

2021 Annual Report

Temora West Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 West Public School

Truskett St

Temora, 2666

www.temorawest-p.schools.nsw.edu.au

temorawest-p.school@det.nsw.edu.au

6977 1889

School vision

Through explicit teaching and continued improvement, Temora West Public School will be a place where all students attain academic growth and positive social development. A dedicated staff, in partnership with an engaged school community, will empower students to become respectful, responsible and caring citizens who value learning.

School context

Our motto, 'Strive and Succeed' continues to capture the atmosphere of our school. Temora West Public School is a learning community located in Wiradjuri Country, where students have opportunities to develop through leadership, creative arts and sport. Temora West is a P1 school with a total of 107 students in seven classes including a Multi-Categorical class. We are an inclusive school dedicated to providing learning, creative arts and sporting opportunities for all - including an Indigenous student population of approximately 10%.

Our core business is the teaching of literacy and numeracy and our school community has high expectations for student achievement. We are focused on providing explicit and innovative teaching to encourage learning and personal development. Our Positive Behaviour for Learning (PBL) program encourages students to be accountable and take responsibility for their actions whilst also displaying the values of respect, honesty and empathy each day. The school engages in regular consultation with P&C, School Council, AECG and the wider school community to discuss school direction, decision making and resource allocation. The AECG is supportive and engaged in guiding cultural learning and experiences for students and staff.

Through a rigorous situational analysis and consultation with our school community, the school has identified three key areas for improvement this planning cycle - Student growth and attainment, data use and analysis and wellbeing/learning culture. It has been identified that reading and numeracy will be the two key areas where we work to improve student performance significantly. Our whole school focus in these areas will include the implementation of school-wide reading and numeracy strategies. Teaching will be supported by the elements of the 'What Works Best' framework and we will be developing new processes and systems to enable more effective collaboration between teaching teams.

We will develop school-wide systems for consistent data collection, analysis and use to inform our teaching. We have identified the need for data collected to be quality, valid and reliable in order to improve teacher practice and student learning outcomes. We will closely use the PLAN2 progressions for reading and numeracy and triangulate this data with other internal and external assessments, including NAPLAN data, to achieve continuous improvement.

Student wellbeing is another key area and we will continue to develop and consolidate our PBL program to encourage positive student behaviour across the school. We will also be incorporating evidence-based practices, including the Berry Street Education Model, which will support the social and emotional development of our students and further create a caring and safe school environment for all. We will keep our community informed about our key strategies and future directions, communicate high expectations for learning and attendance and meaningfully engage families in the learning processes at our school.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

By focusing on improving student learning outcomes in reading and numeracy, we will develop and enhance collaborative whole-school practices using evidence-supported processes and strategies to continually improve both teacher practice and student performance.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student learning and support
- Collaborative teacher practice

Resources allocated to this strategic direction

Literacy and numeracy: \$4,605.37

Socio-economic background: \$88,533.37

Low level adjustment for disability: \$65,577.43

Per capita: \$30,006.00

Literacy and numeracy intervention: \$23,544.78

Professional learning: \$14,755.55

Summary of progress

In 2021, Temora West Public School set out to embed a school-wide approach in the use of reliable assessment data of student learning in reading and numeracy; utilise high impact professional learning to build capacity of staff in their practice and use of literacy/numeracy progressions to provide information that informs explicit teaching; and further develop the learning and support structures within the school to provide effective targeted support for individual/groups of students. We also sought to develop processes and opportunities for teachers to collaborate more effectively, embed feedback practices provided to staff to build their professional capacity and collaboratively develop and monitor whole-school approaches to literacy and numeracy programs.

Collecting and analyzing PLAN2 reading data across the whole-school demonstrates teachers are beginning to embed these progression indicators into their teaching and learning programs to drive explicit teaching and differentiation. All staff have been trained in the effective use of the PLAN2 software and there is a growing sense of confidence with its use. QTSS allocations have been re-structured to allow for additional collaborative time for teaching teams to plan together, observe each other's teaching and share knowledge and resources from professional learning completed. Teachers are beginning to share more resources and develop more common assessments to achieve higher levels of consistency for measuring student performance. Our LAST and Learning and Support teams have worked very effectively to support lower and middle performing students. Student assessment data from both areas has been positive across the board as a result of the commitment of needs based funding towards supporting students learning through these two programs. Professional learning has been targeted to focus on areas of reading and numeracy and regularly evaluated and shared.

Next year, we will be focused on staff further embedding the use of PLAN2 and common assessment data into their class programs to address specific student needs in both reading and numeracy. Our new Numeracy Strategy will work alongside our current Reading Strategy and there will be clear focus areas to improve student achievement levels. There will be further changes to meeting and QTSS times to ensure more peer observations and feedback can be conducted and professional learning can be undertaken more often in stage or whole staff groups. Our Learning and Support teams will also be expanding their implementation of reading support programs to include more students from K-4.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
There is an uplift towards the lower bound target of 30.6% for students achieving in the top two bands for	<ul style="list-style-type: none">• 32.35% of students are now in the top two skill bands (NAPLAN) for reading indicating achievement of the annual progress measure.• NAPLAN scores indicate an increase in the percentage of students in the

<p>NAPLAN reading.</p> <p>There is an uplift towards the lower bound target of 25.6% for students achieving in the top two bands for NAPLAN numeracy.</p>	<p>top two skill bands for reading of 8.54% to 32.35%</p> <ul style="list-style-type: none"> • 12.12% of students are now in the top two skill bands (NAPLAN) for numeracy indicating progress toward the annual progress measure. • NAPLAN scores indicate no significant change in the percentage of students in the top two skill bands for numeracy of 11.90% to 12.21%
<p>There is an uplift towards the lower bound target for students achieving expected growth for NAPLAN reading and numeracy.</p>	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 57.14% with an increase of 31.05% indicating progress toward the lower bound target. • The percentage of students achieving expected growth in numeracy increased to 78.57% with an increase of 50% indicating achievement of the upper bound target.
<p>Achieving 'Sustaining and Growing' in the SEF element 'Student Performance Measures' in the learning domain.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element 'Student performance measures' indicating progress towards the annual progress measure.
<p>Maintaining 'Sustaining and Growing' in the SEF theme 'Collaborative practice and feedback' in the teaching domain.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme 'Collaborative practice and feedback' indicating achievement of the annual progress measure

Strategic Direction 2: Data use & analysis

Purpose

Through collaborative use of effective strategies and processes for data, we will develop school-wide systems for collaborative data collection, analysis and use to inform our teaching. We have identified the need for data that is collected to be quality, valid and reliable in order to improve teacher practice and student learning outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practice

Resources allocated to this strategic direction

QTSS release: \$23,096.31

Summary of progress

In regards to data use and analysis in 2021, Temora West Public School sought to develop clearer systems and teacher capacity for the access and analysis of data linked to NAPLAN, PLAN2 and internal sources. In doing this, there has been a focus on increased collaboration between executive and teaching staff to effectively monitor and analyse student progress at stage, class and individual levels. There has been a focus on strengthening staff professional capacity in identifying and monitoring improvement measures guided by the School Excellence Framework. The development of deeper understanding of effective data use in teaching through high impact professional learning has also been a focus for staff during the year.

After completing professional learning for the effective use of the PLAN2 progressions early in the year, all teachers now have a sound understanding of student assessment processes using the PLAN2 software and are beginning to include the progressions in their class programs. Teachers have been working more collaboratively to analyse and interpret student data to inform their planning and teaching. Student achievement has been carefully monitored by collecting quality and relevant data from both internal and external sources including NAPLAN, Best Start, Check-Ins, Maths Online and CARS. Class programs indicate that teachers are using a range of formative and summative assessment strategies to determine teaching content, monitor student progress and reflect upon teaching and program effectiveness.

In 2022, we will be focused upon increasing our use of the PLAN2 progressions for both reading and numeracy and embedding these learning outcomes further into class programs to achieve higher levels of monitoring student achievement. There will be further restructuring of additional release time to ensure student assessment data is entered and analysed more regularly and we include some additional internal sources to develop a bank of assessments for each stage, particularly in numeracy. All staff will undertake targeted, high impact professional learning directly connected to focus areas in both literacy, numeracy and data concepts to further support quality teaching practice and student progress.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Achieving 'Sustaining and Growing' in 'Data literacy' theme within teaching domain in the SEF.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme 'Data literacy' indicating achievement of the annual progress measure
Maintaining 'Sustaining and growing' in 'Data analysis' theme within teaching domain in the SEF.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme 'Data analysis' indicating achievement of the annual progress measure
Achieving 'Sustaining and Growing' in the 'Data use in teaching' theme in the teaching domain of the SEF.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme 'Data use in teaching' indicating achievement of the annual progress measure

Achieving 'Sustaining and Growing' in the 'Data use in planning' theme within the learning domain of the SEF.

- Self-assessment against the School Excellence Framework shows the school currently performing at **sustaining and growing** in the theme 'Data use in planning' indicating achievement of the annual progress measure

Strategic Direction 3: Wellbeing & learning culture

Purpose

By consolidating our PBL program and introducing whole-school SEL opportunities for all to meet identified needs, we will support the development of the whole student. Attendance will be closely monitored and celebrated to meet system targets. To maintain and communicate high expectations for teaching & learning, families will be informed of key strategies by engaging them meaningfully in student learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Attendance and Learning Culture

Resources allocated to this strategic direction

Socio-economic background: \$44,294.57

Professional learning: \$1,200.00

School support allocation (principal support): \$13,604.80

Aboriginal background: \$15,263.05

Summary of progress

With regard to Wellbeing in 2021, we set out to further develop clear processes to ensure a collaborative approach towards student behaviour management throughout the whole school. We also aimed to adopt evidence-based social and emotional learning programs to support all students through accessing high impact professional learning to ensure consistent implementation and a deeper understanding across the school. Our school also sought to further develop practices and processes for monitoring and rewarding student attendance whilst embedding high expectations and collaborative relationships with parents and the wider school community to promote a positive school culture.

We have seen increased levels of consistency from staff when managing student behaviour through our Positive Behaviour for Learning (PBL) Program, which is evident in our data which shows a downturn in negative student behaviour incidents across the board. We are working towards the adoption of the Berry Street Education Model to further support the social and emotional development of both individual and groups of students. Half of our staff are now trained in Berry Street and we will begin introducing elements of the framework to our school context from next term onwards. We are working towards implementing clear processes and systems to ensure attendance targets are met and communication is clear between all stakeholders.

In 2022, our PBL Program will continue and also form part of the DoE Behaviour Strategy. We will seek to maintain high levels of consistency in its implementation to ensure positive behaviour choices are encouraged and rewarded. More staff will be trained in the application of the Berry Street Education Model and we will see this program further embedded into our school context to support the social and emotional needs of all students. We will develop a clear overall process involving all stakeholders who have an interest in achieving an maintaining high levels of student attendance, focusing on increased engagement with our school community wherever possible.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
There is an uplift of students attending school at least 90% of the time (Towards Lower bound target)	• The number of students attending 90% of the time or more has decreased by 12.29% (2019 data) which indicates a downturn towards our annual progress measure.
There is an uplift in overall student wellbeing data (sense of belonging, advocacy and expectations for success) towards our lower bound target.	• 87.5% of students reporting positive wellbeing outcomes has increased by 1.65% across the positive wellbeing measures indicating achievement of the annual progress measure.

<p>We are achieving a level of 'Sustaining and Growing' in the theme of 'Student behaviour' in the wellbeing element of the Schools Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and growing in the theme 'Student behaviour' indicating achievement of the annual progress measure
<p>75% of our parents who complete the TTFM survey feel connected and are well informed about school activities.</p>	<ul style="list-style-type: none"> • For a number of reasons, we had a limited response from parents through our Tell Them From Me Survey in 2021, which a focus area for improvement next year. From the responses we did gather, 80% of parents felt they were well informed and connected to the school, which given the circumstances of the ongoing pandemic, was very pleasing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$50,720.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Temora West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs. • Employment of staff to provide additional support for students who have high-level learning needs. • Intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Eligible students demonstrating positive progress towards their learning goals in their IEP. - IEP's were regularly updated and responsive to student learning needs ensuring eligible students received effective, personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - To formally incorporate integration funding decision making and feedback from review meetings into the learning and support team meeting agenda to ensure funding use is regularly reviewed.
<p>Socio-economic background</p> <p>\$132,827.94</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Temora West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student learning and support • Wellbeing • Attendance and Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Supplementation of extra-curricular activities (Band, Drums, Dance & NAIDOC Wk). • Equitable access to specialist resources (Mini/MacqLit, LAST). • Professional development of staff through universal multiplicative thinking PL to support student learning. • Providing students without economic stability support for educational materials, uniform, equipment and other items. • Additional staffing to implement Term 1 Kindergarten Transition to support identified students with additional needs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Increased student participation in Band, Dance and Drum Groups giving both boys and girls extra opportunities in the Creative Arts. - Effective support being given and a smooth transition achieved for our new Kindergarten students during Term 1. - Students in need being supplemented to allow for participation and adequate resources. - Year 3 NAPLAN above SSSG for reading and writing. - Year 5 NAPLAN above state average for reading and spelling. - Year 5 NAPLAN above SSSG for reading and numeracy. - Overall increase of 20% for students achieving in the top two bands in NAPLAN.

<p>Socio-economic background</p> <p>\$132,827.94</p>	<p>- Overall increase of 12.5% for students achieving in the top two bands in NAPLAN for reading.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Implement, monitor and evaluate the effectiveness of literacy and numeracy support and intervention programs so that we continue to improve our results against external measures and achieve targets. - Identify and participate in universal and guided professional learning opportunities to keep upskilling our teachers towards developing/maintaining best practice teaching methods. - Provide ongoing extra-curricular opportunities for the Creative Arts and other areas of interest.
<p>Aboriginal background</p> <p>\$15,263.05</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Temora West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance and Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff (SLSO) to deliver personalised support and mentoring for Aboriginal students. The SLSO has also facilitated the PLP process during 2021. • Employment of specialist additional staff (LaST) to support Aboriginal students in Literacy and Numeracy. • Community consultation and engagement with local AECG to support the development of cultural competency. <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in all of our Aboriginal families engaging in the PLP process this year and conversations being focused on clear goals for literacy, numeracy and personal development. Tell Them From Me data indicated 72% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continue the development of our Aboriginal Mentoring and PLP Programs to include engagement with local languages and educating our students about these. - Strengthening our connections to local AECG to establish more authentic relationships and have more direct communication between the school and community elders.
<p>Low level adjustment for disability</p> <p>\$85,577.43</p>	<p>Low level adjustment for disability equity loading provides support for students at Temora West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student learning and support • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students within the classroom/whole school setting. • Providing support for targeted students within the classroom through the

<p>Low level adjustment for disability</p> <p>\$85,577.43</p>	<p>employment of School Learning and Support Officers.</p> <ul style="list-style-type: none"> • Employment of LaST and interventionist teacher to facilitate small group and individual support for students below benchmarks for reading and numeracy. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - An increase of students achieving at or above expected growth in Reading and Numeracy NAPLAN results. For reading, this increase was 31.05% and for Numeracy the increase was 50%. - The school achieved a more consistent approach to student learning support and interventions through collaborative learning support activities. - We utilised PLAN2 and Check-In data for the first time to more effectively monitor student progress in Reading and Numeracy. - We have had discussions with external agencies, other schools and our APLaS regarding establishing a Sensory Space at our school and this will take shape in Term 1, 2022. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - To further expand the impact of the Learning Support Team and use of internal and external data sources, including Essential Assessment, in 2022 to provide specific support for our students. - To further further establish and consolidate relationships with external agencies, our APLaS and other schools to gain more understanding of best practice to support our students with disabilities more comprehensively within our own school context.
<p>Location</p> <p>\$31,404.54</p>	<p>The location funding allocation is provided to Temora West Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions to enable all students to participate through the provision of transport using the school bus and also supplementing other costs as needed. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Increased opportunities and choices for students to engage in local excursions and events at no cost. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Expand the use of this valuable resource to include more local and regional events for learning, leadership, creative arts and sport in 2022.
<p>Professional learning</p> <p>\$15,955.55</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Temora West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student learning and support • Wellbeing • Collaborative teacher practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employing casual teachers to allow our teachers RFF to complete peer observations and give each other effective feedback. • Employing casual teachers to allow our teachers RFF to complete universal online learning for reading and numeracy focus areas

<p>Professional learning</p> <p>\$15,955.55</p>	<ul style="list-style-type: none"> • Staff attending professional learning sessions to support the implementation of new student wellbeing programs across the school including The Berry Street Education Model. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Increased capacity of all teachers to embed effective practices in the explicit teaching of reading resulting in improved internal and external student results. - Improved teacher knowledge of best practice in teaching in the focus areas of understanding texts, vocabulary and number concepts which has been shared with colleagues. - Another three of our teachers are trained in the implementation of The Berry Street Education Model and we will begin to roll out key components of this program for all students in 2022. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Personalised and targeted professional learning through more peer observations of teaching for both reading and numeracy, further stage and whole staff sessions on focus areas for improvement in literacy and numeracy and the beginning of our implementation of Berry Street Education Practices in 2022 along with further training for teachers requiring it.
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Temora West Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance and Learning Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Communicate with parents/carers through fortnightly newsletter and Skoolbag and assist with other administrative tasks as required. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Clear communication with our school community through the newsletter and Skoolbag. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Shifting the focus from communication with the school community through the newsletter, which the principal and nominated teachers will take on, to assisting with the monitoring of attendance and regularly updating the school website.
<p>Literacy and numeracy</p> <p>\$4,605.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Temora West Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student learning and support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Online program subscriptions to support literacy and numeracy. • Literacy and numeracy programs and resources, to support teaching, learning and assessment • Targeted professional learning to improve literacy and numeracy. • Updating reading resources to meet the needs of students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - 75% of K-2 students achieving reading benchmarks.

<p>Literacy and numeracy</p> <p>\$4,605.37</p>	<ul style="list-style-type: none"> - 32.35% of students achieving top 2 bands in NAPLAN Reading. - 78.57% of students achieving at or above expected growth in NAPLAN Numeracy. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Clear focus areas for further improvement of student results in reading in 2022. - Introduction of Numeracy Strategy and further development of assessment and monitoring of numeracy in 2022. - Further universal and guided literacy and numeracy professional learning for staff in 2022.
<p>QTSS release</p> <p>\$23,096.31</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Temora West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum and the analysis of data. • Implementation of peer teacher observations to strengthen quality teaching practices. • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Improved consistency in teaching practice, particularly in the 2021 focus area of reading. Teachers are embedding evidence-based, high impact teaching strategies within their classroom practice. - Teachers are using the Visible Learning elements of clear learning intentions, success criteria and are developing a stronger focus on formative assessment. - Staff have collaborated successfully to share professional learning and programming to support student learning. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Expanding peer observations to also focus on the teaching of numeracy in 2022 - Develop deeper knowledge and use of the PLAN2 progressions for both reading and numeracy focus areas and embed these into weekly class programs.
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Temora West Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student learning and support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of classroom teacher (LaST) to provide intensive learning support for students requiring additional support, focusing on reading and numeracy. • Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan.

<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The allocation of this funding has resulted in: This intensive approach has resulted in improved engagement in learning, with students identified for individual or small group support being very keen to participate. Evidence can be seen in a combination of internal reading and numeracy assessments, work samples, teacher observations and much improved NAPLAN data across the board for reading which was our focus area in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: - Engagement of additional teaching staff using other flexible funding to extend intensive small group reading and numeracy intervention programs. - Expand upon existing reading intervention programs to further support the work being done by our LaST and trained SLSO's.</p>
<p>COVID ILSP</p> <p>\$101,283.14</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Other funded activities</p> <p>Overview of activities partially or fully funded with this targeted funding include: • Releasing staff to analyse school and student data to identify students for small group tuition groups. • Providing intensive small group tuition for identified students who displayed difficulties grasping numeracy concepts and reading comprehension strategies. • Employing/releasing staff to coordinate the program.</p> <p>The allocation of this funding has resulted in: - The majority of the students in the program achieving significant progress in numeracy and reading comprehension progressions sub-elements captured in PLAN2. - The majority of the students in the program achieving significant progress in reading comprehension captured in the data from the CARS/STARS Program.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition in 2022 using data sources to identify specific student need.</p>
<p>Per capita</p> <p>\$30,006.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Temora West Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Student learning and support</p> <p>Overview of activities partially or fully funded with this operational funding include: • Introduction of Reading Strategy from K-6 in 2021 • Implementation of Mini/MacqLit reading support programs for Tier 2/3 targeted students</p> <p>The allocation of this funding has resulted in: - Improved reading results across the board through both internal and external assessment measures in 2021 - An average improvement in reading skills of over 200% through implementation of small group reading intervention programs</p>

Per capita \$30,006.00	After evaluation, the next steps to support our students with this funding will be: <ul style="list-style-type: none"> - Clear focus areas, monitoring and assessment of reading continuing into 2022. - Expansion of our small group reading intervention programs to capture more students and improve their skills using our trained SLSO's to facilitate.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	62	52	50	38
Girls	76	79	70	70

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.7	91.8	87.9	91.8
1	92.4	92.5	91.8	83.8
2	94.1	93	94.3	91.9
3	90.6	95.5	91	91.5
4	94.5	90.8	96.3	88
5	92.1	93.7	86.7	94.4
6	92.2	92.6	93.4	88.7
All Years	92.8	92.9	91.9	90.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	6.94
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	502,187
Revenue	1,978,562
Appropriation	1,962,087
Sale of Goods and Services	1,403
Grants and contributions	14,965
Investment income	107
Expenses	-2,080,862
Employee related	-1,664,557
Operating expenses	-416,304
Surplus / deficit for the year	-102,300
Closing Balance	399,887

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.

	2021 SBAR Adjustments (\$)
Targeted Total	50,720
Equity Total	247,273
Equity - Aboriginal	15,263
Equity - Socio-economic	146,433
Equity - Language	0
Equity - Disability	85,577
Base Total	1,452,649
Base - Per Capita	30,006
Base - Location	31,405
Base - Other	1,391,238
Other Total	91,969
Grand Total	1,842,611

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

- For a number of reasons, we had a limited response from parents through our Tell Them From Me Survey in 2021, which a focus area for improvement next year. From the responses we did gather, 80% of parents felt they were well informed and connected to the school, which given the circumstances of the ongoing pandemic, was very pleasing.
- 87.5% of students reporting positive wellbeing outcomes has increased by 1.65% across the positive wellbeing measures indicating achievement of the annual progress measure.
- 78% of teaching staff felt well supported by our school leaders, 77% of teachers were of the belief the staff were collaborative - sharing strategies & feedback to improve practice and 86% felt we are an inclusive school for all students.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.