2009 Annual School Report
Taree West Public School

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

Students
Our enrolment at the end of 2009 was 522 students, comprising of 253 boys and 269 girls.
In 2009 we had 21 classes, including 3 composite classes. Average class sizes were:

- Kindergarten: 19
- Year 1: 21
- Year 2: 23
- Year 3: 28
- Year 4: 30
- Year 5: 30
- Year 6: 31

It is anticipated that in 2010 there will be 20 classes. Student enrolment will be approximately 510 students allowing the school to continue to have a non teaching assistant principal.

Staff
In 2009 we had 29.812 members of teaching staff, 2.962 members of clerical staff and a fulltime General Assistant. This included five executive staff, 18 classroom teachers and specialist support staff.

At the end of the school year one assistant principal and two classroom teachers retired. Ms Maree Cheney will be the relieving Assistant Principal (Early Stage 1), whilst Ms Erin Minogue and Ms Kerryn Cooen will fill the two classroom teacher vacancies as of the beginning of the 2010 school year.

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

Significant programs and initiatives
The school ran a number of programs to give students extra educational support and opportunities throughout 2009.

A new initiative this year was the introduction of a lunchtime activity group. Through this program numerous students had the opportunity to develop skills and interest in areas not normally available at school. A dramatic increase in student self esteem was noticed by parents and teachers and the overall tone and behaviour of students in the playground improved. Other programs included:

- Learning Support program;
- Student Welfare program;
- “Power Of One” – mentoring program
- The Supa Club – a lunchtime activity;
- Choral program;
- Reading Recovery program;
- Fast Forward – an intensive reading program;
- “3H “ – a comprehension skills program;
- Jolly Phonics;
- Jolly Grammar;
- Peer support program;
- Peer Tutoring program;
- ICT program;
- Gifted and Talented (Literacy and Numeracy) program;
- “TALL” – a targeted language program;
- New Arrivals program;
- Targeted speech program; and
- “Season For Change” a grief management program; and Student leadership program.

Student achievement in 2009

Literacy – NAPLAN Year 3
The majority of students, 92%, achieved the national literacy benchmark in reading and writing.
There were 67% of students in the top three bands (Bands 4, 5 and 6) compared to 77% in the state. See Target 1.

Numeracy – NAPLAN Year 3
The majority of students, 92%, achieved the national benchmark in numeracy.
There were 34% of students in the top two bands (Bands 5 and 6) compared to 41% in the state. See Target 2

Literacy – NAPLAN Year 5
The majority of students, 90%, achieved the national literacy benchmark in reading and writing.
There were 55% of students in the top three bands (Bands 6, 7 and 8) compared to 61% in the state. See Target 1

Numeracy – NAPLAN Year 5
The majority of students, 91%, achieved the national benchmark numeracy.
There were 46% of students in the top three bands (Bands 6, 7 and 8) compared to 59% in the state. See Target 2
Messages

Principal's message

The school’s motto is “High Endeavour”. To that purpose the school has achieved highly in both the academic and sporting arenas whilst providing a curriculum that is balanced and engaging for all students. The positive attitude of staff has created an environment that encourages all students to strive to achieve their full potential.

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.

David Roberts

P&C message

Taree West Public School has a very active Parents and Citizens Association. This year the parents organised a number of successful social, fund raising and information activities for the school. The P&C donated funds towards the construction of playground equipment and the donation of hats to new Kinder students as a part of a sun safe program. The selling of raffles at the local Bowling Club every six weeks has added a social component to our fundraising events. Parents are also very active across the school, helping in classrooms, library, canteen and at sporting activities. In 2009 we have had in excess of 70 parents and community members assisting on a weekly basis.

Rebecca Wheeler

P&C President

Student representative’s message

This year the Student Representative Council (SRC) addressed a wide variety of topics concerning our school. The SRC is made up of our school captains and a boy and girl representative from each class from Year 2 to Year 6.

As well as talking about many bright ideas, the SRC has provided suggestions for recycling and the growing of organic vegetables. New gardens will be built in early 2010.

The SRC has achieved many things for Taree West Public School. We have made it a better place.

2009 School Captains

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>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>225</td>
<td>219</td>
<td>208</td>
<td>234</td>
<td>250</td>
</tr>
<tr>
<td>Female</td>
<td>248</td>
<td>246</td>
<td>253</td>
<td>262</td>
<td>267</td>
</tr>
</tbody>
</table>

Student attendance profile

The attendance rate of 93.7% is well above the North Coast Region (90.1%) and above that of the State (92.1%). Our attendance rate since 2003 has been equal to or better than that of the State.
Management of non-attendance

Attendance rates at Taree West Public School have always been above state average. Students whose attendance is causing concern are monitored closely and support is given through school meetings and advice, and by referral to the Home School Liaison Officer (HSLO).

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>0KC</td>
<td>K</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>0KF</td>
<td>K</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>0KG</td>
<td>K</td>
<td>18</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>0KR</td>
<td>K</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>1-2S</td>
<td>1</td>
<td>10</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>1-2S</td>
<td>2</td>
<td>12</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>23</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>2R</td>
<td>2</td>
<td>23</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>29</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>3F</td>
<td>3</td>
<td>27</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>23</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>4-5M</td>
<td>4</td>
<td>17</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>4-5M</td>
<td>5</td>
<td>13</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>4R</td>
<td>4</td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>5-6J</td>
<td>5</td>
<td>20</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>5-6J</td>
<td>6</td>
<td>10</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>5E</td>
<td>5</td>
<td>31</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>6U</td>
<td>6</td>
<td>31</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>6E</td>
<td>6</td>
<td>31</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

There are 21 mainstream classes. Integrated into these classes are 20 students with disabilities. All of these students receive integration funds which allows the school to employ 6 fulltime School Learning Support Officers (SLSO).

Staff information

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

The school had 29.812 teaching positions allocated in 2009; this included 5 executive staff, 18 classroom teachers and 6.812 specialist support staff.

The teaching staff are supported by a School Administration Manager, 1.962 School Administration Officers and a 1.0 General Assistant.

In 2009 Taree West had 4.0 fulltime positions filled by temporary teachers. This situation arose from 2 teachers taking long term leave greater than 12 months, an unfilled vacancy and a teacher replacing an AP on non teaching duties.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal (non teaching)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.63</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>2.782</td>
</tr>
<tr>
<td>Counsellor (base school)</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>3.962</td>
</tr>
<tr>
<td>Total</td>
<td>33.774</td>
</tr>
</tbody>
</table>

One teacher identifies as being of Aboriginal and Torres Island decent.

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>79%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>21%</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>359,540.31</td>
</tr>
<tr>
<td>Global funds</td>
<td>249,102.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>447,787.33</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>82,844.02</td>
</tr>
<tr>
<td>Interest</td>
<td>16,348.09</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>180,278.68</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1,335,901.03</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>38,786.95</td>
</tr>
<tr>
<td>Excursions</td>
<td>28,801.05</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>21,455.74</td>
</tr>
<tr>
<td>Library</td>
<td>5,857.42</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>683.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>365,693.93</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>45,345.95</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>54,488.57</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>29,861.01</td>
</tr>
<tr>
<td>Maintenance</td>
<td>23,150.27</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>229,178.45</td>
</tr>
<tr>
<td>Capital programs</td>
<td>43,292.83</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>886,595.81</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>449,305.22</strong></td>
</tr>
</tbody>
</table>

In 2009, staff experienced extensive Professional Development. The expenditure for this was included in the Tied Grants dissection.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
This year students had the opportunity to participate in the following Arts activities. These included:

- performances by the Senior Choir and Infants Choir at the Taree Eisteddfod. The Infants Choir being awarded 1st place in their section;
- a very successful school Concert held at the local Baptist Church hall. This facility was filled to capacity and positive comments were forthcoming. The school community, as a result of the success, have decided to make this an annual event; and
- the opportunity for students to be tutored in and perform in keyboard, piano and guitar.

Sport
This year Taree West participated in numerous sporting and physical activities. Our school has successfully offered a number of sporting opportunities including tennis, softball, basketball, touch football, AFL, soccer, netball and cricket.

Our major highlight was the success of our Girls’ Hockey team. They narrowly missed a state top four position by one goal.

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 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)
34% of Year 3 students were placed in the top two skill bands of six, which is comparable to 35% in the Like School Group.

The number of students performing in the lowest two band of six was 19% which is equal to the Like School Group.

45.2% of Year 3 students were placed in the top two skill bands of six, which is greater than 39.7% in the Like School Group.

The number of students performing in the top band of six was 12% which is equal to the Like School Group.
Numeracy – NAPLAN Year 3

34.2% of Year 3 students were placed in the top two skill bands of six, which is greater than 27.1% in the Like School Group.

Stage 1 maths groups

Literacy – NAPLAN Year 5

31.5% of Year 5 students were placed in the top two skill bands of eight, which is greater than 26.7% in the Like School Group.

The number of students performing in the lowest band of eight was 5% which is lower than 9% in the Like School Group.
The number of students performing in the lowest band of eight was 1.8% which is significantly lower than 7.1% in the Like School Group.

32.1% of Year 5 students were placed in the top two skill bands of eight, which is significantly greater than 25.2% in the Like School Group.

The number of students performing in the lowest two bands of eight was 15.3% which is significantly lower than 25.2% in the Like School Group.

Progress in literacy

The average growth from 2007 to 2009 has been well above average growth for both state and LSG.
Progress in numeracy

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

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 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal education was incorporated into units of work, particularly in Human Society and its Environment (HSIE), throughout the year. It also encompassed Creative Arts, especially visual arts.

An Acknowledgement of Country is used in all formal assemblies.

NAIDOC Week was celebrated with a day of activities all focusing on our local Biripi culture.

The whole school enthusiastically participated the Vibe 3 on 3 basketball and cultural program.

The school has set targets to increase the number of Aboriginal students who have a Personalised Learning Plan (PLPs) in place. The school aims to have PLP’s in place for 75% of its Aboriginal students in 2010.

Multicultural education

Taree West Public School continues to be committed to enhancing the learning about other cultures for its students.

The multicultural programs and practices at Taree West are culturally responsive and inclusive.
Respect and responsibility

Values education underpins every area of school life at Taree West Public School. Core values are embedded in classroom learning programs, anti bullying strategies and social justice programs.

The school introduced the “My Life” program which focused on the value of respect. This program was most valuable in assisting senior boy students experiencing relationship problems.

Other programs

National Partnerships - Low SES Communities

At the end of the 2009 school year Taree West was one of the 510 school identified by the Commonwealth Government to be included in the Low SES School Communities National Partnership.

Funding for this program will span over 4 years and will commence in 2010. This program aims at making significant and sustainable improvements in student learning outcomes.

Student Welfare

As part of a joint schools’ program Taree West Public School implemented the “Friendly Schools Friendly Families” program. Staff and students were surveyed and numerous improvements were achieved including:

- the identification of hot spots where students felt unsafe;
- the development of a common language in relation to behaviour and student welfare;
- transition programs being expanded to meet the needs of new kinder students and Year 6 students moving onto high school;
- the formation of lunchtime activity groups;
- the setting up of a “Sort and Talk” room where students have the opportunity to discuss problems; and
- the wearing of vests to increase visibility of teachers on duty.

Student leadership

Arising from “Friendly Schools Friendly Families” program it was decided to expand the leadership roles and opportunities for students in Stage 3. In 2010 all students in Years 5 and Years 6 will have leadership responsibilities. As well, the democratically elected student leaders will be increased from four to ten.

Information and Communication Technology (ICT)

Over the past two years Taree West Public School has had a major upgrade to its technology infrastructure. As a result our school is in line with DET standards allowing us to access technology support.

Improvements in 2009 include:

- a connected classroom linking Taree West Public School to the world;
- classroom laptops bringing technology into every classroom;
- interactive whiteboards (IWB) in 75% of classrooms;
- a state of the art computer room giving teachers the ability to teach whole class groups;
- the upgrading of our network resulting in much quicker connections and increasing our capacity to accommodate future growth;
- technology training for all staff to further support students in their learning, and
- the extension of cabling allowing 100% of the school to be covered.

Progress on 2009 targets

Target 1
For 85% students K-6 to achieve or exceed expected literacy outcomes.

Overall literacy results for Year 3 and Year Five demonstrated an improvement in moving students from the lower bands. Area for improvement were Punctuation in Year 3 and Writing in Year 5.

Our achievements include:

- literacy results in Year 5 were slightly above the region in bands six and seven;
- the overall literacy results for Year 3 reflecting significant growth from Band 3 towards bands 5 and 6; and
- the use of graphics, headings/sub headings to interpret information texts was an identified area of need in the 2008 NAPLAN results. This is now an area of strength in 2009.
Target 2

**Quality learning in Writing (3 year Target)**

Consistency of teacher judgement was a major focus in 2009. This has resulted in the formation of literacy groups with explicit teaching occurring at the appropriate ability levels.

Our achievements include:

- Year 5 grammar and punctuation results showing significant increase in the number of students performing in bands 5, 6 and 7.
- The overall literacy results in Year Three being much better for boys than girls, with the numbers in Bands 4 and 5 significantly more than the Regional and State averages.
- All K-2 teachers being trained in Best Start. This has been reflected in the development of core programs that reflect the teaching/learning/assessing model.

Target 3

**To improve student learning outcomes in the area of numeracy.** Our aim will be to achieve an increase in the percentage of students performing in bands 4 & 5 in Year 3 NAPLAN and an increase in the percentage of students in bands 5 & 6 in Year 5 NAPLAN.

Overall this target was not achieved. However, in both Year 3 and Year 5 cohorts there was a decrease in the number of students performing in the lowest band and an increase in the number of students performing in the highest band.

Our achievements include:

- A doubling of the number of Year 5 students performing in band 6 compared to 2008 results;
- A decrease in the number of students performing in the lowest two bands. LSG had 25% of students compared to the school at 15%; and
- The number of Year 3 students performing in the highest two bands 34.2% was considerably better than the LSG at 27%.

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 2009 our school carried out evaluations of the educational management practice area of *Teaching and Learning* and the curriculum area of *Technology*.

Educational and management practice

**Teaching and Learning**

**Background**

Because of the significant number of new staff entering the school *Teaching and Learning* practices were chosen to be reviewed. The following percentages of staff, students and parents were surveyed:

- 10% of parents (Surveyed by phone by an independent SASS staff member) - 100% return rate;
- 30% of infants students and 50% primary student. (100% return rate); and
- All teaching staff with only a 33% return rate. The low return rate could be attributed to the complexity of survey.

**Findings and conclusions**

**Students**

- 90% of students were happy at school and liked their teacher.
- 85% of students stated that ‘hands on’ activities were the best thing about school.
- 18% of students felt that they didn’t always understand the work they were given.

**Teachers**

- 70% of teachers felt that one of our biggest challenges was catering for the ability range in classes.
- 60% of teachers sought assistance in identifying and using recommended resources and increasing standards.

**Parents**

- 80% of parents were happy with their child’s progress in both literacy and numeracy.
- 44% of parents wanted a *contact person* to contact to help them support their child in mathematics.
- 56% of parents felt that maths homework sent home was at the correct level.
Future directions

- Continue ‘Friendly Schools, Friendly Families’ program and maintain positive reinforcement.
- Maths groupings based on instructional levels so all students are taught at correct level.
- GROW program (Exemplary literacy program) where students are taught by a Literacy team (Two teachers and 2 SLSO’s) based on benchmark levels and maths groupings.
- Tailored professional development delivered by an in house Literacy and Numeracy expert on a regular basis and supported by appropriate personnel as required.
- Build links between parents and a larger number of staff to ensure parents feel comfortable talking to all staff. This will start with a Parent/Teacher BBQ in lieu of the normal grade day meetings.
- Employing an In House expert to run Literacy parent information session in Term 2, 2010.

Findings and conclusions

The following are the results from all surveys:

- 100% indicated that they thought Technology was an important program in the school;
- 80% indicated that they were happy with the overall use of Technology in the school and felt students were succeeding; and
- that individual differences in student abilities were well catered for in all classrooms.

Future directions

Staff and parents were generally very positive about the implementation of the Technology program at Taree West Public School. The school will endeavour to:

- equip all teachers with their own laptop;
- install Interactive Whiteboards(IWB) into 75% of classrooms; and
- provide extensive professional development in the area of Technology with a focus on IWB and Connected Classroom.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Although there was no formal survey of “Parents, Student and Teacher Satisfaction” was conducted it is reasonable to draw the conclusion from the other surveys mentioned above that satisfaction levels are high and that there was a constructive partnership between the school and community, with parents expressing confidence in teachers and the programs of the school.

Professional learning

A large proportion of staff professional development was utilised in the curriculum areas of Numeracy, Literacy and the implementation of effective classroom programs such as Jolly Phonics, Jolly Grammar and a Year 1 Numeracy program.

School development 2009 – 2011

Taree West Public School has a School Management Plan which assists us to work out in advance how to do our best for every child. A copy of the School Management Plan is available on the school’s webpage.
Targets for 2010
In Term 4 of each year we examine school data from many sources and agree on improvement targets for the next year. These targets are contained in the school’s Management Plan.

Target 1
To improve students’ literacy skills through explicit and systematic teaching with a focus on writing.
Strategies to achieve this target include:
- the provision of professional development with a specific focus on guided reading and writing;
- the tailoring of professional development to meet the individual needs of teachers as identified through the Teacher Assessment Review Schedule (TARS); and
- structuring reading and writing sessions with team support.
Our success will be measured by:
- 80% of Year 3 students achieving bands 4,5, or 6 in overall Literacy;
- 80% of Year 5 students achieving bands 6,7 or 8 in overall Literacy;
- Growth from Year 3 to Year 5 in overall Literacy is equal to or exceeds state growth.

Target 2
To improve students’ numeracy skills through explicit and systematic teaching with a focus on deep knowledge of mathematical number concepts.
Strategies to achieve this target include:
- the analysis of NAPLAN results, in conjunction with Taree High School, to develop a shared understanding of areas of strength and areas needing development in numeracy;
- the tailoring of professional, development to meet the individual needs of teachers as identified through the Teacher Assessment Review Schedule (TARS); and
- the formation of ability groups for all students with a focus on the QT framework.
Our success will be measured by:
- 80% of Year 3 students achieving bands 4,5, or 6 in overall Numeracy;
- 80% of Year 5 students achieving bands 6,7 or 8 in overall Numeracy;
- Growth from Year 3 to Year 5 in overall Numeracy is equal to or exceeds state growth.

Target 3
To improve Student Welfare practices leading to a safe, supportive and friendly school,
Strategies to achieve this target include:
- the establishment of a playground support group;
- the establishment of passive play areas;
- the expansion of lunchtime activity groups;
- improving teacher visibility through the wearing of vests; and
- the revision and revisiting of anti bullying policies and practices.
Our success will be measured by:
- a reduction in referrals to the Sort and Talk room from 15 per day in 2009 to an average of 2 per day by Term 2 2010;
- a decrease in the number of suspension days by 50%; and
- student, parent and teacher surveys reflecting a safe school environment.

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: