School context statement
Taree West Public School provides for the educational needs of 515 students which includes 77 Aboriginal students residing in the Taree West area of Taree, a coastal city of approximately 18000. The school is held in high regard in the local and wider community.

This year the school commenced the Early Action for Success program which is scheduled to continue through until the end of 2016. This has had a great impact on the educational opportunities offered to the students and to the professional development of staff. Target areas for the expenditure of these funds were literacy and numeracy for students from kindergarten to Year 2.

Principal’s message
Taree West Public School has continued to provide outstanding educational opportunities for every child in 2014. Our school offers a very wide breadth of curriculum and extra curricula opportunities. We have provided a culture of support, inclusion student well-being and individualised quality teaching.

Taree West Public School has the strongest commitment to the teaching of literacy and numeracy. The ongoing and regular monitoring, assessment and plotting of children’s progress ensures that literacy and numeracy skills are well developed across all subject areas.

In 2014 we have continued to actively target, through the Resource Allocation Model funding source and the Early Action for Success initiative, continued growth and improved literacy and numeracy outcomes for all children.

A pursuit of excellence in teaching and learning is demonstrated by our highly skilled, professional teaching team. Our teachers have continued to actively pursue ongoing professional development throughout 2014 thereby ensuring the delivery of high quality teaching programs in every classroom.

During 2014 our strong and growing partnerships with our families and the wider community contributed positively to maintaining an open and welcoming school environment.

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 Public School Parents & Citizens committee has had another busy year throughout 2014.

The major fundraiser in 2014 was our school and community fete. This was held in September. We would like to thank the many Taree businesses and school families, with their assistance in donating many items that were used as prizes or sold on the day. We would also like to thank the many volunteers and school staff who helped at the fete making it such a huge success. We raised approximately $20,000 for our school.

The P & C have assisted the families of many members of our school sporting teams with accommodation and travel costs when they have been selected to represent our school at a state and national level. We are very proud of the on field successes that they have had.

The committee has donated $1000 for a school music scholarship to encourage more students to participate in the school band.

The P & C assisted with the cost involved for a school student to travel to Coffs Harbour to receive an academic award for his outstanding achievement in the Newcastle Permanent Primary Mathematics Competition.

The committee has provided the school bucket hats, to the new kindergarten students starting in 2015 as a welcoming gift.

The committee also runs our school uniform shop with a lay-by service available.

The P & C committee was very busy throughout the year providing assistance for various school events and projects. These have included assisting with staff recruitment, running the athletics carnival canteen, providing morning tea for Grandparents Day and assisting with the catering for the Year 6 farewell dinner.

In March the P & C had a working bee to beautify the Year 3-6 garden area near the school hall.
Local Taree businesses kindly donated the soil, turf and many plants which made the garden areas look fantastic.

Our latest donation involved the replacement and installation of a new sound system and lighting in the school hall.

The P & C would like to offer our thanks to Helen Wyatt, our school canteen supervisor and her tireless volunteers, who do a wonderful job in the canteen.

The P & C acknowledges the contribution of all the parents, carers, families, TWPS staff and community members, and Taree businesses, which have supported the school and our fundraising events throughout the year. Without your support it would not be possible to run these activities.

I am particularly proud that the committee was able to invest approximately $18,000 into various projects at TWPS throughout 2014. This will benefit our students, staff and visitors to our school now, as well as into the future.

The fundraising events included ongoing meat and vegetable raffles held at Taree West Bowling Club.

We held special lunch days, an Easter raffle, and Mother’s and Father’s Day stalls for the students to purchase a special gift for their mums, dads or carers.

The P & C in 2014 have been a dedicated team of volunteer parents, carers, teachers and community members who are paramount in achieving our goals for Taree West Public School.

I would like to thank all the committee for their time and efforts throughout 2014. Without these wonderful helpers we could not achieve what we have done. Well done everyone!

Vanessa Bergan - President

Student representative’s message

We are both very honoured to have been the 2014 School Captains of Taree West Public School. We have enjoyed representing the students of our school on various occasions, running the school assemblies and have been good role models for other students.

Our school has had great success in academic, sporting and cultural activities this year. Students from our school achieved outstanding results in statewide mathematics and university competitions, with one Year 6 student being placed 7th in the state for mathematics.

School sporting teams and individuals have also been very successful at zone, regional and state level. The boy’s hockey team made the state finals and finished third. Five individual students made Hunter Regional teams that competed at state carnivals in hockey, touch football, rugby league and athletics. One student gained selection in the NSW PSSA State Touch Football team that went on to win the National title.

Our school band and choirs were placed very highly at the Taree Eisteddfod and enjoyed performing on stage in front of audiences. Four students competed at the Taree District Public Speaking Finals and one student was placed first in their year.

This year the P & C organised a school fete, which was great fun and raised a huge amount of money to help our school be even better. Thanks also to Helen, all of the parent helpers and some students who volunteered their time to run a great canteen.

Bree Pensini and Shane Meredith

School Captains
Student information

Our enrolment at the end of 2014 was 495 students, comprising 236 boys and 259 girls.

It is anticipated that our 2015 enrolments will decrease with approximately 60 students expected to enroll in kindergarten and 70 students exiting to high school.

Student enrolment profile

The school has experienced a slight decline in numbers through the school year due to families moving to find work in other towns. It is anticipated that there may be a decrease in the number of classes to be formed next year.

Student attendance profile

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.

Structure of classes

There are 21 mainstream classes, including 11 multi age classes, with one of these classes being an enrichment class catering for students in Years 5 and 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 composition

Staff

Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Two teaching staff identify as being of Aboriginal and Torres Strait Islander decent.

Staff retention

In 2014 a Deputy Principal, an Assistant Principal and two permanent classroom teachers were appointed to the school through transfer and through merit selection processes. Two Assistant Principals were on long term leave during the year.

An Instructional Leader was appointed for 3 years under the Early Action for Success program.
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>
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<tr>
<td>Postgraduate</td>
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Professional learning and teacher accreditation

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.

Teachers met fortnightly as a stage team to further their professional learning. There was a focus on the implementation of the new NSW curriculums in English and Mathematics.

School Executive staff lead online learning sessions designed to deepen teachers’ understanding of the new syllabus documents.

Additional release is provided to each stage team fortnightly. There is a focus on the achievement of the school priority areas in writing and numeracy. Student achievement is assessed, monitored and tracked in these areas. Teachers shared their knowledge, skills and teaching strategies to achieve improved outcomes in the priority areas.

The school had seven New Scheme Teachers this year. They were mentored and supported by experienced teachers in the school and through information sessions provided by departmental personnel.

Beginning Teachers

The school had 3 beginning teachers this year. They were supported by teacher mentors and the provision of additional time for professional learning. They were also given opportunities to observe experienced teachers and to develop their professional learning plans under the guidance of school executive.

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>
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<tbody>
<tr>
<td>Income</td>
<td></td>
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<tr>
<td>Balance brought forward</td>
<td>300146.72</td>
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<tr>
<td>Global funds</td>
<td>309448.22</td>
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<tr>
<td>Tied funds</td>
<td>692265.81</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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</tr>
<tr>
<td>Total income</td>
<td>1457221.25</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       |            |
| Key learning areas        | 22524.75   |
| Excursions                | 57934.63   |
| Extracurricular dissections| 37493.74   |
| Library                   | 14298.34   |
| Training & development    | 1633.22    |
| Tied funds                | 512959.25  |
| Casual relief teachers    | 105921.78  |
| Administration & office   | 66253.66   |
| School-operated canteen   | 0.00       |
| Utilities                 | 57469.63   |
| Maintenance               | 72114.68   |
| Trust accounts            | 11237.83   |
| Capital programs          | 0.00       |
| Total expenditure         | 959211.51  |
| Balance carried forward   | 498009.74  |

A full copy of the school’s 2014 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 2014

Guitar Program

2014 saw the continued 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 developing the skills and techniques of the students on guitar. The
program was a great success with over 50 students participating in the lessons throughout the year. The guitar group performed at a number of formal events throughout the year including a performance at our K-2 presentation day assembly.

School Concert Band

The school concert band program continued to develop in partnership 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 second full year 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, percussion and flute. In 2014 the band performed at many school functions and formal assemblies along with students in our band participating in the first Mid North Coast Music festival. The festival brought together students from 7 different primary schools from the local area providing students with the opportunity to rehearse and perform as a large band.

Choir

Our school was well represented in the choir section at the Taree Eisteddfod again this year. Our choirs performed beautifully and with great discipline. Our Stage One choir achieved second place and our Stage Two choir also achieved second place. The Stage 3 choir was outstanding and they earned the prestigious First Place award.

Music Count Us In 2014

In 2014, all children K-6 participated in the annual Music Count Us In (MCUI) event. The event which has been running since 2007 is Australia’s largest school initiative, with more than 500,000 participating students from over 2,100 schools nationwide. MCUI provides the opportunity for children all over Australia to learn, rehearse and perform the same song at the same time, raising their voices to celebrate the importance of music education. For the fifth year running the staff and students were thrilled to have the musical accompaniment of Taree High School music students. The continued support by the staff and students of Taree High School has ensured the success of this event which is fast becoming a popular tradition between the two schools.

Sport

Students continued to experience a diverse range of sports in 2014. 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. 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. A number of students qualified for the Regional Carnival and one represented at State level in running.

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 Girls’ Basketball Team were placed second at a Regional Gala Day. The majority were Year 5 and are eligible to play next year. The Boys’ Hockey Team were strong and progressed through to play off for the title of Hunter Champions. They eventually came third in the state.

A number of individual performances need to be noted. Taree West Public School had 4 students representing Regional Teams in Hockey, Touch and Rugby League. The Rugby League player progressed on to represent NSW. He was only one of 12 boys across the entire state. Three students were also recognised at the Hunter Primary Schools Sports Association Awards.
Taree West Public School students had the opportunity to participate in many gala days held in the Manning Zone. Events included the Buderus 7s Rugby League Day, Hockey, Touch Football Day and soccer. Taree West Public School students participated in many sports over the year with 114 students representing our school in 53 organised events.

The school extends its thanks to the parents for transporting, coaching, mentoring and supporting the students to make 2014 a very successful year in sport.

Other

Premier’s Spelling Bee
In 2014, all students in Years 3-6 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. Students, parents and community members attended our school Spelling Bee and it was a great success.

Two Stage 2 students and two Stage 3 students were selected to compete in the Regional Premier’s Spelling Bee held at Old Bar Public School. The students competed extremely well.

Public Speaking
This year, our school experienced pleasing success in the field of Public Speaking. Four primary students were selected to represent our school at the Multicultural Perspectives Public Speaking competition held at North Haven Public School. The calibre of competitors was very high and our students presented prepared and impromptu speeches of an excellent quality. Our Year 3 representative, Kate Fletcher, received a Highly Commended Award, as did our Year 6 representative, Beau Kircher.

Four students attended the District Public Speaking Competition held at Tuncurry Public School. All students delivered prepared and impromptu speeches of an exceptional standard, with Kate Fletcher winning the Year 3 competition.

Debating
In 2014 Taree West Public School participated in the Lower North Coast Debating Competition. This was an excellent opportunity for students to practise first hand their debating and public speaking skills. The competition was very close for the students who participated and they were congratulated on their presentation, content and delivery of their speeches. Overall, they had one loss and two wins. It was a very rewarding experience for the students involved.

Academic achievements

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

NAPLAN Year 3 - Reading

85% of Year 3 students achieved at or above the national minimum standard in Reading in the 2014 NAPLAN assessment.
85% of Year 3 students achieved at or above the national minimum standard in Writing in the 2014 NAPLAN assessment.

89% of Year 3 students achieved at or above the national minimum standard in Spelling in the 2014 NAPLAN assessment.

88% of Year 3 students achieved at or above the national minimum standard in Grammar and Punctuation in the 2014 NAPLAN assessment.

92% of Year 3 students achieved at or above the national minimum standard in Numeracy in the 2014 NAPLAN assessment.
85% of Year 5 students achieved at or above the national minimum standard in Reading in the 2014 NAPLAN assessment.

73% of Year 5 students achieved at or above the national minimum standard in Writing in the 2014 NAPLAN assessment.

86% of Year 5 students achieved at or above the national minimum standard in Spelling in the 2014 NAPLAN assessment.

85% of Year 5 students achieved at or above the national minimum standard in Grammar and Punctuation in the 2014 NAPLAN assessment.
79% of Year 5 students achieved at or above the national minimum standard in Numeracy in the 2014 NAPLAN assessment.

**Other achievements**

**Multicultural Education and Anti-Racism**

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.

**Reading Recovery**

Twelve students were involved in the Reading Recovery program in 2014. Students participated in five thirty minute lessons per week that were planned specifically to meet their individual reading and writing needs. Increased independence and confidence was quickly noticed by class teachers and parents. Teachers also saw a rapid shift in the students’ reading fluency, self-monitoring behaviours and application of reading strategies in the classroom. 11 of the 12 participants had their series of lessons discontinued after successfully completing the program at an average reading level of 18. One student was referred to the learning and support team for further support.

Current research suggests that to achieve full implementation, 15% to 20% of the Year One cohort need to be accessing Reading Recovery. This year 12 students participated in the program equating to 18% of our Year One cohort, which is a great achievement for our school.

**Positive Behaviour for Learning**

Taree West Public School is proud to be a PBL school. Positive Behaviour for Learning (PBL) is a school-wide behaviour initiative adopted by many NSW public schools. It employs a whole school systems approach focusing on promoting positive expectations of behaviour whereby maximising academic and social success. Our school began its PBL journey in 2012. In 2014 we
continued to strengthen implementation of the program, with our key values becoming embedded within our school systems. 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. At the end of the school year, we surveyed staff, parents and students to obtain data on the perception of school welfare and culture and the overall ethos of the school. The results were predominantly positive and will be used to inform future decisions and procedures.

A matrix of behaviour expectations has been integrated within our Student Welfare Policy and ensures expectations are universal and consistent. The expectations are explicitly linked to our core values of Respect, Responsibility and Care. A focus rule is taught each week and is reinforced within classrooms, newsletters and assemblies. Students are regularly recognised and rewarded for following the rules and values through established reward systems. We award ‘Eagle Tokens’, pizza parties, computer rewards, prizes and games. This year we have introduced the Eagle Award, which is sponsored by the OOSH and given to a student who consistently displays our school values. Once again, we sent twenty deserving Year 3-6 students to a special reward day at ‘Adventu reland’ as acknowledgement of their exceptional behaviour.

Significant programs and initiatives – Policy and Equity Funding

From the beginning of this year and in line with the Local Schools, Local Decisions education reform Taree West Public School received equity funding through the Resource Allocation Model (RAM). Funds were received to support low socio-economic status communities and Aboriginal programs.

Strategies and practices designed to improve student learning outcomes included:

- The engagement of two curriculum leaders to support Stage 2 and Stage 3 teachers in the implementation of the English K-6 and the Mathematics K-6 syllabus documents.
- Extensive professional learning was targeted at improving student outcomes in writing.
- Student progress in Stage 2 and Stage 3 writing was closely monitored using PLAN data.
- The engagement of a teacher to support Aboriginal students in literacy and numeracy across Stage 2 and Stage 3.
- The engagement of an additional Aboriginal Student Learning Support Officer for two days each week with a focus on support for Aboriginal students.

Aboriginal Education

Taree West Public School has 77 Aboriginal students making up 15% of all students. An Aboriginal SLSO was employed for two days per week as well as a teacher to facilitate Aboriginal programs. The Aboriginal Education Committee held meetings throughout the year to discuss and review Aboriginal programs and support for Aboriginal students. This committee consists of four Aboriginal parents and four staff members.

The school successfully applied for a grant from the HNE Aboriginal Health Promotion Program to establish a Bush Tucker Garden and install a water tank in 2013. Staff and community members worked together this year to build the garden (planting over 100 plants) and install the tank. Staff also wrote lessons to support learning about the garden and its plants for each Stage group.

NAIDOC Week was celebrated across the school in peer groups. The activities students participated in included bead making of friendship bands, stories, painting and traditional Aboriginal games. The week culminated in a whole school assembly with community and parents invited to attend. Seven students received awards recognising their achievements. These awards were presented by two local Aboriginal Elders. In September one student was awarded a prestigious Prime Minister’s NAIDOC Medal of Excellence for his creative entry in the annual NAIDOC Week colouring competition.

The school is represented at the Taree Aboriginal Education Consultative Group (AECG) meetings
each month. The school currently has five Associate members and one Full member. The school is currently working with the Senior AECG to assist in the establishment of a Junior AECG at Taree West Public School.

Aboriginal Cultural talks were held for Stage 2 and 3 students and staff, presented by two Aboriginal staff members (AEO and Elder in Residence) from Taree High School.

Ten students entered the Patrick White Young Indigenous Writers (NSW) Competition with awards and vouchers presented at the end of year Presentation Day.

Other significant initiatives

Early Action for Success initiative

Taree West Public School was identified to participate in The Early Action for Success (EAS) initiative and an Instructional Leader was appointed in Term 2.

The initiative aims to ensure that quality classroom instruction and intervention is in place in the early years so that learning problems may be diagnosed, supported and are less likely to persist.

The school received additional teacher allocations as well as funding to strengthen personalised learning for students and to support quality teaching and leadership capacity building.

The Instructional Leader uses the information on the literacy and numeracy achievement of all students K-2 to work with classroom teachers to customise interventions for targeted students and to strategically plan tiered interventions for more complex student learning needs.

The Instructional Leader leads the professional learning of teachers in effective literacy and numeracy teaching practices through close consultation with the school executive team.

The EAS team also provide in class support, demonstration lessons, team teaching and classroom support to improve teaching practice and student achievement.

Under the initiative student data is analysed every five weeks to ensure support and intervention is targeted to the areas of most need.

K-2 teachers have engaged in professional learning on the Literacy and Numeracy continuums, enhancing the teaching of a balanced reading and writing session and the Targeted Early Numeracy (TEN) program.

Students enjoyed learning different ways to improve their writing with a focus on planning and editing. In Mathematics, all students enjoyed their daily TEN sessions. During TEN time students were involved in engaging and targeted activities and games aimed at improving their understanding of mathematical concepts and developing their skills in number acquisition.

School planning and evaluation

2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. This year the school conducted surveys to gather data related to School Ethos and Community Engagement. The processes used include:

- Focus group discussions were conducted with members of the school community, including members of staff, students, parents and family members.
- 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.
- Analysis of student achievement data, including detailed NAPLAN analysis and PLAN data.

School Ethos Survey Results

Staff statements

- 100% of staff agree or strongly agree that our school has clear values that are taught and followed and that students are rewarded for good behaviour.
100% of staff agree or strongly agree that our school has an effective uniform policy.

94.1% of staff agree or strongly agree that our school has a nurturing environment where students feel safe and that we have regular and responsive home-school communication.

91.2% of staff agree or strongly agree that our school has a fair and consistent discipline policy.

100% of students surveyed believe that our school has programs to help students to improve their behaviour.

96% of students surveyed agree that our school offers a wide range of activities and programs.

Community Engagement Survey Results

Twenty parents were invited to attend discussion groups about Parent Engagement at Taree West Public School with the following findings:

- Parents generally felt that there were opportunities for parent involvement but would like to see additional opportunities provided.
- 15% of parents within the focus group confirmed that they are active participants in the school.
- Reasons for parents not being able to participate included work commitments, lack of confidence and not knowing how to approach the school.

When asked how the school might increase community engagement suggestions included:

- the introduction of a Coffee Club with occasional guest speakers and opportunities for parents to network;
- holding an open day highlighting areas where parents could help; and
- the use of specific interests and skills of parents within classrooms.

School planning 2012-2014:

School priority 1

Improve literacy skills of all students with a focus on writing and reading.

Outcomes from 2012–2014

- Improve reading skills of students Years K-6
- Improve writing skills of all students Years K-6
- Improve teacher knowledge of the teaching of writing and reading K-6
Evidence of achievement of outcomes in 2014:

- 87% of Kindergarten students achieved the expected outcome in reading comprehension by the end of Term 4 2014. This was an increase of 19% compared to the previous year.
- Only 21% of Year 2 students achieved at the expected cluster level in Writing by the end of Term 4 2014. The percentage of Year 5 students achieving proficiency in NAPLAN writing is of concern. Additional strategies and support will continue to be provided for staff and students in 2015.
- 27% of Year 3 students achieved in the proficiency bands for NAPLAN reading. This was an increase of 3% on 2013 data.
- 44% of Year 5 students achieved at the expected cluster level in Reading Comprehension by the end of term 4 2014.

Strategies to achieve these outcomes in 2014:

- Curriculum Leaders and Deputy Principal lead and coordinated professional learning in the implementation of the English K-6 syllabus.
- Assistant Principals supported staff in the use of data to inform planning for teaching and learning.
- The Instructional Leader delivered targeted professional learning on the literacy continuums and support documents.
- The Instructional Leader and the Early Action for Success team delivered in class writing support and demonstration lessons.
- Curriculum leaders delivered on site professional learning with a focus on writing.
- Curriculum leaders supported the delivery of quality teaching in writing and provided in class support.
- A data wall was established and regularly updated to inform teaching programs.

School priority 2

Increase levels of numeracy performance for all students.

Outcomes from 2012–2014

- 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.

Evidence of progress towards outcomes in 2014:

- 87% of Kindergarten students achieved at the expected level in Forward Number Word Sequence by the end of Term 4 2014.
- 71% of Kindergarten students achieved at the expected level in Backward Number Word Sequence by the end of Term 4 2014. This was an increase of 37% on 2013 data.
- 93% of Year 2 students achieved at the expected level in Forward Number Word Sequence by end Term 4 2014.
- 87% of Year 2 students achieved at the expected level in Backward Number Word Sequence by end Term 4 2014 which is similar to Term 4 2013 data.
- 25% of Year 3 students achieved at the proficiency level in NAPLAN Numeracy in 2014. This was a 10% increase on 2013 data.
- School based data showed 85% of Year 5 students achieving the expected level in the Fractions aspect of Numeracy by Term 4 2014.
- School based data showed 62% of Year 5 students achieving the expected level in the Pattern and Number Structure aspect of Numeracy by Term 4 2014.
Strategies to achieve these outcomes in 2014:

- School executive worked collaboratively with Curriculum Leaders to facilitate professional learning in the familiarisation and introduction of the Mathematics K-6 syllabus.
- Assistant Principals supported staff in the use of data to inform planning for teaching and learning.
- The Instructional Leader delivered targeted professional learning on the numeracy continuum and support documents.
- K-2 teachers received professional learning in the implementation of the Targeting Early Numeracy (TEN) program.
- The Instructional Leader delivered demonstration lessons and in class support.
- Release from Face to Face (RFF) timetables facilitated common release time for stage teams and school executive.
- Stage meeting agendas and Teacher Professional Learning sessions facilitated collaborative planning, building the consistency of teacher judgment, assessment, programming support and the sharing of ideas, resources and strategies.

School priority 3
Aboriginal student outcomes matching or bettering outcomes of the broader student population.

Outcomes from 2012–2014

- 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.

Evidence of progress towards outcomes in 2014:

- 20% of Year 3 Aboriginal students achieved proficiency in NAPLAN Reading.
- 40% of Year 3 Aboriginal students achieved proficiency in NAPLAN Writing. This was an improvement of 22% compared to 2013 data.
- 20% of Year 3 Aboriginal students achieved proficiency in NAPLAN Numeracy compared to 16% for the state.
- 8% of Year 5 Aboriginal students achieved proficiency in the Reading aspect of NAPLAN.

Strategies to achieve these outcomes in 2014:

- Student literacy growth was monitored by plotting the progressive achievement of 100% of Aboriginal students, as part of their PLP, against the expected cluster level for their stage of the literacy continuum.
- Liaise with Aboriginal Education Committee members regarding the direction of the 2014 NORTA NORTA Program
- A Support Teacher Aboriginal Education provided in class support for Aboriginal students.
- School executive and Assistant Principal Aboriginal Education to work with STAE, School Aboriginal Education Committee, CLO and AECG to facilitate and implement school reading, writing and numeracy programs to meet the needs of indigenous students and to promote a greater understanding of Aboriginal culture within the school community
- Promote parental involvement in the setting of goals for the development of Personalised Learning Plans.
- Facilitate and support Aboriginal parents to complete TAFE courses by providing relevant information, supporting enrolment and mentoring.
- Maintain the attendance reward plan in each stage for all students
- Coordination of the provision of in-school health check for Aboriginal Students
(hearing, vision, dental) with the Department of Health and Non-Government Organisations.

- Extend the existing preschool and Year 6 transition programs for Aboriginal students

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. The parent, student and staff responses to surveys conducted and individual and small group interviews indicate the high levels of satisfaction with the school’s performance in general. Anecdotal evidence from written correspondence, formal and informal conversations, staff meetings and the forum of P&C meetings indicates the positive regard in which the school is held.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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**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.

Donna Bensch, Principal
Linda Xerri, Deputy Principal
Joy Redman, Assistant Principal
Teala Sutters, Assistant Principal (R)
David Kingsland, Assistant Principal
Maree Cheney, Assistant Principal (R)
Jenny Stockdale, Curriculum Leader
Vanessa Bergan, P & C President

**School contact information**

Taree West Public School
Wingham Road, Taree NSW 2430
Ph: 02 65521910
Fax: 02 65510751
Email: taree-p.school@det.nsw.edu.au
Web: www.tareewest-p.schools.nsw.edu.au
School Code: 3909

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: