2010 Annual School Report
Tempe Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
In 2010 there were 194 students enrolled at Tempe Public School. Over 70% of these students represented families where English is used as a second language.

Staff
In 2010 there was a total of 21 staff at Tempe Public School. This number included 19 teaching staff and 2 ancillary staff. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
A program of significance at Tempe Public School is our cultural studies program. All students from Kindergarten to year 6 participate in one of the following cultural programs for 2 hours/week:

- Asian studies
- Pacific Island studies
- Vietnamese studies

* Students in the Vietnamese studies classes also learn some Vietnamese language.

Student achievement in 2010
Each year students in years 3 and 5 participate in the NAPLAN tests. In 2010 our participation rate for year 3 and year 5 was almost 100%.

Tiarne Mason again excelled in athletics, progressing from school through zone, regional, state and Australian participation.

Judha Like-Rose was awarded a Deadly Kids Award for his application to his schoolwork.

Two students; Stephanie Hartanto and Emelie Marques, shared the award of school DUX for their application and outstanding academic results across all subjects.

Messages

Principal’s message
Welcome to Tempe Public School’s 2010 Annual School Report.

Once again we have had a very successful year in sporting arenas, the classroom and the performing arts areas. Student and staff abilities and commitment to excellence in each of these areas is commendable and I am very proud of their efforts.

What always delights me is the high level of social understanding and appropriateness displayed by students in our school. I am always eager to let the students know that visitors to our school comment of their manners and friendliness. These are very important life skills and their use should never be underestimated.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Jenny Liessmann

P & C message
Throughout 2010 the P&C participated in a number of fundraising activities all designed to provide additional resources to the students at our school. We welcome any new parents to the P&C in the coming year.

Mrs Lisa Newey
P&C President

Student representative’s message
We were very proud to represent Tempe Public School as School Captains and participate in fundraising activities.

Emelie Marques and Zac Carr
School Captains 2010
School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>83</td>
<td>82</td>
<td>83</td>
<td>96</td>
<td>107</td>
</tr>
<tr>
<td>Female</td>
<td>93</td>
<td>94</td>
<td>88</td>
<td>91</td>
<td>87</td>
</tr>
<tr>
<td>Total</td>
<td>176</td>
<td>176</td>
<td>171</td>
<td>187</td>
<td>194</td>
</tr>
</tbody>
</table>

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Year Total</th>
<th>Class Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>KJ</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K/1T</td>
<td>K</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>1/2D</td>
<td>1</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>1/2R</td>
<td>1</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>3/4A</td>
<td>3</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>3/4P</td>
<td>4</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>5/6L</td>
<td>5</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>12</td>
<td>22</td>
</tr>
</tbody>
</table>

Management of non-attendance
Attendance plans are devised together with family members and expected to be complied with. Non-compliance results in intervention by the Home School Liaison Officer program. Continued non-compliance can result in prosecution of the student’s parent.

Structure of classes
Because staffing is supplied according to a predetermined formula, composite classes are formed when student enrolments go beyond the required number for a grade. In 2010 seven of the nine classes were composite.
Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Tempe PS has a good blend of experienced and beginning staff that is supported by an excellent executive team.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.000</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.000</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12.000</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.000</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.400</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.000</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.750</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.000</td>
</tr>
<tr>
<td><strong>Total Staff</strong></td>
<td><strong>21.165</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Two members of the Tempe PS teaching staff identify as Indigenous.

Staff retention
By the conclusion of 2010, four members of staff left Tempe Public School. One teacher resigned, another moved overseas and one of the assistant principals accepted a transfer to a country posting. A member of the office staff accepted a full time position at another location and was replaced by a transferred administration officer.

All three members of the teaching staff have been replaced under the Department of Education’s transfer and promotions system.

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>40</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>189704.43</td>
</tr>
<tr>
<td>Global funds</td>
<td>214307.47</td>
</tr>
<tr>
<td>Tied funds</td>
<td>65598.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>67688.80</td>
</tr>
<tr>
<td>Interest</td>
<td>6398.92</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7079.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>550977.47</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>24577.76</td>
</tr>
<tr>
<td>Excursions</td>
<td>17337.06</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>35563.47</td>
</tr>
<tr>
<td>Library</td>
<td>6097.37</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5731.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>166220.31</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>38723.10</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>44154.64</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>68565.15</td>
</tr>
<tr>
<td>Maintenance</td>
<td>29419.47</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6701.89</td>
</tr>
<tr>
<td>Capital programs</td>
<td>7308.73</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>450500.35</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>100477.12</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement can be tabled at the annual general meetings of the P&C.

Further details concerning the statement can be obtained by contacting the school.

The federal government's Building the Education Revolution program injected approximately $1 million into refurbishment of our school including:

- A large Covered Outdoor Learning Area (COLA) with microphone and outdoor speakers. This has allowed us to move our cramped morning assembly to outdoors undercover.
- Total refurbishment of the school library including lighting, electrical and data upgrades. A new computer lab has been established with interactive whiteboards and interactive communication ability. Students can hold conferences with other schools and locations to enhance their studies.
- Refurbishment of 16 classrooms and associated ‘wet areas’ with new carpet and vinyl flooring, display boards and electrical/data upgrades.
- Provision of 15 interactive whiteboards and associated technology in classrooms. This classroom refurbishment included whole new notice boards for displaying student’s work.
- Minor refurbishment of school hall to include a Hearing Loop and electrical/data upgrade. Now visitors with hearing impairment can access this technology in order to enjoy the sound without interference. The hall doors were also replaced with modern and safe locking doors.
- Total refurbishment of two audio visual specialist rooms, providing storage, soundproofing, interactive whiteboard and conferencing technology.
- Refurbishment of the two administration offices and staffroom, including new kitchen facilities.

This BER program has injected new resources into Tempe Public School and we are very pleased with our project.
School performance 2010

Art Show
During 3rd term the whole school produced works of art that were submitted into our inaugural art show.

Sing Us In
Students participated in the state-wide “Sing Us In” program and were privileged to attend the taping of the event with Ms Casey Chambers at the Sydney Opera House.

Carmen
Tempe Public School’s choir provided the chorus singers for the Rockdale Opera Society production of Bizets’ Carmen. As a result of their participation, the Sydney Opera House treated the students to a backstage tour of the Opera theatre.

Sport
Students at Tempe Public School enjoy a wide range of sporting activities ranging from school sport to representative opportunities.

Individual students who demonstrated elite sporting results in 2010 include Tiarna Mason (athletics), Angela Priftis (athletics) and Zac Carr (football).

PSSA teams from Tempe PS also performed well throughout 2010 with our Auskick Aussie Rules team winning the district competition.

Other
Greer Newey won a photography prize in the school aged section of Ikea’s “Tempe: Love Where You Live” competition.

We are very pleased that so many students from Tempe Public School participate in external and school-based competitions. These students demonstrate a great ‘have-a-go’ attitude.
Academic
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

Literacy – NAPLAN Year 3

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.
- Yr 3: Band 1 (lowest) to Band 6 (highest)
- Yr 5: Band 3 (lowest) to Band 8 (highest)

Literacy – NAPLAN Year 5

Numeracy – NAPLAN Year 3

Numeracy – NAPLAN Year 5
Progress in literacy

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3 and 5.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010:

- Reading 88
- Writing 94
- Spelling 94
- Punctuation and grammar 91
- Numeracy 88

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010:

- Reading 82
- Writing 97
- Spelling 94
- Punctuation and grammar 82
- Numeracy 97
Significant programs and initiatives

Aboriginal education
Aboriginal education at Tempe Public School is embedded in all Human Society and its Environment units of work for study by all students from kindergarten to year 6.

Multicultural education
Tempe Public School is a culturally diverse school which aims to incorporate multicultural education in all aspects of the curriculum.

Every student at Tempe Public school participates in a cultural studies class for two hours/week where they learn about the following cultures and their relationship with Australia:
- Pacific Islands studies
- Asian studies
- Vietnamese studies

Other programs
- SPARK - Staff from Stocklands Australia offer individual reading tuition each Thursday morning to students within years 1-6.

Respect and responsibility
Throughout 2010, students at Tempe Public School focused on describing their core values. The students identified the following values:
- Respect – having regard for yourself and others
- Responsibility – being accountable for your own actions
- Honesty – telling the truth and understanding what consequences
- Fairness – being just and committed to the principles of social justice
- Integrity – being consistently honest and trustworthy
- Excellence – striving for your best
- Cooperation – working together
- Participation – being a proactive and productive citizen
- Care – compassion and concern for the well-being of others

The program recognised students who demonstrated these values while at school via our positive award system.

Connected learning
Tempe Public School has two connected learning locations within the school. These areas complement the teaching and learning program.

As a location of Sydney Region staff, our connected classrooms are also utilized by these members of staff in order to conduct professional learning activities.

Our new library is utilised by school and regional staff
Progress on 2010 targets

Target 1
Our achievements include:
- Over 90% of students achieved at or above minimum standard in the following NAPLAN Literacy tests:
  - Writing - yr 3 @ 94% and yr 5 @ 97%
  - Spelling - yr 3 @ 94% and yr 5 @ 94%
  - Punctuation & Grammar - yr 3 @ 91%.

Target 2
- To improve numeracy outcomes for all students
Our achievements include:
- 97% of yr 3 students achieved at or above the minimum standard

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses indicated they were satisfied with the programs presented by the school.

Further evaluation of the school showcase has revealed that parents support the notion of staging a showcase alternate years with an art show.

Professional learning
Professional learning is specifically aligned to the overall targets of the school plan and is used as a key strategy in achieving those targets.

The Department of Education covers approximately 50% of the cost of professional development via tied funds in the school’s global budget. The remainder of the cost of professional development is provided from school-based funds.

CSIRO Science in Schools Incursion

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

Educational and management practice
- Learning

Background
Staff, parents and students were surveyed in order to gather their understandings about learning at our school. Return rates for the surveys were: parents 6%, students 86% and staff 74%.

Findings and conclusions
Overwhelmingly, students and staff responded that Tempe Public School is well resourced and students are encouraged to do their best. The small selection of parent surveys indicated that parents believe their child’s classroom to be an interesting learning environment.

Future directions
Staff would like to widen access for students to guidance from other people who can assist students with their learning and implement more opportunities for student self-assessment.

Curriculum – Information Technology

Background
Over the past few years the use of technology in the teaching/learning program has grown. During the 2010 school year, all teachers acquired an interactive whiteboard in their classroom and were expected to utilize this equipment in all areas of the curriculum.

In order to evaluate the use of technology at our school, parents and students were surveyed anecdotally, while staff were issued a written evaluation.

Findings and conclusions
Parents believed the current use of technology enhanced their child’s engagement in learning while students wished more involvement with all forms of technology. Staff specifically requested further training in the use of the interactive whiteboard technology.

Future directions
Further professional development in the use of interactive technology in enhancing teaching/learning programs will be a priority.
School development 2009 – 2011

Each year the school planning and executive teams develop a strategic school plan designed to focus on school improvement.

This plan aligns with the Department of Education’s priorities and objectives. This negotiated document reflects the agreed priorities of the school community.

Targets for 2011
Tempe Public School’s 2011 targets continue to build on our 2010 targets by focusing on further improvement in our literacy and numeracy outcomes.

Target 1
• To further improve Literacy (Reading) outcomes for all students

Strategies to achieve this target include:
• Implementation of Literacy (Reading) programs to improve student performance
• Programming of Literacy (Reading) strategies across all key learning areas

Our success will be measured by:
• An increase 10% in the number of students achieving proficient level in 2011 year 3 and 5 NAPLAN Literacy (Reading) results
• Over 90% of students achieving minimum standards in year 3 and 5 NAPLAN Literacy (Reading) results.

Target 2
• To further improve Numeracy outcomes for all students

Strategies to achieve this target include:
• Implementation of Numeracy programs to improve student performance
• Explicit teaching of Working Mathematically strand across all other strands of Mathematics

Our success will be measured by:
• An increase 10% in the number of students achieving proficient level in 2011 year 3 NAPLAN Numeracy results
• Over 90% of students achieving minimum standards in year 3 NAPLAN Numeracy results.

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:
• Mrs Jenny Liessmann, Principal
• Mrs Carole Priday, Assistant principal
• Mrs Julie Moore, Assistant Principal
• Mrs Cathy Criniti, Classroom Teacher
• Mr Paul Parks, School Education Director

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Web:  www.tempe-p.school@det.nsw.edu.au
Code:  3948

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: