

# 2020 Annual Report

## Temora West Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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## School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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)
Our teachers are confident using 'Visible Learning' as a foundation for their teaching to engage and support students to be successful. The 'What Works Best' document has been discussed regularly in meetings and professional discussions. All 8 elements will form an integral part of our forward planning from 2021.	

**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)
We have discussed how the current data is used to inform learning support more than classroom teaching. It seems PLAN2 may be an answer to this moving forward. Regular discussions between teachers are had about student progress and adjustments for learning.	

## 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)
Professional learning opportunities were limited during 2020 due to the impact of COVID-19. In saying that, all staff did take opportunities to engage in online learning to support their practice during this time. PDP's were closely monitored and feedback regarding progress towards achieving set goals provided by supervisors to support continuous improvement.	

**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)
Supervisors have observed teacher practice and given feedback each semester in regards to quality teaching and programming. Teachers have had opportunities to share elements of their programs with colleagues to share innovative teaching practices in literacy and numeracy. The learning support team has been consistently and collaboratively supporting student progress and wellbeing to ensure needs are met.	



### 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)
Whole school approaches to teaching practice, including the implementation of 'Visible Learning' and a focus on 'What Works Best' elements has resulted in the provision of quality teaching and learning across the school. Successful further implementation of the Positive Behaviour for Learning (PBL) program and consistent learning support practices have ensured student wellbeing is a central focus for all staff.	

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

Evaluation	Funds Expended (Resources)
Student understandings are becoming clearer about what our values represent and they are receiving multiple ways of receiving awards for their efforts in displaying them. We have seen a marked decrease in playground incidents as more students 'buy in' to what PBL is all about.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		Attendance rates are very good, with only 3 indigenous students below 80% attendance for the year. assessment data shows overall good increases in achievement for Literacy & Numeracy.
<b>Low level adjustment for disability</b>		Every student is given opportunities to succeed at our school. Many extra curricular activities were unable to go ahead this year due to the impact of COVID. We are hoping that many of our usual extra activities which add to the experience for our students will be possible in 2021 and have begun planning for some of them.
<b>Quality Teaching, Successful Students (QTSS)</b>		Our staff are becoming more open to sharing ideas and strategies, planning together and are engaged in professional discussion after receiving feedback from lesson observations each semester.
<b>Socio-economic background</b>		Funds that were allocated towards supporting students in this area but couldn't be used as excursions were cancelled due to COVID will be carried forward to 2021.



## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	75	62	52	50
Girls	71	76	79	70

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.1	93.7	91.8	87.9
1	93.9	92.4	92.5	91.8
2	89.2	94.1	93	94.3
3	94	90.6	95.5	91
4	92.7	94.5	90.8	96.3
5	92.7	92.1	93.7	86.7
6	92.7	92.2	92.6	93.4
All Years	92.8	92.8	92.9	91.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	368,223
<b>Revenue</b>	1,879,204
Appropriation	1,863,439
Sale of Goods and Services	1,691
Grants and contributions	13,772
Investment income	303
<b>Expenses</b>	-1,745,240
Employee related	-1,545,120
Operating expenses	-200,120
<b>Surplus / deficit for the year</b>	133,964
<b>Closing Balance</b>	502,187

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	14,637
<b>Equity Total</b>	242,452
Equity - Aboriginal	15,845
Equity - Socio-economic	142,396
Equity - Language	0
Equity - Disability	84,210
<b>Base Total</b>	1,464,144
Base - Per Capita	32,333
Base - Location	32,737
Base - Other	1,399,074
<b>Other Total</b>	85,633
<b>Grand Total</b>	1,806,866

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.

## School performance - NAPLAN

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

The 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.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

### **Feedback from parents/caregivers in 2020 included -**

80% of parents/caregivers feeling that Temora West Public is an inclusive school, 89% of parents/caregivers agreeing that the school supports positive behaviour and 83% of parents/caregivers feeling the school supports student learning.

### **Feedback from students in 2020 included -**

98% of students value schooling outcomes, 81% believe that they display positive behaviour at school, 88% try hard to succeed in their learning and 83% have positive relationships with their teachers.

### **Feedback from staff in 2020 included -**

89% of staff feeling that Temora West Public is an inclusive school, 86% of staff believe the school has a strong learning culture and 84% agreeing that teachers use a range of effective teaching strategies.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.