabilities.

A wide variety of sports were offered for individual students and teams. Hayley Moncrieff was successful in selection for the Cootamundra Zone Netball and Beni Tudulu in Rugby Union. Beni had the honour of representing the Riverina side. Teams were entered in the annual Mortimer Shield and Trent Barrett Shield competitions.

Premiers Sporting Challenge was held in Term three. Our Year 6 classes were provided with the opportunity to develop their leadership skills. They ably organised and co-ordinated a variety of activities to increase student fitness, team spirit and fundamental movement skills.

The school was grateful to have the local soccer association provide an extensive program over many weeks. This will assist us in the preparation for 2019. A successful application for a Sporting Schools program grant enabled the students to participate in weekly cricket sessions with a highly qualified coach.

Debating

Temora West entered two teams in the Year 5/6 Premier's Debating Challenge this year. One team consisted of four Year Five students (Stevie FitzPatrick, Zoe Martin, Sarah Moncrieff and Hallie Carnie) and the other consisted of six Year Six students (Indianna Lowes, Xander Chessor, Makaela C. and Carly Anderson). The teams had similar successes; both teams winning 2/4 of their debates.

Festival Of Instrumental Music

In 2018 we had another successful entry of Recorder players (Descant 2) into the Festival of Instrumental Music in Sydney. 14 students in Stage 3 represented our school at this event, and were able to successfully learn 3 songs in a shorter time frame than previous years. All students were congratulated on their mature manner when rehearsing with music teacher Judy Gollasch.