## 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 518 students from the Manning area, including 88 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.

## School planning process

At Taree West Public School opinions, ideas and critical feedback are actively sought and valued.

Extensive consultation has taken place with students, parents and staff to develop our school vision, strategic directions and improvement measures. This has taken place through the school Positive Behaviour for Learning team, the Student Representative Council, the school Aboriginal Education Committee, parents, student and staff focus groups, formal surveys and idea sharing processes.

School based PLAN data is shared and comprehensively analysed by all teaching staff every term. A comprehensive analysis of NAPLAN data is undertaken by all teaching staff annually.

School data is shared with the school P&C. The school P&C acts as a conduit between families, the school and the wider community. The P&C actively provides advice, insights and share ideas in relation to the school’s strategic directions.

At school executive and stage meetings, robust discussions and the development of whole school directions, targets, policies and procedures are considered, reviewed and revised. Collaborative decision making is the main practice of our school management procedures.

Our school has a strong representation on the local AECG and has an active Aboriginal Education Group embedded in school practice. School practices ensure the inclusion of Aboriginal education evident in all subjects and appropriate pedagogical approaches across all school settings.

Taree West Public School is an active member of the Taree Learning Community of schools.
Purpose:
Every student at our school is to be actively engaged in meaningful, challenging and future focused learning experiences to achieve ongoing sustained educational outcomes and to thrive as learners, leaders and responsible, productive community members.

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.

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

STRATEGIC DIRECTION 1
Provision of care, excellence and opportunity for all students to enhance the quality of learning

STRATEGIC DIRECTION 2
Continual enhancement of quality teaching and leadership

STRATEGIC DIRECTION 3
Provision of high quality school systems and practices
### Strategic Direction 1: Provision of care, excellence and opportunity for all students to enhance the quality of learning.

#### Purpose
Every student at our school is to be actively engaged in meaningful, challenging and future focussed learning experiences to achieve ongoing sustained educational outcomes and to thrive as learners, leaders and responsible, productive community members.

#### Improvement Measures
- Increase the percentage of students achieving end Stage level in reading by end of Term 4 ES1 and S1 to at least 85% each year, S2 71% in 2015 to 75% in 2016, S3 63% in 2015 to 75% in 2016. In comprehension for S2 56% in 2015 to 70% in 2016.
- Increase the percentage of students achieving end Stage level in writing by end of Term 4 2016 ES1 to 85%, S1 69% in 2015 to 75% in 2016, S2 34% in 2015 to 50% in 2016, S3 37% in 2015 to 50% in 2016.
- Increase the percentage of students achieving end of Stage level Multi & Div to at least 90% for S2 and 80% for S3 by end of Term 4 2016.
- Increase the percentage of students achieving end of Stage level Patt and Num Structure to at least 70% for S2 by end of Term 4 2016.
- Increase the percentage of Aboriginal students achieving at the expected cluster in reading comprehension for their Stage from 56.25% in 2015 to 60% by end Term 4 2016.
- Increase the percentage of Aboriginal students achieving at the expected cluster in aspects of writing for their Stage from 42.5% in 2015 to 45% by end Term 4 2016.

#### People
**Students:** Engage students in their own learning by ensuring that they have clear understanding of expectations of their performance and what is required to achieve at the highest levels. **Staff:** Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including high expectations, sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing explicit teaching and learning of each student in their care. **Parents/Carers:** Engage parents and carers as active participants in their child’s education through the sharing of information about learning development.

#### Community Partners
Work in collaboration with Taree Learning Community Schools and local preschools to enhance class programs and student transitions.

#### Leaders
School leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

#### Evaluation Plan
- 5 and 10 week continuum data analysis
- Professional learning evaluation
- NAPLAN data analysis
- Program Supervision
- Professional research, discussions and collegiate observation of teaching practice
- School annual evaluation process
- School based and TTFM Survey

#### Products and Practices
- Students are showing expected growth or higher than expected growth on internal school performance measures.
- Students are at or above national minimum standards on external performance measures.

**Product:**
- 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.
- Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.
- Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school’s vision, values and priorities.

**Practice:**
- The school actively collects and uses information to support student’s successful transitions.
- Early intervention is in place for all K-2 students through EAS with additional interventions for students at risk.
- Expectations and targets for student learning are clearly communicated through class programs.
- Individual student progress is monitored and assessed against literacy and numeracy continuums.
- The school analyses internal and external assessment data to monitor, plan, track and report on student and school performance.

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**Strategic Directions:**
- **Purpose:** Engage students in their own learning by ensuring that they have clear understanding of expectations of their performance and what is required to achieve at the highest levels.
- **People:** Engage students in their own learning by ensuring that they have clear understanding of expectations of their performance and what is required to achieve at the highest levels. **Staff:** Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including high expectations, sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing explicit teaching and learning of each student in their care. **Parents/Carers:** Engage parents and carers as active participants in their child’s education through the sharing of information about learning development.
- **Community Partners:** Work in collaboration with Taree Learning Community Schools and local preschools to enhance class programs and student transitions.
- **Leaders:** School leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.
- **Evaluation Plan:** 5 and 10 week continuum data analysis, Professional learning evaluation, NAPLAN data analysis, Program Supervision, Professional research, discussions and collegiate observation of teaching practice, School annual evaluation process, School based and TTFM Survey.
- **Products and Practices:** Students are showing expected growth or higher than expected growth on internal school performance measures, Students are at or above national minimum standards on external performance measures.

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**Strategic Direction 2:**

**Process:**
- **School involvement in the K-2 Early Action for Success (EAS) Initiative, 3-6 Accelerated Literacy (AL) pedagogy training program and school based curriculum leadership in Literacy and Numeracy.**
- The provision of an Instructional Leader, 1.68 EAS Support Teachers, an accredited AL trainer, a Reading Recovery Teacher, a Support Teacher Aboriginal Education, an Aboriginal AEO, 2 non-teaching curriculum leaders and a non-teaching DP.
- Instructional leader, AL trainer and curriculum leaders coordinate and/or deliver targeted professional learning, in collaboration with APs, provide in-class support, dem lessons and lesson study processes in the full implementation of English K-6 Syllabus and Maths K-6 Syllabus, the Literacy and Numeracy continuums, TEN, L3 Kinder L3 S1 1, L2 Yr 2, and AL pedagogy.

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**Strategic Direction 3:**

**People:**
- **Parents/Carers:** Engage parents and carers as active participants in their child’s education through the sharing of information about learning development.
- **Leaders:** School leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.
- **Evaluation Plan:** 5 and 10 week continuum data analysis, Professional learning evaluation, NAPLAN data analysis, Program Supervision, Professional research, discussions and collegiate observation of teaching practice, School annual evaluation process, School based and TTFM Survey.

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**Strategic Direction 4:**

**Products and Practices:**
- Students are showing expected growth or higher than expected growth on internal school performance measures.
- Students are at or above national minimum standards on external performance measures.

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**Strategic Direction 5:**

**Processes:**
- **School involvement in the K-2 Early Action for Success (EAS) Initiative, 3-6 Accelerated Literacy (AL) pedagogy training program and school based curriculum leadership in Literacy and Numeracy.**
- The provision of an Instructional Leader, 1.68 EAS Support Teachers, an accredited AL trainer, a Reading Recovery Teacher, a Support Teacher Aboriginal Education, an Aboriginal AEO, 2 non-teaching curriculum leaders and a non-teaching DP.
- Instructional leader, AL trainer and curriculum leaders coordinate and/or deliver targeted professional learning, in collaboration with APs, provide in-class support, dem lessons and lesson study processes in the full implementation of English K-6 Syllabus and Maths K-6 Syllabus, the Literacy and Numeracy continuums, TEN, L3 Kinder L3 S1 1, L2 Yr 2, and AL pedagogy.

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**Strategic Direction 6:**

**Products and Practices:**
- Students are showing expected growth or higher than expected growth on internal school performance measures.
- Students are at or above national minimum standards on external performance measures.

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**Strategic Direction 7:**

**Processes:**
- **School involvement in the K-2 Early Action for Success (EAS) Initiative, 3-6 Accelerated Literacy (AL) pedagogy training program and school based curriculum leadership in Literacy and Numeracy.**
- The provision of an Instructional Leader, 1.68 EAS Support Teachers, an accredited AL trainer, a Reading Recovery Teacher, a Support Teacher Aboriginal Education, an Aboriginal AEO, 2 non-teaching curriculum leaders and a non-teaching DP.
- Instructional leader, AL trainer and curriculum leaders coordinate and/or deliver targeted professional learning, in collaboration with APs, provide in-class support, dem lessons and lesson study processes in the full implementation of English K-6 Syllabus and Maths K-6 Syllabus, the Literacy and Numeracy continuums, TEN, L3 Kinder L3 S1 1, L2 Yr 2, and AL pedagogy.

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**Strategic Direction 8:**

**Processes:**
- **School involvement in the K-2 Early Action for Success (EAS) Initiative, 3-6 Accelerated Literacy (AL) pedagogy training program and school based curriculum leadership in Literacy and Numeracy.**
- The provision of an Instructional Leader, 1.68 EAS Support Teachers, an accredited AL trainer, a Reading Recovery Teacher, a Support Teacher Aboriginal Education, an Aboriginal AEO, 2 non-teaching curriculum leaders and a non-teaching DP.
- Instructional leader, AL trainer and curriculum leaders coordinate and/or deliver targeted professional learning, in collaboration with APs, provide in-class support, dem lessons and lesson study processes in the full implementation of English K-6 Syllabus and Maths K-6 Syllabus, the Literacy and Numeracy continuums, TEN, L3 Kinder L3 S1 1, L2 Yr 2, and AL pedagogy.
# Strategic Direction 2: Continual enhancement of quality teaching and leadership.

## Purpose

To continually build on staff capacity through focused 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.

## Improvement Measures

- All teaching staff will have 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.

## Evaluation Plan

- 5 and 10 week continuum data analysis
- Professional learning evaluation
- NAPLAN data analysis
- Program Supervision
- Professional research, discussions and collegiate observation of teaching practice
- School annual evaluation process
- School based and TTFM Survey

## Processes

- The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.
- Evaluating and reporting student performance data underpins the whole-school assessment strategy.
- The school evaluates professional learning activities to identify and systemically promote the most effective strategies.
- School involvement in the K-2 Early Action for Success (EAS) Initiative, 3-6 Accelerated Literacy (AL) pedagogy training program and school based curriculum leadership in Literacy and Numeracy.
- The provision of an Instructional Leader, 1.68 EAS Support Teachers, an accredited AL trainer, a Reading Recovery Teacher, a Support Teacher Aboriginal Education, an Aboriginal AEO, 2 non-teaching curriculum leaders and a non-teaching DP.

## Products and Practices

- The school has embedded and explicit systems for collaboration, classroom observations, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes, through EAS, AL and curriculum leadership initiatives.
- Succession planning, leadership development and teacher proficiency are central to school capacity building and improved educational outcomes.

## People

**Students**: Students are supported and encouraged to reflect on their learning, assessments and feedback and to take responsibility for and plan for their future learning.

**Staff**: Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through ongoing Professional Learning and the observation of each other’s practices.

**Parents/Carers**: Engage parents and carers as active participants in their child’s education through the sharing of information about learning development.

**Community Partners**: Work in collaboration with other local schools, preschools and through interagency partnerships to promote and generate appropriate resources, learning opportunities and innovation.

**Leaders**: School leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. School leaders demonstrate a personal responsibility for driving improvements in teaching throughout the school.

**Evaluation Plan**

- 5 and 10 week continuum data analysis
- Professional learning evaluation
- NAPLAN data analysis
- Program Supervision
- Professional research, discussions and collegiate observation of teaching practice
- School annual evaluation process
- School based and TTFM Survey

**Processes**

- The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.
- Evaluating and reporting student performance data underpins the whole-school assessment strategy.
- The school evaluates professional learning activities to identify and systemically promote the most effective strategies.
- School involvement in the K-2 Early Action for Success (EAS) Initiative, 3-6 Accelerated Literacy (AL) pedagogy training program and school based curriculum leadership in Literacy and Numeracy.
- The provision of an Instructional Leader, 1.68 EAS Support Teachers, an accredited AL trainer, a Reading Recovery Teacher, a Support Teacher Aboriginal Education, an Aboriginal AEO, 2 non-teaching curriculum leaders and a non-teaching DP.

**Products and Practices**

- The school has embedded and explicit systems for collaboration, classroom observations, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes, through EAS, AL and curriculum leadership initiatives.
- Succession planning, leadership development and teacher proficiency are central to school capacity building and improved educational outcomes.

**Product**

- 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.
- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.

**Practice**

- Teachers differentiate curriculum delivery to meet the needs of individual students.
- Classroom based PL is targeted and focussed to meet identified individual professional needs.
- Strong processes ensure effective supervision and differentiated PL within the accreditation framework and are linked to the school plan.
- Access to mentoring, coaching and shadowing programs support early career teachers, teachers experiencing difficulties, aspiring leaders and ongoing leadership development.

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## Strategic Direction 3: Provision of high quality school systems and practices.

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

### Improvement Measures

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<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tr>
<td><strong>Students:</strong> Students are supported to be self-aware, build positive relationships and actively contribute to the school community. <strong>Staff:</strong> Staff are actively engaged in planning their own professional development to improve their performance. <strong>Parents/Carers:</strong> Parents and Carers are encouraged and supported to engage in a wide range of school-related activities, including active participation in the P&amp;C and school based committees, including PBL and school AEG and local AECG. <strong>Community Partners:</strong> The school works in collaboration with other local schools, preschools and through interagency partnerships to promote and generate appropriate resources, learning opportunities and innovation. <strong>Leaders:</strong> Leaders ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. Leaders enable a self-sustaining and self-improving community that support the highest levels of learning. <strong>Evaluation Plan</strong></td>
<td>- The school is implementing a comprehensive, integrated whole school approach to positive behaviour for learning and anti-bullying programs. - Attendance Rates are regularly monitored and action taken to promptly address identified issue with a targeted focus on the attendance of our Aboriginal students. - Processes are in place to provide formal mentoring and coaching support to improve teaching and leadership practice and include participation in interschool leadership and professional alliances. - Additional targeted Teacher Professional Learning is timetabled through the school RFF Roster. - School financial resources, including RAM funding, are allocated to meet identified school and student priorities, as identified in the annual school evaluation process. - The employment of specialised personnel to support the professional effectiveness of school staff, improved educational outcomes and ongoing school improvement. These include an Instructional Leader, 2 EAS Support Teachers, and an accredited AL trainer, a Reading Recovery Teacher, a Support Teacher Aboriginal Education, an Aboriginal SLSO, 2 non-teaching curriculum leaders and a non-teaching DP.</td>
<td>- There is improved access to learning and teaching resources through strategic financial management, including the employment of specialised personnel and regular timetabled teacher PL. - 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. <strong>Product:</strong> - Positive, respectful relationships are evident among students, staff and across the school community thereby promoting productive learning environments. - There is a school wide, collective responsibility for student learning and success with high levels of student, staff and community engagement. - The school has established active inter-school and community partnerships and works collaboratively to ensure access to appropriate resources, support and the continuity of learning for students. <strong>Practice:</strong> - Teachers collaborate within and across Stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. - Expectations of positive student behaviour are explicitly taught. - Monitoring, evaluation and review processes are embedded in school practice and are undertaken routinely.</td>
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| **Strategic Financial Management** | **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. **Student TTFM Survey results** demonstrate a reduction in bullying incidents and an increase in positive class learning climates. **Increase the attendance rate for Aboriginal students from 88.95% to 90% in 2016.** | **Leaders:** The school has established active inter-school and community partnerships and works collaboratively to ensure access to appropriate resources, support and the continuity of learning for students. **Practice:** |