

2022 Annual Report

Temora West Public School



4209

Introduction

The Annual Report for 2022 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.

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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. Temora West is a P1 school with a total of 122 students in seven classes including a Multi-Categorical support class. Temora West is an inclusive school dedicated to providing learning, creative arts and sporting opportunities for all - including an Indigenous student population of approximately 10%.

The school's core business is the teaching of literacy and numeracy and our school community has high expectations for student achievement. Staff are focused on providing explicit and innovative teaching to encourage learning and personal development. The 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 our school community to discuss school planning, learning program and facilities updates along with general information sharing.

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 staff will be developing new processes and systems to enable more effective collaboration between teaching teams. The school will develop school-wide systems for consistent data collection, analysis and use to inform teaching. The school has identified the need for data collected to be quality, valid and reliable in order to improve teacher practice and student learning outcomes.

Student wellbeing is another key area and Temora West will continue to develop and consolidate our PBL program to encourage positive student behaviour across the school. The school will also be incorporating evidence-based practices, including the Berry Street Education Model & Posi-Schools, which will support the social and emotional development of all students.

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

Resources allocated to this strategic direction

Socio-economic background: \$60,277.45

Low level adjustment for disability: \$57,460.50

Literacy and numeracy intervention: \$24,133.41

Literacy and numeracy: \$4,605.37

Location: \$1,819.50

Professional learning: \$2,550.00

Summary of progress

In 2022, the staff sought to further progress the school-wide approach in the use of reliable assessment data of student learning in reading and numeracy; implement high impact professional learning and learning sprints to build capacity of staff in their practice with a focus upon explicit teaching; and further develop and embed effective learning and support structures within the school to provide targeted support for individual/groups of students at their points of need. The school also sought to further develop opportunities for teachers to collaborate and processes for feedback provided to staff to build their professional capacity.

Collecting and analyzing reading and numeracy data across the whole-school through the use of DoE formative assessment tools and Essential Assessment has allowed staff to more effectively differentiate the learning for all students, particularly during the second half of the year. All staff have now been trained in the effective use of the relevant assessment tools and there is a growing sense of confidence with their implementation. QTSS allocation and teaching staff meetings times have been re-structured to allow for shared professional learning, knowledge and resources. The Learning and Support Team have worked effectively to support lower performing students, evidenced by a large shift of students out of the bottom achievement bands in NAPLAN assessments. Professional learning has been targeted to focus on areas of reading and numeracy and regularly evaluated and shared, albeit with large periods of disruption to staffing and student attendance through most of the year which hampered overall progress.

Next year, the school will be focused upon staff further embedding the use of common stage assessment data to drive class learning programs in numeracy and reading to address specific student needs. This will enable more of the class teaching to take place at student points of need and learning programs differentiated accordingly to improve student achievement levels. There will be further changes to meeting and QTSS time to ensure more effective collaboration across stage teams and effective implementation of the new K-6 syllabuses.

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% of students achieving in the top 2 bands in reading	<ul style="list-style-type: none">• 17% of students are now in the top two skill bands (NAPLAN) for reading indicating a downturn towards the annual progress measure.• NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading of 30% to 17%
There is an uplift towards the lower-bound target of 25.6% of students achieving in the top 2 bands in	<ul style="list-style-type: none">• 3.33% of students are now in the top two skill bands (NAPLAN) for numeracy indicating a downturn towards the annual progress measure.• NAPLAN scores indicate no significant change in the percentage of

numeracy.	students in the top two skill bands for numeracy.
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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: \$21,145.46

Summary of progress

In regards to data use and analysis in 2022, Temora West sought to develop teacher capacity for the access and analysis of data linked to DoE formative assessments, annual assessments and other internal sources including Essential Assessment. In doing this, there has been a focus on increased collaboration between teaching teams. Formative assessment data has also been used to identify students who require additional explicit teaching in our focus areas for reading and numeracy, particularly in the back half of the year as there was more consistency in student attendance and staffing.

The focus of professional learning has been around the effective use of the DoE short assessments and Essential Assessment. Student achievement has been monitored by collecting quality and relevant data from internal and external sources. Class programs indicate that teachers developing more consistency when using both formative and summative assessment strategies to determine teaching content, monitor student progress and reflect upon teaching and program effectiveness.

In 2023, the school will be focused upon increasing our use of Essential Assessment to form the basis of assessment for student learning programs, beginning with Numeracy. The data collected from formative assessments will be used to drive class programs and regularly reviewed by stage teaching teams to determine next steps. Internal data will also be triangulated with our annual external data to look for trends across stage groups. Staff will undertake high impact professional learning connected to their stage of development as teachers of literacy and numeracy to further develop quality teaching practice and effective use of data.

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 63.5% of students achieving expected growth in numeracy.	- Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
There is an uplift towards the lower-bound target of 66.9% of students achieving expected growth in reading.	- Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

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.

- Student Wellbeing
- Attendance and Learning Culture

Resources allocated to this strategic direction

Aboriginal background: \$11,717.13

Low level adjustment for disability: \$25,972.25

Professional learning: \$3,300.00

Socio-economic background: \$48,790.56

Per capita: \$28,158.62

Location: \$16,917.57

Integration funding support: \$34,259.00

School support allocation (principal support): \$13,945.00

Summary of progress

In 2022, the school set out to further develop clear processes whilst mentoring and supporting staff to ensure a collaborative approach towards student behavior management. The school has trained more staff to adopt evidence-based social and emotional learning programs to create deeper understanding and support for all students across the school. The recent introduction of the Posischools Program has sought to further develop positive habits and mindsets in Temora West students. The school has consolidated practices and processes for monitoring and rewarding student attendance whilst embedding high expectations and collaborative relationships with parents..

With much disruption again this year with regard to student attendance and staffing, the school has seen an increase in the need for consistent coaching of students and adjustments to the implementation of our Positive Behaviour for Learning (PBL) program. This is evident in our data which shows an increase in negative behavior incidents and dis-engagement. Two-thirds of our staff are now trained in the Berry Street Education Model as we begin introducing more elements of the framework to our school context. We are implementing clear universal and targeted systems to ensure attendance figures are consistently above average when compared with our network and statistically similar schools.

In 2023, Temora West will seek to maintain high levels of consistency in the implementation of positive behavior and social-emotional programs to ensure positive behavior and habits are encouraged and regularly rewarded. A final group of staff will be trained in the application of the Berry Street Education Model and the school will seek increased engagement with our school community wherever possible to support student learning and wellbeing.

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 in the proportion of students attending >90% of the time towards the lower-bound target of 75.6%	<ul style="list-style-type: none">• The number of students attending 90% decreased indicating a downturn towards the annual progress measure.
There is an uplift in the proportion of students reporting Expectations for Success, Advocacy, and Sense of	<ul style="list-style-type: none">• The number of students reporting positive well-being outcomes across the positive well-being measures is at 76% indicating movement towards the annual progress measure.

Belonging at School towards the lower-bound target of 88.8%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$34,259.00</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"> • Student Wellbeing <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. • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • Intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Our integrated students have made positive progress towards their academic and social development goals in their Individual Education Plans (IEP). - IEP's were regularly monitored, updated and responsive to student learning needs in the various classrooms including the MC class. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To continue clear communication between class teachers, the Learning Support Team and parents to ensure resourcing provided is effective to maintain high levels of student engagement.
<p>Socio-economic background</p> <p>\$109,068.01</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 • Student Wellbeing <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 and Drum Groups) and incursions each term for all students. • Additional staffing to support identified students with additional needs who needed to be supported from within school funds. • Providing students without economic stability support for educational materials, uniform, equipment and other items. • Equitable access to specialist resources (Mini/MacqLit reading support & general learning support). <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - High levels of student participation in Band and Drum Groups giving all students extra opportunities in the Creative Arts. - High levels of support being given and a smooth transition achieved for our new Kindergarten students. - Students in need being supplemented to allow for participation in school activities and provision of adequate resources. - Year 3 NAPLAN above SSSG for Writing, Grammar & Punctuation, Reading & Spelling. - Year 5 NAPLAN above SSSG for Writing & Spelling. <p>After evaluation, the next steps to support our students 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 the performance of those students below stage expectations.

<p>Socio-economic background</p> <p>\$109,068.01</p>	<ul style="list-style-type: none"> - Identify and participate in universal and guided professional learning opportunities, including teaching sprints, 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 to maintain high levels of student engagement.
<p>Aboriginal background</p> <p>\$11,717.13</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"> • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional support staff to deliver personalised support and mentoring for Aboriginal students. • Employment of specialist additional staff to support Aboriginal students. • Participation in fortnightly sessions for students to learn local Wiradjuri language. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Aboriginal students being supported and mentored each day through mentoring, learning support and reading intervention programs. - Positive progress towards learning and personal goals in PLP's. - Increased connection of Aboriginal students to local culture and language. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Maintaining our levels of support and appropriate staffing around our Aboriginal students with regard to academic progress, well-being and connection to culture. - Consolidating our involvement and connection with the Cootamundra AECG to enable best practice to further develop in our own school setting.
<p>Low level adjustment for disability</p> <p>\$83,432.75</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 • Student Wellbeing <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 and small groups of students. • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The school achieved a more consistent approach to student learning support and intervention through collaborative learning support activities. - DoE Short Assessment and Check-In data were utilised for the first time to more effectively monitor and improve student progress in reading and numeracy. - Individual learning and well-being needs were more effectively supported through targeted, in class support and whole-school programs for all students. <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$83,432.75</p>	<ul style="list-style-type: none"> - To diversify the role of our Learning Support with a focus upon numeracy and including whole-school use of the Essential Assessment tool in 2023 to provide more differentiated support for all students. - To further consolidate relationships with external agencies and other schools to gain more understanding of best practice to support our students with disabilities.
<p>Location</p> <p>\$27,762.07</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"> • Student Learning and Support • Student Wellbeing • Attendance and Learning Culture • 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 & incursions to enable all students to participate. • Technology resources to increase student engagement. • Providing transport to excursions and extra-curricular events through the use of our own school bus. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased opportunities and choices for students to engage in local excursions and events, plus all school incursions, at no cost. - Access to learning devices on a one-to-one basis across the whole school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Maintain the use of this funding to support student participation in learning, leadership, creative arts and sport programs and events throughout 2023. - Maintain and update technology resources as needed to ensure a one-to-one level of access to learning devices for all students K-6.
<p>Professional learning</p> <p>\$5,850.00</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 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 • Student Wellbeing <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, collaborative planning and professional learning for literacy and numeracy. • Staff attending professional learning sessions to support the implementation of student wellbeing programs across the school including The Berry Street Education Model. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased capacity of teachers to embed effective practices in the explicit teaching of reading and maths resulting in improved internal student results. - Another three of our teachers are trained in the implementation of The Berry Street Education Model to support all students across the school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Personalised professional learning at points of need for staff. - Stage sessions focused upon successful implementation of new Syllabuses for literacy and numeracy. - Consistent implementation of the Berry Street Education Practices across

Professional learning \$5,850.00	the school with further training for teachers requiring it.
Literacy and numeracy \$4,605.37	<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 student learning in literacy and numeracy. • Literacy and numeracy programs and resources, to support teaching, learning and assessment. • Further updating of reading resources to meet the needs of students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - High quality resources being provided to students to support their learning in literacy and numeracy. - A large shift out of the bottom two achievement bands in Year 3 NAPLAN for both reading and numeracy meaning more students achieving proficiency. - Strong improvement, particularly in Stage 3 internal Essential Numeracy Assessment implemented throughout 2022. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Refinement of our Numeracy and Reading Strategies and further development of whole-school assessment practice. - Specific literacy and numeracy professional learning for staff in 2023 under the guidance of our APC&I.
QTSS release \$21,145.46	<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 allow teachers to undertake professional learning and spend time on collaborative planning/data analysis • Implementation of peer teacher observations to strengthen quality teaching practices. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The school is developing more consistency in our planning which is differentiating learning more effectively for students. - Professional learning is becoming more specific for teachers at their points of need to support teaching in classrooms. - Practice for whole school assessment and data collection that is relevant and responsive to student needs in literacy and numeracy is improving. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Added structure to teacher release time to incorporate more collaborative planning and targeted professional learning. - Further development of whole school assessment practice that is responsive to student needs and regularly monitored by all teachers.
Literacy and numeracy intervention	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at

<p>\$24,133.41</p>	<p>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 Learning Support Teacher to provide intensive learning support for students requiring additional support for 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 Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Improved engagement in learning for students achieving below stage expectations. - High levels of improvement for Stage 2 and 3 students in pre and post testing results (Short Assessments for Literacy & Numeracy) facilitated by our Learning & Support Teacher. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Early identification of students requiring extra support and providing them with specific learning tasks/assessment to make improvements. - Use of Learning & Support Teacher to help with differentiation/take on groups of students in Stage 2 & 3 for numeracy in 2023.
<p>COVID ILSP</p> <p>\$81,026.00</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>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"> • 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. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Students in the program achieving significant progress in numeracy progressions sub-elements captured in PLAN2. - Students in the program achieving significant progress in reading progressions sub-elements captured in PLAN2. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To use available funding during Semester 1 2023 to support students below expected levels for reading in Stage 1 & 2.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	52	50	38	41
Girls	79	70	70	61

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.8	87.9	91.8	84.5
1	92.5	91.8	83.8	86.2
2	93.0	94.3	91.9	85.7
3	95.5	91.0	91.5	86.3
4	90.8	96.3	88.0	89.2
5	93.7	86.7	94.4	85.6
6	92.6	93.4	88.7	89.5
All Years	92.9	91.9	90.1	86.8
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

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)	6.92
Literacy and Numeracy Intervent	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	2.71

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	375,193
Revenue	2,032,339
Appropriation	1,963,655
Sale of Goods and Services	1,459
Grants and contributions	64,966
Investment income	1,059
Other revenue	1,200
Expenses	-1,960,922
Employee related	-1,778,963
Operating expenses	-181,960
Surplus / deficit for the year	71,417
Closing Balance	446,610

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.

	2022 SBAR Adjustments (\$)
Targeted Total	15,377
Equity Total	204,218
Equity - Aboriginal	11,717
Equity - Socio-economic	109,068
Equity - Language	0
Equity - Disability	83,433
Base Total	1,477,235
Base - Per Capita	28,159
Base - Location	29,797
Base - Other	1,419,280
Other Total	99,803
Grand Total	1,796,633

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

Temora West Public School undertook the Tell them From Me 'Partners in Learning' Parent Survey in 2022. Particular areas of strength were results around parents feeling welcome, parents being well informed and the school supporting positive behaviour, which were all well above NSW State Average.

Students also completed the Tell Them From Me survey in 2022 which indicated a number of positives. The school average was above the NSW Govt Norm in key areas related to advocacy at school and a positive school environment. Staff have noted there is work to be done around increasing students sense of belonging and levels of motivation, particularly within our male cohort. These will be key focuses within our wellbeing programs during 2023.

Staff feedback from the 'People Matter' Employee Survey indicated strength in the following areas - job satisfaction, work expectations, work choices and our school meeting the needs of our community. Management of change and providing opportunities for career development were seen as key areas for improvement moving forward into next year.

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.