NSW Department of Education & Training

2008 Annual School Report
Tempe Public School

NSW Public Schools – Leading the way
Messages

Principal's message
I am pleased to present the Tempe Public School Annual Report for the 2008 school year and 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
Dip. Teaching (Primary Education)
M.Ed. (Teaching Second Languages)
Grad. Dip. Ed. (English as a Second Language)

P&C message
Once again the Tempe Public School Parents and Citizens Association conducted events throughout the year which supported the whole school. These events included Mothers' and Fathers’ Day Stalls, the Christmas Calendar, Discos and a Chocolate Drive.

Proceeds from these occasions supported school-based events such as “The Power of One” anti-bullying program, Musica Viva concerts, the purchase of books for the Take Home Reading Program and for the weekly assembly prizes.

Ms Helen Knowles
P&C Secretary

Student representative's message
This year the Student Representative Council made recommendations for improving the school playground including installing shade cloth to cover the fixed play equipment.

Student achievement in 2008
Students at Tempe Public School participated in the annual NAPLAN testing which reports on the basic literacy and numeracy skills of students in year 3 and year 5 around Australia.

30 students in year 3 participated and our results demonstrated that over 90% of students performed above the minimum standard of achievement expected.

In year 5, only 15 children participated in the testing and 20% of these children have individual learning needs. The results indicate this as well as the increased number of year 5 students who performed in the higher 3 bands.

Our school at a glance

Students
At the end of 2008 there were 171 students enrolled at Tempe Public School. These students represented 103 families. The gender percentage of the students was 48% boys and 52% girls.

Staff
While every teacher has an area of interest or expertise, all Tempe Public School teachers are trained to deliver the whole curriculum from Kindergarten to year 6.

Individual staff members voluntarily undertake additional duties in order to offer students’ wider experiences e.g. sport teams, performing arts, public speaking.

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

Significant programs and initiatives
Public Speaking
Ms. Priday again administered the public speaking program across all grades Kindergarten to year 6, taking our most accomplished speakers through to the regional finals.

An Even Start
Ms Seijas managed this tutorial program specifically to assist students in years 3 and 5 who required individual support with their literacy and numeracy learning.

Bringelly Public School Exchange
A key initiative this year was to create an exchange program with another NSW school whose population and location differed to Tempe. Mrs Criniti organised this exchange program with Bringelly Public School, which is located in a semi-rural area of south-west Sydney and is much less multicultural than Tempe.

Showcase
Mrs Moore directed our inaugural Showcase in term three with the support from teaching staff and many parents. This evening was the culmination of the term's drama and dance workshops, choreography, music and staging lessons.

International Education Visits
Throughout the year, Tempe hosted 15 primary teachers from Korea and 8 primary teachers from Japan. These teachers were mentored by Tempe staff with the aim of improving their use of English and understanding of the Australian primary education classroom.
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>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>04</td>
<td>97</td>
<td>108</td>
<td>205</td>
</tr>
<tr>
<td>05</td>
<td>103</td>
<td>97</td>
<td>200</td>
</tr>
<tr>
<td>06</td>
<td>83</td>
<td>93</td>
<td>176</td>
</tr>
<tr>
<td>07</td>
<td>82</td>
<td>94</td>
<td>176</td>
</tr>
<tr>
<td>08</td>
<td>83</td>
<td>88</td>
<td>171</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>91.4</td>
<td>94.8</td>
<td>93.8</td>
</tr>
<tr>
<td>2006</td>
<td>93.0</td>
<td>95.0</td>
<td>94.0</td>
</tr>
<tr>
<td>2007</td>
<td>93.0</td>
<td>95.0</td>
<td>94.0</td>
</tr>
<tr>
<td>2008</td>
<td>93.0</td>
<td>95.2</td>
<td>94.1</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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KJ</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K-1B</td>
<td>1</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>1-2A</td>
<td>2</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>2-3R</td>
<td>3</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>3-4D</td>
<td>3</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>4-5W</td>
<td>4</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

Structure of classes
Classes at Tempe PS are structured to conform as closely as possible to the Department of Education’s staffing formula:
- Kindergarten = 20 students
- Year 1 = 22 students
- Year 2 = 24 students
- Years 3-6 = 30 students

School attendance is closely monitored and students MUST be at school every day the school is open. This includes all school carnivals. Absences MUST be explained otherwise intervention, including prosecution, can occur.
Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

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 Principals</td>
<td>3.000</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.000</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>0.800</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.150</td>
</tr>
<tr>
<td>Language Teachers</td>
<td>1.200</td>
</tr>
<tr>
<td>Regional Itinerant Vision Staff</td>
<td>4.000</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1.000</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>0.600</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.200</td>
</tr>
<tr>
<td>Total</td>
<td>21.665</td>
</tr>
</tbody>
</table>

Staff retention
The total staff appointed to TPS in 2008 was 22 and included the following staff movements:
- 1 x retirement, replaced by a service transfer
- 1 x demotion and transfer, replaced by a new Assistant Principal appointed on merit
- 1 x service transfer, replaced by a first appointment teacher
- 1 x service transfer of language teacher.

All other members of staff have continued in their positions at Tempe.

Staff attendance
Staff have access to leave entitlements such as sick, representative and long service leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.6%.

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>75</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>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>100 395.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>145 439.36</td>
</tr>
<tr>
<td>Tied funds</td>
<td>46 578.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>76 323.31</td>
</tr>
<tr>
<td>Interest</td>
<td>8 428.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 924.78</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>381 089.73</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>18 235.08</td>
</tr>
<tr>
<td>Excursions</td>
<td>9 846.78</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>37 255.66</td>
</tr>
<tr>
<td>Library</td>
<td>3 166.01</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6 722.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>62 825.68</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>26 608.02</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>30 526.68</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>45 327.63</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11 975.69</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4 035.58</td>
</tr>
<tr>
<td>Capital programs</td>
<td>19 470.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>275 995.68</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>105 094.05</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement and further details concerning the statement can be obtained by contacting the school.

Easter Hat Parade
School performance 2008

Achievements

Arts
- Showcase – held in term three, the Showcase is our major performing arts program and marks the culmination of many hours of drama and dance rehearsals.
- MTCos Performance – Tempe is a member of the Marrickville Tempe Community of Schools. This group of 9 schools participated in the combined performance at the Seymour Centre which required huge commitment from staff and students and exposed students to a professional performance in a commercial theatre.
- Visual Arts – Tempe Public School continues to be a living art gallery displaying student’s artworks throughout the school buildings.

Sport
- Primary School Sports Association – Tempe students participated in PSSA sports and carnivals including Athletics, Cross Country and Swimming.
- Premier’s Sporting Challenge – all students from Kindergarten to year 6 participated in this challenge in terms 3 and 4. An improvement in the number of hours of physical activity was noted and it is intended that in the future further improvements will occur.
- Dance To Be Fit – during the year all students undertook dance lessons with the specialist teachers from Dance To Be Fit. This program complimented our Showcase preparations.
- Active After School Sport Program – this program is a free, after school activity-based program that is funded by the Australian Sports Commission. Students volunteer to participate in the program which operates up to three afternoons after school. Each term the sports skills change and in 2008 students learned touch football, football, water sports and circus skills.

Other
- Technology – re-cabling of school occurred to enable wireless access to the internet. Also we undertook a refurbishment of AV2 room with the installation of our first Interactive Whiteboard and LCD wide-screen television with Interactive Conference facilities.
- Wastewatchers – all students participated in this environmental education program.
- Homework Centre – run by Canterbury Migrant Resource Centre, this homework centre operates each Wednesday from 3:30 – 5:30. Students must attend with their parents.

Academic
- Public Speaking – students from Tempe progressed through public speaking eliminations from class level to semi-finals and finals at school. The top seven final winners then progressed to the Regional multicultural public speaking contest.
- UNSW Tests - Some families elect for their students to participate in the annual University of NSW academic competitions including: English Writing, Spelling, Mathematics, Science and Computer Skills. These tests attract an entry fee for each subject and as the results are owned by the family, they are not for general publication by the school.
- Speaking Up For Ourselves – Each Wednesday afternoon a tutor works with Indigenous students in order to enhance their ability to articulate ideas. These sessions are also designed to assist these students learn public speaking skills.
- Premier’s Reading Challenge – all students participated in the Premier’s Reading Challenge in 2008.
- Minimbah – Each Tuesday a study session is conducted for Indigenous students at Tempe. As a result of participation at Minimbah, the gap between Indigenous and non-Indigenous students’ academic results is reducing.
- PM Reading – each semester, teachers assess all students from Kindergarten to year 6 using the PM Benchmarks. This data has been collated since May 2007 and indicate that over 90% of students are progressing at or above the expected growth rate in reading.
- Opportunity Class – in 2008, while a number of students were successful in the opportunity class placement tests, only one student in year 4 accepted an offer of placement. Other students decided to remain at Tempe Public School.
- 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. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments:
  - Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
  - Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The 2008 Literacy and Numeracy results of students in years 3 and 5 at Tempe Public School are illustrated graphically on the following pages.
Literacy – NAPLAN Year 3

Percentage of students in bands:
Year 3 reading

Percentage of students in bands:
Year 3 writing

Percentage of students in bands:
Year 3 grammar and punctuation

Percentage of students in bands:
Year 3 spelling
Progress in literacy

The table above indicates that the matched students from 2006 to 2008 have made good progress (85 points) in reading when compared to previous cohorts.

Minimum standards

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Progress in numeracy

The table above indicates that the matched students from 2006 to 2008 have made progress (76 points) in numeracy, although not as great as previous cohorts.

Year 3 results demonstrate that the majority of students in this year are performing at or above the minimum standard.

In 2008 the Year 5 cohort was very small and contained a number of students with special learning needs who accessed support lessons for a minimum of 2 hours/week. This is reflected in the year 5 results demonstrated below.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
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.

Additionally, many programs exist to support our Aboriginal students. These include Supplementary Recurrent Funding (SRA) which employs an Aboriginal mentor to work after school hours with students, specifically with oracy skills. This program is called – Speaking Up For Ourselves.

For the past few years our Study Centre; ‘Minimbah’ has also assisted Aboriginal students with their study habits one afternoon each week.

Multicultural education
Tempe Public School is a centre of multicultural excellence, comprising students from a variety of language and cultural backgrounds.

Approximately 66% of the student population represent non-English speaking backgrounds with more than 23 languages other than English being spoken at home.

Teaching and learning programs continue to integrate multicultural perspectives as a means of raising awareness and understanding of cultural diversity within the Tempe and Australian contemporary society.

Respect and responsibility
The newly revised Tempe Public School Code of Conduct is used to promote mutual respect and personal responsibility.

This code forms the basis of our positive discipline policy and encompasses respect and responsibility as its core values.

Weekly lessons in Peer Support classes also focus on the concepts of respect and responsibility as well as providing role play situations in which students participate.

Cultural Studies
In 2008 all students undertook 2 hours/week of culturally specific studies in either Asian, Vietnamese or Pacific Island Studies.

The aim of these classes is to promote cultural understanding and knowledge of Chinese, Vietnamese and Pacific Island people and nations. Students undertaking Vietnamese Studies also learned some Vietnamese language.

Progress on 2008 targets

Target 1
Improve Literacy and Numeracy levels in NAPLAN by 10%

Our achievements include:
- Increase in the percentage of year 5 students in the top 4 bands in reading
- Increase in the percentage of students in top 2 bands in year 3 writing.

Target 2
Increased and enhanced staff e-learning capabilities

Our achievements include:
- 100% increase in number of staff who attend ICT training
- 50% increase in evidence of e-learning use in teaching programs
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. In 2008 our school carried out evaluations of our educational management and the curriculum key learning area of English - Reading.

Educational management practice
Background
Educational management practice refers to the ability to create an optimal learning environment. It involves the development of resources and an infrastructure to enhance learning and teaching and bring school vision to fulfilment.
Findings and conclusions
Staff determined that a review of the educational management practice of the school was appropriate. A detailed description of executive roles, review of supervision strategies and succession planning has been implemented.
Future directions
Continued needs analysis will occur to allow for further development of optimal learning and teaching environments.

Curriculum – English - Reading
Background
Staff felt that the results demonstrated by students were not congruent with their efforts in teaching reading.
Findings and conclusions
Resolved to collect, collate, internally publish and review Reading progress data each semester. Greater emphasis placed on reading outside of school hours and focus on teaching comprehension skills.
Future directions
Establishment of high profile Take Home Reading program and data base of reading

Parent, student, and teacher satisfaction
In 2008, opinions of parents, students and teachers were sought on two occasions; at the Grandparents Day and at the Showcase. Parents and community members indicated a high degree of satisfaction with school programs.

Professional learning
Ongoing professional development is evident at TPS. Staff participate weekly in a minimum of 90 minutes of school-based professional learning as well as attending specific targeted training and development off site. While the Department supplies Professional Development funds for each teacher, there is always a need for this funding to be greatly supplemented by school funds in order to meet the needs of the staff.

School development 2009 – 2011
The Tempe Public School Plan outlines the three year plan in detail, while the strategic targets for the next 12 months are outlined below.

2009 Target 1 – Improve students’ NAPLAN Literacy and Numeracy results by 10%.
Strategies to achieve this target include:
• targeted support by Learning Support Team
• intensive input by regional consultative staff
• review of classroom reading, writing and grammar and punctuation programming and practice
• initiating and promoting the K-6 Take Home Reading program
• collecting and reviewing PM reading levels each semester

Our success will be measured by:
• a 10% increase in the numbers of students in the higher 4 bands in each grade
• a 10% reduction in the number of students in the lower 2 bands in each grade

2009 Target 2 - Improve all students’ spelling performance.
Strategies to achieve this target include:
• implementing Ants in the Apple spelling program K-6
• professional team-based review of spelling programming and practice
• standardised pre and post test spelling tests K-6
• Spell-a-thon competition

Our success will be measured by:
• 10% improvement in NAPLAN spelling results in both year 3 and year 5
• 100% participation in annual Spell-a-thon
• data which indicates growth in standardised testing and spelling levels
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.

Jenny Liessmann Principal
Carole Priday Assistant Principal
Julie Moore Assistant Principal
Elise Hawthorne P&C President
Michelle McEwen P&C Treasurer

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Fax: 9558-8940
Email: tempe-p.school@det.nsw.edu.au
School 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:

2008 Year 6