

Temora West Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

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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

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Improvement in Year 2 to Year 6 Literacy and K–6 Numeracy as evidenced through data tracking, PAT online, NAPLAN and Teacher based assessment.

Increase the number of students achieving 93% attendance in line with the school targets.

Evidence includes, Attendance monitoring sheets, Sentral reports.

Progress towards achieving improvement measures

Process 1: Deliver quality student-centred learning experiences through innovative teaching practice and by embedding quality teaching practices in planning and teaching of literacy and numeracy.

Evaluation	Funds Expended (Resources)
Teachers have regular Professional Learning on the Visible Learning Strategies during our staff meetings; this often consists of clips on 'What Works Best' by Teacher Clarity. Teaching examples show real teachers on class demonstrating Visible Learning Strategies. Students are responding to the clearer Learning Intentions and write their own Success Criteria in Year 6.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$29300.00)

Process 2: Ensure learning is based on evidence from formative and summative assessment and there are timely interventions and feedback for all students.

Evaluation	Funds Expended (Resources)
<p>There has been an increase of students from Band 4 to Band 5 by 6% in Numeracy in Year 3. In Reading Year 3 has shown an 18% increase into Band 6 as compared to 2018 in which 0% achieved Band 6 and a 12% increase in students achieving Band 4 from the previous year.</p> <p>Aboriginal students in Year 3 achieved 100% increase from 2018 to Band 6 from Band 5 in Numeracy and 100% from Band 3 to Band 5 in Reading.</p> <p>In Year 5 there were no Aboriginal students in Band 6 in 2018 and 1 in 2019 in Numeracy. This was the same for Reading.</p> <p>Teachers are using informative assessment for Teaching & Learning plans ensuring assessment informs teaching and is explicit and evidenced-based.</p>	

Next Steps

From analysis of our Assessment and Reporting evidence, the staff will focus on the following areas:

- Formative Assessment Professional Learning.
- All teachers regularly using learning intentions, success criteria and feedback
- Through professional learning, all staff gain more knowledge of Literacy and Numeracy Progressions.

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.

Improvement Measures

100% of teachers are embedding evidence-based teaching practices such as; using Learning Intentions, Success Criteria and Feedback.

Evidence would include professional conversations, program supervision, data analysis and lesson observations

100% of teachers have rigorous and self-reflective goals, and aspire to improve their practice.

Evidence would include; Performance Development goals, including evidence, and Targeted Professional Learning.

Progress towards achieving improvement measures

Process 1: Develop a deeper shared understanding of quality teaching and specific innovative teaching programs.

Evaluation	Funds Expended (Resources)
<p>There is evidence in teaching programs of a shift in thinking based on Visible Learning research. Lesson observation shows teachers are demonstrating efficacy in this area.</p> <p>All class programs are reviewed and checked by supervisors and teachers are provided with a written report. Programs are comprehensive and sequential.</p> <p>The self assessment of PDP goals are reflective and designed to promote growth and change</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2000.00)

Process 2: School project teams will focus on establishing frameworks for consistent, high standard practices in learning support, curriculum (numeracy and literacy), and leadership.

Evaluation	Funds Expended (Resources)
<p>Professional Learning has been effective this year as each teacher pursues a course that will enhance their knowledge and efficacy in teaching. The focus has been around Numeracy and Literacy. The sharing of Professional Learning has been effective; although there was less time in staff meetings than anticipated. Teachers are familiar with the standards and have incorporated these into their performance goals.</p>	

Next Steps

- Ensure that the leadership team continues to support and encourage teaching staff to engage in professional learning that will enhance their teaching practice.
- Assist staff to achieve their professional goals and improve the outcomes of the students they teach.
- Staff will continue to create Performance Development Plans that are linked to the Australian Professional Standards and the current school plan, using both to reflect on their teaching practice and improvement.
- Encourage staff to work towards higher levels of accreditation and use the Professional Standards to monitor the impact of their programs.

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.

Improvement Measures

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. Evidence from TTFM.

The majority of students feel safe and a sense of belonging at Temora West Public School.

Parents indicate a high level (over 78%) of satisfaction with the schools welfare policy and the schools expectations.

Evidence: Well Being Survey and TTFM.

Progress towards achieving improvement measures

Process 1: There is a whole school integrated approach that contributes to the provision of quality teaching and learning for all students and monitors the mental health and wellbeing of students so they can connect, succeed and thrive at each stage of their learning

Evaluation	Funds Expended (Resources)
The Learning and Support team has been integral to the monitoring of students wellbeing and ensures a coordinated approach.	

Process 2: Behaviour expectations and values are taught and there is an ongoing reward system for expected behaviour.

Evaluation	Funds Expended (Resources)
The introduction of Positive Behaviour for Learning has begun the process of clear expectations and consequences for actions. All teachers are beginning to use the same language and this will be consolidated in 2020.	

Next Steps

- Encourage the sharing of school events with parents via the app.
- Continue using the updated incident action plan forms, making modifications as needed.
- Continue our focus on resilience and helping students appreciate the impact their actions can have on other students' wellbeing.
- Encourage all students to take ownership of their emotions and behaviours.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$15 000.00) • Socio-economic background (\$5 000.00) 	<p>In Year 3 NAPLAN there has been a 100% improvement of 1 Band (from band 5 to Band 6) in Reading. In Numeracy a 100% improvement from Band 3 to Band 5.</p> <p>In Year 5 NAPLAN there has been an improvement of 17% in Reading to Band 6 and 8% in Numeracy to Band 6.</p> <p>Overall this is an increase of 25% in the top two bands in Literacy and Numeracy.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$18 000.00) 	<p>All students with a disability have the same opportunities to reach their potential at school with adjustments and support. This is a school priority as inclusion and diversity is practised not just by the teachers but the students have proven to be respectful, supportive, tolerant and inclusive of the students in both the MC class and funded students. Our MC students are welcomed into their peer classrooms and with adjustments are succeeding in developing peer friendships. They benefit from these friendships, working with the larger groups and importantly learning by modelling the students in their peer class.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$2 000.00) 	<p>Significant progress on teachers sharing ideas, resources and programs. Staff are reflective, listen to feedback and are willing to trial new ideas particularly with support and guidance reinforced by PL in staff meetings such as 'What Works' and 'Visible Learning'. This means that they are having a greater impact on outcomes and student learning.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$65 000.00) 	<p>The budget for Student Welfare this year was essential for our families due to the increasing problems around the impact of the drought. We helped a number of families in the following areas:</p> <ul style="list-style-type: none"> • Uniforms • Excursions • Swimming and Learn to Swim • Performances • Co-paying for students to have glasses.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	76	75	62	52
Girls	70	71	76	79

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.8	94.1	93.7	91.8
1	89.7	93.9	92.4	92.5
2	95.5	89.2	94.1	93
3	94.1	94	90.6	95.5
4	91.1	92.7	94.5	90.8
5	92.1	92.7	92.1	93.7
6	91.7	92.7	92.2	92.6
All Years	92.5	92.8	92.8	92.9
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)	1
Classroom Teacher(s)	6.99
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

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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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.

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 (\$)
Opening Balance	182,303
Revenue	1,887,866
Appropriation	1,833,611
Sale of Goods and Services	1,689
Grants and contributions	51,582
Investment income	983
Expenses	-1,701,946
Employee related	-1,409,539
Operating expenses	-292,407
Surplus / deficit for the year	185,920

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 Approved SBA (\$)
Targeted Total	215,038
Equity Total	220,008
Equity - Aboriginal	18,004
Equity - Socio-economic	123,507
Equity - Language	0
Equity - Disability	78,497
Base Total	1,245,580
Base - Per Capita	33,187
Base - Location	33,360
Base - Other	1,179,033
Other Total	93,263
Grand Total	1,773,890

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 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 website.



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 2019 are presented below:

- 87% of students report they have positive relationships at school.
- 88% of students have high expectations for success believe schooling will have a strong bearing on their future.
- Importantly 90% of students participate in school sports and clubs.
- Of immense importance is that 100% of students value learning outcomes.
- 90% of students described that they put a lot of effort into their learning.
- Our parents have indicated (85%) that they feel welcome when I visit the school.
- 94% believe the school's administrative staff are helpful when they have a question or problem.
- Of concern is that only 57% support learning at home .
- 90% of teachers believe that school leaders have helped them establish challenging and visible learning goals for students. 85% indicated that school leaders have helped them create new learning opportunities for students.
- The majority of teachers also believe they have been given helpful feedback about their teaching.
- All teachers believe they set high expectations for student learning and 95% believe they are regularly available to help students with special learning needs.

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 a measure of the effectiveness of school policies, procedures and initiatives.



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.

