Taree West Public School
Annual School Report

Respect, Responsibility and Care
• **Our school at a glance**

**Students**

Our enrolment at the end of 2012 was 506 students, comprising of 241 boys and 265 girls.

In 2012 we had 21 classes, including 8 multi-age classes with one of these classes being an enrichment class.

Average class sizes were:

- Kindergarten: 20
- Year 1: 21
- Year 2: 24
- Year 3: 28
- Year 4: 28
- Year 5: 30
- Year 6: 30

It is anticipated that our 2013 enrolment will continue to increase with an anticipated student enrolment of 521 students across 21 classes.

**Staff**

In 2012 we had 29.892 members of teaching staff, 3.962 members of clerical staff and a fulltime General Assistant. This included: five executive staff, two of which were non-teaching, 18 classroom teachers and specialist support staff. Three permanent Classroom Teachers and two Assistant Principals were appointed to the school through the Merit Selection Process and one Administrative Officer was appointed by transfer. During the year one Classroom Teacher transferred to another area and three other teachers commenced LSL prior to retirement, one Assistant Principal remained on long term leave for the year.

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

**Significant programs and initiatives**

The school ran a number of initiatives and programs to provide students with additional educational support and extra-curricular opportunities throughout 2012. The school continued the support of the enrichment class catering for students in Years 5 and 6. Many other programs continue to support student learning, welfare and extra-curricular pursuits.

These include the school guitar group, the school band, the school choir, the Glee Club, Various sporting programs, the Learning Support program, Student Welfare Initiatives, the Power of One – mentoring program, Focus On Reading, Quicksmart, Reading Recovery program, TALL, Talking and Listening Program, Jolly Phonics and Grammar, ICT program, Premier’s Spelling Bee, Debating and Public Speaking, and Student leadership programs.

**Student achievement in 2012**

The following achievements were sourced from NAPLAN, Best Start and school based assessment data. These achievements include:

- 74% of Kindergarten students achieved the Best Start reading benchmark.
- 85% of Year 1 students were meeting the expected Best Start reading benchmark.
- 95% of Year 3 students achieved at or above the national minimum standard in Reading in the 2012 NAPLAN assessment test.
- 85.3% of Year 5 students achieved at or above national minimum standards in Reading in the 2012 NAPLAN assessment test.
- 51.5% of Year 5 students achieved greater than or equal to the expected growth in reading in the 2012 NAPLAN assessment test.

The following achievements were sourced from NAPLAN, Best Start and school based assessment data. These achievements include:

- 96% of Kindergarten students achieved the Best Start numeracy benchmark in Early Arithmetical Strategies.
- 94.2% of Year 3 students achieved at or above the national minimum standard in overall Numeracy in the 2012 NAPLAN assessment test.
- 88% of Year 5 students achieved at or above the national minimum standard in overall Numeracy in the 2012 NAPLAN assessment test.
- 53.7% of Year 5 students achieved greater than or equal to the expected growth in Numeracy in the 2012 NAPLAN assessment test.
Principal’s message
Taree West Public School is a school where students, staff, parents and the community work together to maximise learning opportunities for all students. This is achieved by:

- Encouraging a love of learning in all students;
- Providing all students with a curriculum that is relevant to their needs;
- Ensuring that learning programs enhance students’ welfare, self-confidence and esteem; and
- Encouraging a school culture which promotes achievement, aspiration and excellence.

All staff members are active in their pursuit of ongoing professional development and have been part of a whole school focus on Best Start, Technology and a Focus on Reading.

The success of our school is enhanced by the partnership with our community and I extend my appreciation to the school P&C and to the many volunteers who so generously give their time and energy to the school. Your dedication and hard work is highly valued. Every day I witness an increasing number of parents engaging with the school in such a variety of ways.

Educating and preparing young children to strive in a world that is rapidly changing requires a school community that works together to nurture and develop essential skills, knowledge and competencies for each child’s active participation in today’s world.

Throughout 2012 we have been involved in numerous programs and initiatives that have enriched the educational experiences of our students. Our highly skilled and dedicated staff work in professional teams to design exciting, challenging and innovative learning experiences.

We have seen significant improvements to the school grounds, courtesy of a DEC sporting grant and the School P&C. We now have covered seating for all of our Kinder to Year 2 students and have installed a synthetic grass surface in the main K – 2 playground area.

2013 is shaping up to be another exciting, successful and innovative year at Taree West.

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.

Donna Bensch

P & C message
The Taree West P&C Committee had a busy year in 2012, the goal for the year was to raise funds to complete the K-2 playground. We started off with some fundraising in Term 1 with a Hot Dog Day and small Easter Raffle. The Committee decided to take on the task of having a School Fete in September which was 24 years since the occurrence of the last fete. Therefore months of preparation began in Term 2 for the biggest event on the Taree West Public School calendar, amongst the usual Sausage and Popper Day, Mother’s Day stall and Father’s Day Stalls.

With the fantastic support of school families, local community, students, staff, canteen staff, and volunteers the School Fete in September was a huge success, with over $25,000 raised from the day.

The K-2 extension of the COLA area and extra seating has been purchased with donated funds from the Fete. This now allows all K-2 classes to sit on undercover seating. The P&C have also donated a sum of money to the school for the completion of the Tiger Turf playground for the K-2 area.

Along the way the P&C also helped the school Hockey team with accommodation expenses, as they made their way to the State Championships. We also contributed to the purchase of a School Shelter for students/staff to use at Carnivals, purchased Student Accident Insurance and
assisted in the purchase of School Blazers for the Student Representative Council to use on special assemblies, for the school Debating teams and for other student representative groups.

Members of the P&C have attended training in PBL (Positive Behaviour for Learning) and are active and committed members of the school PBL Team.

Majida Mitchell
President

Student representative’s message

Our year of being school captain has been a very busy and wonderful experience for both of us. We have fundraised a lot of money for special causes such as Jump Rope for Heart and Tasmanian Devils. We also contributed to and supported the Fete which was a huge success.

We have had many sport knockout teams with the Girl’s Hockey Team the most successful as they came 4th in the State Championships. We had a lot of fun and enjoyment at the Cross Country, Swimming and Athletics Carnivals.

Our learning has continued to improve over the last year because we have participated in the programs of Focus on Reading, Interactive learning on our Whiteboards and the Reading Eggs and Mathletics programs. A lot of students also participated in the Newcastle Permanent Mathematics Competition and other University competitions.

The Year 3 – 6 Camps were a lot of fun and were very exciting. Everybody enjoyed the camps because they got to do interesting and challenging things and spend time with friends. Year 6 went to Sydney, Year 5 went to Broken Bay and Year 3&4 went to the Aussie Bush Camp.

We have enjoyed every moment of being school captains and experienced many exciting events like running special assemblies. We have been very proud to wear the school captain badge for 2012. We have also enjoyed being a great role model and watching out for younger students who look up to us and follow our actions. We have a lot of pride in Taree West Public School.

Taree West is a wonderful school because students follow the school rules and values. We demonstrate responsibility, respect all teachers and students and visitors that come into our great school. We care for our school property, each other and especially the younger students. This is what makes our school a GREAT School!

Chance Anderson and Tahni Waters
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

Student Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>208</td>
<td>234</td>
<td>250</td>
<td>246</td>
<td>251</td>
<td>246</td>
</tr>
<tr>
<td>Female</td>
<td>253</td>
<td>262</td>
<td>267</td>
<td>265</td>
<td>278</td>
<td>275</td>
</tr>
</tbody>
</table>

We have continued to maintain our increased enrolments of the past few years. As a result of new residential developments in the Taree West drawing area we expect that school enrolments will continue at this level or increase slightly.
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
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<tr>
<td>1</td>
<td>94.7</td>
<td>93.7</td>
<td>92.0</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.4</td>
<td>93.0</td>
<td>92.1</td>
<td>91.3</td>
<td></td>
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<tr>
<td>3</td>
<td>94.1</td>
<td>93.5</td>
<td>92.7</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.6</td>
<td>94.6</td>
<td>91.9</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.5</td>
<td>92.6</td>
<td>94.1</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>91.9</td>
<td>92.2</td>
<td>90.8</td>
<td>92.4</td>
<td></td>
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<tr>
<td>Total</td>
<td>93.4</td>
<td>93.7</td>
<td>93.3</td>
<td>92.7</td>
<td>92.9</td>
</tr>
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</table>

Management of non-attendance

Parents are required to inform the school if their child is sick or unable to attend school. Student attendance is monitored and followed up by class teachers, school executive and the Regional Home School Liaison Officer.

Class sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
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</thead>
<tbody>
<tr>
<td>0KB</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>0KC</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>0KG</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>0KH</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K-1C</td>
<td>K</td>
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</tr>
<tr>
<td>K-1C</td>
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<td>11</td>
<td>20</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>23</td>
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<tr>
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<td>22</td>
</tr>
<tr>
<td>1-2B</td>
<td>1</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>1-2B</td>
<td>2</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>24</td>
<td>24</td>
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<tr>
<td>2-3B</td>
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<td>2-3B</td>
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<td>15</td>
<td>25</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>30</td>
<td>30</td>
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<tr>
<td>4O</td>
<td>4</td>
<td>27</td>
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</tr>
<tr>
<td>4U</td>
<td>4</td>
<td>29</td>
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<td>4-5-6T</td>
<td>4</td>
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<td>29</td>
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<tr>
<td>4-5-6T</td>
<td>6</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>5-6C</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
</tbody>
</table>

Structure of classes

There are 21 mainstream classes, including 8 Multi age classes, with one of these classes being an enrichment class catering for students in Years 5 – 6.

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</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.882</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.71</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Behaviour Support Teacher (Itinerant)</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor (Itinerant)</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.962</td>
</tr>
<tr>
<td>Total</td>
<td>33.854</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

No teaching staff identify as being of Aboriginal and Torres Strait Islander decent.

Staff retention

In 2012 three permanent Classroom Teachers and two Assistant Principals were appointed to the school through the Merit Selection Process and one Administrative Officer was appointed by transfer. During the year one Classroom Teacher transferred to another area and three other
teachers commenced LSL prior to retirement, one Assistant Principal remained on long term leave for the year. An Administrative officer retired during the year.

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>97%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>3%</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>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>315145.98</td>
</tr>
<tr>
<td>Global funds</td>
<td>231982.57</td>
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<tr>
<td>Tied funds</td>
<td>252359.64</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>106733.89</td>
</tr>
<tr>
<td>Interest</td>
<td>14214.56</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6154.73</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>926591.37</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas 19101.85
- Excursions 56290.86
- Extracurricular dissections 21925.98
Library 7594.99
Training & development 2419.22
Tied funds 304789.70
Casual relief teachers 74015.86
Administration & office 68455.25
School-operated canteen 0.00
Utilities 19624.08
Maintenance 30434.45
Trust accounts 7638.75
Capital programs 15269.50
Total expenditure 627888.49
Balance carried forward 298702.88

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

Guitar Program
2012 saw the initiation and development of a school guitar program at Taree West Public School. The guitar program was run by a member of the teaching staff who provided the students with explicit tuition on guitar which was held in the students' lunch breaks. The program focused on lifting the profile of music within the school and community and also develops the skills and techniques of the students on guitar. The program was a great success with over 40 students participating in the lessons throughout the year. The guitar group performed at a number of formal events throughout the year.

School Concert Band Program
In Term 4 of 2012 we saw the beginning of a school concert band program. This was developed in consultation with the Mid North Coast Conservatorium of Music who provided the students with access to instruments as part of their instrument pool. The program although in its initial stages was a great success as students were able to receive explicit musical direction and tuition from our band master Mr Roger Griffiths on their chosen instruments. We now have students playing instruments including saxophone, clarinet, trumpet, euphonium, trombone, percussion and flute. We are looking forward to celebrating the ongoing success of this program in the future.

Glee Club
The Glee Club consisted of 45 Year 4, 5 and 6 students who participated in drama, dance and music performances in Terms 3 and 4 of 2012. The students came together twice a week for rehearsals and performed the acts they had learnt every 5 weeks in front of an audience in the hall. The Glee Club performed at the presentation day assembly at the end of the year for the whole school, parents and community guests. Their performance was well received with many compliments from members of the community. Students in Glee club enjoyed the opportunity to express themselves and demonstrate their talents in front of an audience.
Vocal Group
The Vocal Group was a group of 10 selected students from Year 5 and 6 who auditioned to perform in front of the school. Vocal group commenced in Term 4 2012. These students practiced their individual songs at lunchtimes 3 times a week. Three songs were performed at the end of year Presentation Day assembly where all members of Vocal group had parts to perform. This program was very successful in terms of student enjoyment and creative expression. The vocal group provided an opportunity for students with a particular talent for singing to showcase their abilities.

Senior Choir
The Stage 3 choir performed at the 2012 Taree and District Eisteddfod. They were awarded Highly Commended in their section and also received an Encouragement Award.

Music Count Us In
For the 5th consecutive year Taree West Public School students participated in the ‘Music Count Us In’ event. This year we were accompanied by the Combined Schools Band to sing ‘Different People’. Music Count Us In involves more than 600,000 students and teachers from schools all over Australia who learn, rehearse, then perform the same song, on the same day, at the same time. It is all about celebrating the value of music education to students’ development, whoever they are, wherever they are.

Sport
Students continued to experience a diverse range of sports in 2012. These experiences provided them with social and health benefits, personal development and physical growth.

The swimming carnival had 90 self-nominated swimmers attend at the Wingham Pool. One student successfully made it through to the State Swimming Championships. The Cross-Country Carnival, held at school, was a highlight and was well-supported by the students with a very high participation rate. The Athletics Carnival was a whole school event with all year groups participating on the day. Three students represented Taree West at State competing in the 100m race for their age.

Taree West Public School fielded ten teams in the PSSA Knockout Competition. The sports were hockey, league, soccer, touch, netball and cricket. There were five teams of boys and five teams of girls. The boys and girls all enjoyed the competitions with many children being able to experience a new sport for the first time.

The major highlight for the year was the Girls Hockey Team who were announced as fourth best in the State having been undefeated until the second last game during the State finals.

The students had the opportunity to participate in many gala days held in the Manning Zone. Events included the Buderus 7’s Rugby League Day, Touch Football Day, Kanga Cricket Day and the Cottle’s 5-aside Soccer Day.

Taree West Public School students participated in many sports over the year and conducted themselves extremely well. School staff always enjoy the opportunity to take students to these events as they continually exceed behaviour expectations.

Other
Premier’s Spelling Bee
In 2012, all primary students were given the opportunity to compete in a school spelling bee. Class spelling competitions were held, and two students from each class were selected to compete in the whole school spelling bee. Primary students, parents and community members attended our school Spelling Bee and it was a great success.

Four of our primary students were selected to compete in the Regional Premier’s Spelling Bee in Port Macquarie. The students competed extremely well, with one student making it into the fifth round.
Debating
In 2012 Taree West Public School was involved in the Manning Region Debating Competition. This was an excellent opportunity for students to practice first hand their debating and public speaking skills. It was a very close competition for the students who had one loss, one draw and finished with a win. It was a very rewarding experience for the students involved.

Academic
In the National Assessment Program, the results across the Years 3, and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these 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)

Reading – NAPLAN Year 3
95% of Year 3 students achieved at or above the national minimum standard in Reading in the 2012 NAPLAN assessment.

Numeracy – NAPLAN Year 3
94.2% of Year 3 students achieved at or above the national minimum standard in overall Numeracy in the 2012 NAPLAN assessment.
88% of Year 5 students achieved at or above the national minimum standard in overall Numeracy in the 2012 NAPLAN assessment test.

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

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

**Significant programs and initiatives**

**Aboriginal Education**

Taree West Public School has 62 Aboriginal students making up 12% of all students. An Aboriginal SLSO was employed in 2012. An Aboriginal Education Committee was formed and meetings were held twice a term. This committee consists of four Aboriginal parents and four staff members. Two members of this committee participated in a course at TAFE learning the local Gathang Language.

Reconciliation Week was celebrated with all students creating a “Walk of Recognition” with handprints to acknowledge those who have had an impact in our lives. The week culminated in a community assembly held at the school. NAIDOC Week was also celebrated across the school in peer groups. The activities included bead making of friendship bands, stories, painting and traditional Aboriginal games.

The school is represented at Local Aboriginal Education Consultative Group meetings with six staff being Associate members.

Five female Aboriginal students, four non-Aboriginal students and two staff members attended the “Real Conciliation Women’s Camp” held at Saltwater. The multicultural camp brought together women from a variety of backgrounds, mostly Aboriginal, with the opportunity to learn about and gain strength from each other.

Two students entered the Patrick White Young Indigenous Writers (NSW) Competition.
Multicultural Education

Multicultural perspectives are integrated across all key learning areas. Units of work are linked to the achievement of outcomes through the study of countries, cultures and world events. A greater awareness of other cultures was reflected in the celebration of Harmony Day.

Teaching and learning programs support the celebration of major cultural events as reflected in the community. Anti-racism programs are actively promoted across the school as part of the ongoing teaching and learning programs. The school participated in the Multicultural Perspectives Public Speaking competition.

National Partnership Programs

At the end of the 2009 school year Taree West Public School was one of the 510 schools identified by the Commonwealth Government to be included in the Low SES School Communities National Partnership. 2012 was the third year of implementation of this four year program. The program aims at making significant and sustainable improvements in student learning.

Strategies and practices implemented that will improve learning include:

- a comprehensive situational analysis identifying areas of strengths and further development in both Literacy and Numeracy;
- extensive professional learning targeted to build teacher capacity;
- the continued implementation of the Quicksmart program to improve students’ numeracy recall;
- the intensive analysis of NAPLAN data; and
- the provision of professional learning and opportunities to develop leadership skills.

Other programs

Connected Learning

Over the past five years Taree West Public School has had a major upgrade to its technology infrastructure. As a result our school is in line with all required DEC standards.

Improvements in 2012 included:

- the utilisation of the connected classroom for students and a polycom for staff remote professional learning;
- the provision of more classroom desktop and laptops bringing more technology into every classroom;
- the provision of interactive whiteboards (IWB) into all of the classrooms and the computer lab;
- the tailoring of professional learning in relation to technology for all teaching staff; and
- The provision of a DEC supported wireless network across the whole school.

Focus On Reading

During 2012 all staff were trained in Phase 1 of the Focus on Reading 3-6 program.

Focus on Reading 3-6 is an intensive professional learning program for teachers to support the explicit teaching of the key aspects of reading in the middle and upper primary years, namely comprehension, vocabulary and reading text fluency.

The program emphasises and highlights the importance and use of:

- rich texts, particularly subject-based texts, multi-modal texts and the types of texts that interest and motivate learners in the middle years
- rich talk of the kind that encourages them to ‘show their thinking’ through talk
- ‘deliberate’ teaching that begins with insightful assessment; involves planning for explicit instruction based on students’ needs; supports and scaffolds students through modelled, guided and independent teaching; provides clear and purposeful feedback and constant opportunities for student reflection.

As a result of staff involvement in this program there is indication that an increased range of strategies and resources to support the teaching of reading are evident in classrooms and teaching programs.
Quicksmart

Twenty four children participated in the QuickSmart program over a period of 30 weeks, with an average attendance of 86%. The children indicated their willingness to be part of the program and 85% indicated that they felt their classroom maths had improved significantly. This was supported by teacher and parent comments as well as data. Year Five NAPLAN results showed that 100% of the students had significant growth; the lowest being 71 points and the highest 158 points. 62.5% of the students had growth above the State Average with the highest being 62.4 points above the expected growth. Standardised QuickSmart tests showed significant improvement in attitude, confidence and ability to determine correct operations and use problem solving skills.

Reading Recovery

Eight students were involved in the Reading Recovery program in 2012. On entry to the program, these children were all reading below level 5. Students participated in five thirty minute lessons per week that were planned specifically to meet their individual learning needs. Increased confidence and self-efficacy was quickly noticed by class teachers and parents. Teachers also saw a rapid shift in the students’ reading fluency and their application of reading strategies in the classroom. All students were successfully discontinued at reading levels between 16 -19. This was achieved well within the twenty week time frame for each individual student.

Positive Behaviour for Learning (PBL)

Taree West Public School is proud to be a “Positive Behaviour for Learning” school. Our school began its PBL journey in 2012. We have a committed team of teachers, SLSOs, parents and community members who meet regularly to ensure the program is tailored to meet the needs of our school, and is implemented effectively. We involve our students, parents, community and all staff in the process. As a whole school community we established three core values: Respect; Responsibility and Care.

These values are instilled within our school environment. Within these values, we have established several clear rules for the behaviour we expect in all areas of our school. Our expectations for behaviour are addressed in a positive manner to generate a positive school environment centred around learning. These universal expectations ensure consistency across our school.

We believe that by focusing on good behaviour and encouraging and teaching this, we will enhance our learning environment and ensure all students can achieve academic and social success.

Progress on 2012 targets

Target 1

Improve literacy skills of all students with a focus on reading in Years 3-6

Our achievements include:

- Term 4 Best Start data for Kindergarten students demonstrated an increase in the number of students achieving Best Start comprehension cluster 4 and above from 45% in 2011 to 69% in 2012, which exceeded the school target.
- NAPLAN data analysis demonstrates that 20% of Year 3 students achieved in the proficiency bands for reading.
- NAPLAN data analysis demonstrates that 51.5% of Year 5 students achieved greater than or equal to the expected growth in reading.

Target 2

Increase levels of numeracy performance for all students.

Our achievements include:

- Term 4 Best Start data for Kindergarten students demonstrated an increase in the number of students achieving Best Start Numeracy – Early Arithmetical Strategies, perceptual level and above from 58% in 2011
to 97% in 2012, which exceeded the school target.

- NAPLAN data analysis demonstrates that 14% of Year 3 students achieved in the proficiency bands for Numeracy.
- NAPLAN data analysis demonstrates that 53.7% of Year 5 students achieved greater than or equal to the expected growth in Numeracy.

**Target 3**
Aboriginal student outcomes matching or bettering outcomes of the broader student population.

Our achievements include:

- The Aboriginal student cohort for NAPLAN is too small for statistical validity therefore the school is in the process of collecting baseline data collated and analysed against the Literacy and Numeracy continuums to enable accurate measurement of academic growth.
- 2012 NAPLAN results indicate that Year 3 Aboriginal students are 19 scales above the State Average in Numeracy.
- The 2012 attendance rate for Aboriginal students is 90.72%.

**School evaluation**
NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluations of Literacy, Numeracy and School Culture.

**Background**
The methodology used by the school evaluation team to conduct the annual evaluation is as follows:

- Interviews were conducted with members of the school community, including the following:
  - members of staff
  - students
  - parents and family members
  - community members
  - focus groups
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents seen by the school as informing the review
- Classroom observation
- Surveys from students, staff, parents and community members
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART and K–2 Best Start data analysis

**Findings and conclusions**

**Literacy**

- Term 4 Best Start data for Kindergarten students demonstrated an increase in the number of students achieving Best Start comprehension cluster 4 and above from 45% in 2011 to 69% in 2012, which exceeded the school target.
- Term 4 Best Start data for Year 1 students demonstrated an increase in the number of students achieving Best Start comprehension cluster 5 and above from 66% in 2011 to 86% in 2012, which exceeded the school target.
- Term 4 Best Start data for Year 2 students demonstrated an increase in the number of students achieving Best Start comprehension cluster 7 and above from 46% in 2011 to 68% in 2012.
- NAPLAN data analysis demonstrates that 20% of Year 3 students achieved in the proficiency bands for reading.
- NAPLAN data analysis demonstrates that 51.5% of Year 5 students achieved greater than or equal to the expected growth in reading.
- 96.2% of teacher respondents agreed or strongly agreed that they had a deep understanding of the English K – 6 syllabus and 100% agreed or strongly agreed that they hold high expectations that all students will succeed in Literacy.
- 87.9 % of student respondents agree or strongly agree that the teachers help them improve their writing skills and 81.8% agree or strongly agree that the teachers help them improve their reading and comprehension skills.

**Future directions**

- Improve reading skills of students Years K-6.
- Improve writing skills of students Years K-6.
- Improve teacher knowledge of the teaching of writing and reading K-6.
Findings and conclusions

Numeracy
- Term 4 Best Start data for Kindergarten students demonstrated an increase in the number of students achieving Best Start Numeracy – Early Arithmetical Strategies, perceptual level and above from 58% in 2011 to 97% in 2012, which exceeded the school target.
- Term 4 Best Start data for Year 1 students demonstrated that 91% of students were working within or above the expected level for Numeracy in Early Arithmetical Strategies.
- Term 4 Best Start data for Year 2 students demonstrated that 88% of students were working at the expected level for Numeracy in Early Arithmetical Strategies.
- NAPLAN data analysis demonstrates that 14% of Year 3 students achieved in the proficiency bands for Numeracy.
- NAPLAN data analysis demonstrates that 53.7% of Year 5 students achieved greater than or equal to the expected growth in Numeracy.
- 96% of teacher respondents agreed or strongly agreed that they had a deep understanding of the Mathematics K – 6 syllabus including an understanding of the Mathematics and Working Mathematically outcomes. 100% agreed or strongly agreed that they hold high expectations that all students will succeed in Numeracy.
- 87.9% of student respondents agree or strongly agree that teachers use many different ways of teaching maths.

Future directions
- Improved student performance in numeracy K-6.
- Teachers have enhanced skills in the use of data to inform programming and planning for the teaching of numeracy.
- Teachers have developed enhanced skills in the teaching of numeracy.

Findings and conclusions

School Culture
- 97.1% of teacher respondents agreed or strongly agreed that the school recognises and celebrates achievement and 91.2% agreed or strongly agreed that the school encourages everybody to be a continuing learner.
- 90.5% of student respondents agree or strongly agree that the school encourages everyone to learn and to achieve their best.
- 85.8% of parent / carer respondents agree or strongly agree that the school encourages students to do their best; it continually finds ways to improve what is does; and often praises and rewards individuals who are successful. 85.8% of the respondents agree or strongly agree that they are proud of their child’s school.

Future directions
- Continued up-skilling of teaching staff in the embracement and application of 21st Century learners.
- Continued enhancement of parent involvement in all areas of learning. The school to be seen as a community hub.
- Strengthened community partnerships leading to enhanced academic results.
- The continuation and support of PBL as a whole school process to ensure a safe and happy school climate.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
- 100% of parents interviewed in Focus groups agreed that information is regularly communicated to parents/carers.
- During 2012 community membership and participation in the School P&C has increased by 400%.
- There has been a 50% increase in community mentors working with students.
- Community members stated that they felt valued as they have been actively encouraged and supported to join education committees resulting in four community members as active members of the school PBL committee and four community members working as active members of the Aboriginal Education Group.
- 91.5% of teacher respondents agreed or strongly agreed that the school staff understand and respond to the context in
which they work and are proud of their school. 
- 86.2% of student respondents agree or strongly agree that the school makes new students welcome and 83.2% of students are proud of their school.

Professional learning

The school has utilised the role of a non-teaching Assistant Principal to mentor and support early career teachers and aspiring leaders in the development of innovative classroom practice and leadership skills.

All school executive staff participated in the TLSI program and in professional learning in Best Start and NAPLAN data analysis which has resulted in the ongoing evaluation of school achievement thereby providing the direction for future focus and development.

School Executive undertook leadership training through PLLD and have become leading learners in the classroom teacher program as mentors for their stage team of teachers. School Executive personnel have mentored and guided all teaching staff in the development of high quality teacher professional learning plans.

The National Partnership program has allowed the school to develop an ongoing Teacher Professional Learning program through the provision of additional Executive Release which enables whole school evaluation and planning and the guidance and mentoring of classroom teachers.

Additional release is also provided to each stage team weekly under the direction of the AP to enable all staff to participate in ongoing Professional Learning. This has resulted in the successful development of Professional Learning plans for all staff and the implementation of online learning, team teaching, lesson study, mentoring and professional collegiate teams amongst staff.

- 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

Improve literacy skills of all students with a focus on reading in Years 3-6

2013 Targets to achieve this outcome include:
- Improve reading skills of students in Years K-6.
- Improve writing skills of students in Years K-6.
- Improve teacher knowledge of the teaching of writing and reading K-6.

Strategies to achieve these targets include:
- Increase the percentage of students achieving Best Start Comprehension Cluster 4 in Kindergarten from 66% in 2012 to 70% in 2013.
- Increase the percentage of Year 2 students achieving Best Start Aspects of Writing Cluster 8 from 34% (T3 2012 data) to 80% (T4 2013 data) in 2013.
- Increase the percentage of Year 3 students achieving in the proficiency bands in NAPLAN reading from 20% in 2012 to 30% in 2013.
- Increase the percentage of Year 5 students achieving in the proficiency bands in NAPLAN writing from 8% in 2012 to 20% in 2013.
- Increase the percentage of Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN reading from 51.5% in 2012 to 60% in 2012.

School priority 2

Outcome for 2012–2014

Increase levels of numeracy performance for all students.

2013 Targets to achieve this outcome include:
- Improved student performance in numeracy K-6.
- Teachers have enhanced skills in the use of data to inform programming and planning for the teaching of numeracy.
- Teachers have developed enhanced skills in the teaching of numeracy.

Strategies to achieve these targets include:
- Increase the percentage of Year 2 students achieving Facile level (100) in Best Start
Assessment of FNWS from 53% in T3 2012, to 75% in 2013 and BNWS from 31%, in T3 2012, to 70% in 2013.

- Increase the percentage of Year 3 students achieving proficiency bands in NAPLAN Numeracy from 14% in 2012 to 24% in 2013.
- Increase the percentage of Year 5 students achieving expected growth in Numeracy from 53.7% in 2012 to 60% in 2013.

School priority 3
Outcome for 2012–2014
Aboriginal student outcomes matching or bettering outcomes of the broader student population.

2013 Targets to achieve this outcome include:

- Increase Aboriginal student learning outcomes in literacy to match or better outcomes for all students
- Improve attendance rate of all students including Aboriginal students to strengthen student outcomes.
- Increased Aboriginal community participation in school.

Strategies to achieve these targets include:

- Increase the percentage of Aboriginal students achieving at the expected cluster in reading comprehension for their Stage (data to be collected and analysed in Semester 1 2013 (baseline) so that growth can be plotted throughout the year).
- Increase the percentage of Aboriginal students achieving at the expected cluster in Aspects of Writing for their Stage (data to be collected and analysed in Semester 1 2013 (baseline) so that growth can be plotted throughout the year).
- Increase the attendance rate for Aboriginal students from 91% in Semester 2 2011 to 95% by Semester 2, 2013.

- 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: