School context statement

In 2014, Temora Public School had an enrolment of 231 students which resulted in the creation of a tenth class. Students are drawn from the township and surrounding farming districts. The student body consists of a mixture of socio-economic groups with diverse needs.

Temora Public School has a blend of early career and experienced teaching staff.

All teaching staff met the professional requirements for teaching in NSW public schools.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.4</td>
<td>95.8</td>
<td>95.6</td>
<td>95.5</td>
<td>95.3</td>
<td>96.1</td>
</tr>
<tr>
<td>1</td>
<td>93.0</td>
<td>94.0</td>
<td>93.6</td>
<td>96.3</td>
<td>95.4</td>
<td>93.2</td>
</tr>
<tr>
<td>2</td>
<td>94.9</td>
<td>92.1</td>
<td>96.0</td>
<td>94.2</td>
<td>96.4</td>
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<td>94.8</td>
<td>95.0</td>
<td>93.3</td>
<td>94.7</td>
<td>97.4</td>
</tr>
<tr>
<td>5</td>
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<tr>
<td>Total</td>
<td>94.3</td>
<td>94.2</td>
<td>94.9</td>
<td>95.1</td>
<td>95.4</td>
<td>95.0</td>
</tr>
</tbody>
</table>

Management of non-attendance

Attendance is monitored on a daily basis at Temora Public School via roll marking. Students who fall below 85% attendance are referred to the Home School Liaison Officer, who makes contact with parents to develop an attendance improvement plan. Regular school attendance is an important component of the education process.

The Hon Mr Michael Mc Cormack is pictured above with Brianna Loader who won the Riverina primary aged competition in the 2014 Anzac Day Poetry competition. The other students were commended on their efforts, producing high quality poems on the importance of Anzac Day.
Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.22</td>
</tr>
<tr>
<td>Total</td>
<td>20.22</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There were no Aboriginal staff members in 2014.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All teaching and non-teaching staff participated in professional learning during the year. Mandatory training courses such as the code of conduct, child protection and anaphylaxis training were completed by all staff members. Several teachers participated in the language, literacy and learning (L3) course for Kindergarten and Stage One. All teachers engaged in professional development across the Key Learning Areas to hone their teaching skills. Regular professional learning staff meetings were held to address changes to curriculum and provide teachers with the opportunity to engage in professional discourse.

Five teachers have completed their accreditation with the N.S.W. Institute of teachers. The remaining teachers are not due to be registered with the Institute until 2018.

Beginning Teachers
There were no beginning teachers employed at the school in 2014.

SRC president Zoe M and SRC secretary, Dane C pictured at the Young Leader’s Conference in Sydney.

The senior boys dive into the pool at the school swimming carnival.
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Date of financial summary | 30/11/2014 |

**Income**
- Balance brought forward $86592.93
- Global funds $145097.12
- Tied funds $188898.93
- School & community sources $63400.95
- Interest $3570.22
- Trust receipts $8966.80
- Canteen $0.00
- Total income $496526.95

**Expenditure**
- Teaching & learning
  - Key learning areas $10374.11
  - Excursions $30806.03
  - Extracurricular dissections $21579.56
- Library $5737.27
- Training & development $5418.20
- Tied funds $186597.61
- Casual relief teachers $26653.82
- Administration & office $75471.73
- School-operated canteen $0.00
- Utilities $43381.22
- Maintenance $9509.96
- Trust accounts $8966.80
- Capital programs $0.00
- Total expenditure $424496.31
- Balance carried forward $72030.64

A full copy of the school’s 2014 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

Mr Trevor Krause helps Hannah H to work out a tricky word in Bookworm Buddies.

School performance 2014

Academic achievements

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.
- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Mayor, Mr Rick Firman enjoys reading a book to Kindergarten students during a visit to the school.
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The boys mentoring group are pictured above with their high school mentors and Mr Gaynor from the TAS department at Temora High School.
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Jack, Max, Nic and Jackson enjoy making egg toast in Science.
Other achievements

Temora’s Got Talent

In Term 3, Temora Public School participated in “Temora’s Got Talent” at Temora High School. The show was an opportunity for the public schools in Temora to showcase their talents in the Creative and Performing Arts. Kindergarten Crystal and Diamond performed a dance called “Gummy Bears” and were very cute. The Year 4/5 Dance Group performed their dance called “Classroom Evolution” and Zoe McLaren presented a speech from the Multicultural Public Speaking event on Asylum Seekers. Temora Public School performed brilliantly and provided a great evening of entertainment for the audience.


Premiers Debating Challenge

2014 was a successful year for our school debating team. Our team was comprised of three Year 6 students: Zoe M, Shania W and Kate H along with three Year 5 students: Casey S, Jackson M and Taleah W. The Year 5 students as fourth speakers, had the opportunity to assist their Year 6 peers and learn more about debating skills.

The team had an initial debate against Beckom Public School, winning convincingly. They then participated in a Debating Gala Day held at Ariah Park Central School, having to compete in three debates against: Ardlethan Central, Ariah Park Central and Temora West Public Schools. The
team won two of these debates and they were announced - Zone 5 Champions.

The debating team qualified for the next round, a zone knockout. In a close debate our team lost to Young Public School. Mrs Flakelar, the team coach, congratulated the debaters on their sportsmanship and collaboration.

Performance Night

At the end of Term 3, TPS held a Performance Night. Every class put together an act to perform and everyone put on a fabulous show. The Year 6 students wrote and presented short skits to introduce each act.

Kinder Crystal and Kinder Diamond showed off their dancing skills. The Crystals to ‘Everybody Dance Now’ and the Diamond’s to ‘Happy Pirates. I Amethyst and 1 Opal combined forces to present the song ‘We’ve Done Us Proud’. 2 Jasper were patriotic percussionists in ‘Australia Down Under’ and 2/3 Garnet showed their pride in our town when they presented ‘Temora’. 3/4 Sapphire went hula hoop crazy in ‘Hoopla’ and 4/5 Pearl tumbled through ‘Crazy Carnival’. 5/6 Jewel put on the play ‘Girl in the Hoodie’ and 5/6 Firestone danced their way through ‘Ketchup Song’ and ‘Pump It’. The girls dance group went through a ‘Classroom Evolution’ and the boys dance group showed us ‘They’ve Got Moves’. Even some of the teachers got a chance to ‘Shake It’.

Many thanks go to the teachers for putting the acts together, to Mr and Mrs Sutton for donating the raffle, Mrs Nethery and Mrs Steinhardt for collecting donations, the high school students for helping backstage and the high school staff for their help with the facilities.

Maddie M, Melica M and Chilli B enjoyed dressing up as a gummy bear and performing a bear dance at performance night.

Dance Group

The Year 4 / 5 Dance Group learnt and performed a dance called “Classroom Evolution” – about the way classrooms have changed over the years.

They auditioned for the Riverina Dance Festival, but were unsuccessful. They then had the opportunity to dance at a variety of events throughout the year. They performed at the Wagga Wagga Marketplace for Education Week, at Temora Public School for the Education Week Open Day, at Temora High School for Temora’s Got Talent and at the Temora Public School Performance Night.

The girls worked extremely hard and showed great dedication to the group – giving up countless lunch times to rehearse. Miss Olsson, Group Instructor commends them on their sportsmanship and fantastic performances!

Gardening guru, Costa Georgiadis teaches our students about effective tree planting methods as part of the Wildlife Corridor Project.
Significant programs and initiatives – Equity funding requirements

Aboriginal background

During the year, students of Aboriginal or Torres Strait Islander background received support in their learning from designated School Learning Support Officers. This support proved beneficial in improving outcomes in literacy and numeracy for these students.

Learning and support for students with additional educational needs

In 2014, School Learning Support Officers (S.L.S.O.’s) implemented programs designed by teachers to support the learning needs of students experiencing difficulty. Support targeted the areas of literacy and numeracy, focusing on comprehension and the development of basic skills. An additional S.L.S.O. was trained in teaching the Minilit program to support Stage One students in acquiring phonemic awareness and satisfactory knowledge and skills in using phonics.

Aboriginal education

Awareness and understanding of Indigenous culture is developed through the acknowledgement of the Wiradjuri people and Wiradjuri country at weekly assemblies. The Aboriginal flag is flown at special school functions. Indigenous perspectives are incorporated into Key Learning Areas where appropriate. Staff participated in professional development with Mr Bill Speirs from the Temora Rural Museum about the Wiradjuri display at the museum. Stage 3 students enjoyed the opportunity to visit the display and learn about the local Wiradjuri tribe in Temora and district.

In 2014, Chess Club proved popular with many students. Pictured above are Samual M, Caleb G, Anna P and Andrea G at a local chess competition.

Drew, Wade, Blake and Benson take their gardening jobs very seriously!
Multicultural education

In 2014, students in Years 3 to 6 entered the Multicultural Perspectives Public Speaking Competition. All primary students were required to prepare and present a speech from a range of multicultural topics. Students with speeches of high quality were selected to present them at the primary assembly and the Education Week assembly. Students were then selected as school finalists to compete at zone level. Zoe M presented her speech on asylum seekers at Temora’s Got Talent.

Anti-racism education

In 2014, anti-racism education was a feature of class programs, in order to develop tolerance and understanding towards other cultures in our community. “Racism – no way” was used successfully as a teaching resource to help develop students’ understanding of anti-racism. Visiting performers to the school exposed students to people from a variety of different cultures, encouraging tolerance and acceptance of those who are different.

School planning and evaluation

2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- A schoolmap survey on teaching for students, teachers and parents/carers.
- A creative arts survey for students, teachers and parents/carers.

Teaching

Students, teachers and parents/caregivers were surveyed about aspects of teaching at Temora Public School in 2014.

Findings and conclusions

- 100% of teachers believe they are almost always or usually developing teaching programs that respond to students’ interests, needs and abilities.
- 33% of teachers believe they almost always clarify intended learning outcomes and the purpose of learning with students; while 66% believe they usually do this.
- 100% of teachers believe that assessment strategies are usually understood by students and parents.
- 95% of students believe that their teachers plan class activities that are interesting and help them to learn.
- 94% of students believe stated their teachers tell them what they are learning and why.
- 91% of students indicated they understand how their learning will be assessed.
- 95% of parents and carers believe their child’s teachers know what their children can do and what they need to learn.

Future Directions:

- Teachers will collaboratively develop consistent teacher judgement and quality assessment practices and inform students about how they will be assessed.
Teachers will complete the How2Learn training modules and focus on making clear the learning intentions of lessons.

Creative and Practical Arts

Background

C.A.P.A. is a Key Learning Area in the primary curriculum. Teaching staff and students from Years 2 to 6 were surveyed about the effectiveness of the C.A.P.A. program at Temora Public School.

Findings and conclusions

- 73% of students believe that doing Visual Arts is important to them.
- 59% of students believe that doing Music is important to them and 33% of students were unsure if Music was important.
- Students commented that in 2014 they had enjoyed learning about famous artists, completing Aboriginal artworks and learning new dances.
- Staff indicated that current, quality professional learning in the Arts would enhance their teaching in these subject areas.
- Staff indicated that Music resources needed updating.

Future Directions:

- Additional resources will be purchased to facilitate the effective teaching of Music at Temora Public School.
- Quality professional learning in C.A.P.A. will be sought out for staff to attend in 2015.

Outstanding artworks from students took pride of place at the inaugural P and C Art Show, held in the hall in 2014.

School Planning 2012-2014

Outcomes from 2012–2014

School priority 1

To expand and strengthen student engagement and attainment through the implementation of programs to better meet the needs of students.

Evidence of achievement of outcomes in 2014:

- 12% increase in student participation in the School Chaplaincy program.
- Boys mentoring program strengthened to meet the needs of “at risk” boys in Years 5 and 6.
- Students, staff and some parents upskilled on catering for the needs of primary school aged boys.

Strategies to achieve these outcomes in 2014

- School chaplain conducts girls and boys activity groups at lunchtime and is accessible in the playground at recess.
- Targeted students in Year 5 and 6 participate in Drumbeat and constructions projects in the TAS department at Temora High School as part of the boys mentoring program.
- Boys education expert, Mr Greg Griffiths works with mentoring group, staff and parents on boys education strategies.
- Chess Club and choir commenced.
School priority 2

To improve student learning outcomes across the Key Learning Areas, as a result of the effective use of technology.

Outcomes from 2012–2014

- 100% of students utilise i-pads, i-touches and the computer room on a weekly basis, to develop technology skills and enhance student learning.
- Teaching programs incorporate the use of quality technology use to support learning across the Key Learning Areas.

Evidence of progress towards outcomes in 2014:

- A scope and continuum for technology K to 6 included in the 2015 milestones for the 2015 -2017 school plan.
- Kindergarten students can effectively access and use programs on the computers such as Reading Eggs.

Strategies to achieve these outcomes in 2014:

- Ten additional i-pads purchased for classroom use.
- Student access to technology maximized through effective timetabling of resources and central storage of i-pad sets in the library.

School priority 3

Increased levels of literacy and numeracy for all students

Outcomes for 2012–2014

- 84% of Stage One students participated in Bookworm Buddies five mornings per week.
- 100% of teaching staff implemented the Australian Curriculum English syllabus at a satisfactory level in their classrooms.
- All students plotted on literacy and numeracy continuums, indicating growth in literacy and numeracy skills K to 6.
- Specific literacy and numeracy programs such as Minilit and Multilit, implemented to support students with additional learning needs with significant improvement evident in results.

Evidence of progress towards outcomes in 2014:

- An additional S.L.S.O. trained in Minilit so this program can be expanded in 2015.

Strategies to achieve these outcomes in 2014:

- Bookworm Buddies volunteers recruited and trained early in the year.
- Bookworm Buddies promoted at parent information meetings, in the newsletter and at assemblies.
- Learning Support Teacher targets need of Year 5 maths group on a daily basis.
- Staff undertake professional learning opportunities, including L3 Stage One.
- A new Learning and Support policy written to support student learning.

Parent/caregiver, student, and teacher satisfaction

During 2014, the school sought the opinions of parents and caregivers, to ascertain the strengths of the school and areas for development. Consultation included:

- An online survey monkey for parents
- Strengths, Weaknesses, Opportunities and Threats feedback at a Parents & Citizens Association meeting.

Consultation revealed that parents and caregivers would like:

- Further extension of each child’s ability, having high expectations for all students.
- More information about the curriculum and how to help at home.
- Opportunities for leadership for students.
- Increased involvement of parents in school activities.

Consultation also revealed that:

- Parents and caregivers believed the additional support provided to support struggling learners is of high quality.
- The school is well organised and that staff show genuine concern and care for students.
Future Directions:
The results of this consultation have informed the priorities of the School Plan 2015-2017. Aspects of the plan to address the parent/caregiver survey findings include:

- Staff using pre-tests to ascertain prior student knowledge for learning in literacy, numeracy and ICT.

- 100% of staff using consistent assessment practices to achieve the accurate collection of data for reporting, to direct future learning.

- The development of a school scope and continuum for ICT in 2015.

- Allocations made in the school budget to fund student participation in offsite leadership programs, such as the GRIP conference.

- Extensive implementation of the How2Learn Philosophy across K to 6.

Kyroun and Mr Gaynor discuss the process for making a wooden chair.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

At Temora Public School we believe in educating for excellence within an inclusive environment. Our vision is to provide educational experiences and opportunities that will engage and inspire all students to become creative, enquiring and active citizens of the future.

STRATEGIC DIRECTION 1
To create a high performing and dynamic school
Purpose:
To ensure students have access to high quality educational programs, personalised learning and innovative practice, with literacy, numeracy and Information and Communication Technologies (ICT) as the foundation, in order to develop resilient lifelong learners.

STRATEGIC DIRECTION 2
To enhance quality leadership and professional learning practices.
Purpose:
Implement and embed explicit, targeted professional leadership to build capacity and create a culture of continuous professional growth. To ensure student learning is based on quality educational delivery and consistent, shared, professional practices.

STRATEGIC DIRECTION 3
To promote a positive, inclusive school culture.
Purpose:
To strengthen positive, compassionate and trusting relationships to support an inclusive school culture which is flexible and dynamic.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Zoe McLaren, SRC President
Dane Casey, SRC Secretary
Edwina Sinclair, P and C President
Deidre Flakelar, Assistant Principal
Annette Field, Assistant Principal
Sharon Reardon, Principal

School contact information

Temora Public School
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Fax: 0269772132
Email: temora-p.school@det.nsw.edu.au
Web: www.temora-p.school.nsw.edu.au
School Code: 3178

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: