

# Temora Public School

## 2019 Annual Report



3178

## Introduction

The Annual Report for 2019 is provided to the community of Temora Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

Temora Public School

De Boos St

Temora, 2666

[www.temora-p.schools.nsw.edu.au](http://www.temora-p.schools.nsw.edu.au)

[temora-p.school@det.nsw.edu.au](mailto:temora-p.school@det.nsw.edu.au)

6977 2113

# School background

## School vision statement

**To promote positive, respectful relationships in the pursuit of excellence, in a safe, nurturing environment.**

## School context

Temora Public School is a medium sized primary school, centrally located in the town of Temora, in the North East Riverina. Temora Public School was established in 1880 as a tent school during the gold rush, and provided education for both primary and secondary students until 1952, when secondary students transferred to the newly established Temora High School. Temora Public School has a current enrolment of 271 students, including eight Indigenous students from Aboriginal and Torres Strait Islander origin. Students are drawn from a broad cross section of the community.

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

Temora Public School caters for a diverse range of students and attracts equity funding to support the learning needs of those requiring additional support.

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



## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Create a high performing, dynamic school where students can connect, thrive and succeed

### Purpose

To provide a consistent, integrated school wide approach to support student wellbeing.

To ensure students set personal learning goals and have access to innovative and outstanding educational programs and resources to develop lifelong, resilient learners.

### Improvement Measures

All teaching staff are trained in and implementing Positive Behaviour for Learning (PBL), resulting in a reduction in the number of students receiving incident slips annually.

All students set pertinent and aspirational learning goals allowing reflection to determine future learning.

Feedback in the form of student, teacher and parent/carer surveys reveal that classroom and playground upgrades have enhanced access to innovative teaching practices and student engagement.

### Progress towards achieving improvement measures

#### Process 1: *Wellbeing*

*Implement the PBL approach to student wellbeing, in which students can connect, succeed and thrive at each stage of their schooling.*

Evaluation	Funds Expended (Resources)
<p>The vast majority of staff are consistently using the language of PBL and incorporating the values of Respect, Responsibility and Resilience into dialogue at assemblies, in the classroom and on class awards. In 2020 we will include the School Learning Support Officers in further PBL learning, to ensure consistency of implementation. They will participate in the PBL session on the School Development Day at the beginning of the year.</p> <p>Whole school and individual celebration systems have been refined and the new model will be implemented in 2020, following staff input at the School Development Day.</p> <p>A scope and sequence for the teaching of PBL lessons based on Sentral data was implemented, with weekly school wide lessons taking place. PBL lessons were taught fortnightly at assemblies, with all staff and students present. The Tiered Fidelity Inventory data report will indicate successes and areas for improvement.</p> <p>PBL signage was erected across the school in key areas. Positive feedback was received about the signage from staff, parents and students. Teachers and SLSO's are referring to the signs as visual reminders and prompts to students in the playground. All staff are using the common language of PBL when speaking with students. Casual teachers are aware of the rules as they are clearly visible in the playground.</p> <p><b>Where to next:</b></p> <p>Ensure class rules and PBL posters are displayed in all classrooms. Identify essential components required in these posters. The executive team at Temora High School are keen to adopt Positive Behaviour for Learning in 2020 and we will support them in this process.</p>	<p>PBL signage – \$18,268.40</p> <p>PBL coach network training</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$18268.40)</li></ul>

#### Process 2: *Curriculum*

*Deliver quality student centered and self-regulated learning experiences, enabling students to*

**Process 2:** *understand how they learn and to set and achieve their learning goals.*

Evaluation	Funds Expended (Resources)
<p>The setting of student learning goals has been embedded as regular practice in all classrooms in the school. Mid year goals are set with input from students and teachers. Goals are regularly revised and recorded in PBL Success Journals. Students feel a sense of satisfaction in achieving their goals and have become far more efficient in setting explicit goals to expand their knowledge and skills.</p> <p>The variety of innovative learning interventions offered to students has impacted positively on meeting the differing needs of students. As a result, student learning outcomes have improved across a range of Key Learning Areas</p> <p><b>Success Journals</b> – 100% of students have success journals and use them to track their PBL stars. Students have written personal goals in their journals and discussed them with parents and carers at Student Led Conferences. Students and teachers found the format easy to follow when tracking stars. The aim is to place them on Sentral to track stars school wide. Discussion at the School Development Day indicated that adjustments to the format were needed to suit the needs of different stage levels.</p> <p><b>Goal Setting</b> – 100% of classes used goal setting. flexibly; weekly, monthly, across the term. Goals were shared with parents at Student Led Conferences. Stage three parents added a goal for their child in the success journals during the conferences. Students reported feeling a sense of satisfaction in setting goals that "stretched them". The language of short term and long term goals was embedded when discussing learning goals. Goals were displayed in classrooms and SLSO's used the language of "goal for the day" with their students. Goals were also linked to school wide projects such as the Feedback Pilot Project.</p> <p><b>Seven Steps Writing Project</b> – All classes gained access to the writing project. 100% of teaching staff attended Seven Steps training and were given access to the resources on the website, as well as weekly emails. Common language across all grades was developed using the Seven Steps to Writing Success. The project wasn't implemented fully due to serious staff illness, resulting in staffing changes. However, all classes followed the Seven Steps rubric guide. Writing data from pre and post tests in Stages 2 and 3 showed growth in the structure of student writing, as well as writing techniques.</p> <p><b>Where to next:</b> linking writing to the literacy progressions, ongoing use of the language and structure of seven steps across all stages of learning.</p> <p><b>Aurora College</b> – Students in Stage 3 were selected to participate in the Aurora College program for Mathematics and Science. Students worked independently to access a more advanced curriculum. Students showed growth in semester reports, with one student moving from sound in Science to outstanding. This student was then selected for the Aurora College program in Year 7 at Temora High School. Students showed increased levels of independence by using class time, as well as home time, to complete set tasks without prompting. They worked independently and were responsible for the integration of technological devices every day.</p> <p><b>MiniLit</b> – Students were identified from Minilit screening data, which was cross referenced with classroom assessment data. All students from Years 1 to 6 had the opportunity to access the program if assessment data indicated a need for them to participate. The need for students in Stage 2 and 3 to access Minilit has decreased as a result of the success of the program in past years. Students in Early Stage 1 and Stage 1 are now prioritised for participation in Minilit.. Classroom performance from students who have graduated from Minilit has continued to improve, as evidenced by</p>	<p>Success Journals created and photocopied</p> <p>Seven steps to writing success manuals</p> <p>Minilit staffing for two School Learning Support Officers</p> <p>Technology accessed and area set up for Aurora College to operate. No cost to school</p> <p>Learning Centre resources budget including Indigenous Art Project with Art Gallery of NSW and Wagga Wagga Art Gallery. Art resources, casual relief and buses to Wagga Wagga to attend students training days and exhibition opening.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$500.00)</li> <li>• Socio-economic background (\$3500.00)</li> <li>• Low level adjustment for disability (\$30000.00)</li> <li>• Socio-economic background (\$1600.00)</li> </ul>

## Progress towards achieving improvement measures

assessment data in the Soundwaves Spelling program and class writing samples.

**Where to next:** Ongoing monitoring of student assessment data in Spelling to inform support for past Minilit students. Early Stage 1 teachers will be trained in the Initial Lit program to provide direct whole class instruction in 2020. SLSO, Mrs Storm, will continue to support beginning readers and writers during literacy group rotations in Early Stage 1.

**Learning Centre** – Learning Centre time was used to support talented students with interests in specific areas, or to extend their learning across a range of Key Learning Areas (KLA's). During this time students were supported by teachers with teaching expertise in their area of choice. Some of the focus areas included; writing competitions, public speaking, debating, drama, leadership opportunities, dance and Maths Olympiad. Students were successful in the Michael McCormack Anzac Day writing competition, gaining awards for their pieces. Leadership speeches for the election of School Captains were written at an exceptional standard. Students attended public speaking and Maths Olympiad competitions, as well as representing the school at the Riverina Dance Festival. The Learning Centre allows students time to capitalise on their talents.

**Where to next:** Extend the range of opportunities across KLA's, where students demonstrate a talent or interest. Utilise parent volunteers to target areas of interest, for example, photography and chess.

### Process 3: *Learning Environment*

*Determine resource and equipment needs and acquire assets in a strategic manner ,aligned to the school budget.*

Evaluation	Funds Expended (Resources)
<p><b>Furniture</b> – Stage 3 &amp; Stage 2 classroom upgrades included the purchase of flexible furniture, storage trays and cupboards. All classrooms have a range of flexible seating options to meet the needs of a variety of teaching and learning styles in contemporary classrooms. The P and C association contributed funds to support the furniture upgrade.</p> <p>Student feedback to teachers revealed that students enjoyed the flexibility of different seating options and indicated they felt more engaged in their learning as a result. Teachers believed the new furniture enabled them to plan a greater variety of learning activities to cater for the different needs and learning styles of students. Both staff and students indicated their classrooms looked fresh, modern and aesthetically appealing.</p> <p><b>Where to next?</b> Stage One classrooms to receive furniture and storage upgrades in 2020.</p> <p><b>School Sign</b> – An electronic, double sided school sign was purchased and erected at the front of the school. The sign displays important information on upcoming events, as well as celebrating the success of students. The new signage will improve communication between members of the school community and the wider community, as.ent messages placed on each side of the sign will target different groups.. The School Administraion Manager reports that the sign has been much easier to use, however there have been some technological restrictions as a result of daylight saving.</p> <p><b>Where to next?</b> Continued support and consultation from the electronic sign company responsible for installation. Seek feedback from parents on the effectiveness of the new sign and suggestions for improvements in messaging.</p> <p><b>Maths resources</b> – In term 4 additional Maths resources were ordered, as</p>	<p>New classroom furniture for Stages 2 and 3 – \$45574</p> <p>Electronic double sided sign \$28913</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>

## Progress towards achieving improvement measures

well as a trolleys for storage of new equipment. Funding from the Earn and Learn Woolworths rewards program was used to purchase hands on resources. These purchases will support the implementation of the new Maths program in 2020, where hands on activities and the language of maths will be a focus.

**Where to next?** Maths resources will be distributed to each classroom upon arrival in 2020. to support the implementation of the new Maths program.

**School upgrade** – Upgrades across the school included new carpet, replacement of ceilings in A block, and internal painting. Most upgrades were completed on time, producing an aesthetically pleasing learning environment for students. Verbal feedback received from students, staff and community members was very positive.

**Where to next?** Painting inside G block classroom, set up of "The Base" wellbeing room for students, cover for bike enclosure, COLA over the stage in the playground, pylon fixed in D block and upgrade of uneven asphalt in playground .



## Strategic Direction 2

Commitment to evidence based, explicit teaching practices in a collaborative, professional learning environment

### Purpose

To embed explicit, targeted whole school staff professional learning, to ensure collaboration is consistent and ongoing.

To maximise student learning outcomes in literacy and numeracy, by ensuring teaching practices are based on valid data.

### Improvement Measures

Staff participate in regular professional learning, collaborative planning, mentoring and classroom observations to improve their teaching practice.

Staff collect and analyse data effectively to improve learning, with evidence of improved literacy and numeracy outcomes.

Increase students achieving in the top two bands in literacy and numeracy by 15% in NAPLAN assessments.

### Progress towards achieving improvement measures

#### Process 1: *Data skills and use*

*Learning is data driven, based on formative assessment practices to inform tracking of student progress on the literacy and numeracy continuums / progressions.*

*Timely, targeted intervention and feedback for all students reflecting best practice, allowing access to tailored support, extension, or enrichment, to maximise literacy and numeracy outcomes.*

Evaluation	Funds Expended (Resources)
<p>Data is collected and analysed consistently to track student progress, as outlined in the Temora Public School data schedule</p> <p>SCOUT professional learning was conducted via a podcast to DoE teachers. All teachers were taught how to access student data to inform and improve future teaching and learning.</p> <p>Following a professional learning session at a Principals' meeting, the Learning and Support teachers were taught how to analyse NAPLAN data to enable them to identify students requiring support. This analysis addressed common errors for students in Years 3 and 5 Naplan literacy and numeracy results. This process was discussed at the Learning and Support/Student Wellbeing meeting and an overview of the support plan was shared with teachers.</p> <p>The Tell Them From Me Survey for students in Years 4–6 identified that all but one area remained consistent. Students' sense of belonging was slightly lower than for previous years.</p> <p><b>Where to next?</b> Implement wider ranging student wellbeing programs to promote positive student wellbeing, particularly targeting the needs of anxious students.</p> <p>Whole School Data Collection – The Temora Public School data schedule was followed by all staff members and data was saved in Google Drive. Data was analysed by class teachers in stage meetings and by the Learning and Support teachers, to direct future teaching and learning tasks.</p> <p>Targeted interventions based on point of need assessment data, from the Occupational Therapist and Speech Pathologist, was used to evaluate and</p>	<p>Speech Pathologist assessments – \$1730</p> <p>Occupational Therapist assessment and intervention – \$4300</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$6030.00)</li></ul>

## Progress towards achieving improvement measures

refine the effectiveness of school programs.

**Where to next?** Further use of tracking of students progress in Literacy and Numeracy on the Learning Progressions using ALAN/PLAN 2 following further professional learning in this area.

### Process 2: *Professional Learning*

*Draw on research to develop and implement quality professional learning in literacy and numeracy, to improve teaching practice.*

*Provide regular opportunities for staff to collaborate and engage in regular, professional dialogue and planning to enhance literacy and numeracy outcomes.*

Evaluation	Funds Expended (Resources)
<p><b>Collaboration to enhance learning</b> – Teachers meet weekly with stage partners to develop common assessments for use across the stage and to assess student learning tasks, using consistent teacher judgement. Teaching and learning programs are collaboratively developed ensuring consistency of teaching and learning across classes and has given teachers the opportunity to use their expertise to upskill each other. This has been particularly valuable with less experienced and more experienced staff learning in a collaborative manner.</p> <p><b>Where to next?</b></p> <p><b>Professional Learning</b> – Trauma Informed Practices. Staff and SLSO's trained in the Berry Street Trauma Informed Practices professional learning model. Teachers then upskilled other teachers on this model at professional learning meetings held at school. Check in systems were established to support students within classrooms and were both informal and formal. Students were able to reflect on how they were feeling and change their status when necessary. Students in need were targeted before school for individualised support. SLSO's completed check ins in the morning, prior to assembly and reported any concerns to staff.</p> <p>InteractEd – Two teachers were trained in an advanced technology PL, "Don't panic STEM curriculum course." Staff then used their knowledge to upskill others in the use of Virtual Reality headsets. All Stage 3 classes gained access to the headsets.</p> <p>During 2019, teaching and non-teaching staff completed professional learning courses that were relevant to the goals set in their Performance and Development Plans. Some of these included; RIVPAT Librarians' Conference, IMEX office training, the Social Mind, PPA Riverina and Teachers' Federation Principals' Conferences, Maths Problem Solving and CPR and Anaphylaxis training for all staff.</p> <p><b>Where to next?</b></p> <p>Further teaching and SLSO staff trained in Trauma Informed Practices in 2020. Extend the check in system to include more students, particularly those who experience anxiety.</p> <p>Provide opportunities for SLSO's to participate in school professional learning meetings relating to PBL and management of students, to maximise student learning outcomes.</p> <p>Book a Stemshare "Green screen" kit for use by Stage 2 and 3 students in 2020, to expand their access to and use of modern technologies.</p>	<p>Trauma Informed Practices PL funding and replacements of teaching and SLSO staff with casuals for 12 days in total.</p> <p>PL funds for courses attended by teaching and non-teaching staff – \$11,135</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$3800.00)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$14000.00)</li> <li>• (\$0.00)</li> </ul>

### Strategic Direction 3

The leadership team supports a culture of high expectations and community engagement to enhance whole school improvement

#### Purpose

**To increase community involvement in school activities, so that our students grow into confident, creative and resilient, global citizens.**

#### Improvement Measures

Aspirations and expectations of students and parents/carers are known, and used to inform planning for learning.

Increased parent and community involvement in school activities, as indicated in TTFM survey responses and data collection.

Communication between the school and community leadership teams is enhanced, through regular opportunities for meaningful dialogue.

#### Progress towards achieving improvement measures

##### Process 1: **School Resources**

*The school leadership team collaborates with the school community where appropriate on decisions about school resources, delivering benefit to both the school and community.*

Evaluation	Funds Expended (Resources)
<p><b>School Playground upgrade</b> – The recycling shed and paper storage area were built to allow students to take responsibility for paper recycling collection and to provide more storage space on school grounds. The P&amp;C working bee was attended by 58 parents and many students, who donated time and resources to plant large shade trees to replace three iron barks that were deemed dangerous. Native gardens were created on the North East fence and a farm play area was established. The farm area provides an interactive place for students to play and toy farm machinery was donated by the local agricultural businesses to enhance students' play experience.</p> <p><b>Where to next?</b> A cover to be built for the bike enclosure to protect bikes and scooters. Apply for a grant to provide shelter over the stage in the playground.</p>	<p>Plants, trees, soil for playground working bee. P and C and operating expenses funding.</p> <p>Paper recycling shed</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$800.00)</li> </ul>

##### Process 2: **Community Engagement**

*Utilise the expertise of members of the school community to build cohesive and equitable opportunities for all.*

*Provide opportunities and encouragement for members of the school community to be involved in a wide variety of school activities and events.*

Evaluation	Funds Expended (Resources)
<p><b>Parent information sessions</b> –These were presented by teaching staff to the P and C association on the following topics; the TPS sports policy, an emerging Ethics program and Positive Behaviour for Learning update. All parents were invited to attend these information sessions so they could be informed of school policy, as well as new programs that were being implemented across the school. Further parent and community involvement will occur in 2020, with the commencement of Ethics teaching, in addition to scripture each Friday. The school sport and PBL sessions ensured there was deeper understanding of sporting policies and procedures and the new wellbeing approach in the school..</p>	<p>Funding for catering for school functions</p> <p>Funding for casuals to support teachers to be off class for Student Led Conferencing</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$5500.00)</li> </ul>

## Progress towards achieving improvement measures

**Opportunities for engagement** – Mothers' Day Luncheon, Pie & Footy Day, Science Night, Planetarium Space Expo, parents as coaches, Book Week, Education Week, Student Led Conferences, Performance Night, dance helpers, dads on excursions, Teddy Bear's Picnic and the Year 6 farewell, walk out and parent barbecue.

**Where to next?** Changes need to be made to catering for the Year 6 farewell, as it has become too difficult to get volunteers in recent years. Youth worker, Anne Macauley to run courses for parents in 2020, such as "Ready set go" "How to raise great kids". All class teachers to use Dojo as a common form of communication to parents. Ideas for 2020: Family days, water park PBL celebration, family barbecue and market stalls.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Funding for Aboriginal culture performance</p> <p>SLSO's employed to support Indigenous students to achieve goals in ILP's.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$10 663.00)</li> </ul>	<p>Individual learning plans were created for all ATSI students in consultation with their parents. ATSI funding provided students with support in Literacy and Numeracy from School Learning Support Officers to enhance learning in targeted areas. The learning of ATSI students is monitored by teachers and the LAST team throughout the year to ensure their needs are being catered for and progress in learning is evident. A small amount of ATSI funding was used to financially support students to participate in excursions and performances.</p>
<b>Low level adjustment for disability</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$124 230.00)</li> </ul>	<p>Funding was used to employ a Learning and Support Teacher 0.7 FTE to support students requiring targeted intervention with their learning in Literacy and Numeracy. Funding was also used to implement the Minilit program for students on a daily basis, targeting phonemic awareness, decoding, reading and writing skills. Pre and post testing revealed significant growth in student results. Some students were referred off the program but will be placed on it again in 2020.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$47 382.00)</li> </ul>	<p>Stage partners worked collegially to plan consistent pre and post tests and assessments for use in reporting to parents. Stage partners shared the programming units of learning in History, Geography and Science, to enhance consistency of teaching across stages. Classroom observations and peer feedback took place on activated learning for the Feedback Pilot Project. Many organisational matters were co-operatively planned and implemented ensuring smooth communication and effective implementation.</p>
<b>Socio-economic background</b>	<p>Employment of Speech Pathologist and Occupational Therapist to complete assessments and work with students.</p> <p>Some SLSO funding for additional Minilit program.</p> <p>SENA testing for Numeracy.</p> <p>Chrome books purchased for students use.</p> <p>Support for students to participate in school events and excursion.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$96 416.00)</li> </ul>	<p>Pre and post assessments revealed considerable progress was made for students through intervention from the Occupational Therapist and Speech Pathologist. Parents and teachers were provided with progress reports and ideas of where to next.</p> <p>On and off testing for Minilit indicated that all students made progress across the subtests of Spelling, Reading and Writing Vocabulary, with some students progressing at faster rates than others. Their progress was evident in classroom assessments in Literacy, as well as their self confidence in tackling learning activities which would have previously been too difficult.</p>
<b>Support for beginning teachers</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$0.00)</li> </ul>	<p>No teachers qualified for beginning Teacher funding at Temora Public School in 2019.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	146	153	148	158
Girls	115	123	118	107

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.5	95.7	94	90.9
1	92.9	94.3	94.7	93.6
2	95.2	93.5	93.3	93.8
3	92.3	94.5	92.7	93.4
4	92.9	94.4	95.5	92.8
5	94.1	93.2	93	95.3
6	94.3	91.9	93.4	92.6
All Years	93.4	93.9	93.8	93.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.41
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.46

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

All teachers at Temora Public School are accredited to teach with the NSW National Education Standards Authority.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	68,803
<b>Revenue</b>	2,781,410
Appropriation	2,679,917
Sale of Goods and Services	534
Grants and contributions	100,342
Investment income	417
Other revenue	200
<b>Expenses</b>	-2,803,922
Employee related	-2,412,349
Operating expenses	-391,573
<b>Surplus / deficit for the year</b>	-22,513

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	113,600
<b>Equity Total</b>	231,709
Equity - Aboriginal	10,663
Equity - Socio-economic	96,416
Equity - Language	400
Equity - Disability	124,230
<b>Base Total</b>	2,076,794
Base - Per Capita	62,414
Base - Location	59,042
Base - Other	1,955,338
<b>Other Total</b>	145,156
<b>Grand Total</b>	2,567,258

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

### Literacy

Year 3 results in Reading, Writing, Spelling, Grammar and Punctuation scored above similar school groups.

Year 5 results in Grammar and Punctuation scored above similar schools groups.

### Numeracy

Year 3 results in Numeracy scored above similar school groups and the state average.

Year 5 results in Numeracy scored above similar school groups.

## Parent/caregiver, student, teacher satisfaction

### Students

The Tell Them From Me Survey for students was conducted in term 1 for students in Years 4 to 6. The results are listed below.

87% of students indicated that emotional and moral support and advocacy at school was high.

Overall, 95% of students had high expectations for success at school and beyond, with 100% of Year 5 students indicating their expectations for success was high.

Overall, students rated their sense of belonging lower than 2018, with 65% of students indicating they felt a sense of belonging at school. The sense of belonging score for girls was 61% which was lower than the boys score of 68%. This will be addressed in 2020 with a variety of wellbeing initiatives introduced to ensure students feel connected to their peers and teachers.

### Parents and carers

The Tell Them From Me parent survey was conducted online in term 4. There was a low response rate to the survey, so the percentages are not reliable data. In 2020 parents and carers will be given the option of completing a paper version of the survey to promote higher levels of participation.

93% of parents attended two or more meetings or functions at the school in 2019.

33% of parents were involved in school committees.

Informal meetings were rated by 73% of parents as the most useful form of communication at Temora Public School.

67% of respondents volunteered at the school canteen, 53% in school sport and 73% of parents volunteered in some other way.

94% of parents found social media the most useful communication about school news, with school newsletters, texts and P and C meetings scoring second highest at 87% each.

Parents nominated a reduction in the number of visiting authors and performers as their preferred way of prioritising teaching and learning time.

### Teachers

Quality professional learning is a key driver in improving the quality of teaching in schools. Professional learning has been a key feature of the 2019 school plan and is highly valued by teaching staff, as indicated below. A survey of teachers revealed that:

83% of teachers attended a professional learning course during 2019.

100% of teachers agreed or strongly agreed that participation in professional learning courses has improved the quality of their teaching and further supported student learning in the classroom.

89% of teachers believed that the most valuable professional learning they undertook in 2019 was time spent with their stage teaching team partners for collegial discussion and planning.

75% of teachers found professional learning courses hosted by external providers to be very useful with 25% finding them useful.

The least popular form of professional learning were online courses, with 25% of teachers finding them somewhat useful.

## Policy requirements

### Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.