Introduction
The Annual Report for 2015 is provided to the community of Taree West Public School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Donna Bensch
Principal

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Email: taree-p.school@det.nsw.edu.au
Ph: 02 65521910

Principal’s Message
I am proud of the academic, sporting, creative arts and the social achievement of our students and the ongoing success of the strategies being implemented by our school to create high quality learning experiences for our students.

Our school’s success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents/carers value and appreciate. These include the Provision of care, excellence and opportunity for all students to enhance the quality of learning; the Continual enhancement of quality teaching and leadership; and the Provision of high quality school systems and processes.

We have a highly committed staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and actively participate in the range of educational opportunities provided for them at the school. Taree West Public School enjoys tremendous support from our parents and the local community which provide additional opportunities and learning experiences for our students.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school’s achievements and areas for development.

Parents and Citizens Association (P&C)
The P&C committee have been 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 Year 6 farewell dinner.

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 committee has donated $1000 for a school music scholarship to encourage more students to participate in the school band. The P&C have assisted the families of many members of our school sporting teams and academic events 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 all our students’ achievements.

The committee also provides the school bucket hats to the new kindergarten students starting in 2016 as a welcoming gift. The committee also runs our school uniform shop with a lay-by service available. The P&C acknowledges the contribution of all the parents, carers, families, Taree West Public School staff and community members, and Taree businesses, whom have supported the school and our fundraising events throughout the year. Without your support it would not be possible to run these activities.

All the funds raised throughout the year are reinvested in our school to fund improvements such as the installation of a new PA system in the school hall and many other items throughout the school. Our funding pays for the school student insurance. These items will benefit our students, staff and visitors to our school now, as well as into the future.

The P&C in 2015 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.

As a P&C run canteen we 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.

I would like to thank all the committee for their time and efforts throughout 2015. Without these wonderful helpers we could not achieve what we have done. Well done everyone!

Vanessa Bergan - President

Student Representative’s Message

2015 has been an astonishing year for Taree West Public School. We have achieved and improved so many things over the course of the previous months. We have both been really honoured with our role of School Captains for 2015, as it has been the best year yet.

This year, the school has succeeded in sporting and academic events. Our boy and girls hockey Primary Schools Sports Association (PSSA) teams placed 2nd and 3rd in the state knockout competition, and our girls touch placed in the top 16 teams in the state. We have also had one student reach state level public speaking, which is a huge achievement for Taree West.

This year, we introduced a new system known as Parliament. It’s a new way of processing and applying students’ ideas into improving a school. It has proved very good, as now many student-organised events are taking place. This year we had two socials themed as, Celebrities and Disney. We had a great time with loud music and chips and an icypole. The socials ran very smoothly thanks to our class representatives and the leadership team.

We have enjoyed wearing our badges with pride, hosting assemblies and running special events, as well as contributing to the changes made in Parliament. This year, we also had great camps. Years 3 & 4 went to Aussie Bush Camp, and Years 5 & 6 had a great time in Sydney. It was very exciting for all the students and an amazing experience to remember.

We have enjoyed every last second of being Captains, and we will remember and treasure it for the rest of our lives.

Lachlan Coiner & Hannah Eyb,
School Captains
School background

School vision statement

At Taree West Public School we aim to provide a stimulating, supportive and safe learning environment, where every child is equipped to meet their full potential.

Our school community works collaboratively to promote and nurture caring, respectful and responsible lifelong learners through the provision of personal care, excellence and opportunity in an inspired learning environment.

School context

Taree West Public School provides high quality educational programs to meet the needs of 480 students from the Manning area, including 77 Aboriginal students. Taree is a regional town of 48,000 people with a mix of urban and rural settings. The school is held in very high regard by the local and wider community.

We provide outstanding educational opportunities for every child. Our school offers a wide breadth of curriculum and extra curricula opportunities including innovative creative arts and sport programs. We provide a culture of support, inclusion, high level 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 the plotting of children’s progress ensure that literacy and numeracy skills, knowledge and understandings are well developed across all subject areas.

We 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 actively pursue ongoing professional development thereby ensuring the delivery of high quality teaching programs in every classroom.

Our strong and growing partnerships with our families and the wider community contributes positively to maintaining an invaluable support network and an open and welcoming school environment.

Taree West Public School is a Positive Behaviour for Learning school. The core values of respect, responsibility and care are explicitly taught, modelled and embedded in our rich, diverse school culture.
**Self-assessment using the School Excellence Framework**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2015, our school participated in an external validation. In the Learning Domain, we have judged that our school is Sustaining and Growing, however we are working towards excellence, as our judgements indicated that we achieved excellence in three of the Learning elements. Our school plan improvement measures, under Strategic Direction 1, have been determined for a one year period. They are regularly reviewed and monitored to ensure a consistent progression of improved student outcomes. School data analysis at the end of Term 4 2015 will determine the improvement measures for 2016 in this area.

In the Teaching Domain, we have judged that our school is Excelling. Our school commitment to excellence in teaching is driven by our belief and responsibility, to ensure that our school provides the highest possible in quality teaching and professionalism thereby ensuring the highest possible in student educational outcomes. Further directions for 2016 will include an increased focus on staff professional learning in writing, place value, multiplication and division and in the implementation of the History K-6 Syllabus.

In the Leading Domain, we have judged that our school is Excelling. Our school has strong strategic and effective management systems, procedures and practices in place which serve the overarching vision of the school where every child is equipped to meet their full potential. These systems, practices and processes underpin ongoing school improvement, improved student outcomes and the professional effectiveness of all school members. Active school community partnerships will continue to be fostered and strengthened, in 2016, in the provision of high quality learning experiences and improved educational outcomes.

Our self-assessment and the external validation process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Provision of care, excellence and opportunity for all students to enhance the quality of learning.

Purpose

Every student is actively engaged in meaningful, challenging and future focused learning experiences to achieve improved educational outcomes and to thrive as leaders and responsible, productive community members.

Overall summary of progress

The improvement measures implemented have delivered a consistent progression of improved student outcomes throughout the year. Regular monitoring and reviewing of progress each term by the whole school has ensured that all teaching staff has a detailed knowledge of the needs of each student under their care as well as a commitment to whole school improvement.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment data to monitor achievements and gaps in student learning are used extensively by all teaching staff to inform planning for particular student groups and individual students.</td>
<td>• Student data shows 85% students in Kindergarten achieving level 9 or above in reading texts and cluster 4 on the Literacy continuum in reading and writing and at least perceptual level in EAS aspect on the Numeracy continuum.</td>
</tr>
<tr>
<td>• Student data shows 80% students in Year 1 achieving level 17/18 or above in reading texts and cluster 6 on the Literacy continuum in reading and writing and at least figurative level in EAS aspect on the Numeracy continuum.</td>
<td></td>
</tr>
<tr>
<td>• Student data shows 80% students in Year 2 achieving level 21/22 or above in reading texts and cluster 8 on the Literacy continuum in reading and writing and at least counting on and back level in EAS aspect on the Numeracy continuum.</td>
<td></td>
</tr>
<tr>
<td>• Student data shows 60% of Stage 2 &amp; Stage 3 students have achieved end of stage level in reading and 50% Stage 2 and 45% Stage 3 students achieved end of stage level in writing on the Literacy continuum.</td>
<td></td>
</tr>
<tr>
<td>• Student data shows that 80% of Stage 2 students achieved end of Stage level in EAS, 40% Stage 2 and 60% Stage 3 achieved end of stage level in place value and 60% Stage 2 and 80% Stage 3 achieved end of stage level in Multiplication and Division.</td>
<td></td>
</tr>
<tr>
<td>• Student data shows that 40% of Aboriginal students have achieved at the expected cluster in reading comprehension and 35% for writing for their stage.</td>
<td></td>
</tr>
</tbody>
</table>

Practices are embedded for parents to be engaged and to understand the learning progress of their children and how to effectively support them to learn.

• The Parents as Teachers and Classroom Helpers (PaTCH) Program was implemented in targeted K-2 classrooms.
• 100% volunteers completed the PaTCH program.
• There has been an overall increase in parent and community involvement in the school.
• Parents and community member skills and knowledge in supporting students in literacy and numeracy have increased.
• Volunteers have developed increased skills in supporting students in literacy.
and numeracy.
- Volunteer surveys indicate positive feedback on the success of the PaTCH program.
- Teacher surveys indicate positive feedback on the success of the PaTCH program.

<table>
<thead>
<tr>
<th>Work in collaboration with Taree Learning Community Schools and local preschools to enhance class programs and student transitions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Preschool to school transition is enhanced.</td>
</tr>
<tr>
<td>- Positive partnerships are established with feeder preschools.</td>
</tr>
<tr>
<td>- A shared understanding of the preschool and school setting is developed.</td>
</tr>
<tr>
<td>- Kindergarten enrolments show an increase in enrolments from feeder preschools. Students from feeder preschools participate more confidently in the formal school setting.</td>
</tr>
<tr>
<td>- There is improved understanding of the Early Years Learning Framework and its link to Early Stage 1 outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds were amalgamated from a variety of sources such as Early Action for Success (EAFS), Resource Allocation Model (RAM) and funding support to a combined value of $675,860.</td>
</tr>
</tbody>
</table>

**Next steps**

Improvement measures will be refined and adjusted. Targets will be reset in areas to meet the emerging needs of the school. Target areas in literacy will include comprehension and reading. Target areas in numeracy will include targets in pattern and number structure, place value and multiplication and division. Writing will continue to be a major focus in the school.
Strategic Direction 2

Continual enhancement of quality teaching and leadership

Purpose

To continually build on staff capacity through focussed professional learning and development that creates a school culture where every staff member is engaged in ongoing, relevant and evidence based learning practice to ensure the improvement of student educational outcomes.

Overall summary of progress

The school has continued to support all staff in the achievement of their professional goals. Teachers are supported through the provision of Teacher Professional Learning which directly targets the needs of the teachers, the needs of the school and the needs of individual students.

Teachers have become increasingly familiar with the analysis of school based data and external data. This is being reflected in teachers’ programs and in improved student outcomes.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive in ways that are relevant to their stages of learning and development. | • All teaching staff has a Performance Development Plan which is aligned with the policies, aims and strategic directions of the Department and the school plan, and is clearly related to the Australian Professional Standards for Teachers.  
• Teaching programs and practices demonstrate that teachers are taking responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.  
• School based evaluation processes demonstrate targeted Teacher Professional Learning (PL) is building the capacity and improving the proficiency of all teaching staff. |
| Resources (annual)                                                                | Funds were amalgamated from a variety of sources such as Early Action for Success (EAfS), Resource Allocation Model (RAM) to a combined value of $463,994. An Instructional Leader and 2 support teachers also supported this initiative. |
**Strategic Direction 3**
Provision of high quality school systems and processes

**Purpose**
To ensure that management systems, structures and processes underpin ongoing school improvement, improved student outcomes and the professional effectiveness of all school members

**Overall summary of progress**
Planned improvement measures were undertaken with significant student growth in outcomes across all key learning areas. All teachers, including executive teachers, have participated in professional learning to achieve their professional development goals. An external evaluation of Positive Behaviour for Learning (PBL) validated the effectiveness of this program.

**Progress towards achieving improvement measures**

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| Improved access to learning and teaching resources through strategic financial management, including the employment of specialised personnel and regular timetabled teacher PL. | • School based evaluation processes demonstrate targeted teacher Professional Learning (PL) is building the capacity and improving the proficiency of all teaching staff.  
• School analysis of internal and external assessment data demonstrates school improvement in student educational outcomes. |
| The school has in place comprehensive and inclusive practices to support the attendance, social, emotional, physical and cognitive well-being of students which measurably improves individual and collective well-being. | • Student TTFM Survey results demonstrate a reduction in bullying incidents and an increase in positive class learning climates.  
• Increase in the attendance rate for Aboriginal students from 89.55% to 95.4% in 2015. |

**Resources (annual)**
Funds were amalgamated from a variety of sources such as Early Action for Success (EAFS), Resource Allocation Model (RAM) and funding support to a combined value of $857,927. An Instructional Leader and 2 support teachers also supported this initiative.

**Next steps**
Active school community partnerships will continue to be fostered and strengthened in 2016, in the provision of high quality learning experiences and improved educational outcomes.
<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background funding</td>
<td>• Increased engagement of Aboriginal students in literacy achieved through a shift in teaching pedagogy towards Accelerated Literacy.</td>
</tr>
<tr>
<td></td>
<td>• Student data shows that 40% of Aboriginal students have achieved at the expected cluster in reading comprehension.</td>
</tr>
<tr>
<td></td>
<td>• Student data shows that 35% of Aboriginal students have achieved end of stage outcomes in writing.</td>
</tr>
<tr>
<td>English language proficiency funding</td>
<td>• Improvement in the quality of teaching and learning for all students including EAL/D students.</td>
</tr>
<tr>
<td></td>
<td>• Class programs show differentiated activities for all students including EAL/D students.</td>
</tr>
<tr>
<td>Socio-economic funding</td>
<td>• Quality evidenced informed teaching programs are developed by all staff.</td>
</tr>
<tr>
<td></td>
<td>• Strategically planned support interventions for more complex student learning needs were developed.</td>
</tr>
<tr>
<td></td>
<td>• The Curriculum Leadership team provided coaching and professional development, in class support, demonstration lessons, team teaching and targeted intervention support to improve teaching practice and student achievement.</td>
</tr>
<tr>
<td></td>
<td>• The establishment of a data wall has ensured that the learning of all K-6 students is being tracked and monitored. Any students who are at risk can be identified and supported in their learning.</td>
</tr>
<tr>
<td></td>
<td>• Teaching staff engaged in Professional Learning in English K-6 Syllabus, Mathematics K-6 Syllabus, Literacy and Numeracy Continuums, Accelerated Literacy, Language, Learning and Literacy (L3) program, Targeted Early Numeracy (TEN) program, inquiry based learning, the writing process, analysing student data, developing consistency of teacher judgement and continuous assessment.</td>
</tr>
<tr>
<td>Low level adjustment for disability funding</td>
<td>• An increase in the differentiation of classroom activities to cater for learner diversity in the classroom.</td>
</tr>
<tr>
<td></td>
<td>• Strategically planned support interventions for more complex student learning needs were developed.</td>
</tr>
<tr>
<td>Support for beginning teachers</td>
<td>• Beginning teachers are provided with ongoing feedback and support through collaborative practices.</td>
</tr>
<tr>
<td></td>
<td>• Mentoring structures allow beginning teachers to access professional learning in line with their identified needs through timetabled additional release and effective mentor/mentee relationships.</td>
</tr>
<tr>
<td>Other school focus areas</td>
<td>Impact achieved this year</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Early Action for Success (EAfS)               | • Quality evidenced based teaching programs were developed.  
• Strategically planned tiered interventions for more complex student learning needs were developed.  
• The professional learning of teachers in effective literacy and numeracy teaching practices was facilitated by the Instructional Leader.  
• The EAfS team provided mentoring, in class support, demonstration lessons, team teaching and targeted intervention support to improve teaching practice and student achievement.  
• The establishment of a data wall has ensured that the learning of all K-2 students is being tracked and monitored. Any students who are at risk can be identified and supported in their learning.  
• K-2 teachers have engaged in Professional Learning in Language, Learning and Literacy (L3) program, Targeted Early Numeracy (TEN) program, inquiry based learning, the writing process, analysing student data, developing consistency of teacher judgement using the writing analysis tool and continuous assessment.  
• The Instructional Leader and the Intervention Teacher worked in two of our largest feeder preschools for up to three hours per week resulting in a strengthening of relationships between the prior to school setting and the school.  
• Three parents participated in the PaTCH program. The volunteers spoke of the increased confidence they now had to assist their own children at home. The PaTCH program resulted in an overall increase in parent and community involvement in the school.  
• Parents and community member skills and knowledge in supporting students in literacy and numeracy have increased. |
Student information

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

Student enrolment profile

The school has experienced a slight decrease in numbers through the school year due to family mobility. It is anticipated that there will be a similar number of classes to be formed next year.

Student attendance profile

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

Overall school attendance demonstrated a .2% decrease from 2014 to 2015.

Structure of classes

There are 19 mainstream classes, including 10 multi age classes, with one of these classes being an enrichment class catering for students in Years 4, 5 and 6.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<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>Instructional Leader</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>14</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.815</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counselor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.782</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>28.297</td>
</tr>
</tbody>
</table>

The 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.

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>Undergraduate degree or diploma</td>
<td>97</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Learning and Teacher accreditation

Significant amounts of professional learning were undertaken by Taree West Public School staff in 2015. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for our school. In 2015 one permanent staff member and eight temporary staff members were working towards their accreditation at Proficient level.
Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>498009.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>296865.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>757473.86</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>110284.88</td>
</tr>
<tr>
<td>Interest</td>
<td>16099.14</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>92248.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1770981.43</td>
</tr>
</tbody>
</table>

**Expenditure**

| Teaching & learning         |            |
| Key learning areas          | 24492.75   |
| Excursions                  | 61469.39   |
| Extracurricular dissections | 31053.92   |
| Library                     | 6002.71    |
| Training & development      | 1258.43    |
| Tied funds                  | 681038.86  |
| Casual relief teachers      | 90083.25   |
| Administration & office     | 79445.55   |
| School-operated canteen     | 0.00       |
| Utilities                   | 52593.95   |
| Maintenance                 | 33305.12   |
| Trust accounts              | 29456.16   |
| Capital programs            | 7727.00    |
| **Total expenditure**       | 1097927.09 |

**Balance carried forward**

673054.34

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

40% of Year 3 students were in the top 2 bands for Reading compared with 30% in similar school groups.

43% of Year 3 students were in the top 2 bands for Writing compared with 29% in similar school groups.
31% of Year 3 students were in the top 2 bands for Spelling compared with 29% in similar school groups.

23% of Year 3 students were in the top 2 bands for Grammar & Punctuation compared with 30% in similar school groups.

24% of Year 5 students were in the top 2 bands for Reading compared with 20% in similar school groups.

7% of Year 5 students were in the top 2 bands for Writing compared with 8% in similar school groups.
28% of Year 5 students were in the top 2 bands for Spelling compared with 23% in similar school groups.

22% of Year 5 students were in the top 2 bands for Grammar & Punctuation compared with 17% in similar school groups.

23% of Year 3 students were in the top 2 bands for Numeracy compared with 20% in similar school groups.

18% of Year 5 students were in the top 2 bands for Numeracy compared with 13% in similar school groups.
Progress in reading

In 2015, sixty Year 5 students completed the NAPLAN reading assessment. Of these, 59 students also completed the test at this school in 2013. Average school growth was above that of state with students scoring 82 points compared with 76.4 points for the state.

Of the sixty Year 5 students who completed the NAPLAN writing assessment in 2015, 58 students had completed the 2013 NAPLAN writing assessment in this school. Average school growth was well above that of state with students scoring 80 points compared with 61 points for the state.

Progress in numeracy

In 2015, sixty Year 5 students completed the NAPLAN numeracy assessment. Of these, 57 students also completed the test in 2013. Average school growth was 101 points compared to 94 points for the state.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015, 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.

Policy requirements

Aboriginal education

Taree West Public School has 80 Aboriginal students making up 16% of all students. An Aboriginal SLSO and a teacher were employed for three days per week to facilitate Aboriginal programs. Ten students received support under Norta Norta funding.

The Aboriginal Education Committee held meetings throughout the year to discuss and review Aboriginal programs and support for Aboriginal students. This committee consists of five Aboriginal parents and seven staff members.

During Term 3 some Aboriginal students in Years 5 and 6 participated in Gathang language lessons. These lessons have enabled students to now give Acknowledgement of Country in language at all school assemblies.

During the year some students had the opportunity to participate in a Bangarra dance workshop, a Connecting the Dots sport program with Gerald Bradshaw from Sport and Recreation (teaching traditional Aboriginal games) and an Aboriginal Bicycle Safety program.

In September NAIDOC Week was celebrated across the school in peer groups. The activities students participated in included making of friendship bands, stories, painting and traditional Aboriginal games. Local Aboriginal community members and Elders attended the school and worked with the students creating animal masks and sharing stories. The week culminated in a whole school assembly with community and parents invited to attend. Several Aboriginal students gave the Acknowledgement of Country in Gathang language followed by Welcome to Country by an Aboriginal Elder. The Kindergarten
students also sang a song in Gathang. Seven students received awards recognising their achievements. These awards were presented by an Aboriginal Elder.

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

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

**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.

**Other school programs**

**Taree West Public School Parliament**

At Taree West Public School we believe our leadership programs link strongly with learning about citizenship and processes which involve democracy. Leadership programs can assist all students to learn about and exercise the rights and responsibilities of participating in a community that values social justice.

Taree West Public School established its first school parliament this year.

Early in Term 1 a Cabinet was formed with the 10 members of the school leadership team. Classes elected two representatives. All of these leaders met in TWPS Parliament every fortnight.

**Guitar Program**

2015 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 Year 3-6 Presentation Day Assembly and at our school ‘Glowstick’ event.

**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 third 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, percussion and flute. Several of our school band students also received Music Scholarships which were kindly donated from various businesses, groups and individuals in the area and our school community. This provided opportunities for students to participate in our program that may not have been able to due to the large financial commitments of participating in the 12 month program.

In 2015 the band performed at many school functions and formal assemblies along with students in our band participating in the second Mid North Coast Music festival which was held at Taree West Public School for the first time. The festival brought together students from 6 different primary schools from the local area providing students with the opportunity to rehearse and perform as a large band for the students, teachers and parents of Taree West Public School. This event was a huge success and we are hoping to continue our schools involvement in this event in the future.
**Choirs**

Our school was well represented in the choir section at the Taree and District Eisteddfod again this year. Our choirs performed beautifully and with great discipline. The stage 1 choir was outstanding and achieved First Place in their section.

The stage 2 choir performed at the end of term 3 assembly and performed a new piece entitled *Happiness* at the end of year Presentation Assembly. Many choir members demonstrated their community spirit by performing at Taree Carols in the Park.

**Music Count Us In 2015**

In 2015, 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 sixth 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 2015. These experiences provided them with social and health benefits, personal development and physical growth.

Early in the year, the P&C purchased more Sport Representative Shirts and extended the wardrobe to include singlets.

The school carnivals continued to provide every student an introduction to their sports with an emphasis on fun and participation. Obviously, some children continued on to the zone, regional and even state carnivals.

The swimming carnival had 87 self-nominated swimmers attend at the Wingham Pool and two weeks later, 20 children attended the Manning Zone Carnival.

The Cross-Country Carnival, held at school, was again a highlight of the year and was well-supported by the students.

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 made it to State for the 100m and 200m and long jump.

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. Students were kept busy with three teams doing exceptionally well in the State Knockout Competitions. The Boys’ Hockey Team finished 2nd while the girls finished 3rd. TWPS was the only school to have both girls and boys in the top 4 in the state. The girls Touch Team also proved to be worthy competition making it to the top 16 out of hundreds of schools that entered in the state.

A number of individual performances need to be noted. Taree West PS had 6 students that made Regional Teams in Hockey, Touch and Athletics. One of these talented students was also recognised at the Hunter Primary Schools Sports Association Awards for representing the Hunter Region at athletics and hockey at State Carnivals.

TWPS students had the opportunity to participate in many gala days held in the Manning Zone. Events included the Buderus 7s Rugby League Day, Netball, Touch Football Day and soccer. At one event, TWPS had a representative team qualify to represent our district in Sydney. Taree West Public School students participated in many sports over the year and conducted themselves extremely well. 110 students represented our school from 8 year olds to Year 6. We participated in 58 organised events. School staff always enjoyed the opportunity to take students to these events as they continually exceeded behaviour expectations.

**Public Speaking**

It has been another very successful year for Taree West Public School in the field of Public Speaking. In Semester One, four primary students were selected to represent our school at the Multicultural Perspectives Public Speaking competition held at North Haven Public School. The quality of speaking from the competitors was very high and our students presented prepared and impromptu speeches of an exceptional quality. Our Year 6
representative, Amy Golden, received a Highly Commended Award, while our Year 4 representative, Joshua Lohse was placed first. Joshua repeated this fine performance with a first place at the Regional Final before advancing to perform creditably at the State Final in Sydney.

In Semester Two, the school held a very successful class-based competition involving all Primary students that culminated in highly entertaining finals for each Year. Four students were then selected to represent our school at the District Public Speaking Competition but unfortunately it was not held this year.

**Debating**

In 2015 Taree West Public School had two debating teams. They participated in both the Lower North Coast Debating Competition and the Premier’s Debating Challenge. The majority of the students had never debated before so this was an excellent opportunity for them to learn and implement debating skills. The competition was very close and in the Premiers Challenge the team only lost one round. In the Lower North Coast Competition one of the teams made it through to the semi-finals.

**Premier’s Spelling Bee**

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, with one student making it into the top 6 for the Stage 3 competition.

**Positive Behaviour for Learning**

Taree West Public School is proud to be a PBL school. PBL employs a whole school systems approach to promoting positive expectations of behaviour whereby maximising academic and social success. By adopting the Positive Behaviour for Learning (PBL) framework we are able to implement strategies and systems that best support the wellbeing of our students.

Our school began its PBL journey back in 2012. In 2015 we have continued to strengthen implementation of our PBL practices and these have become embedded within our school procedures and systems. We have a committed team of teachers, SLSOs, parents and community members who meet regularly to evaluate, refine and improve our systems and processes. We involve our students, parents, community members and all staff in the decision-making process.

This year a PBL Network hub was established, enabling our PBL Coordinator and Internal Coach to network with other schools in the area. Professional learning has been delivered through this hub to strengthen knowledge around PBL practices. One of our staff members, who is experienced in PBL, was appointed the role of Network Coach for the Manning area and is responsible for facilitating the hub network meetings and professional learning sessions.

Our school 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 fortnight and is reinforced within classrooms, newsletters and assemblies. Students are regularly acknowledged and rewarded for following expectations through established reward systems. The rewards are valued by students and include: ‘Eagle Tokens’, pizza parties, computer time, prizes and games. This year we have introduced the Eagle Award, which is presented each term to a selected student from every class. These students receive special recognition for their outstanding behaviour with a certificate, a Principal afternoon tea and their photo in the newsletter and on the school Facebook site.

In Term 3, a School Evaluation Tool was conducted by external assessors to determine how well our PBL systems are in place. The school achieved a high score of 94.3%. We were acknowledged for the effectiveness of our systems in promoting positive student behaviours and supporting student wellbeing. In 2016, we will be entering the Tier 2 phase of PBL where we will focus on the classroom setting.