Tempe Public School
Annual School Report
2012
Our school at a glance

Students

In 2012 there were 231 students enrolled at Tempe Public School. This is the same number as 2011 with enrolments stabilizing. Steady growth has been seen over the past number of years and it is expected that student numbers will slowly increase in the future.

Over 65% of students represent families for whom English is not their first language.

Staff

In 2012 a total of almost 22 staff were appointed to Tempe Public School. This included 19 teaching staff and 2 permanent Ancillary staff. All teaching staff have met the professional requirements for teaching in NSW public schools.

Additionally, two Student Learning Support Officers assist a number of students to access learning experiences across the curriculum. A further two part-time staff work on behalf of the P&C to maintain the effective operation of the school canteen.

Many parent and community volunteers assist throughout the school and provide support with student reading, mathematics, creative & performing arts and gardening.

Activity Centre Tempe (ACT) is an onsite Before & After School Care facility. The centre also employs a total of three staff to meet the needs of students in their care.

Significant programs and initiatives

Cultural Studies Program

All students enrolled at Tempe PS undertake two hours per week of cultural studies focusing on one of the following:

1. Asian Studies
2. Pacific Islands Studies
3. Vietnamese Studies

Reading Recovery

Reading Recovery is a well-established program that has been implemented at Tempe Public School for over a decade. It is primarily an early intervention program that offers support to Year 1 students allowing them to become confident readers and writers. In 2012, 18 students accessed Reading Recovery in which 17 completed the program, and 1 was referred to the Learning Support Team for additional assistance.

NAB Schools First Award

Tempe Public school was successful in winning a $15000 grant in the 2012 NAB Schools First Seed Funding Awards. It successfully formed a school-community partnership with Tempe High School and Cancer Council NSW which will aim to improve the knowledge and skills of students and the wider school community in relation to the importance of eating fresh fruit and vegetables.

Student achievement in 2012

Each year 100% of students in year 3 and year 5 participate in the National Assessment Program – Literacy and Numeracy (NAPLAN). Detailed results are presented further in this report.

Messages

Principal’s message

It is with great excitement, commitment and enthusiasm that I continue my career at Tempe Public School.

In my short time at Tempe Public School it has become quickly apparent that this small inner west school is a vibrant learning community with a strong sense of supporting others.

It is also clear that the school community has a strong belief that students flourish when they are engaged in challenging programs within a safe and nurturing environment.

Our approach at Tempe Public School is aimed at ensuring each student has the confidence to take risks with their learning and develop the skills and knowledge to be successful lifelong learners.

I look forward to sharing the educational experiences and milestones of all students, which the unfolding years ahead will provide.
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.

Karen Sinclair  B.Ed  Dip.Teach.

**P & C message**

With the support of the Principal and the teaching staff, the P&C has had a busy and productive year. A series of successful fundraising events, including an election day barbeque, outdoor movie night, mothers’ day stall, fathers’ day stall and summer fiesta were held.

The P&C aims to continue funding the school activities it has previously supported and extend its efforts to the funding of a new playground in 2013.

The canteen has run without loss in 2012 and has been able to provide a range of healthy choices to students. The P&C has also run a number of working bees and made significant headway in terms of improvements to the school gardens and grounds.

In 2012 a P&C focus has been on improving communication within the parent community. Information has reached a greater number of parents through the school noticeboard, Facebook page and through the inclusion of a P&C newsletter in the Tempe Talk. This approach has seen dozens of new volunteers come forward. With volunteers donating their skills, time, energy and expertise it has allowed the P&C to manage larger and more complex events.

It is important to acknowledge that the P&C is only the sum of its parts – and that our supportive and hardworking parent community has made the year of 2012 the most successful year for the P&C in recent history.

Pauline Futuran  
P&C President

**Student representative’s message**

In 2012 the following students were elected as the student leaders:

Captains:  Alison Chang, James Hawthorne  
Vice Captains:  Katelyn Liutai, Hugo Carr  

Prefects:  Rissa Bahar, Justin Hi  
Felicity Bryder, Amy Vagi  

In 2012 the Student Representative Council (SRC) coordinated fundraising activities for the benefit of both the school and its students and charitable community organisations.

Throughout the year it planned and coordinated student centred activities and events which raised money to subsidise the end of year Early Bird excursion.

The SRC also coordinated charitable fundraising for Red Nose Day and the Christmas Toys and Tucker Appeal.

We were proud to have represented Tempe Public School and lead the Student Representative Council in 2012.

Alison Chang, James Hawthorne  
School Captains 2012

**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>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>83</td>
<td>96</td>
<td>107</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Female</td>
<td>88</td>
<td>91</td>
<td>87</td>
<td>96</td>
<td>111</td>
</tr>
</tbody>
</table>

### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.1</td>
<td>95.6</td>
<td>94.5</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>89.7</td>
<td>95.2</td>
<td>94.7</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.1</td>
<td>92.7</td>
<td>92.1</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.6</td>
<td>94.5</td>
<td>93.4</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>92.2</td>
<td>94.8</td>
<td>91.8</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.6</td>
<td>93.5</td>
<td>94.0</td>
<td>91.4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.5</td>
<td>94.5</td>
<td>93.5</td>
<td>92.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.0</td>
<td>93.3</td>
<td>94.4</td>
<td>93.5</td>
<td>93.4</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Attendance plans are devised together with family members as a means of support. Compliance with these plans is expected. Noncompliance results in
intervention by the Home School Liaison Officer program. Continued non-compliance can result in prosecution of the student’s parents.

**Early Bird Attendance Initiative**

The Early Bird Attendance Initiative was designed to reward and encourage student punctuality. Parents and students were provided with information about the important link between school attendance and school success via the newsletter. Discussions related to the importance of punctuality were also held in classrooms with students. Students demonstrating excellent punctuality throughout semester 2 were invited to an end of year 'Early Bird' excursion held at the Sydney Indoor Climbing Gym. This initiative significantly improved student punctuality at the start of the school day.

**Class Sizes**

The following table shows the school’s class sizes as reported in the Class Size Audit conducted in March 2012. This information is included in the annual school report to provide parents with as much local information as possible.

In 2012, nine of the ten classes at Tempe Public School were composite classes.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.00</td>
</tr>
<tr>
<td>Assistant Principal (including Vision staff)</td>
<td>3.00</td>
</tr>
<tr>
<td>Classroom Teachers (including Vision staff)</td>
<td>11.00</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.00</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.0</td>
</tr>
<tr>
<td>Community Language Teachers</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.0</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>21.62</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2012, two of the teaching staff were identified as indigenous.

<table>
<thead>
<tr>
<th>Class Teacher</th>
<th>Roll Class</th>
<th>Year</th>
<th>Total in year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. Thatcher</td>
<td>KT</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K. Redmond</td>
<td>K/1R</td>
<td>K</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>M. Spelta</td>
<td>1/2S</td>
<td>1</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>E. O’Rourke</td>
<td></td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>D. Tonpi</td>
<td>1/2T</td>
<td>1</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>M. Holden</td>
<td>1/2W</td>
<td>1</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>I.Zhou</td>
<td>2/3Z</td>
<td>2</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>M. Hitchcox</td>
<td>3/4A</td>
<td>3</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>P. Sofios</td>
<td></td>
<td>4</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>M. Kolovos</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Williams</td>
<td>4/5W</td>
<td>4</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>C. Priday</td>
<td>5/6P</td>
<td>5</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>E. McDougall</td>
<td></td>
<td>6</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>S. Layton</td>
<td>5/6L</td>
<td>5</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

**Staff retention**

Thirteen out of sixteen teaching staff were retained from 2011 to 2012.

In 2012, the Principal of Tempe Public School retired, one member of the teaching staff resigned from permanent employment and one member of the teaching staff received a transfer to a different region of NSW which is closer to her family. One new member of the school teaching staff was appointed through merit selection.

**Teacher qualifications**

All teaching staff meets the professional requirements for teaching in NSW public schools. Tempe Public School is fortunate to have a mix of experienced and early career teachers. They are supported by an exemplary ancillary and executive team.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>64</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>36</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>96,139.56</td>
</tr>
<tr>
<td>Global funds</td>
<td>257,492.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>78,906.40</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>100,030.16</td>
</tr>
<tr>
<td>Interest</td>
<td>5,702.87</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14,941.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>553,213.52</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 23,461.68  |
| Excursions                 | 19,633.96  |
| Extracurricular dissections| 60,129.38  |
| Library                    | 7,064.23   |
| Training & development     | 4,481.81   |
| Tied funds                 | 66,375.18  |
| Casual relief teachers     | 49,077.42  |
| Administration & office    | 49,177.16  |
| School-operated canteen    | 0.00       |
| Utilities                  | 103,963.51 |
| Maintenance                | 17,181.38  |
| Trust accounts             | 15,437.18  |
| Capital programs           | 32,730.00  |
| **Total expenditure**      | 448,712.89 |
| **Balance carried forward**| 104,500.63 |

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Creative Arts Festival
In 2012 a school-wide Creative Arts program was initiated, with 13 teaching staff designing and delivering programs in a range of creative disciplines. Students nominated preferences and were allocated to a Creative Arts Groups based on their interests.

Programs offered throughout the year were as follows:
Drawing & Painting (Junior & Senior Group)
Dance (Junior & Senior Group)
Drama (Junior & Senior Group)
Choir (Junior & Senior Group)
Photography and Film
Textiles
Cross Stitch Embroidery
Sculpture
Printmaking and Collage
Percussion Ensemble

The work of the Creative Arts Groups culminated in a Creative Arts Festival, which featured exhibitions and performances celebrating achievements of the various groups. The festival incorporated the participation of the wider community through the exhibition of artworks by students from Tempe High School, a performance by the Tempe High School Concert Band and stalls and workshops run by parents and members of the local community.

Create South
A Year 5 student successfully auditioned for the choir section of Create South, a gifted and talented performance program. This program consisted of three consecutive days of workshops culminating in a high quality professional musical production performed at the Sutherland Entertainment Centre.

School Choir Performances
Our accomplished school choir performed in a range of forums. These included the Marrickville Children's Festival, Marrickville Metro shopping centre, School Presentation Day and the onsite Creative Arts Festival.
**Sport**

Tempe Public School offers a variety of avenues for our students to enhance their natural abilities and to experience new and interesting things. One of those ways is through sport. Throughout 2012 students were given the opportunity to trial for touch football and rugby league. Four boys were successful in gaining selection in the South Sydney rugby league team. They played in a gala day where the boys enjoyed playing football against other teams from the Sydney area.

Four boys also gained selection in the South Sydney PSSA touch football side. They enjoyed a gala day where other teams from the Sydney region played each other. One student was successful in gaining a position in the NSW State touch football team. Well done to all the boys who trialled and good luck next year!

**PSSA at our school**

Tempe Public School has a wide variety of sporting and physical education activities and programs. The school has a strong involvement in the South Sydney Primary School Sports Association (PSSA) competitions.

- In 2012 the school entered teams selected from students from Years 3 to 6 in netball, junior and senior softball, cricket and soccer in interschool competitions.

- In softball two mixed teams were entered in the competition. Both teams, a junior and a senior team, played consistently throughout the competition and enjoyed the opportunity to enhance their throwing and catching skills.

- In cricket two teams were entered in the competition, a senior and junior team. Both teams played exceptionally well throughout the season and progressed to the finals with the senior team coming second in the overall competition.

- Two netball teams entered the competition and both had a successful season. The experience of playing in such a competition has readied the teams with new skills for next season.

- A mixed senior and a mixed junior team were entered into the South Sydney PSSA Winter Soccer competition this year. Both teams were very competitive with the senior team winning the competition and the junior team achieving a well-earned third place.

Tempe is a small inner city school which can make it difficult to be competitive in sport. We are very proud of the efforts of our students and the cooperation of parents in allowing our students to commit on a weekly basis to representing our school in such a positive way. The number of students’ trialling and representing our regional PSSA in various sports is considerable. This was a direct result of the committed staff who continue to promote and encourage students to attend zone trials in a variety of sports from touch football, netball, rugby league, swimming, athletics and cross country.

**Other**

**Deadly Awards**

Aboriginal and Torres Strait Islander students from the Sydney Region were recognised for their academic achievement at an annual ceremony held at the Carriage works in Redfern. Dr Phil Lambert presented recognition certificates to 119 students in 2012. The recipient from Tempe Public School was Tayla from Stage 3.

**Academic**

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)

**Reading – NAPLAN Year 3**
There were 26 students in Year 3.

**Numeracy – NAPLAN Year 3**

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Reading – NAPLAN Year 5**
There were 34 students in Year 5.

**Numeracy – NAPLAN Year 5**
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 NAPLAN is compared to these minimum standards.

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

### Minimum Standards data

#### Percentage of Year 3 students achieving at or above minimum standards (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.0</td>
</tr>
</tbody>
</table>

#### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.0</td>
</tr>
<tr>
<td>Writing</td>
<td>97.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>94.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.0</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Spark

The school continued its long-term participation in the Spark program, in partnership with Australian Business and Community Network and Stockland.

Spark is a reading mentoring program for primary school students who benefit from developing their literacy, language skills and socialisation in partnership with a mentor from a corporate environment.
The development of positive relationships and critical skills by participating students is outstanding.

**TOWN**

Tempe Public School participated in Taking Off With Numeracy (TOWN). This is a program designed to assist teachers to identify where students' solution methods in mathematics are breaking down, and provide explicit guidance to move students beyond the identified hurdles. The program focused on Stage 2 & 3 students and will continue in 2013.

**Project Peer Support Program**

During Term 3, students participated in a school wide peer support program. Each of the 19 groups consisted of students from Kindergarten to Year 6. Weekly sessions were successfully organised and led by Year 5 and 6 peer support leaders and assistant leaders, who demonstrated great leadership skills throughout the program. The peer support program provided students with a supportive learning environment in which to develop the skills, understandings, attitudes and strategies to improve mental well-being. Students developed key skills in resilience, assertiveness, decision making, problem solving and leadership in addition to developing friendships and support networks.

**Premier’s Reading Challenge (PRC)**

The PRC is supported by the whole school. In 2012, 149 children completed the PRC, a fifty percent rise from three years ago. 10 students received Gold awards, indicating 4 continuous years of participation. 1 student received a platinum award, indicating 7 continuous years of participation.

**Sports In Schools**

Sports In Schools is an innovative physical education and health program linked to the PD/H/PE syllabus. The program is designed to support and develop positive attitudes towards healthy and active lifestyles. Over 95% of students from K-6 participated in 20 weekly sessions that were led by qualified PD/H/PE teachers, who provided students with the opportunity to use highly specialised sporting equipment.

**University of Sydney Psychology Research Project**

A small group of Year 2 students participated in a research project developed by the University of Sydney Psychology Department. The project focus was studying the working memory of children.

**Sydney Story Factory**

Stage 3 students worked closely with tutors from the Sydney Story Factory, a not-for-profit creative writing program, to create, write and publish a range of stories. Students were encouraged and supported to develop their use of expressive language, improve their ability to communicate their thoughts and feelings and increase their confidence and enthusiasm for writing.

**Inner West Cultural Services Digital Stories Project**

Eight students from Years 4, 5 and 6 created digital stories which were screened as part of an event held by Inner West Cultural Services at Dickson St Space, Newtown. The students’ digital stories were shown alongside digital stories created by elderly members of the community and were followed by a group discussion.

**Literature & Drama with the Sydney Theatre Company**

Term 2 2012 saw 1/2T and 5/6L participate with the Sydney Theatre Company preparing lessons around literature and drama. 1/2T based their drama lessons around the picture book The Werewolf Knight and 5/6L based their drama lessons around the picture book by John Marsden "Norton’s Hut". Victoria, the drama teacher kept the children engaged with the various language
based drama activities. The program was a huge success, benefitting all students.

Building Ethical and Respectful Relationships Research Project
Students, parents and staff participated in a research project conducted by the University of Western Sydney and LaTrobe University entitled 'Building Ethical and Respectful Relationships Early in Life'. All parents and teachers were invited to become involved in the project via the school newsletter and school P&C association meetings. Interested teachers, parents and their children were interviewed by researchers with the aim of assisting them to develop an understanding of the considerations required to help children become more respectful and ethical citizens, particularly in regard to gender and sexuality. Participants viewed this experience as a worthwhile and valuable opportunity to assist understanding of an important area of child development.

Expanding Horizons with China
As part of the above Sydney Region’s initiative one staff member, together with 20 other teachers from Sydney Region, received a Hanban Scholarship to undertake Chinese studies with Zhongshan University in Guangzhou, China.

This valuable professional learning experience enabled Mrs McDougall to share her newly acquired knowledge with the students in the Asian Studies classes. As a direct result of this program a Chinese speaking teacher from Tempe High provided Mandarin language learning to Stage 3 students for one hour a week.

Active After School Sport Community Program
Tempe Public School students were given the opportunity to participate in a federally funded initiative to increase students’ active involvement in sports coaching.

Each term, sixty students participated in a variety of team and individual sports, facilitated by external coaching staff and Tempe Public School teachers.

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.

Achievement of Aboriginal students in the school setting is acknowledged and celebrated through the school’s nomination of students for the DEC Sydney region Deadly Awards. The annual awarding of the perpetual reconciliation shield focuses on and promotes the ethos of reconciliation.

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

Intensive Swimming Program
With the support of the school P&C and a $2 000 grant from “2012 Live Life Well @ School Program” 81 Kindergarten and Year 1 students took part in eight weekly lessons at the Col Jones Swim Centre. “Live Life Well At School” is a joint initiative between the NSW Department of Education and Communities and NSW Ministry of Health that aims to get more students, more active, more often in addition to improving students’ eating habits.

Progress on 2012 targets

Target 1
Improved Literacy outcomes across the student cohort
Our achievements include:
• 74% of all students achieved grade level according to school-based reading benchmarks. This percentage was lower than the target for 2012
• Over 92% of Year 3 students were at/above the National Minimum Standards for Writing in 2012. This was an increase from 2011
• Over 95% of Year 5 students were at/above the National Minimum Standards for Writing in 2012. This was an increase from 2011
• 39.4% of Year 5 students achieved expected growth in Reading. This percentage was lower than in 2011 (52%).

Target 2
Improve the Numeracy outcomes for all students
Our achievements include:
• Over 20% of Year 3 students achieved bands 5 & 6 in 2012. This was a significant increase from 2011
• 15.1% of Year 5 students achieved bands 7 & 8 in 2012. This percentage was lower than in 2011 (21.4%)
• 97% of students exited Year 2 at facile level in SENA, 3% lower than anticipated.
• 100% of staff incorporated NAPLAN and school-based assessment data into planning, programming and assessment
• All staff programs explicitly addressed Working Mathematically outcomes across all strands.

Target 3
Increased engagement in school activities
Our achievements include:
• 86% of students Years 3-6 & 66% of students K-6 participated in school-based extra-curricular programs and activities in 2012. This was an increase from 2011 (45%)
• In excess of 70% of staff participated in extra-curricular activities beyond their classroom teaching program in 2012. This was an increase from 2011 (30%)
• A significant increase in the number of parents involved in school activities, as highlighted by 85 invitations to Parent & Community Thank You Afternoon Tea

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of “Teaching” and the curriculum area of mathematics.

Educational and management practice
Background
A SchoolMap survey based on Best Practice Statements developed by the Department of Education and Communities was used to collect data. In 2012 the area of Teaching was surveyed.

The Teaching survey was suitable for students, parents and staff. Student surveys from Years 3, 4 & 5 were collated. Thirteen replies were collected from staff and fifty six replies from parents. The findings are based on data gained through these responses.

Findings and conclusions
• 92% of students and 100% of both staff and parents believed almost always or usually that students are provided with a relevant curriculum
• 80% of students, 100% of staff and 92% of parents believed that almost always or usually that teaching programs are designed to respond to student’s interests, needs and abilities
• 88% of students, 92% of staff and 60% of parents believed that teachers almost always or usually collaborate with students in the learning process
• 78% of students, 100% of staff and 86% of parents believed almost always or usually that classroom management strategies maximise student learning
• 90% of students, 100% of staff and 91% of parents indicated they believed that almost always or usually assessment processes were ongoing and provided information on students’ strengths and areas for further development
• 85% of students, 92% of staff and 94% of parents indicated that they believed assessment processes were both formative and summative.
• 85% of students, 85% of staff and 72% of parents indicated that they believed assessment strategies are always or usually understood by students and parents and are aligned with the school’s policy on assessment

• 83% of students, 100% of staff and 92% of parents indicated they believed almost always or usually that reporting clearly communicates information about student achievement and development

• 80% of students, 100% of staff and 92% of parents indicated they believed almost always or usually that assessment of student learning outcomes is used to evaluate, develop and refine teaching programs.

Future directions

• Explanation of the student’s responsibilities and role within the learning environment to be emphasised through embedding the Quality Teaching Framework in daily teaching practice

• Intended outcomes and purposes of learning experiences are communicated explicitly with students through embedding the Quality Teaching Framework in daily teaching practice

• Prioritise professional learning related to Assessment For Learning & Assessment As Learning 2013/2014

• Update the school policies related to Assessment and Reporting

• Utilise the newsletter to enhance communication with parents/carers.

Curriculum

Background
In 2012 an evaluation of the key learning area mathematics was carried out. Throughout 2012 Tempe Public School followed the mathematics curriculum with students engaging in learning across all sub strands.

Findings and conclusions

• 90% of students believed they were getting better at mathematics

• 75% of students believed that they were getting better at space tasks

• 70% of students K-2 indicated that they enjoyed mathematics & 95% of Year 3-6 students indicated they enjoyed mathematics

• 90%+ of Year 3-6 students indicated that mathematics is important

• 90%+ of Year 3-6 students indicated that they usually understand the teacher’s explanation of mathematics

• 90%+ of Year 3-6 students indicated that they find mathematics interesting & challenging

• 90%+ of Year 3-6 students indicated that they felt there was adequate mathematics resources in the classroom

• A large number of Year 3-6 students indicated that they enjoyed speed tables

• Parent comments supported student findings

• 50% of parents understood how mathematics is taught

• A large number of parents requested information on how to support students with mathematics homework

• A large number of parents expressed a desire for mathematics to relate to real life

• There was a significant difference between responses from K-2 & Year 3-6 teachers, with K-2 teachers reporting stronger consistent teacher judgement (CTJ) strategies in place across their stage

• A consistent approach K-6 to planning and implementing mathematics curriculum was reported

• A large number of teachers requested more teacher professional learning in mathematics

Future directions

• Maintain implementation of TEN/ TOWN programs

• Update/ replenish mathematics resources and equipment

• Professional learning for parents in how mathematics is taught

• Promote electronic courses and websites relating to parents supporting their child’s
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school in a series of informal meetings and focus groups later in the year. This was done in an effort to better understand the impact of school policies and practices on the school community. The P&C also conducted several surveys to gather community opinions on particular issues.

Parent data highlighted the following trends in terms of satisfaction with their child’s educational experience at Tempe Public School.

- Parents feel welcome and comfortable in the school environment
- Parents have a strong knowledge of their child’s academic progress and performance and find this invaluable in supporting their child with their studies
- Parents acknowledge that they can easily communicate and work with teachers to support their child
- Parents are confident to approach other parents or staff when they require additional information
- Parents are confident that the class teacher is a valuable resource when it comes to supporting their child with friendships

The teachers at Tempe Public School are both experienced and early career teachers but share a common goal which is to develop each child’s potential to its fullest. It was reported by staff that camaraderie and team work underpin whole school programs and events, making it a positive and stimulating work environment. In 2012 a strong emphasis was placed on teacher professional learning through mentors and collegial support. This was a highly valued experience by all teachers. Additional data collected included the following:

- Teachers value the high participation rates by parents at school/ class meetings such as reverse interviews, parent teacher interviews
- Teachers willingly support out of school hours activities such as school fairs & discos, movie nights
- Teachers value the opportunity to update their professional skills and share their knowledge & strengths with each other.
Professional learning

TOWN (Taking Off With Numeracy)
Stage 2 and 3 teachers engaged in ongoing professional learning over the school year to develop skills in assessing students’ current numeracy understanding and monitoring student progress against a research-based framework. Staff received explicit guidance in designing whole class teaching programs to further develop each student’s numeracy understanding with an emphasis on developing place value and multiplication and division concepts.

Student Welfare and Learning Support
Staff engaged in mandatory updates connected to the Every Student, Every School initiative, relating to the responsibilities of public schools to cater for students and families with disabilities. Every Student, Every School also highlights the latest research and best practice surrounding educating students with a wide range of special needs. Executive staff led teachers in professional development around working with students with challenging behaviours, students diagnosed with autism spectrum disorder and students with special language and communication needs.

Lesson Study Project
In response to staff analysis of NAPLAN results through SMART data, a professional learning initiative involving a series of lesson studies was initiated to build staff capacity through collegial support and peer mentoring.

Learning pairs designed teaching and learning programs focused on identified areas of need, incorporating new teaching strategies and ideas from departmental resources such as TaLE and NAPLAN. Learning pairs observed each other’s teaching practice and shared constructive and supportive feedback.

Other priority professional learning included the completion of all compliance training in the areas of child protection, anaphylaxis and CPR.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Improved literacy outcomes across the student cohort

2013 Targets to achieve this outcome include:
• Increase the percentage of Year 5 students achieving to expected growth in Reading to 78% in 2013
• Increase the percentage of Year 3 students at/above National Minimum Writing Standards to 96% in 2013
• Increase the percentage of Year 5 students at/above National Minimum Writing Standards to 97% in 2013
• Increase the percentage of students achieving Sound/Above in Reading Semester 2 School Based Student Reports to 85% annually.

Strategies to achieve these targets include:
• Provide professional learning to support the effective implementation of new curriculum
• Provide professional learning which drives and supports improved consistency in teacher judgement
• Deliver school-based professional learning using the SMART data to inform planning, programming and assessment
• Implement support programs for identified students through school based & external data
• Purchase appropriate resources to support teaching programs

School priority 2
Outcome for 2012–2014
Improved numeracy outcomes for all students

2013 Targets to achieve this outcome include:
• Increase the percentage of students achieving Sound /Above in Number Semester 2 School Based Student Reports to 85% annually
• Increase the percentage of Year 3 students achieving Band 5/6 in Numeracy to 25% in 2013
• Increase the percentage of Year 5 students achieving Band 7/8 in Numeracy to 28% in 2013
• 100% of staff incorporate NAPLAN and school-based assessment data into planning, programming and assessment in 2013
• 100% of staff programs explicitly address Working Mathematically outcomes across all strands annually.

Strategies to achieve these targets include:
• Staff participation in regional & school professional learning reflective of CTJ and QT
• Analysis of school and external data to identify priority areas for professional learning and support programs for students
• Continue implementation of Teaching Early Numeracy (K-2) and Taking Off With Numeracy (3-6) professional learning programs
• Learning program implemented to support identified students
• Audit and update teaching resources to support teaching and learning programs including ICT resources
• Staff to plan and share effective strategies in numeracy

School priority 3
Outcome for 2012–2014
Increased engagement in school activities

2013 Targets to achieve this outcome include:
• Increase the percentage of students participating in school-based extra-curricular activities to 85% in 2013
• Increase the percentage of staff coordinating/participating in school extra-curricular activities to 80% in 2013
• Maintain parent/community involvement in school activities at current level, reflected in 85+ invitations to end of year school celebration.

Strategies to achieve these targets include:
• Enhance profile and promote school extra-curricular activities and performances through assemblies and use of the school newsletter
• Staff professional learning to build capacity to improve sport & other programs offered
• Update teaching resources to support sport and other extra-curricular activities
• Staff to support implementation of Active After School Community Program (Sport)
• Investigate and provide competition, exhibition and performance opportunities for extra-curricular groups and individuals
• Publicly celebrate student achievements in the local and school community.

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.

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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: http://www.schools.nsw.edu.au/asr