Taree West Public School
Annual School Report 2013

Respect, Responsibility and Care
**Students**

Our enrolment at the end of 2013 was 515 students, comprising of 235 boys and 280 girls.

In 2013 we had 21 classes, including 12 multi-age classes with one of these classes being an enrichment class. Average class sizes were:

- Kindergarten: 20
- Year 1: 21
- Year 2: 22
- Year 3: 30
- Year 4: 30
- Year 5: 29
- Year 6: 29

It is anticipated that our 2014 enrolment will be maintained at an approximate student enrolment of 520 students across 21 classes.

**Staff**

In 2013 we had 29.992 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. In 2013 two permanent Classroom Teachers and one Itinerant Vision Support Teacher were appointed to the school through transfer and one merit selection process. Two Assistant Principals were on long term leave during 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 2013. 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, including PBL, 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 2013**

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

- 70% of Kindergarten students achieved the expected Best Start reading benchmark.
- 75% of Year 1 students were meeting the expected Best Start reading benchmark.
- 86.4% of Year 3 students achieved at or above the national minimum standard in Reading in the 2012 NAPLAN assessment test.
- 98.5% of Year 5 students achieved at or above national minimum standards in Reading in the 2012 NAPLAN assessment test.
- 54.7% 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, PLAN and school based assessment data. These achievements include:

- 96% of Kindergarten students achieved the Best Start numeracy benchmark in Early Arithmetical Strategies.
- 87.7% of Year 3 students achieved at or above the national minimum standard in overall Numeracy in the 2012 NAPLAN assessment test.
- 93.7% of Year 5 students achieved at or above the national minimum standard in overall Numeracy in the 2012 NAPLAN assessment test.
- 52.4% 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 support, encourage and to maximize learning opportunities and outcomes for all students.

Professional learning is actively pursued by all staff members and is a part of a teacher’s role every week. The National Partnerships program has provided opportunities and funding for ongoing teacher training in a Focus on Reading, Quicksmart, Best Start, PLAN, ICT and preparation for the New English Syllabus.

Educating and preparing young children to excel in a world that is rapidly changing requires a school community that works together to nurture and develop essential skills, knowledge and competencies.

The success of our school is enhanced by the partnerships that have been established with our community. Every day I witness an increasing number of parents and community organisations engaging with the school in varied ways, including the commencement of the OOSH which operates daily in the school hall.

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 and is viewed as essential in the effective function of our school.

Throughout 2013 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.

Our staff and community work together to:

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

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 another busy year in 2013, with the major focus on improving the Stage 3 playground areas. In consultation with Stage 3 executive staff and the Principal it was agreed that outdoor tables and chairs would be beneficial for all senior students.

Six outdoor metal picnic tables and 4 long metal benches were purchased to replace the old wooden benches in the Stage 3 area.

The Committee, with a generous donation from Manning Valley OOSH installed a large oven in the Canteen to enable healthier and ‘home-cooked’ foods to be added to the canteen menu.

The P&C Committee helped the members of the school Hockey team with accommodation expenses as they made their way to the State Championships. Students who were successful in getting to State Athletics carnival were also assisted.

The Committee donated a $1000 scholarship to the school band to encourage more students to participate in the band in 2014.

The P&C Committee purchased school bucket hats to be given to each Kindergarten student in 2014.

Some of the fundraising events in 2013 included: Ongoing Meat raffles at Taree West Bowling Club and during Term 1 we had a Hot Dog Day and an Easter Raffle. In Term 2 we had the very popular Mother’s Day stall with over 300 gifts being sold.
In Term 3 we held a successful Father’s Day stall and at the end of the term we finished with a Hot Dog and Popper Day. In Term 4 we tried a Subway lunch day, which was very popular, and we finished off the year with our very successful Glow-stick night.

The P&C Committee were very busy throughout the year providing assistance with various school events, such as the Athletics Carnival, providing morning tea for Grandparent’s Day and assisting with preparation and smooth running of the Year 6 Farewell.

The P&C Committee in 2013 were a dedicated team of parents, carers, and community members who were paramount in achieving all the Committee’s goals in 2013. I would like to thank all the committee for their time and efforts throughout 2013, without these people we could not achieve what we did, well done everyone!! Thank you to Helen Wyatt, our Canteen Supervisor and her tireless volunteers who do a wonderful job in the canteen. A big thank you to all the parents, carers, families, and community members, who have volunteered and/or supported our fundraising events throughout the year, without your support it would not be possible.

Majida Mitchell - President

Student representative’s message

Our year of being school captains has been a very busy and wonderful experience for both of us.

We have raised a lot of money for special causes such as Jump Rope for Heart and the Max FM Christmas Train Appeal.

We have had many successful sport knockout teams, our best being the girl’s touch and hockey teams, both making third in the state.

Our learning has continued to improve because we have participated in the programs of Focus on Reading, Interactive learning on our Whiteboards, Reading Eggs and Mathletics.

Many students also participated in the Newcastle Permanent Mathematics Competition and other University competitions.

The Stage 3 camp to Sydney was a blast and everybody enjoyed going to the places that we went to on the camp.

We have enjoyed being the school captains for 2013. We have experienced everything that Taree West has to offer. We have been honoured to wear the School Captain badge this year. We have also enjoyed being positive role models for the younger students of Taree West Public School.

We would like to say a big thank you to all the staff and students for making this school GREAT!

Hunter Willet and Mitchell Ferraro-Worth

School Captains

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

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

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<th>Year</th>
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<th>2011</th>
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<td>94.7</td>
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<td>2</td>
<td>93.4</td>
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<td>93.3</td>
<td>92.7</td>
<td>92.9</td>
<td>93.0</td>
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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 12 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

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal</td>
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<tr>
<td>Assistant Principals</td>
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<td>Primary Teacher RFF</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<td>Teacher Librarian</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>Itinerant Teacher Visual Disabilities</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

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

Staff retention

In 2013 two permanent Classroom Teachers and one Itinerant Vision Support Teacher were appointed to the school through transfer and one merit selection process. Two Assistant Principals were on long term leave 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>
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<tr>
<td>Degree or Diploma</td>
<td>97%</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

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

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<th>Date of financial summary</th>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Total expenditure</td>
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<td>Balance carried forward</td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Arts

Guitar Program

2013 saw the continuation and 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 in the ensemble category of the Taree and District Eisteddfod and at our school carols/glow stick night.

School Concert Band Program

In 2013 we saw the continued development of a school concert band program. This has been 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 first 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, trombone, percussion and flute. In 2013 we saw the band perform at many school functions and formal assemblies along with a performance at the Taree and District Eisteddfod. We are looking forward to celebrating the ongoing success of this program in the future.

Choir

In 2013 we entered 4 choirs in the Taree and District Eisteddfod Choral section. The Kinder choir attained Highly Commended and the Stage 1 choir placed third in the Infants Choirs section. The Stage 2 choir placed first in the Junior Primary Choir section.

A group of Stage 3 students known as the “Lunchtime Singers” met weekly to sing for enjoyment and joined forces with 5/6J to enter a choir in the Senior Primary Choral section.

Concert

In September the school was involved in the production of a K-2 and 3-6 school concert, ‘Taree West Goes to the Movies’. Both concerts were well received with The Manning Entertainment Centre filled to capacity for both performances. Concert items varied with a range of drama, dance and musical performances.

Manning Schools Spectacular

Following our school concert class 5/6J was invited to perform their Mary Poppins item in the inaugural Manning Schools Spectacular. This was a fantastic experience and opportunity for our budding stars.

Music Count Us In

For the sixth year running, students at Taree West Public School participated in the national music initiative, ‘Music Count Us In’. Students joined around 500,000 students around Australia to sing the same song at the same time. Tinonee Public School students and the Taree High School band and choirs accompanied our school for the performance.

Sport

Students continued to experience a diverse range of sports in 2013. 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 of our students also made it to State, this being her third consecutive year of school representation.

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 senior girls relay team (4 x 100m) and one individual student (800m) qualified for the State finals.

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 students being able to experience a new sport for the first time. The Boys’ League team were strong and progressed through to play off for Hunter Champions. Two girls teams, Touch Football and Hockey, were crowned Hunter Champions after defeating all other regional schools. Both teams later played off for the Champion School and fell marginally short coming third in the State for both sports. The girls and boys in these knockout teams were amazing athletes with great skill, teamwork, co-operation and sportsmanship.

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 the Kanga Cricket 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 2013, 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 ten of finalists.

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 a fitting quality.

Four students attended the District Public Speaking Competition held at Tuncurry Public School. All students delivered excellent speeches, with one student receiving First Place in the Year 3 competition.

Debating

In 2013 Taree West Public School was involved in the Premier’s Debating Challenge and the Lower North Coast Debating Competition. This was an excellent opportunity for students to practice first hand their debating and public speaking skills. Both competitions were very close for all of the students who participated. Overall, they had one loss and three 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)
86.4% of Year 3 students achieved at or above the national minimum standard in Reading in the 2013 NAPLAN assessment.

92.3% of Year 3 students achieved at or above the national minimum standard in Writing in the 2013 NAPLAN assessment.

84.6% of Year 3 students achieved at or above the national minimum standard in Spelling in the 2013 NAPLAN assessment.

87.7% of Year 3 students achieved at or above the national minimum standard in Grammar and Punctuation in the 2013 NAPLAN assessment.
87.7% of Year 3 students achieved at or above the national minimum standard in Numeracy in the 2013 NAPLAN assessment.

98.5% of Year 5 students achieved at or above the national minimum standard in Reading in the 2013 NAPLAN assessment.

84.6% of Year 5 students achieved at or above the national minimum standard in Writing in the 2013 NAPLAN assessment.

98.5% of Year 5 students achieved at or above the national minimum standard in Spelling in the 2013 NAPLAN assessment.
NAPLAN Year 5 – Grammar and Punctuation

95.4% of Year 5 students achieved at or above the national minimum standard in Grammar and Punctuation in the 2013 NAPLAN assessment.

NAPLAN Year 5- Numeracy

93.7% of Year 5 students achieved at or above the national minimum standard in Numeracy in the 2013 NAPLAN assessment.

Significant programs and initiatives

Aboriginal education

Taree West Public School has 60 Aboriginal students making up 12% of all students. The Aboriginal Education Committee which was formed in 2012 continued their involvement in promoting Aboriginal Education with meetings held twice a term. This committee consists of four Aboriginal parents and four staff members.

The school is represented at Local Aboriginal Education Consultative Group meetings with five staff being Associate members. A staff member also attended Aboriginal Education Collegial Leadership Network meetings designed to support school leaders in Aboriginal Education. All staff also participated in professional learning about the 8 Aboriginal Ways of Learning pedagogy.

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. Several local Elders attended to work with the students in storytelling and painting. At the NAIDOC Week
Assembly held at the school another Elder gave the Welcome to Country and six Aboriginal students were presented with awards acknowledging their achievements.

An application for a grant to establish a Bush Tucker Garden was successfully submitted to the Hunter New England Local Health District’s Aboriginal Health Promotion Program.

One Aboriginal non-qualified tutor and one non-Aboriginal qualified tutor were employed through the 2013 NAPLAN Component of Norta Norta funding to support twelve Aboriginal students.

**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.

**Focus on Reading Report**

During 2013 all staff completed Phase 1 of the Focus on Reading 3-6 program.

This was a two year program which provided intensive professional learning for teachers to support the explicit teaching of the key aspects of reading comprehension in the middle and upper primary years.

As a result of staff involvement in this program there is an increased range of strategies and resources being used to support the teaching of reading comprehension.

Data from NAPLAN results has shown a significant improvement in students reading comprehension in the middle and upper primary years.

**Quicksmart**

Twenty-four students participated in the Quicksmart program. Of these 75% stated that they enjoyed the program and that they felt more confident in numeracy within the classroom.

A pre and post-test was delivered to the participants to provide baseline data. Year five and six children showed the greatest improvement, with all but one child improving by at least 7 points.

Parents of the participants were surveyed with 64% of parents responding. Of these 100% were pleased that their child was given the opportunity to participate. Every parent who responded stated that their child had improved.

Stage Two and Stage Three teachers have indicated that there is an improvement in students’ work, especially mental computations, as well as their attitude towards mathematics generally. They also note increased confidence within those children on the program.

**Reading Recovery**

Sixteen students were involved in the Reading Recovery program in 2013. 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. Fourteen of the 16 participants were successfully discontinued at an average reading level of 17.

One student left the school and another student was referred for further support.

**Positive Behaviour for Learning (PBL)**

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 focussing on promoting
positive expectations of behaviour whereby maximising academic and social success.

Our school began its PBL journey in 2012. In 2013 we continued to strengthen implementation of the program, with our key values becoming embedded within the fabric of the school. 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 practices, safety and the overall ethos of the school. The results were predominantly positive and will be used to drive future practices.

A matrix of behaviour expectations has been integrated within our Student Welfare Policy and ensures expectations are universal and consistent. The expectations/rules 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. ‘Eagle tokens’ are given throughout the day, and the Primary and Infants class who earn the most eagle tokens is recognised as Class of the Week.

A Primary and Infants student is selected each week to be our Students of the Week. The Students of the Week receive a certificate, the eagle trophy for the week, and attend a Principal afternoon tea. Twenty Year 3-6 students were selected to attend a special reward day at ‘Adventureland’ as acknowledgement of their exceptional behaviour. The day was a huge success.

**National partnerships**

2013 was the fourth and final year of the Low SES National Partnership program at Taree West Public School. The program aimed to make significant and sustainable improvements in student learning outcomes.

Strategies and practices implemented that worked to improve student learning outcomes included:

- 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;
- A two year Professional Learning program in a Focus on Reading
- the intensive analysis of NAPLAN, Best Start and PLAN data; and
- the provision of professional learning and opportunities to develop leadership skills.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Implementation of the National School Improvement tool by an external team.
- External school audit of financial and OHS procedures.
- Parent, community, staff and student interview and surveys.
- 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.
- Analysis of student achievement data, including detailed NAPLAN analysis using
SMART and K – 4 Best Start and PLAN data analysis.

School planning 2012—2014: progress in 2013

School priority 1
Improve literacy skills of all students with a focus on writing and reading.

Outcomes from 2012–2014

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.

Evidence of progress towards outcomes in 2013:
- 68% of Kindergarten students achieved the expected outcome in reading comprehension by end of Term 4 2013. The achievement was similar to 2012 results.
- Only 28% of Year 2 students achieved at the expected cluster level in Writing by the end of Term 4 2013. 6% of Year 5 students achieved in the NAPLAN proficiency bands in writing. Additional strategies and support will be provided for staff and students in 2014.
- 24% of Year 3 students achieved in the NAPLAN proficiency bands in reading; this was a 4% increase on 2012 data.
- 54.7% of Year 5 students achieved the expected growth in NAPLAN Reading in 2013; this was a 3.2% increase on 2012 data.

Strategies to achieve these outcomes in 2014:
- Increase the percentage of students achieving end of stage level in writing by the end of Term 4 2014 - ES1 70% in 2013 to 73% in 2014; S1 28% in 2013 to 30% in 2014 and S2 24% in 2013 to 26% in 2014. Increase the percentage of Year 5 students achieving expected growth in NAPLAN Writing from 37.5% in 2013 to 40% in 2014.
- Increase the percentage of students achieving end of stage level in reading by the end of Term 4 2014 - ES1 70% in 2013 to 72% in 2014; S1 54% in 2013 to 56% in 2014 and S2 60% in 2013 to 62% in 2014. Increase the percentage of Year 5 students achieving in the top 2 bands for NAPLAN reading from 20% in 2013 to 25% in 2014.
- Increase the percentage of students achieving end of stage level in vocabulary knowledge by the end of Term 4 2014 - ES1 61% in 2013 to 63% in 2014; S1 23% in 2013 to 25% in 2014; and S2 54% in 2013 to 57% in 2014.

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 2013:
- 95% of Year 2 students achieved at the expected level in Forward Number Word Sequence by end Term 4 2013 which is a 42% increase on T3 2012 data.
- 88% of Year 2 students achieved at the expected level in Backward Number Word Sequence by end Term 4 2013 which is a 57% increase on T3 2012 data.
- 15% of Year 3 students achieved at the proficiency level in NAPLAN Numeracy in 2013. This was a 1% increase on 2012 data.
• 52.4% of Year 5 students achieved expected growth in NAPLAN Numeracy in 2013; this was a 1.3 decrease on 2012 data.

Strategies to achieve these outcomes in 2014:

• Increase the percentage of students achieving at end of stage level in the aspect of multiplication and division in 2014 - ES1 94% in 2013 to 96% in 2014; S1 34% in 2013 to 36% in 2014 and S2 47% in 2013 to 49% in 2014.
• Increase the percentage of Year 3 students achieving proficiency bands in NAPLAN Numeracy from 15.4% in 2013 to 20% in 2014.
• Increase the percentage of Year 5 students achieving expected growth in NAPLAN Numeracy from 52.4% in 2013 to 58% in 2014.
• Increase the percentage of students achieving end of stage level in the aspect of pattern and number structure in 2014 - S1 68% in 2013 to 70% in 2014 and S2 38% in 2013 to 40% in 2014.

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 2013:

• School data demonstrates that there was an 11% increase by Term 3 2013 in the percentage of Aboriginal students achieving at the expected level in Reading Comprehension for their stage.
• School data demonstrates that there was a 12% increase by Term 3 2013 in the percentage of Aboriginal students achieving at the expected level in Aspects of Writing for their stage.
• The attendance rate for Aboriginal students in 2013 was 91.1% which represents a slight increase of .1%.

Strategies to achieve these outcomes in 2014:

• Increase the percentage of Aboriginal students achieving at the expected cluster in reading comprehension for their Stage from 39% in Term 3 2013 to 45% in Term 4 2014.
• Increase the percentage of Aboriginal students achieving at the expected cluster in Aspects of Writing for their Stage from 29% in Term 3 2013 to 35% in Term 4 2014.
• Increase the attendance rate for Aboriginal students from 91.1% in 2013 to 93% in 2014.

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 PLLD online leadership modules of Understanding Educational Change and Implementing Educational Change during 2013 and the Team Leadership for School Improvement professional learning in 2012. Further professional learning was also undertaken in Best Start, PLAN 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.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• 100% of parent respondents agreed that the school environment is friendly and supportive and are confident in the school’s ability to effectively resolve issues.
• 95% of parent respondents agreed that their children usually feel safe at school.
• 100% of teacher respondents agreed that the school environment is friendly and supportive and that both students and staff feel safe at school.
• 100% of teacher respondents agreed that expected student behaviours are explicitly taught and that expected behaviours are rewarded regularly.
• 98% of student respondents agreed that the school has a safe, caring environment and usually feel safe at school.

Program evaluations

Background

During 2013 the school undertook the following processes in the evaluation of school programs:

• Implementation of the National School Improvement tool by an external team.
• External school audit of financial and OHS procedures.

• Parent, community, staff and student interview and surveys.
• 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.
• Analysis of student achievement data, including detailed NAPLAN analysis using SMART and K – 4 Best Start and PLAN data analysis.

Findings and conclusions

Through the analysis of school data and through the process conducted by the external school review team it has been found that:

• Taree West Public School is committed to meeting the learning and wellbeing needs of all students.
• The leadership team strategically plans and allocates school funds.
• Students with additional learning needs are identified and monitored through the Learning Support Team.
• National Partnership funding provided personnel to support the school priority areas in literacy, numeracy and positive behaviour.
• Students' Best Start and PLAN cluster levels are summarised as a class profile and shared with the class teacher of the following year.
• Personalised Learning Plans have been written for Aboriginal students and at risk students.
• The professional learning plan which is embedded in the school management plan demonstrates clearly that professional learning is explicitly linked to improving student learning outcomes.
• Teachers work together to develop curriculum plans aligned to the NSW syllabus documents.
• The fundamental skills of literacy and numeracy are embedded across the key learning areas.
• There is evidence that the Quick Smart program is producing improvements in targeted students’ number facts knowledge.
• The Focus on Reading 3-6 program incorporates explicit instruction, supporting students through modelled, guided and independent learning.
• The school leadership team makes deliberate and strategic use of partnerships with families and community organisations to access intellectual, physical and/or other resources not available within the school for the purpose of improving student outcomes.
• The principal, school leadership team and staff have developed a high level of trust which is reflected in an openness and willingness to engage in collegial sharing and reflective practices.
• Throughout the school staff and students share a happy, optimistic feel.
• There is clear evidence that the principal and school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students. This is demonstrated by the manner in which the strong focus in professional learning in programs such as Focus on Reading 3-6 and Positive Behaviour for Learning has been implemented to encourage a shared responsibility for student learning and success.
• The school leadership team is clearly committed to finding ways to improve on current student outcomes and have set targets for improvement that are clear, supported by evidence from student data and accompanied by timelines. This is documented in the school management plan which clearly outlines specific targets for improved student learning outcomes and a variety of strategies to achieve those targets.
• It is clearly evident that the explicit focus on Positive Behaviour for Learning has significantly improved student behaviour both in the classroom and playground.

• The school has actively sought ways to enhance student learning and wellbeing through building partnerships through a range of organisations.
• The school met 100% of the requirements of the OH&S management program.
• The school met all requirements of the external financial audit.

Future directions
• Allocation of two school based curriculum leaders to support teacher professional learning and the implementation of the new curriculum in English and Maths.
• Provision of professional learning days each term for Stage planning and assessment.
• Active engagement and school commitment to the Early Action for Success strategy and the employment of a K-2 Instructional Leader.
• Development of school based Literacy and Numeracy curriculum implementation teams.
• Continuation of the whole school PBL program.
• Provision of ongoing training in data analysis and target setting for all staff.
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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: