

# 2022 Annual Report

## Temora Public School



3178

# Introduction

The Annual Report for 2022 is provided to the community of Temora Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

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Temora Public School

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## School vision

Committed to the pursuit of excellence through the development of a whole school culture of high expectations and continuous improvement. Fostering Respectful, Responsible and Resilient citizens who are known, valued and cared for.

"Every Student, Every Day

## School context

Temora Public School is located in the Riverina, (Temora Network) on Wiradjuri country and has a student enrolment of 230. Traditionally the proportion of males to females is greater, with 60% males to 40% female students. Five percent of students identify as Aboriginal and/or Torres Strait Islander. Four percent of students speak a second language other than English at home. Currently, there are 10 mainstream classes. The school will utilise staffing entitlements and flexible equity resourcing to ensure the additional employment of both teaching and support staff to ensure that we are meeting the individual learning needs of students through a range of tiered support and an evidence-based professional learning model.

Temora Public School students experience a wide range of extra-curricular opportunities including creative arts opportunities with The Young School of Music delivering band and guitar lessons each week as well as a selected dance team which perform at regional events. Academic teams are also a focus with Maths Olympiad occurring each week as well as Maths Games teams. Students in primary all participate in the public speaking competition and multicultural public speaking competitions and are given the opportunity to participate in ICAS Assessments. Temora Public School partners with Aurora College to support gifted learners through selection and participation in the virtual opportunity class and the virtual selective Year 7 class. Students participate in many Primary Schools Sport Association (PSSA) sporting competitions with many students enjoying success at the highest levels both individually and in teams at State level.

*Through our Situational Analysis we have developed three Strategic Directions:*

1. Student growth and attainment: This will be achieved through the collaborative development of a systematic literacy and numeracy block which will include explicit teaching and feedback in order to develop student understanding and mastery of concepts. Feedback will be used to communicate assessment and understanding, to stimulate students reflections on their learning and inform future learning. There will be a focus on explicit teaching, assessment and effective feedback within the What Works Best Document.
2. High expectations and a continuous improvement culture: Teachers at Temora Public will focus on data analysis to inform teaching and learning programs, which will be collaboratively planned within stage groups. All students will be challenged and engaged in order to develop their full potential, through appropriate curriculum differentiation. The High Impact Professional Learning cycle will be at the forefront; with stages participating in Professional Learning to target student needs. There will be a focus on high expectations, use of data to inform practice and collaboration within the What Works Best Document.
3. Fostering a positive school culture for staff, students and families: Temora Public school staff will develop a whole school culture, aimed at building positive behaviours and learning environments, while reducing the occurrence of challenging and unsafe behaviours through proactive and preventive approaches. There will be a focus on wellbeing and classroom practice within the What Works Best Document. Staff will use collaborative strategies and share with staff across the school, the school community and other agencies as required, to support the wellbeing of students and establish partnerships built on trust and respect.

## 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

Maximising student learning outcomes in Literacy and Numeracy, by targeting individual learning needs through the use of explicit teaching practices and evidence based high impact strategies for all students.

### 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.

- Literacy
- Numeracy

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$4,172.00  
**Operational:** \$17,412.00  
**Professional learning:** \$6,963.00  
**Low level adjustment for disability:** \$116,722.00  
**Integration funding support:** \$122,590.00  
**Aboriginal background:** \$9,350.00  
**English language proficiency:** \$5,063.00  
**Literacy and numeracy intervention:** \$36,200.00  
**Socio-economic background:** \$58,771.00

### Summary of progress

The implementation of the Literacy and Numeracy teams continued throughout 2022, supported by the leadership of the Assistant Principals. Explicit and targeted intervention programs were a focus for students in K-6. Assistant Principals oversaw the analysis of stage based data, pinpointing areas of need. SLSO staff were employed to lead targeted programs for students, allocated by the Assistant Principals. There was an increase in students participating in these programs; which include MiniLit, MacqLit and Junior Elementary Maths Mastery (JEMM). Student data was tracked through a centralised spreadsheet, ensuring accountability and progress monitoring. Numeracy extension groups through Aurora College, Maths Olympiad and Maths Games, focused on extending students knowledge above stage level.

Numeracy will continue to remain a focus through the implementation and participation in the Temora Numeracy Strategy. Number talks will continue to be a focus in the classroom through the implementation of the numeracy block. Hands on learning opportunities will be supported through purchasing additional resources for each classroom. The Temora Numeracy strategy will be implemented with the numeracy team driving and implementing change.

Writing became a focus through the Literacy team after whole school data analysis. The need to improve aspects of writing, first started by building staff capacity. Pobble360 was purchased to support the planning and programming of writing, alongside Seven Steps. A literacy scaffold was created by the team to develop consistent programming to support staff.

Explicit Assessment and Reporting schedules were edited through consultation with teaching staff. Primary Pre and Post testing through Essential Assessments ensured individual learning pathways for all students occurred. Relevant and timely data informed teaching and learning programs which were collaboratively created in stage teams and consistently implemented. A central data spreadsheet was created for each grade to store their results, allowing for ease of access for all staff as well as consistent teacher judgement in assessments. K-2 assessments reflected the current programs and were consistently tracked. The implementation of the new K-2 syllabus will further support programming and assessments. Initialit will continue to further support K-2 students, through explicit teaching strategies and high impact learning.

### 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

<p>A minimum of 44% of Year 3 and 5 students achieve the top two bands in NAPLAN Reading. (Lower bound system negotiated target)</p>	<p>39% of students achieved in the top two bands in reading, which was an increase of 1%.</p>
<p>A minimum of 38% of Year 3 and 5 students achieve the top two bands in NAPLAN Numeracy. (Lower bound system negotiated target)</p>	<p>36% of students achieved in the top two bands in numeracy, which was an increase of 6%.</p>
<p>68% of students in all year groups will be achieving Temora Public Schools negotiated targets in the following areas; Understanding Texts, Fluency, Quantifying Numbers and Units of Measurement.</p>	<p>Internal data sources aligned to the K-6 Assessment Schedule became the focus for students. Pre and Post testing using Essential Assessment in years 2-6 informed student growth in each numeracy concept. Optimal learning pathways informed individualised progress. K-2 InitialLit data informed student progress throughout literacy concepts. Triangulation of data occurred using Check In Assessments and NAPLAN. 2023 IPM will be changed as a result.</p>
<p><b>Learning:</b> Learning Culture and Curriculum - beginning to show characteristics of excelling in the theme of "High Expectations"</p> <p><b>Teaching:</b> Effective Classroom Practice and Professional Standards - beginning to show characteristics of excelling in the theme of "Explicit Teaching"</p> <p><b>Leading:</b> Educational Leadership - beginning to show characteristics of excelling in the theme of "High Expectations Culture"</p>	<p><b>High Expectations:</b> High expectations continued to be a focus through explicit and targeted intervention programs. Stage based data analysis informed individual learning pathways for students and were supported through the implementation of MiniLit, MacqLit, JEMM and extension numeracy opportunities.</p> <p><b>Explicit Teaching:</b> Explicit teaching programs are developed in stage teams, through the QTSS process. Staff participated in High Impact Professional Learning, focusing on data analysis to determine their focus. All stage programs were collaboratively planned, ensuring targeted individual learning was a focus.</p> <p><b>High Expectations Culture:</b> The leadership team is developing a culture of continual improvement and high expectations through collegial discussions and reflective practice. Staff utilise the "Learn, Do, Reflect" cycle to continue to develop areas of improvement. Further opportunities will arise through classroom observations.</p>
<p>An uplift in the percentage of ATSI students achieving top 3 bands for NAPLAN from the 2023 SCOUT attainment in numeracy and reading</p>	<p>Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers through the year.</p>
<p>An uplift in the percentage of ATSI students achieving top 3 bands for NAPLAN from the 2023 SCOUT attainment in numeracy and reading</p>	<p>Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers through the year</p>



## Strategic Direction 2: High expectations and a continuous improvement culture

### Purpose

Maximising individualised student learning outcomes, through building a culture of high expectations and continuous improvement. Teachers will engage in High Impact Professional Learning, collaborative practice and peer observations.

### 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 Informed Practice
- High Impact Professional Learning

### Resources allocated to this strategic direction

**Operational:** \$31,513.00

**QTSS release:** \$50,450.32

**Beginning teacher support:** \$30,434.00

**Professional learning:** \$1,209.00

### Summary of progress

Additional teaching staff were employed every Friday to release stage teams to collaboratively plan and program. Data analysis occurred, utilising the central reporting spreadsheet. Areas for improvement were targeted through the completion of High Impact Professional Learning, outlined in the 'Learn, Do, Reflect' cycle which was lead by Assistant Principals.

The Assessment and Reporting Schedule was refined to link with the current teaching and learning programs. Stage teams utilised QTSS time to pinpoint areas of need within their stage. Triangulation of data occurred during this process, using a range of data sources to find trends. Classroom teachers undertook Professional Learning, aiming to build their capacity to use explicit teaching strategies and intervention programs within their classrooms to increase student results.

To further develop their ability to lead curriculum improvement, Assistant Principals and the Principal undertook professional learning. This enhanced their ability to lead the "Learn, Do, Reflect" cycle, linking it to current practices and evidence based programs.

Due to parent feedback, the Student Led Conferences were moved to Term 1. This ensured student learning and goal setting was addressed earlier and collaborative partnerships with families were formed. Reporting was changed to reflect this feedback, informing parents of student success as well as future learning goals and areas to develop.

Coaching and mentoring occurred through the use of Beginning Teacher time. Early Career teachers participated in a Rural and South West conference and formed a support group at work. Regular meetings and feedback occurred, which gave them opportunities to ask clarifying questions and learn from each other. Components of reading was a focus which was supported through the allocation of additional SLSO time. Beginning Teacher time focused on linking their PDP goals with a knowledgeable other. They completed professional learning and classroom observations to build their capacity.

### 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
A minimum of 60% of students achieve expected growth in NAPLAN Reading. (Lower bound system negotiated target)	Check in data: Year 5 reading was 52.2% which was slightly below the state average. Year 3 reading was 49.9% which was slightly below the state average.
A minimum of 54% of students achieve expected growth in NAPLAN	Check in data:

<p>Numeracy. (Lower bound system negotiated target)</p>	<p>Year 5 numeracy was 57.2% which was above the state average.</p> <p>Year 3 numeracy was 57.4% which was inline with the state average.</p>
<p>All students have learning goals based on Internal assessment data, aligning to literacy/numeracy progressions which are tracked and monitored using PLAN2.</p>	<p>Learning goals were created in all stage groups and tailored to suit the needs of students. They were communicated to parents via Student Led Conferences, which was moved to Term 1. Students will also focus on their data and setting goals in areas of need.</p>
<p>At least 65% of students in Year 2-6 will demonstrate a 0.75 growth when comparing start year to end year scale scores in the Common Grade Assessments in Essential Assessment for Literacy and Numeracy.</p>	<p>71% of students in years 3-6 demonstrated a growth of 0.75 or above in the Essential Assessment Data. Year 2 no longer use the platform.</p>
<p><b>Learning:</b> Learning Culture and Curriculum - beginning to show aspects of excelling in the theme of "Whole School Monitoring of Student Learning"</p> <p><b>Teaching:</b> Effective Classroom Practice and Professional Standards - beginning to show aspects of excelling in the theme of "Data Analysis"</p> <p><b>Leading:</b> Educational Leadership - beginning to show aspects of excelling in the theme of "Instructional Leadership"</p>	<p><b>Whole school monitoring or student learning:</b> Teachers continue to analyse summative data in stage teams to evaluate student learning. This data is used to drive changes to both individual and stage programs. Assistant Principals utilise the data collection to drive Learning and Support, ensuring early intervention.</p> <p><b>Data Analysis:</b> Primary learning goals were created in consultation with the classroom teacher and student, based on data analysis. Stage three students were taught how to unpack the Essential Assessment report to highlight areas to develop.</p> <p><b>Instructional Leadership:</b> Distributed leadership opportunities occurred through the identification of goals in staff PDPs. Staff were aligned to professional learning and leadership opportunities through overseeing activities/initiatives within the School Improvement Plan.</p>





**Purpose**

Implementing a proactive and planned approach to wellbeing through developing whole school processes that support the needs of all students, staff and families so they can connect, succeed, thrive and learn.

**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.

- Connect, Succeed, Thrive and Learn
- Collaborative Partnerships

**Resources allocated to this strategic direction**

- Operational:** \$4,432.00
- Socio-economic background:** \$31,095.00
- Professional learning:** \$11,429.00
- Location:** \$63,761.00
- Per capita:** \$61,000.00
- Low level adjustment for disability:** \$4,000.00

**Summary of progress**

The PBL team developed consistent lessons which were implemented in all classrooms K-6. They included the expectations for behaviour, linking to supportive clips and activities. Ninja cards were handed to students and placed in a class raffle barrel, which was then drawn out on a Friday PBL assembly. The cards were then placed in a barrel and whole school rewards were achieved. Student voice was enhanced through this process as the SRC decided on ideas for the rewards and all students had the opportunity to vote. A level system for behaviour was created in consultation with students, staff and families. This outlined minor and major behaviours and the consequences that followed. Staff participated in professional learning to build their capacity in restorative conversations and making adjustments in the classroom.

Learning and support structures were run through Assistant Principals. A level system was developed to ensure early intervention occurred in a supportive classroom environment. SLSO timetables were developed through both data analysis and teacher referral through the SWBLS meetings. Outside agency support was implemented through the determination of the team, under the guidance of the Principal.

First Nations Education was a focus through Stronger Smarter professional learning and participation in AECG meetings. Student programs were run through the Birrang Cultural group, participation in NAIDOC week with Temora High School and Temora West Public School, as well as participation in Wiradjuri language groups.

Family engagement continued to be a priority through the participation in the Murrumbidgee Health "Got It!" program. The TPS P&C continued to support the staff and students through fundraising, volunteering opportunities and the school working bee. We will continue to use parents as experts in coaching roles and running extra curricular activities such as Yoga.

Attendance processes were refined to ensure unexplained absences were followed up in a timely manner. Attendance codes were discussed by the HSLO officer, allowing for consistent data collection. Allocation of a TPS attendance officer to follow up absences took the burden off classroom teachers. Support plans were put in place to encourage higher attendance rates.

The Local Schools Connection team continued with Temora West and Temora High School. Executive teams meet together twice a term, outlining key transition points, areas for collaborative practice and strengthening Public Education.

**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

<p>80% of students reporting advocacy at school through the Tell Them From Me Survey.</p> <p>75% of students reporting high expectations and a sense of belonging at school through the Tell Them From Me Survey.</p>	<p>96% of students indicated advocacy at school which is an increase of 1%.</p> <p>97% of students indicated expectations for success which has a decrease of 2%.</p> <p>81% of students reported a sense of belonging which is an increase of 4%.</p>
<p>Achieving an overall school attendance rate of 95% and above.</p> <p>Reducing the proportion of students attending &gt;90% of the time.</p>	<p>Attendance rates by term:</p> <p>Term 1: 87.8%</p> <p>Term 2: 86.5%</p> <p>Term 3: 88.6%</p> <p>Term 4: 89.1%</p> <p>Overall attendance rates for 2022: 87.5%</p> <p>Proportion of students attending &gt;90% for 2022: 62%</p>
<p><b>Learning:</b> Learning Culture and Curriculum - showing aspects of excelling in the theme of "A Planned Approach to Wellbeing"</p> <p><b>Leading:</b> Educational Leadership - showing aspects of excelling in the theme of "Community Satisfaction"</p>	<p><b>A planned approach to wellbeing:</b> A significant increase of students sense of belonging was due to targeted intervention programs. Universal supports were implemented through Salvation Army programs, social/emotional programs and wellbeing slides. Targeted intervention through the Got It program, Temora Community Centre and links with outside agencies occurred for students K-6.</p> <p><b>Community satisfaction:</b> Parent feedback was collated at the end of the year, focusing on areas for development within the School Improvement Plan. Positive gains were made through consultation and collaboration with families.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$122,590.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Temora Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around [course]</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Increased numbers of students accessed MiniLit and MacqLit intervention groups, with 100% of students completing the program successfully.</li> <li>- PreLit in Kinderarten occurred to assist students to access the InitialLit program in class, which led to a decrease in students being referred to MiniLit in Stage 1.</li> <li>- The analysis of the student support interventions identified areas of student need and enabled earlier intervention for students requiring areas of consolidation and extension in each stage.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Changes to Assistant Principals overseeing intervention based on data analysis will continue.</li> <li>- InitialLit will be implemented K-2, not in Stage 2 as the needs have changed</li> <li>- MiniLit and MacqLit groups will continue.</li> <li>- InitialLit oral language program will be purchased to support students speech and language difficulties</li> </ul>
<p>Socio-economic background</p> <p>\$89,866.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Temora Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Connect, Succeed, Thrive and Learn</li> <li>• Collaborative Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through MiniLit &amp; MacqLit to support student learning</li> <li>• employment of additional staff to support intervention programs.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 100% of staff provided targeted in-class support which allocated to students based on data analysis.</li> <li>- Literacy and Numeracy support was implemented through the employment of additional SLSOs. 100% of SLSOs participated in Strategic Direction teams to build their capacity.</li> <li>- All staff participated in High Impact Professional Learning which was shared with SLSOs to enhance explicit teaching strategies and collaborate with classroom teachers with shared goals.</li> </ul>

<p>Socio-economic background</p> <p>\$89,866.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue to support students in both Literacy and Numeracy, using the in-class support model.</li> <li>- Continue to share High Impact Professional Learning with SLSOs to build capacity in Literacy and Numeracy.</li> <li>- Use the PDP process to align learning goals for classroom teachers and SLSOs.</li> </ul>
<p>Aboriginal background</p> <p>\$9,350.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Temora 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- All First Nations students had individual learning time focusing on the goals in their Personal Learning Pathways which were based on data analysis.</li> <li>- Students participated in Wiradjuri language groups run by a local Elder.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Students will continue to access this support and participate in the language groups every fortnight.</li> </ul>
<p>English language proficiency</p> <p>\$5,063.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Temora Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Support for EALD students through Individual Learning Plans and set negotiated goals with parents.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- This support will continue for students.</li> <li>- Staff will access Professional Learning through the Universal Resource Hub and other outside agencies.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$120,722.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Temora Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Connect, Succeed, Thrive and Learn</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Low level adjustment for disability</p> <p>\$120,722.00</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention literacy programs to increase learning outcomes</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- A significant increase in support for students in-class and in small group intervention programs based on data analysis.</li> <li>- All staff participated in High Impact Professional Learning to support students growth and attainment in Literacy and Numeracy.</li> <li>- Utilising the QTSS cycle to unpack stage based data, undertake professional learning and implement explicit teaching strategies which increased teacher capacity.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue support for students in stage groups, based on data analysis.</li> <li>- Continued use of QTSS and HIPL allocation to participate in targeted professional learning and developing explicit teaching strategies across each stage group.</li> </ul>
<p>Location</p> <p>\$63,761.00</p>	<p>The location funding allocation is provided to Temora Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connect, Succeed, Thrive and Learn</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing support through the implementation of targeted programs</li> <li>• Upgrades to physical learning spaces.</li> <li>• Implementation of whole school behaviour support and systems</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 100% of students K-6 accessed wellbeing support through the implementation of targeted programs - Bounce Back, PBL and Fun Friends. Programs were supported through the Got It program run by Murrumbidgee Health, Temora Community Centre and Salvation Army.</li> <li>- PBL wellbeing lessons occurred in every classroom on a Monday morning</li> <li>- outlining the focus for the week which led to consistent behaviour monitoring.</li> <li>- Student assistance supported students to attend the end of year excursions and provide uniforms.</li> <li>- Classroom upgrades occurred in the remaining rooms.</li> <li>- Professional Learning for staff in MAPA</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Implementing the Resilience Project with Temora High School, Ariah Park Central School and the Temora Shire Council</li> <li>- Contined support from outside agencies to deliver both universal and targeted support</li> <li>- Updating wellbeing behaviour processes</li> <li>- Wellbeing slides will occur daily instead of Monday mornings.</li> </ul>
<p>Professional learning</p> <p>\$19,601.00</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 Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul>

<p>Professional learning</p> <p>\$19,601.00</p>	<ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> <li>• Connect, Succeed, Thrive and Learn</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Undertaking Professional Learning, aligning to PDP's and Strategic Direction Teams.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Science of Reading Professional Learning for the Literacy Team which built teacher capacity with writing.</li> <li>- MiniLit, MacqLit, InitialLit intervention professional learning for staff and SLSOs to support the implementation of literacy programs, ensuring programs were consistently implemented in all classrooms.</li> <li>- Due to a newly formed leadership team, staff participated in Executive leadership and aspiring leaders professional learning to build the capacity of leaders within the school</li> <li>- Wellbeing training for all staff - MAPA and Trauma Informed Practice to cater for the more complex needs of the classroom. Staff felt more confident in this area as a result.</li> <li>- Berry Street training and Stronger Smarter to support staff wellbeing practices, 80% of classrooms were implementing check ins and daily conversations at the beginning of the day.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue the use of the Professional Learning budget to support staff with their PDP goals and Strategic Direction Team goals.</li> </ul>
<p>Beginning teacher support</p> <p>\$30,434.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Temora Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Coaching and mentoring Beginning Teacher's through observations and feedback.</li> <li>• Participation in the Early Career Teacher initiative</li> <li>• Additional release time to complete observations, collegial planning and professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Beginning Teacher time was used to complete professional learning based on their PDPs which led to an increase in teacher capacity.</li> <li>- Professional learning and collegial networks were created through the Early Career Teacher initiative, staff felt supported to share their ideas and ask questions in a smaller setting.</li> <li>- Classroom observations with a knowledgeable other occurred, to build their capacity in identified areas.</li> <li>- Executive time given to Beginning Teachers to support through the coaching and mentoring cycle.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Beginning Teacher funds will be continued to link to their PDPs and identified areas of focus.</li> </ul>
<p>Literacy and numeracy</p> <p>\$4,172.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Temora Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul>

<p>Literacy and numeracy</p> <p>\$4,172.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Additional literacy texts to support the implementation of the literacy block. Quality texts were purchased which led to an increase in student engagement and in depth conversations.</li> <li>- Additional numeracy resources to support staff to implement a hands on approach, aligned to the numeracy block which led to an increase in numeracy results in both internal and external testing.</li> <li>- Writing focus: Pobble365 membership for staff to build the capacity of staff to teach writing skills, staff felt supported to implement a consistent approach to writing.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue to purchase resources to develop and support the implementation of the literacy and numeracy block.</li> </ul>
<p>QTSS release</p> <p>\$50,450.32</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Temora Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Additional teacher employment every Friday to support stage teams to be released off class to collaboratively plan and program for their stage.</li> <li>- Executive undertaking a cycle to build their capacity as a team, undertaking professional learning through the NSW Principal credentials, Middle Leaders Forum and support with the DEL.</li> <li>- Data analysis occurred at a stage level, informing consistent teaching and learning programs as well as targeted intervention.</li> <li>- Implementing the "Learn, Do, Reflect" cycle to target explicit teaching strategies and build the capacity of teaching staff.</li> <li>- Purchasing resources to support the High Impact Professional Learning cycle.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue to use QTSS sessions for teaching staff. Executive members will be released off class, one day a week, and will participate in HIPL during this time.</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$36,200.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Temora Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$36,200.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> <li>• engagement of literacy and numeracy SLSO to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Additional support for students in K-2 to access the curriculum, based on data analysis and point of need. All learning was targeted to individual learning needs through goal setting.</li> <li>- All students who were referred for Literacy intervention participated in MiniLit and PreLit in K-2 students.</li> <li>- Numeracy support through the JEMM program and targeted small group intervention allowed for targeted support in a small group setting.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue to support students in K-2, through targeted early intervention programs in literacy and numeracy.</li> </ul>
<p>COVID ILSP</p> <p>\$117,519.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> <li>• providing intensive small group tuition for identified students who were not meeting minimum standards.</li> <li>• employment of educators to deliver small group tuition.</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy in the middle bands.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- An increase in students in years K-6 accessing targeted intervention in literacy and numeracy. Students were identified through stage based data intervention and referral to the Learning and Support team.</li> <li>- Literacy intervention in small groups occurred in-class at point of need as well as MiniLit &amp; MacqLit groups. 100% of staff were participating in data analysis through the QTSS process.</li> <li>- Numeracy intervention in small groups occurred in class at point of need as well as intervention in small groups occurred in targeted JEMM groups.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Funding will be continued to support the literacy and numeracy intervention programs for students K-6.</li> </ul>



Year 2 peer reading



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	158	145	158	142
Girls	107	108	101	106

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.9	91.1	88.8	84.7
1	93.6	91.1	90.9	86.9
2	93.8	93.5	89.4	88.6
3	93.4	94.6	93.2	85.3
4	92.8	92.5	94.5	87.6
5	95.3	92.8	92.7	92.1
6	92.6	93.7	90.5	87.9
All Years	93.1	92.8	91.4	87.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.4
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.46

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	16,168
<b>Revenue</b>	3,044,058
Appropriation	2,960,872
Sale of Goods and Services	2,373
Grants and contributions	75,574
Investment income	340
Other revenue	4,900
<b>Expenses</b>	-2,916,154
Employee related	-2,565,918
Operating expenses	-350,236
<b>Surplus / deficit for the year</b>	127,904
<b>Closing Balance</b>	144,072

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	122,590
<b>Equity Total</b>	231,927
Equity - Aboriginal	9,412
Equity - Socio-economic	89,867
Equity - Language	5,063
Equity - Disability	127,585
<b>Base Total</b>	2,194,135
Base - Per Capita	65,444
Base - Location	63,761
Base - Other	2,064,930
<b>Other Total</b>	183,237
<b>Grand Total</b>	2,731,889

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.

## Parent/caregiver, student, teacher satisfaction

Parent feedback in regard to communication continued to remain positive, with 95% of parents stating they felt they could have an open discussion with their classroom teacher and/or school about their children. School Facebook and School Dojo outline school business and reminders for parents, with 98% of parents accessing ClassDojo. A separate post each week is sent to families, outlining the events in the week ahead. Changes to the Student Led Conferences occurred due to parent feedback; these have been changed to the end of Term 1 instead of the end of Term 2. This allowed for parent contact and interviews to occur at an earlier date; goal setting, Individual Learning Plans and Behaviour management plans are made in consultation with parents and students. As a result, 84% of parents indicated that their child was motivated to learn by their teacher.

The Tell Them From Me survey was completed by students in years 4-6. Continual growth in all areas is attributed to the changes in the wellbeing systems and structures, ensuring all students have a trusted adult and/or participate in social skills and self-esteem programs. 96% of students indicated advocacy at school and 97% of students have expectations for success. Student sense of belonging was a target for the 2022 School Improvement Plan, which increased to 81% which increased by almost 4%, this is now above state average. The overall TTFM wellbeing aggregate for the survey is 91%.

Staff PMES surveys indicated positive results for staff expectations, and knowing what is expected of them to complete their job successfully. This was due to the additional QTSS time spent with their supervisor, consistently planning and programming based on collaborative data analysis. Feedback and performance management was the highest improved area. All Executive staff were upskilled in their ability to manage difficult conversations and complaint handling. A grievance policy was created to ensure consistency in this area.



TPS Support Dog - Olive



# 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 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

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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.