

2023 Annual Report

Temora Public School



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Introduction

The Annual Report for 2023 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.

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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>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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

Socio-economic background

Low level adjustment for disability

Professional learning

Integration funding support

Aboriginal background

English language proficiency

Summary of progress

Literacy:

Scope and Sequences were developed in years 3-6 to align to the syllabus and focuses within the classroom. 100% of primary staff were following the sequences, noting that they were easy to follow and ensured consistency across rooms. K-2 continued to implement InitialLit with the MacqLit component guided by School Learning Support Officers (SLSOs). Program supports were purchased to assist with the delivery of content; as a result, writing in NAPLAN improved overall. Post tests also noted increases in structure and vocabulary through internal data sets. The % of students reaching their Accelerated Reader goals each term continued to increase, with a record amount of numbers in Term 4. In 2024 SpellEX will be implemented in Stage 2, which will replace Soundwaves and ensure the consistency after InitialLit. There is not a SpellEx program for Stage 3 as of yet, they will continue following the Scope and Sequence.

Student support through intervention programs occurred daily with SLSOs running MiniLit and MacqLit groups during literacy sessions. Groupings were determined in Quality Teaching Successful Students (QTSS) sessions, based on data analysis and assessments completed by SLSOs and Classroom Teachers. Accelerated Reader goals were tracked in the library, with fluency remaining a focus during class times which was supported by SLSOs. Professional Learning was undertaken in the QTSS session by classroom teachers to further develop their practice, which was then shared with support staff. As a result of targeted intervention, Value Add in NAPLAN 3-5 and 5-7 significantly improved, placing it above state in both areas.

Data driven practice continues to be a focus throughout stage teams. InitialLit data informs the MiniLit groupings and areas for improvement. The initial Cumulative Review in Kindergarten had nine students needing intervention, at the end of the year there were only three identified. 100% of students in year 2, improved every term in the WARP test, with only eight students requiring additional intervention support. Student data was used to form groups of students in similar abilities. In-class support was also allocated to K-6 students across class groups to assist with point of need interventions, this was based on informal observations and class groupings. Staff feedback indicated that they felt supported with the additional layer of staff in their classrooms. Due to staff feedback and the volume of assessments, the Pre test will be allocated to the Assistant Principal Curriculum & Instruction to create common themes, no formal mark will be given for each assessment. The writing will be compared against a rubric with a common theme or area to work on used as a focus in QTSS time.

Numeracy:

Staff continued to implement the Numeracy Block within their classrooms, following the expectations and outline in each section. Class resources were purchased through the Numeracy budget to ensure all classrooms had equal access to hands on materials. Six students in year 6 accessed Aurora College in numeracy and science, with two students receiving awards in the Maths Olympiad competition for the State. Maths Olympiad and Maths Games were an aspect of the numeracy block, with students in years 3-6 accessing problem solving activities. Numeracy streaming occurred for students in years 3-6, with a smaller number in group one which increased hands on activities and supported by SLSOs. Students confidence grew, with students reporting 98% in the expectations for success in the Tell Them From Me

Numeracy streaming occurred three days a week, focusing on Number and Algebra. Student progress was consistently tracked, ensuring for flexibility in groups and moving students where needed. Student extension groups reported outstanding results, with staff and family feedback extremely positive. 73% of students in Year 5, achieved "strong" or "exceeding" in the 2023 NAPLAN assessment, with 56% in Year 3. Check In Data for students in years 3, 5 and 6 were all above state for numeracy, with year 4 only slightly below. 70% of students in Year 3, 51% of year 4 and 5 and 67% of year 6, were in the top two bands for Check In Assessments. Timetabling was a barrier to ensuring the continued success of numeracy streaming. In 2024, we will look to stream stage groups, not all of primary.

Staff continued to build their capacity in numeracy, led by the numeracy team and filtered through stage staff meetings. Staff from Temora High School visited our Stage 3 classrooms to monitor teaching practice and try to build a consistent approach for students transitioning into Year 7. Due to the successful application of the Middle Leaders Tour, the Assistant Principal Curriculum and Instruction will link with West Wyalong in 2024.

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>Learning: Learning Culture and Curriculum - maintaining excelling in the theme of "High Expectations"</p> <p>Teaching: Effective Classroom Practice and Professional Standards - maintaining excelling in the theme of "Explicit Teaching"</p> <p>Leading: Educational Leadership - maintaining excelling in the theme of "High Expectations Culture"</p>	<ul style="list-style-type: none"> • Learning: Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of high expectations. However indication of student expectations for success is moving towards excelling. • Teaching: Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of explicit teaching. However, continued improvement across reading and numeracy data sources indicates a move towards excelling. • Leading: Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of high expectations culture. With continued success of the QTSS cycle, we will see this move to excelling.
<p>Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.</p>	<ul style="list-style-type: none"> • Comparative data is not currently available through SCOUT. • Year 3, 2023, Reading data in the Check In Assessment reflects a decline in reading percentage rates, falling 10% below the state average and 6% below SSSG. • Year 5, 2023 Reading data in the Check In Assessment reflects a decline in reading percentage rates, falling 3% below the state average, however slightly above SSSG.
<p>Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.</p>	<ul style="list-style-type: none"> • Comparative data is not currently available through SCOUT. • Year 3, 2023, Numeracy data in the Check In Assessment reflects an increase in percentage rates, achieving 4% above the state average and 7% above SSSG. • Year 5, 2023 Numeracy data in the Check In Assessment reflects an increase in percentage rates, achieving 5% above the state average and 11% above SSSG.





Kindergarten InitialLit

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

Low level adjustment for disability

Socio-economic background

Per capita

Location

QTSS release

AP Curriculum & Instruction

Beginning teacher support

Professional learning

Summary of progress

Data Informed Practice:

95% of families connected to staff through the Student Led Conferences. Moving it to Term 1 helped to make connections earlier with families, setting learning goals and discussing student progress. Staff reported the atmosphere in the one place allowed for staff to feel supported and build a positive rapport in stage teams. Moving the Student Led Conferences to one day, ensured minimal disruptions to classes. The templates ensured consistency across stages and a talking point for future goals. Moving forward, staff will continue to be relieved off class through this week. Due to a busy calendar, they will be held in week 10 and 11 in 2024. Casual staff will be booked in advance to ensure a consistent approach across the school can be achieved. Due to a change in staff, we will hold a whole school staff meeting in advance to discuss processes.

100% of staff completed Quality Teaching Successful Students (QTSS) cycles led by their supervisors. All supervisors trained in the delivery of Literacy and Numeracy Professional Learning which was tailored to the cohorts needs. Staff feedback indicated that they found the QTSS sessions beneficial to the consistent planning and programming for their stage; sharing knowledge and expertise across each area as well as undertaking professional learning in a collaborative setting. All staff were planning and programming, assessing and reporting through these sessions. Numeracy was a focus in primary which aligned to the change in mathematics groups - streaming across 3-6. Years 3, 5 and 6 were all above state in the Check In Assessments for numeracy due to our targeted approach. In NAPLAN 56% of students in year 3 were either exceeding or strong in Year 3, with 73% in year 5. Streaming across 3-6 was difficult to manage with timetables, in 2024 we will look to stream in stage teams.

The Assessment and Reporting schedule was created at the beginning of the year in consultation with staff. Staff feedback indicated that the amount of marking/analysis was taking away time from teaching and learning programs - not value adding. Pre and Post tests for writing was taking the most amount of time. Data tracking across stages remained consistent, entering data into the Google Spreadsheets. Moving forward, the Assistant Principal Curriculum & Instruction (AP C&I) will gather the writing tasks and informally assess them - pinpointing areas of focus for each stage, rather than allocating a mark. Continual feedback will be gathered from staff to inform the importance/relevance of each assessment, further refining the process so that it is not taking away time from staff yet still informing future learning.

High Impact Professional Learning:

Professional Learning was tracked against the financial spreadsheet to ensure consistency in allocation. PL was broken down into SLSO and Classroom Teacher training so that all staff have access to training. SLSOs and Classroom Teachers who were teaching students with Autism, all undertook Sue Larkey training which was outlined in their PDP. They worked with the Assistant Principal Wellbeing Support to implement changes to their teaching practice. This goal also linked with staff training in Berry Street, which was implemented initially in classrooms and then identified and supported to be universal supports in all classrooms. 100% staff trained in the Resilience Project which is embedded into

all classrooms and links directly to the School Improvement Plan. Literacy training in InitialLit, OzLit and SpellEx which are continuing to be implemented across the school. All staff undertook Numeracy Talks training to ensure consistent practice K-6. Professional Learning that was undertaken in QTSS sessions are not logged through the budget spreadsheet as they were not an additional cost - this will take away from the total hours staff have spent in Professional Learning.

The QTSS cycle has continued to receive positive feedback from staff due to the collaborative nature and explicit time to discuss teaching and learning. Strategic planning was created by the Assistant Principals, who analysed stage data to present and unpack as a team. SLSOs were included where possible, in terms of the focus and additional Professional Learning where needed. Individual support for students needing Individual Learning Plans, Behaviour Management Plans and Behaviour Risk Management Plans occurred during this time, giving staff time to discuss strategies to support students. Resources were discussed and aligned to each budget to ensure that the QTSS cycle and changes to classroom teaching were adequately supplied. In 2024 we will enhance the process by including classroom observations run by the Assistant Principal, Curriculum and Instruction. This role will also focus on data collation and analysis in preparation for Assistant Principals to run the sessions.

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>Learning: Learning Culture and Curriculum - beginning to show aspects of excelling in the theme of "Whole School Monitoring of Student Learning"</p> <p>Teaching: Effective Classroom Practice and Professional Standards - beginning to show aspects of excelling in the theme of "Data Analysis"</p> <p>Leading: Educational Leadership - beginning to show aspects of excelling in the theme of "Instructional Leadership"</p>	<ul style="list-style-type: none"> • Learning: Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of whole school monitoring of student learning. Formative assessment methods will be a focus in order to move to excelling. • Teaching: Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data analysis. Student goal setting will continue to be a focus in order to inform student progress and move to excelling. • Leading: Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of leading teaching and learning (formally known as instructional leadership). Due to staffing changes, there was a decline in distributive leadership.
<ul style="list-style-type: none"> • 92% of families will have participated in Student Led Conferences in Term 1, 2023, ensuring a collaborative approach to student learning, reflecting on data and achievement. 	<ul style="list-style-type: none"> • 95% of families attended the Student Led Conferences, collaboratively planning future goals and reflecting on achievement.



The Resilience Project Launch



QTSS Session Stage 1

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

Socio-economic background

Professional learning

Location

Per capita

Low level adjustment for disability

Summary of progress

Connect, Succeed, Thrive and Learn:

Proactive and preventative approaches to wellbeing ensure that all students have opportunities to connect, succeed, thrive and learn. Preventative strategies aim to foster a sense of belonging, build relationships and celebrate the successes of others. As a result of strategic planning, students feel confident to discuss their talents with staff members and often inquire about additional opportunities at school. Due to this approach, Temora Public School has implemented an in-school chess competition which formed teams for the school representative team. Students in the top team finished second in their division. The Temora Early Intervention (TEI) Program ensures staff are taking proactive measures to cater for students' wellbeing. Students have the opportunity to participate in 1:1 mentoring, small group interventions or programs. As a result, suspension rates and days missed, significantly declined. The Tell Them From Me data indicates that 88% of students have positive relationships at school, which is above the state norm. Youth Survey data, from the Resilience Project shows that students overall life satisfaction for both males and females in years 4-6 are above the Australian norm score. The programs which were implemented in 2023 will continue in 2024 due to the positive impact/changes that have been made.

Staff feedback indicated that they felt supported through the introduction of an Assistant Principal Wellbeing Support. Their role was to implement universal supports across every classroom K-6 as well as upskilling Classroom Teachers and School Learning Support Officers with behaviour management and processes. Positive Behaviour for Learning (PBL) now sits under the umbrella of wellbeing which encompasses the TEI program, behaviour flowchart and The Resilience Project. Family feedback indicated that they felt a sense of consistency when dealing with behaviours, they had clear direction through the flowchart and enjoyed an increase in communication. Attendance data was 89.9% which is above state and network averages. The Resilience Project survey indicates that students in years 4-6 have a strong learning engagement, which is almost 40% above the state average. Due to The Resilience Project engagement team with Temora Shire Council and Temora High School, all students in the Temora and Bland shire will benefit from the Drought Resilience Funding which was received by the Council. Collaboration with the Safeguarding Schools team ensured student and staff voice was heard when reflecting on embedded practice. Information was shared across student and staff groupings with collaborative discussions informing future improvement.

Collaborative Partnerships:

Staff felt the change from Year 6 to Year 5 attending GRIP allowed for students to build their leadership skills before they took on formal positions in Year 6. Students enjoyed attending the GRIP leadership and Halogen leadership day in Sydney. There was an increase in speaking/formal opportunities for our leaders; participating in Australia Day and ANZAC day by presenting speeches. They attended Mayors morning teas, leadership round table and meetings. The Student Representative Council (SRC) played a large role in the playground upgrade - they liaised with their class to discuss what they would like included and then presented their ideas to the group. Once the design phase was completed, the SRC chose the project design. The advocacy at school score for the Tell Them From Me survey was 8.2 which is above state average, with 85% of students indicating a high sense of school pride. 88% of students listed a desire to show a positive contribution to Temora Public School through the The Resilience Project survey, which is 30% above the state average. Staff feel the process to apply for a leadership process needs to be more formal, with students

writing an application and sitting an interview/discussion with the Principal. This will be considered in 2024.

Volunteer numbers increased this year due to staff selecting parents as "experts" through coaching opportunities. Bookworm Buddies continued to be popular with volunteers, coming to read with students every morning. The Resilience Project Launch saw over 200 people in the Temora Town Hall, with positive reviews from the content presented. Community members used this opportunity to sign up to the project which will be overseen by Temora Shire Council through the Drought Resilience Grant. Parent feedback from surveys was a great opportunity to gain input in regards to whole school focuses and playground upgrades. The "Future Friday" initiative was a place where local businesses could share their vehicles and discuss their occupation with our students. This was promoted through local news and radio stations and we received positive feedback for this initiative. Family feedback into earlier communication of events and notes will be taken into account with a whole school yearly calendar being sent out in 2024. Families will be invited to share their skill set with classroom teachers early on, to link to opportunities for collaboration.

Local Schools Connections has strengthened the bond between the three public schools. The shared position of Community Liaison Officer has ensured that promotions are consistent and that schools are promoting events on each others platforms. Public Education is celebrated through consistent messaging. The implementation of the Resilience Project at Temora Public School and Temora High School will lead into Temora West Public School in 2024, promotional videos were created to inform the community of the program and objectives. A logo was created for all schools to use in promotional material. Teams were split into literacy, numeracy, wellbeing and middle school. Joint celebrations, fundraisers and coaching/mentoring roles occurred through the wellbeing team. Lesson observations occurred with the literacy and numeracy team - sharing staff knowledge, practice and developing consistent language. The middle school team looked at transition points, utilising experts and facilities as well as Premiers Sporting Challenge mentoring days. The team met twice a term from 8am - 9am, starting of as a whole team meeting and then breaking into groups. Meetings were moved through the terms due to commitments from each school. The Local Schools Connection team will continue in 2024.

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>	<ul style="list-style-type: none"> • Tell Them From Me data shows an improvement in reported positive wellbeing, including 94.7% in advocacy at school, 76.8% in sense of belonging and 97.8% in expectations of success.
<p>Achieving an overall school attendance rate of 95% and above.</p> <p>Reducing the proportion of students attending >90% of the time.</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 1%, with an overall attendance rate of 89.9%. • The number of students attending less than 90% of the time or more has decreased by 11%, with an overall attendance rate of 63.4%.
<p>Learning: Learning Culture and Curriculum - showing aspects of excelling in the theme of "A Planned Approach to Wellbeing"</p> <p>Leading: Educational Leadership - showing aspects of excelling in the theme of "Community Satisfaction"</p>	<ul style="list-style-type: none"> • Learning: Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of a planned approach to wellbeing, however due to the success of the Temora Early Intervention program and Resilience Project, we are moving to excelling. • Leading: Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of community satisfaction.



Kitchen Garden



Wellbeing Rewards Day - Colour Run

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$97,411.00</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>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"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • implement targeted intervention, including in-class support, MiniLit and MacqLit. <p>The allocation of this funding has resulted in the following impact: Student support through intervention programs occurred daily with Student Learning Support Officers (SLSOs) running MiniLit and MacqLit groups during literacy sessions. Groupings were determined in Quality Teaching Successful Students (QTSS) sessions, based on data analysis and assessments completed by SLSOs and Classroom Teachers. Accelerated Reader goals were tracked in the library, with fluency remaining a focus during class times which was supported by SLSOs. Professional Learning was undertaken in the QTSS session by classroom teachers to further develop their practice, which was then shared with support staff. As a result of targeted intervention, Value Add in NAPLAN 3-5 and 5-7 significantly improved, placing it above state in both areas.</p> <p>After evaluation, the next steps to support our students will be: In 2024, we will continue to implement the targeted intervention programs through in-class support and learning and support groups.</p>
<p>Socio-economic background</p> <p>\$94,110.68</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>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"> • Literacy • Numeracy • Data Informed Practice • Connect, Succeed, Thrive and Learn • Collaborative Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff identified in the QTSS cycle, to support student learning • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: % of staff completed Quality Teaching Successful Students (QTSS) cycles led by their supervisors. All supervisors trained in the delivery of Literacy</p>

<p>Socio-economic background</p> <p>\$94,110.68</p>	<p>and Numeracy Professional Learning which was tailored to the cohorts needs. Staff feedback indicated that they found the QTSS sessions beneficial to the consistent planning and programming for their stage; sharing knowledge and expertise across each area as well as undertaking professional learning in a collaborative setting. All staff were planning and programming, assessing and reporting through these sessions. Numeracy was a focus in primary which aligned to the change in mathematics groups - streaming across 3-6. Years 3, 5 and 6 were all above state in the Check In Assessments for numeracy due to our targeted approach. In NAPLAN 56% of students in year 3 were either exceeding or strong in year 3, with 73% in year 5.</p> <p>Proactive and preventative approaches to wellbeing ensure that all students have opportunities to connect, succeed, thrive and learn. Preventative strategies aim to foster a sense of belonging, build relationships and celebrate the successes of others. Students feel confident to discuss their talents with staff members and often inquire about additional opportunities at school. Due to this approach, we have implemented an in-school chess competition which formed teams for our school representative team. Students in the top team finished second in their division. The Temora Early Intervention (TEI) Program ensures we are taking proactive measures to cater for students' wellbeing. Students have the opportunity to participate in 1:1 mentoring, small group interventions or programs. As a result, suspension rates and days missed significantly dropped. The Tell Them From Me (TTFM) data indicates that 88% of our students have positive relationships at school, which is above the state norm. Our Youth Survey data from the Resilience Project, shows that students overall life satisfaction for both males and females in years 4-6 are above the Australian norm score.</p> <p>After evaluation, the next steps to support our students will be: Streaming across 3-6 was difficult to manage with timetables, in 2024 we will look to stream in stage teams. The programs which were implemented in 2023 will continue in 2024 due to the positive impact/changes that have been made. Program resources; including technology, learning platforms, physical resources and supports will remain in place to further enhance student learning.</p>
<p>Aboriginal background</p> <p>\$14,201.82</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>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"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: This year we opened the language group up to both our First Nations students and a friend. We found that participation rates remained steady each week, students enjoyed taking a friend along and learning the language together. The group was at full capacity with twenty students from years 3-6, this meant that students in K-2 were unable to attend. In the 2022 Tell Them From Me survey, First Nations students stated that 62% of them agreed that teachers understood their culture, in 2023 this improved to 100% of students.</p> <p>After evaluation, the next steps to support our students will be: We will need to source an alternative to language classes as the staff</p>

<p>Aboriginal background</p> <p>\$14,201.82</p>	<p>member has moved.</p>
<p>English language proficiency</p> <p>\$2,400.00</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>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"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: Students are supported with in-class assistance during Literacy and Numeracy times.</p> <p>After evaluation, the next steps to support our students will be: This will continue in 2024.</p>
<p>Low level adjustment for disability</p> <p>\$157,376.79</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>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"> • Literacy • Numeracy • Data Informed Practice • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Executive took on the Learning and Support load for their stage which ensured that Quality Teaching Successful Students (QTSS) time was allocated to Learning and Support allocations and groups. Student data was analysed and discussed in teams, allocating Student Learning Support Officers (SLSOs) or intervention programs to selected students. A layer of in-class support allowed for point of need intervention across stage teams as well as intervention groups in Literacy. K-2 assessments for InitialLit were used to identify students for the MiniLit intake - focusing on the students who were "yellow". The term 4 WARN reading test for year 2 improved their average scores by 30%. Numeracy streaming groups were supported by an increase in SLSO time for Primary. Numeracy groups were flexible for students to move at the completion of each term. Year 3, 5 and 6 check in data for numeracy were all above state with year 4 being slightly below.</p> <p>After evaluation, the next steps to support our students will be: In 2024, we will have an Assistant Principal Learning and Support off class to ensure student plans and intervention groups are running smoothly. Numeracy groups will remain in stage teams, as splitting across 3-6 was difficult to manage.</p>

<p>Location</p> <p>\$64,474.61</p>	<p>The location funding allocation is provided to Temora 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"> • Data Informed Practice • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • technology resources to increase student engagement • additional staffing for teaching principal release • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Staff feedback indicated that they felt supported through the introduction of an Assistant Principal Wellbeing Support. Their role was to implement universal supports across every classroom K-6 as well as upskilling Classroom Teachers and Student Learning Support Officers (SLSOs) with behaviour management and processes. Positive Behaviour for Learning now sits under the umbrella of wellbeing which encompasses the Temora Early Intervention program, behaviour flowchart and The Resilience Project. Family feedback indicated that they felt a sense of consistency when dealing with behaviours, they had clear direction through the flowchart and enjoyed an increase in communication. Behaviour Management Plans and Behaviour Risk Management Plans were written for our top tier students to work towards achieving success in a supportive environment. Our attendance data was 89.9% which is above state and network averages. The Resilience Project (TRP) survey indicates that students in years 4-6 have a strong learning engagement, which is almost 40% above the state average. Due to our TRP engagement team with Temora Shire Council and Temora High School, all students in the Temora and Bland shire will benefit from the Drought Resilience Funding which was received by the Council.</p> <p>After evaluation, the next steps to support our students will be: Program supports will continue in 2024 due to the high success rate, students sense of belonging remains high, with all students equipped to participate in school activities.</p>
<p>Professional learning</p> <p>\$23,351.78</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>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"> • Literacy • Numeracy • High Impact Professional Learning • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: Professional Learning was tracked against the financial spreadsheet to ensure consistency in allocation. Professional Learning was broken down into Student Learning Support Officers (SLSOs) and Classroom Teaching training so that all staff have access to training. SLSOs and Classroom Teachers who were teaching students with Autism, all undertook Sue Larkey training which was outlined in their Performance and Development</p>

<p>Professional learning</p> <p>\$23,351.78</p>	<p>Plan. They worked with the Assistant Principal Wellbeing Support to implement changes to their teaching practice. This goal also linked with staff training in Berry Street, which was implemented initially in classrooms and then identified and supported to be universal supports in all classrooms. 100% staff trained in the Resilience Project which is embedded into all classrooms and links directly to the School Improvement Plan. Literacy training in InitialLit, OzLit and SpellEx which are continuing to be implemented across the school. All staff undertook Numeracy Talks training to ensure consistent practice K-6.</p> <p>After evaluation, the next steps to support our students will be: The Quality Teaching Successful Students (QTSS) cycle will continue in 2024 with the support of the Assistant Principal Curriculum and Instruction. Cohort data will continue to inform Professional Learning (PL) and a focus on explicit teaching strategies. PL attended through QTSS time will be logged to further outline opportunities.</p>
<p>QTSS release</p> <p>\$48,767.62</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>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"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: The Quality Teaching Successful Students (QTSS) cycle has been consistently receiving positive feedback from staff due to the collaborative nature and explicit time to discuss teaching and learning. Strategic planning was created by the Assistant Principals, who analysed stage data to present and unpack as a team. Student Learning Support Officers (SLSOs) were included where possible, in terms of the focus and additional Professional Learning where needed. Individual support for students needing Individual Learning Plans, Behaviour Management Plans and Behaviour Risk Management Plans occurred during this time, giving staff time to discuss strategies to support students. Resources were discussed and aligned to each budget to ensure that the QTSS cycle and changes to classroom teaching were adequately supplied.</p> <p>After evaluation, the next steps to support our students will be: In 2024 we will enhance the process by including classroom observations run by the Assistant Principal, Curriculum and Instruction. This role will also focus on data collation and analysis in preparation for Assistant Principals to run the sessions.</p>
<p>COVID ILSP</p> <p>\$89,089.82</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy • employment of teachers/educators to deliver small group tuition

COVID ILSP

\$89,089.82

The allocation of this funding has resulted in the following impact:

The employment of additional School Learning Support Officers (SLSOs) to implement targeted intervention both at point of need and through explicit teaching programs. The % of students reaching their Accelerated Reader goals each term continued to increase, with a record amount of numbers in Term 4. As a result of targeted intervention, Value Add in NAPLAN 3-5 and 5-7 significantly improved, placing it above state in both areas. 100% of students in years K-6 received intervention through the in-class support model, ensuring students were targeted based on teacher groupings and/or SLSO informal observations. InitialLit data continues to increase in all grades, with a noticeable decrease in students requiring additional support throughout each term. Student results are shifting in the Check In Assessments, with the % of students in the bottom quartile decreasing in each grade. NAPLAN reading results in Year 5 were slightly above state, with Year 3 slightly below.

After evaluation, the next steps to support our students will be:

Due to a change in funding model, student support will not be to the same capacity in 2024.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	145	158	142	132
Girls	108	101	106	95

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.1	88.8	84.7	86.6
1	91.1	90.9	86.9	88.0
2	93.5	89.4	88.6	90.6
3	94.6	93.2	85.3	88.6
4	92.5	94.5	87.6	85.9
5	92.8	92.7	92.1	89.2
6	93.7	90.5	87.9	92.8
All Years	92.8	91.4	87.5	88.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	4
Classroom Teacher(s)	9.37
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.46

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	52,298.47
Revenue	3,323,837.58
Appropriation	3,255,451.28
Sale of Goods and Services	744.51
Grants and contributions	66,306.23
Investment income	1,235.56
Other revenue	100.00
Expenses	-3,112,868.80
Employee related	-2,654,060.53
Operating expenses	-458,808.27
Surplus / deficit for the year	210,968.78
Closing Balance	263,267.25

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.

	2023 SBAR Adjustments (\$)
Targeted Total	81,309
Equity Total	268,089
Equity - Aboriginal	14,202
Equity - Socio-economic	94,111
Equity - Language	2,400
Equity - Disability	157,377
Base Total	2,240,200
Base - Per Capita	64,544
Base - Location	64,475
Base - Other	2,111,181
Other Total	278,233
Grand Total	2,867,832

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

During 2023, the Safeguarding Schools team met with our students to further develop and enhance student voice. 55 students participated in focus groups which was 22% of the student population. Students were chosen from years 3-6 and participated without staff from Temora Public School to ensure their voice was heard and free from judgement. Students were questioned about the strengths of the school, opportunities for student voice, wellbeing programs, safety and feedback for future actions. The strengths of the school focused on the teachers, noting that they were friendly and approachable. They stated that relationships were important to their wellbeing and felt they had strong connections to staff. On top of that, they stated friendships, learning and additional opportunities as also a strength. To reflect on student voice they informed the staff that they enjoyed opportunities to share through the Tell Them From Me survey, Student Representative Council and Resilience Project. The wellbeing programs they enjoy are the reward days and Resilience Project. They like the opportunity to learn alongside their peers and to be celebrated for demonstrating the correct behaviour. They noted that teachers, the school environment and clear rules, all contribute to them feeling safe at school. They reflected on the playground and nominated it as the main area of focus to improve. The upgrade of the playground is beginning in 2024. The Safeguarding process for student voice was a valuable method for collecting student data to inform improvement. This information was shared with students and their teachers.

Family feedback was sought through the process of class meetings. They were given "exit slips" to fill out, which outlined areas for improvement as well as where to focus our learning. The playground upgrade remains a focus for the school moving forward. A parent survey was also sent out to families at the end of Term 3. After implementing the new behaviour systems, families have responded positively with 92% noting an increase in communication and reporting consistency across the process. Feedback about timing of information will be taken into account and will be rectified in 2024. The changes to the reporting system and Student Led Conferences remain positive, ensuring parent friendly language with collaborative goals set and reported on.

Staff feedback through the Safeguarding Schools team outlined the positive attributes and areas for improvement at Temora Public School. Informed approaches to staff wellbeing include a supportive environment, collaborative practice and resources, systems and leadership. Staff appreciate the opportunities to work collaboratively through their Quality Teaching Successful Students (QTSS) days, noting the additional time to thoroughly analyse data to inform teaching and learning programs. The additional opportunity to share knowledge and undertake Professional Learning was also highlighted. To further improve, we will focus on staff recognition, continued opportunities to build relationships across the school and maintain clear and consistent roles and responsibilities.

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.