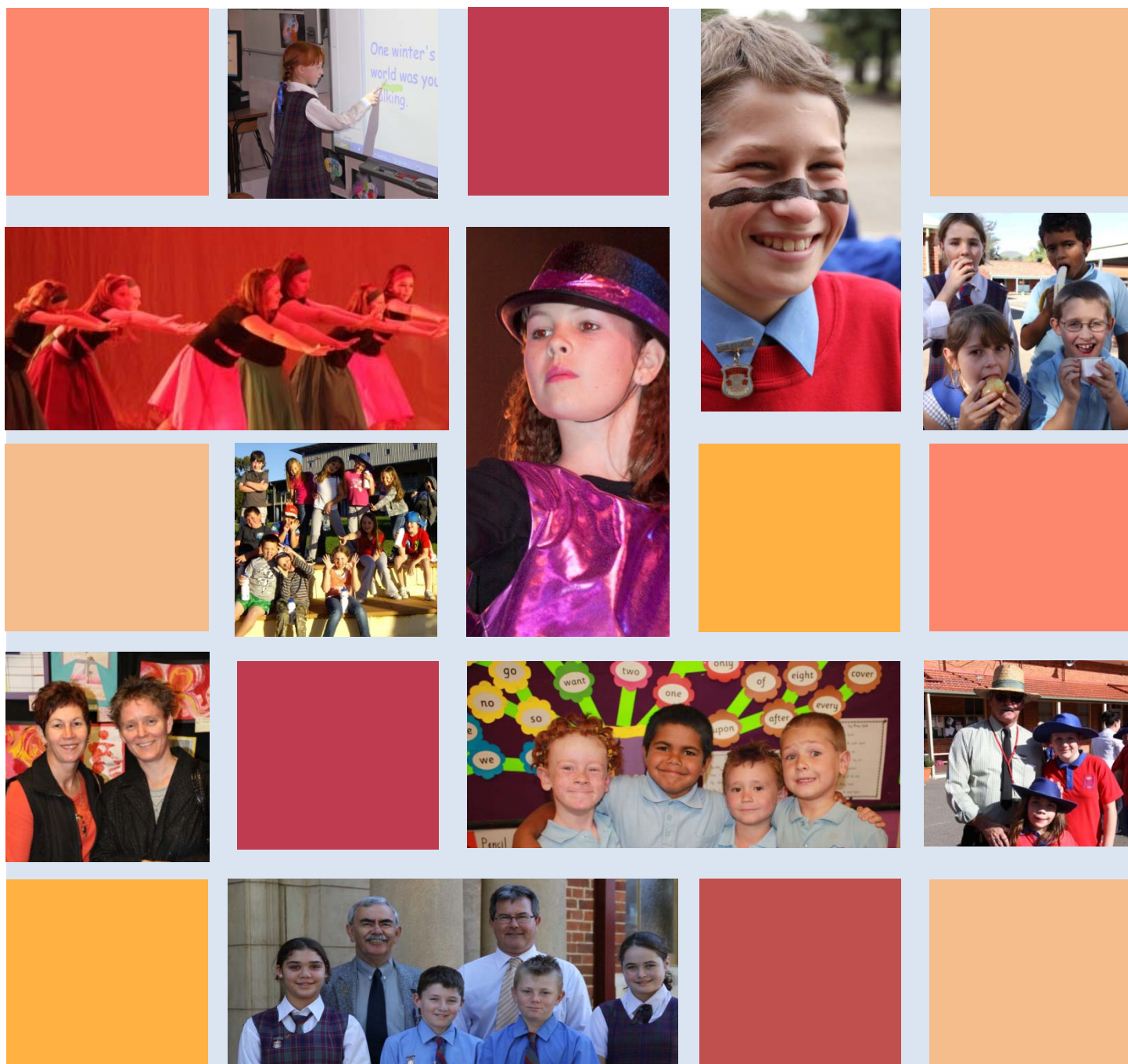


2010 Annual School Report Tamworth West Public School

NSW Public Schools – Leading the way



Our school at a glance

Students

In 2010 at Tamworth West there were 174 students enrolled at the time of the 2010 school census. There were 101 boys and 73 girls. Twenty eight percent of these students identified as Aboriginal. The population climbed to 178 students by the middle of March and maintained this figure throughout the year.

Staff

The staffing allocation for Tamworth West as at census date was 24 teachers. This included part-time teachers, specialist teachers and itinerant teachers for hearing impairment and behaviour.

Our teachers and our additional support staff provide a rich range of experiences and quality teaching and support for children.

The staff is committed to the school's focus on improving educational outcomes for students and endeavour to provide the best possible conditions for children to learn in. In 2010 there were 5 executive staff including 2 executive staff for hearing, 8.2 itinerant staff and 10 classroom teachers.

Our school support staff included Aboriginal Education Officers, In- class tutors, learning support officers, a band teacher and support staff for the school.

Significant programs and initiatives

- Priority Schools Program
- Positive Behaviour for Learning
- You Can Do It
- Accelerated Literacy
- Reading to Learn
- Norta Norta
- Learning Support Team
- School Band
- Breakfast Club

Student achievement in 2010

In the 2010 NAPLAN literacy and numeracy assessments our year 5 students achieved equal to 'like-school' groups, were slightly below the state average but demonstrated growth between year 3 and year 5 slightly above that of the state. Year 5 students achieved targets in Numeracy but not in Literacy.

The school's targets for 2010 were achieved in both literacy and numeracy for year 3 students with our students achieving better than Regional averages and almost equal to that of the state.

For 2011 the school will focus on targets similar to previous years but will endeavour to achieve state and national averages across the grade in both years 3 and year 5 in improving literacy and numeracy outcomes for all students.

It is also noted that performance in both year three and year five writing will be targeted in 2011.

Messages

Principal's message

Tamworth West Public School has always proudly and transparently reported its progress through an annual report and it is with great pleasure that I present the 2010 report to you.

Our school remains committed to providing innovative, varied and challenging learning programs that meet the needs of our diverse group of students. We have continued to encourage high expectations in all academic, cultural, social and sporting endeavours and as a school we strongly believe that it is the quality of teaching and the school programs that we offer that will impact significantly on the lives and learning achievements of our students.

This report will share with you the many successes we experienced in 2010 as well as areas for future growth. It will also provide a glimpse into the wide range of opportunities that our students have available to them. None of which would be possible without the dedication, commitment and passion that our teachers and staff show towards our students.

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.

Jeremy Mills

P & C message

Our P&C is a committed group involved in fundraising and decision making at the school.

We work together with parents, staff, students and the community to improve and maintain the school environment and to assist the school realise its focus for our children.

We have held many successful fundraising ventures during the year and we have participated in discussions relevant to the future running of the school, including the decision to become a Pilot School and the support of increased local decision making processes.

The number of parents actively participating in the P&C throughout the year remained healthy. New parents became involved as volunteers in the canteen and classrooms, working to ensure that our children received the best possible education

Highlights for the year included:

- the fundraising committee, coordinated by Amanda Price, raising enough funds to purchase every child a book which was presented at the Annual Speech Evening;
- laying new turf at the northern end of the school;
- the coordination and running of the Carols under the COLA for the second year;
- the successful running of BBQs at Bunnings to raise funds for the children and
- the running of the School Ball held at Tamworth High School.

With all activities combined, the P&C raised over \$5,000 for the school, which is an enormous effort.

Three hard working members of our school P&C departed at the end of 2010. Mrs Cindy Pearce, Mrs Karen Campbell and Mrs Michelle Ward will be sadly missed for their valuable input and contribution to the Tamworth West community. We hope they will feel welcome as community members in returning to our P&C from time to time. As we move into 2011 the P&C will focus on continuing the support of Tamworth West, both financially and in person.

We look forward to being part of the decision making process and planning for our school by providing input, supporting the school in its vision and working with the school in support of our children.

Mara Dedini

Student representatives' message

This year the captains and SRC have learnt a great deal. We have learnt how to speak in front of an audience and have experienced how to be true leaders and be responsible for it.

We have helped this school by raising money for fundraisers. We have also participated in and assisted in the organisation of events such as the ANZAC March, running assemblies, the Yr 6 farewell and organising discos and learnt how to use a P.A. system to project our voices.

We have gained a great deal of friendships, while being at this school and being leaders which has made this experience even better.

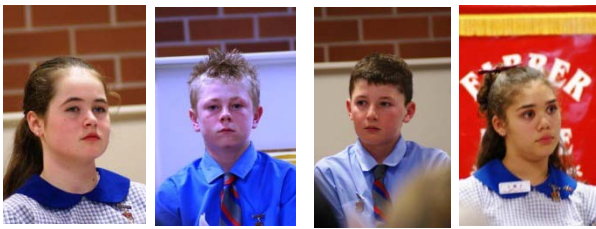
We have also experienced a lot of changes over the years while we have been here and have certainly learnt a lot.

We would like to thank the teachers for helping us throughout the years by being happy and respectful to us.

Aleara- 'It's been a wonderful year in 2010. It will be sad to leave all of my friends here at West. It's true, West is the Best'.

Celine- 'I have gained a lot here not just with work but in friendship and how you deal with people you don't get along with'.

Jonty- 'Captainship has helped me by being more confident in my speaking and learning more about technology. It has been a great year.'



Aleara Pearce; Jonty Fletcher;

Celine Berger; Lachlan Colgate

School context

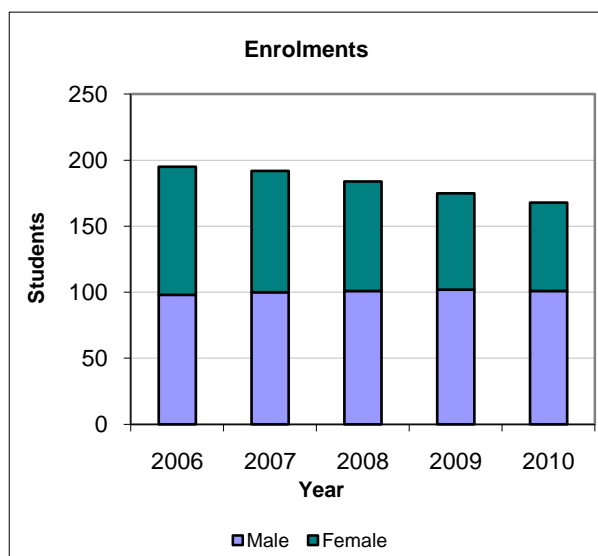
Student information

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

Student enrolment profile

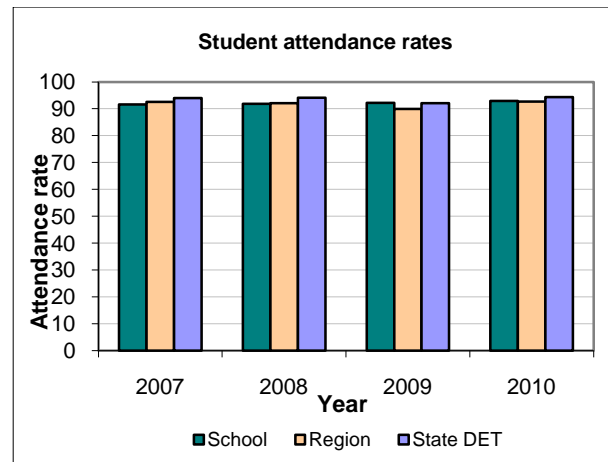
Tamworth West Public School enrolment numbers in 2010 allowed us to continue with the same class structure as in 2009. Our enrolments remained static throughout the year but it is noted that whilst the number of boys remain the same at approximately 100 students, female numbers have continued to shrink. This is in part due to the special education classes at Tamworth West that are to a large extent filled with male enrolments.

Currently we have a 28% Aboriginal population at the school which is slightly less than the 32% at the end of 2009.



Student attendance profile

The school's attendance pattern has continued to improve in comparison to both Regional and State rates. In 2010 our attendance rate was 92.9% which is 0.7 % better than 2009. This amounts to an additional 1 day of attendance across the whole school per child than the previous year.



Management of non-attendance

Attendance rates in 2009/ 2010 appear to be static when compared to both state and Regional results with information available. Our rates still remain better than Regional results and are within an acceptable range when compared to the state.

The data available indicates that Tamworth West had a notable increase in absence rates for kindergarten students in term 3 due to illness and an increase in other grades to a lesser extent in the same period with a total of 981 absences recorded for both girls and boys across the school. Girls as a group are over-represented in absence rates when compared to the boys in both terms 1 and 2.

The following measures have been established to improve attendance at Tamworth West:

- The school has a clearly defined enrolment policy and has received professional learning in appropriate attendance procedures and the follow up necessary for individual absences.
- A verbal absence diary was established in the office area to enable parents to notify absences over the phone, which resulted in timely information being relayed to the classroom teacher.

- Timely and accurate follow up of absences to ensure intervention, support and follow up was undertaken by the engagement teacher.
- The school provided incentives for children with improved attendance rates.
- The student support team worked collaboratively with the Regional Home School Liaison Officer team in ensuring that protocols were followed throughout the year.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Roll Class	Year	Total per Year	Total in Class
3/4M	3	10	
3/4M	4	12	22
5/6P	5	11	
5/6P	6	14	25
3/4PK	3	10	
3/4PK	4	10	20
5/6M	5	12	
5/6M	6	13	25
2BLUE	2	23	23
1YELLOW	1	20	20
KORANGE	K	7	7
KPURPLE	K	17	17

Through this endeavour we were able to legitimately create an additional kindergarten class by using our additional I.M. position to fund a kindergarten and also create an Engagement class for students 'at risk'.

The school endeavoured to provide the best possible learning conditions for all students as well as maintain classes at the 'average' level across the school.

All classes in the infants were structured as straight grade classes. All primary classes were structured as multigrade composite classes.

PSP, Literacy /Numeracy and LOW SES initiatives also allowed the school to enhance learning assistance in both the primary and infants.

The school also structured small group and individual learning assistance for children requiring additional support through NORTA NORTA funds. These funds also were used by the school to extend students demonstrating talent in either literacy or numeracy.



Structure of classes

Classes in 2010 were structured to support the Government's commitment to lower class sizes in kindergarten.

In addition we were able to enhance our class structures through the implementation of strategies through the state based Pilot Scheme which allowed individual school management of staffing for the benefit of students.



Staff information

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

Staff establishment

Staff	Est.
Principal	1
Assistant Principal(s)	4
Classroom Teachers	5
Primary Teacher Part Time	.3
Primary Teacher R.F.F.	.294
Primaril Teacher Librarian	.4
Priority Funding Scheme teacher	.2
Learning Assistance Teacher	.4
Teacher of Reading Recovery	.315
Itinerant Teacher Behaviour	1
Itinerant Teacher Hearing	6
Itinerant Teacher Early Intervention	1
Teacher of Intensive Language	1
Teacher of Mild Intellectual Disabilities	1
Teacher of Reading Recovery	.5
Support Teacher Learning Assistance	.3
Teacher Librarian	.294
Counsellor	.3
School Administrative & Support Staff	1.622
Primary Learning Support Officer	1
General Assistant	.43
Primary Aboriginal Education Officer	1
Total	27.927

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

Tamworth West currently has 2 staff members who are indigenous.

Staff retention

In 2010 the school welcomed Mrs Kathy Peek, who was a forced transfer from Barraba Central School. Mrs Peek came with a wealth of knowledge and understanding and, after being placed on the senior grades, proved to be a wonderful asset to the school.

Miss Bagshaw was placed in the senior I.M. position following a move by Mr Galloway to Reading Recovery as a trainee. Mr Galloway maintains his Assistant Principal role within the school.

The school also welcomed Mr Bruce Clare as a permanent Student Learning Support Officer based on the I.M. class, replacing Mrs Lavell who had done a mighty job supporting our students with special needs.

Tamworth West continues to attract new enrolments and if the pattern continues, additional teaching staff will be employed to ensure 'a quality education for all students' continues.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	15

Financial summary

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

Date of financial summary:	30/11/2010
Income	\$
Balance brought forward	177736.05
Global funds	198871.64
Tied funds	414905.84
School & community sources	50396.86
Interest	13053.43
Trust receipts	2981.60
Canteen	0.00
Total income	857945.42
Expenditure	
Teaching & learning	
Key learning areas	26333.33
Excursions	17902.86
Extracurricular dissections	20385.64
Library	4115.30
Training & development	18513.87
Tied funds	265972.44
Casual relief teachers	50979.81
Administration & office	53729.01
School-operated canteen	0.00
Utilities	51773.47
Maintenance	11406.17
Trust accounts	3091.29
Capital programs	2642.74
Total expenditure	526845.93
Balance carried forward	331099.49

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Tamworth West endeavours to deliver high quality programs for all students. Our school is inclusive and engages as many students as possible in as many opportunities as possible. We aim to provide a 'rich' curriculum.

Achievements

Arts



Artrageous was held in the school hall for the second year running, again being acclaimed as a huge success for its variety of music, 2 dimensional and 3 dimensional art work. All children again produced a piece of art for the display and over 120 visitors from the school community and beyond passed through the door.

Band



Our school band in 2010 continued to develop under the tutelage of Mr Keith Griffiths, a woodwind player with the Tamworth Conservatorium band. The students performed at

Nazareth House as part of our community partnership program during terms 2 and 4; participated in the Tamworth Eisteddfod, picking up 3rd place and performed at our presentation evening. All but two students were beginning musicians.

Dance Program

Tamworth West is very proud of its dance groups. Throughout this year both the junior and senior groups have had opportunities to perform at competition and social levels with many highlights being recorded

The senior group combined with year 7 children from Tamworth High School as a transition initiative for the annual Wakikirri Dance Video competition and in doing so won a Gold Medal.

The senior dance group also competed in the Tamworth Eisteddfod against High School students and won first prize.

Public Speaking

Use of oral language is an important focus for all students. Our aim is to develop highly competent and confident communicators.

Students are taught public speaking skills as part of their literacy program and are prepared for an in-school public speaking competition. All students from years 3 to 6 are given the opportunity to prepare a speech in preparation for the Multicultural Public Speaking Competition. Two representatives are selected in both the junior and senior divisions to contest the state wide initiative.

In 2010 two students, Olivia Carter and Stanley Rutherford, represented our school at Tamworth Public School in the Regional Public Speaking challenge.

Other Activities

Students were entertained by performances from Planet Rhythm and Amber Lawrence. Opportunities to participate in Drama workshops were given by a community volunteer Aaron Jones. Author/illustrator Gus Gordon provided students at Tamworth West with opportunities to talk with a real live author in Book Week.

Other events, such as Cultural Infusion Day, the K-2 Music Day, the Movie and Popcorn Day and 'Aboriginal for a Day', contributed to the variety of rich experiences at our school.

Each fortnight students in our band, dance group and engagement group attended Nazareth House to work alongside the residents. This provided the elderly residents with entertainment and the children with an opportunity to perform.

Thirty-five students participated in a Talent Quest organised by the SRC. Olivia Carter won the competition.

Shae Devnie and Johanna Yeomans were both successful in achieving Gold medals for the annual Wakikirri Writers competition.

The school went on excursions to the Great Aussie Bush Camp and Lake Keepit Sport and Recreation camp. The children enjoyed a range of activities designed to develop cooperation, gross motor and socialisation skills. Great fun was had by all.

School Facility and School Environment Improvements

2010 was a major year for improvements to the school environment.



Major Assets

Building the Education Revolution improvements included the addition of a new school hall. This facility has added enormously to the capacity of our school to provide an appropriate venue and space for community and school related activities.

This program also supplied the school with a new turfed area including underground watering, completion of our memorial walkway and two new flag poles that stand proud in the foreground of the hall.

National School Pride

The school upgrades in this area included:

- Gutters, toilets and flooring (including carpet for three classrooms);
- Oiling and sanding of the verandah area; and
- Removal and replacement of trees.

Other Asset Acquisitions

SMART boards were supplied for all classrooms using LOW SES funds. These are now being used to enhance educational opportunities.

A new turfed area at the northern end of the school and backboards for basketball using funding supplied through Premiers Sporting Challenge were purchased during term 4 of 2010. The turf was laid as a combined staff and P&C initiative.

The Namoi Catchment Area supplied funds to build an Indigenous garden through our junior AECG committee.

Sport

State Representation

This year the school produced 4 students who went on to represent the Region in various sports at State level. Lachlan Colgate and Brock Ridgewell represented in softball, Toni Ward represented in shot put at the State Athletics Carnival and Morgan Pennefather represented for cross country.

Regional Representation

Twenty-nine students from Tamworth West qualified for the Zone Athletics Carnival.

Twenty-four students qualified for the zone cross Country carnival.

Morgan Pennefather represented our school at the Regional Cross Country in Coolah. Morgan then went on to represent the Region at the State Cross Country and placed 18th out of a very large field.

Lachlan Colgate represented the school in the North West Rugby Union team.

Brock Ridgewell, Lachlan Colgate, Shea Devnie and Bradley Berger were involved with the PSSA Cricket Team.

Swimming Championships

This year the school combined with Hillvue Public in running a swimming trials day which resulted in champions for our school being determined from amongst those who attended the qualifying session.

Swimming Champions

Junior : Jack Cain : Mikayla Gross

11yrs: Matthew Goldspink : Lindsay Gregory

Senior: Morgan Pennefather : Hannah Campbell

Mikayla Gross represented the school at the Regional Swimming Carnival and went on to represent at State Swimming Carnival.

Athletics Carnival

The school Athletics Carnival was held in Term 3 and combined infants races and novelty events with the traditional athletics program for primary students. As a result, the school had strong representation at the Zone Carnival, with several students continuing on to qualify for the



respective Regional carnivals.

Athletics Champions

Junior: Isaac Langenbaker : Paige Elliot

11yrs: Matthew Goldspink : Esther Bartlett

Seniors: Aleara Pearce : Lachlan Colgate

School Sport

Our continued focus on school based initiatives including Premiers Sporting Challenge, Active After School's program, school sport and daily fitness continues to make a difference with our students in the areas of fitness, social competence and development of skills.

Academic

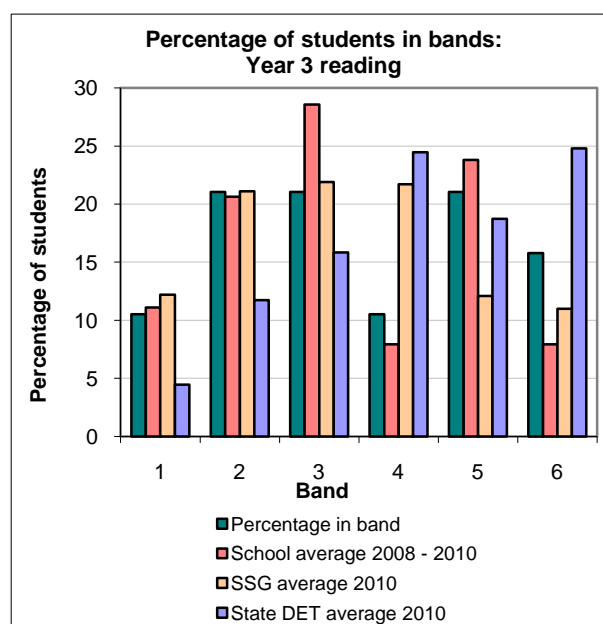
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

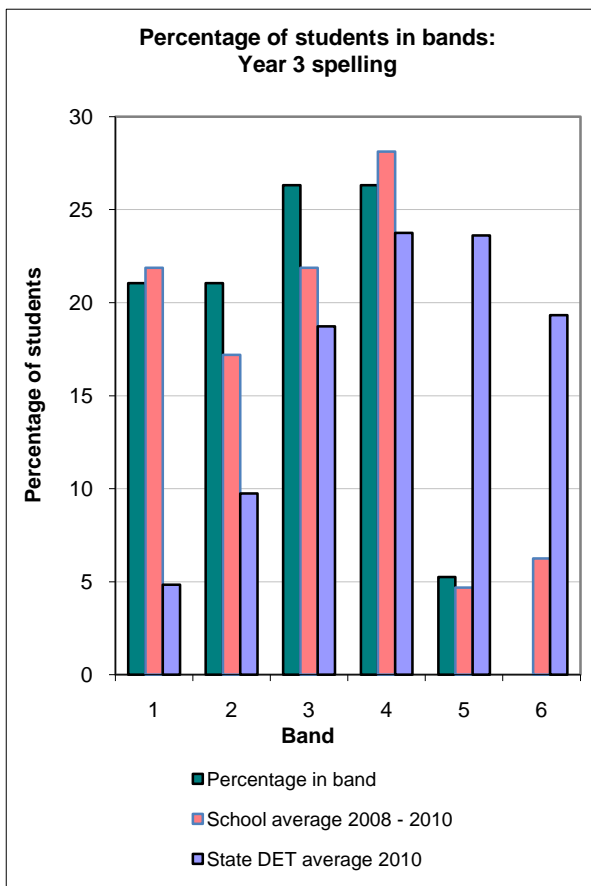
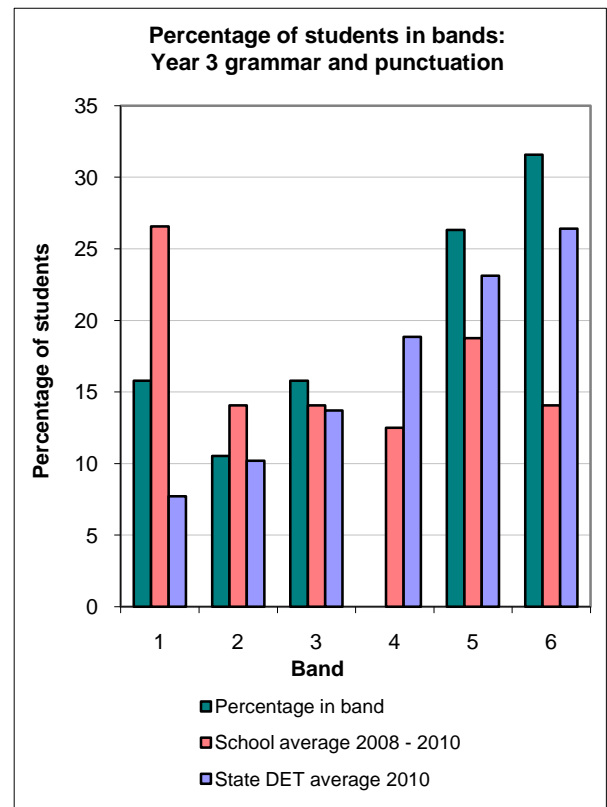
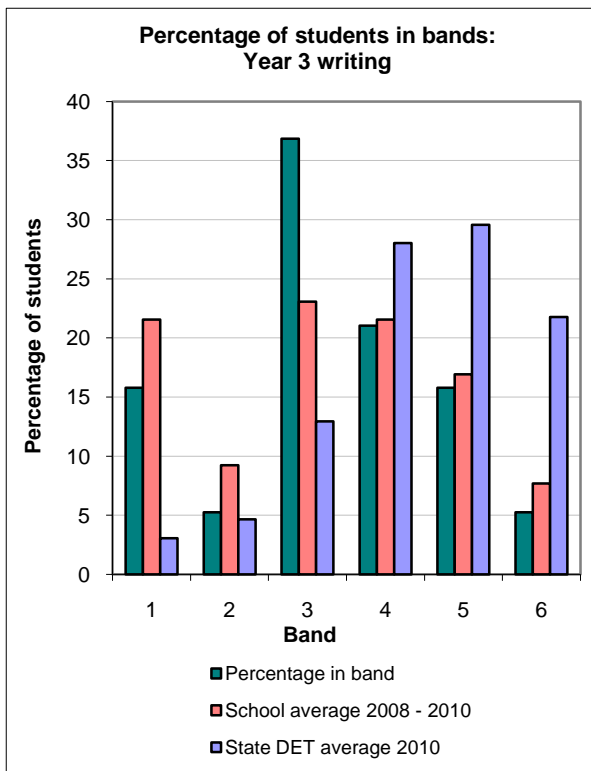
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

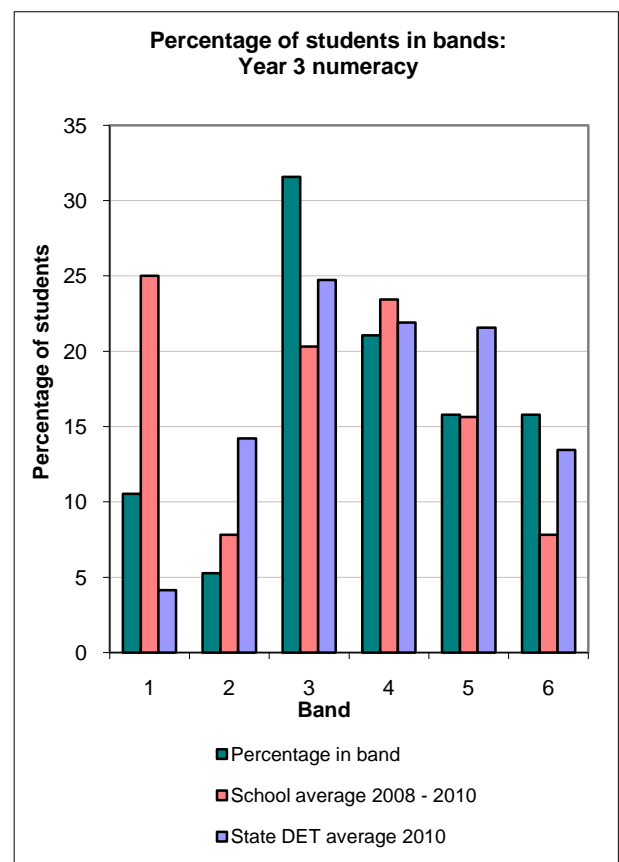
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5).

Literacy – NAPLAN Year 3

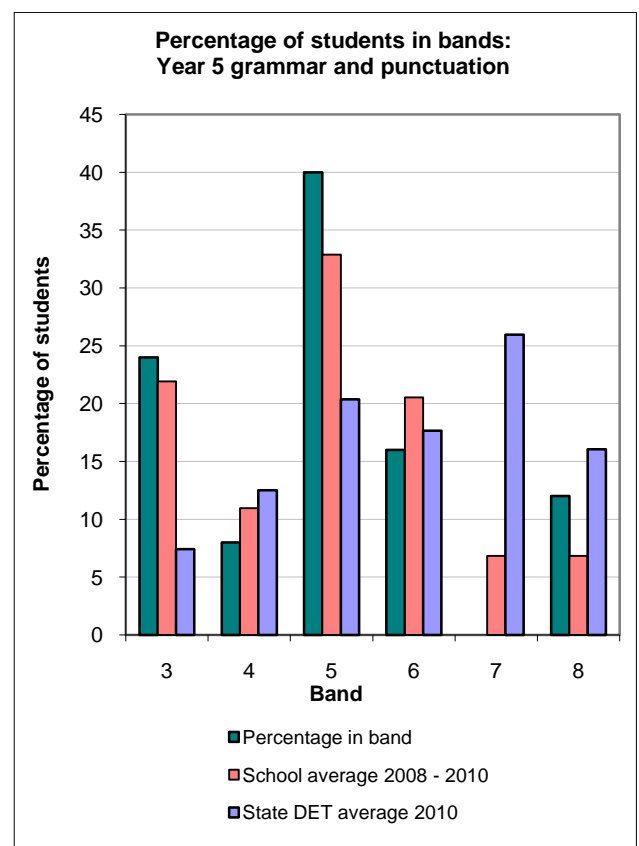
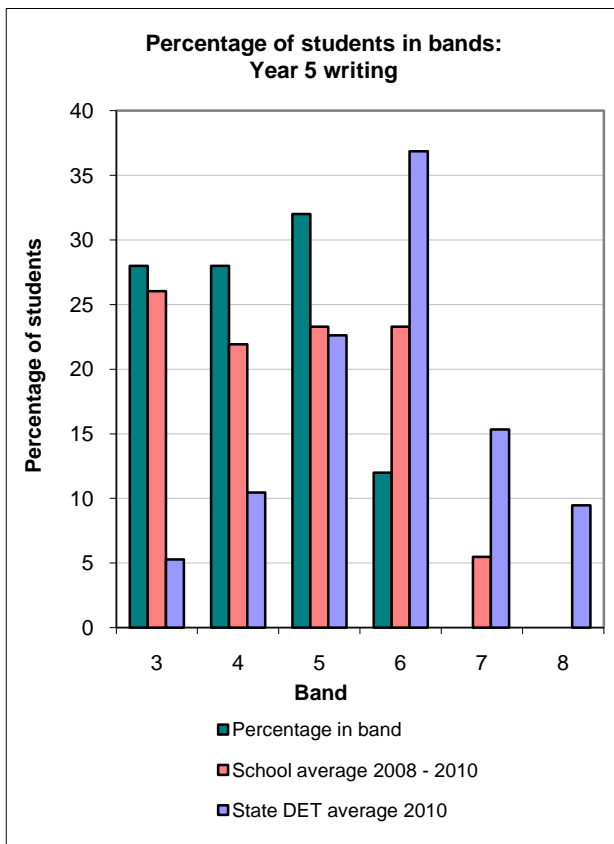
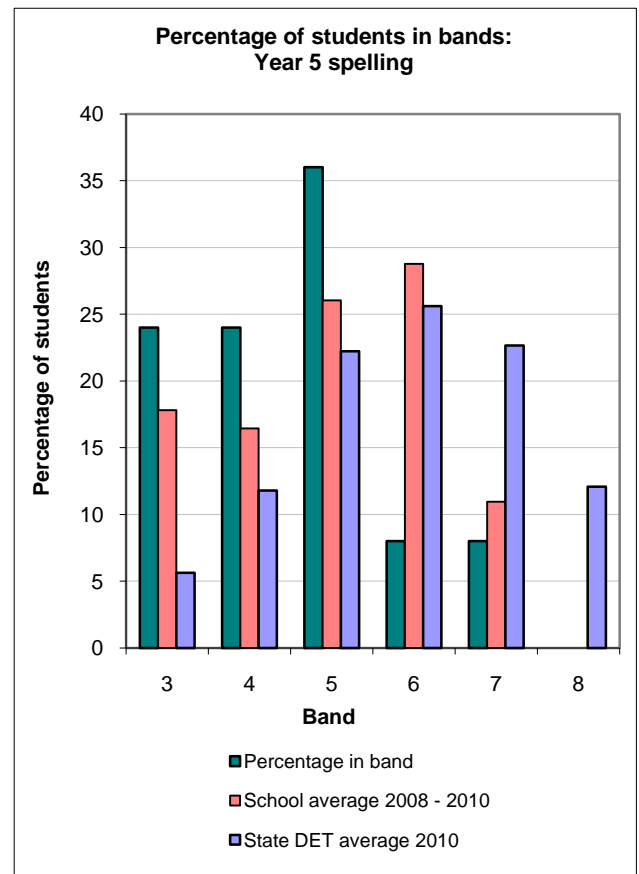
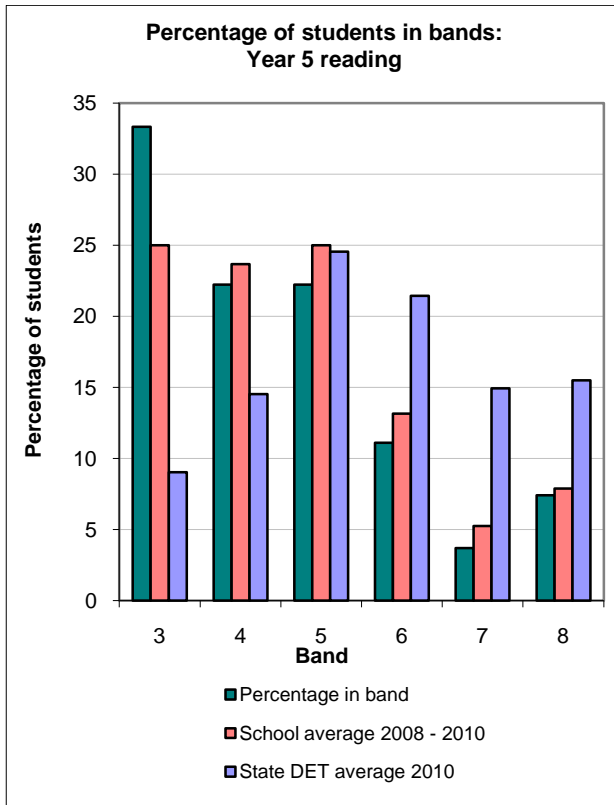




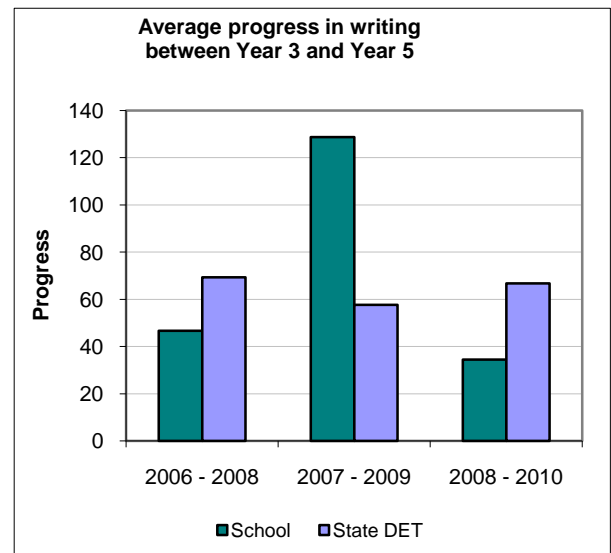
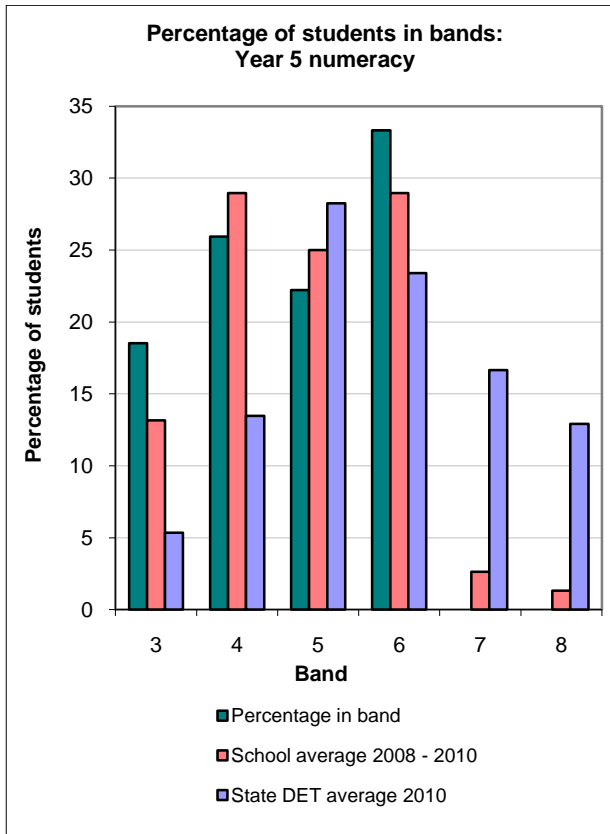
Numeracy – NAPLAN Year 3



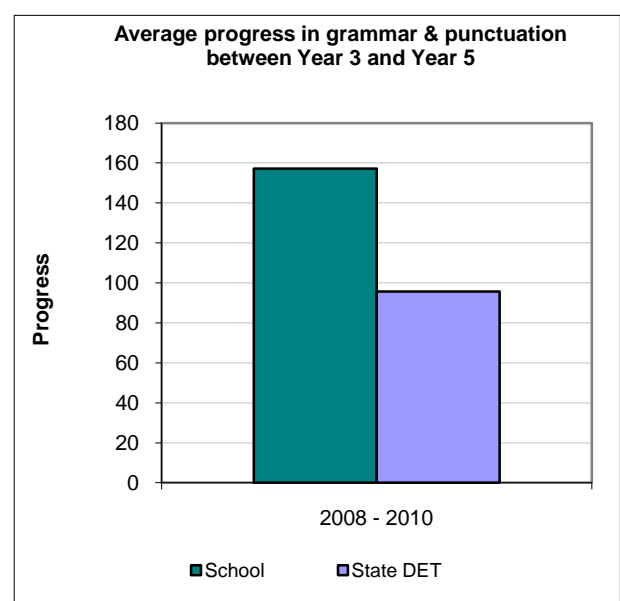
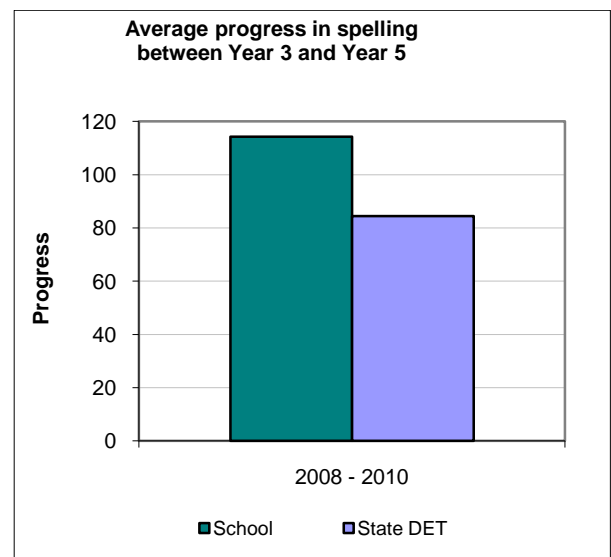
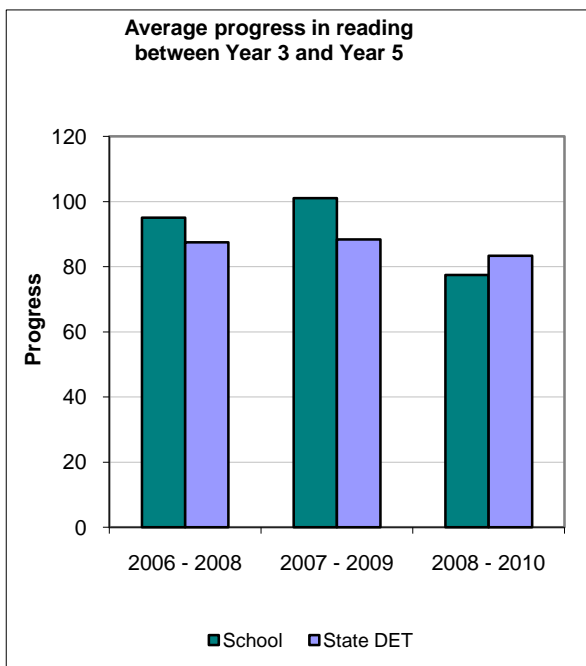
Literacy – NAPLAN Year 5



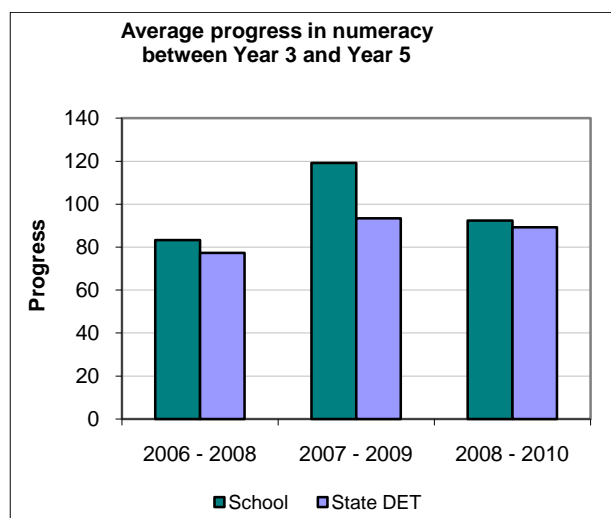
Numeracy – NAPLAN Year 5



Progress in literacy



Progress in numeracy



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 3 students achieving at or above minimum standard	
Reading	89
Writing	84
Spelling	79
Punctuation and grammar	84
Numeracy	89

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 5 students achieving at or above minimum standard	
Reading	67
Writing	72
Spelling	76
Punctuation and grammar	76
Numeracy	81

Significant programs and initiatives

Aboriginal education

Each year at Tamworth West all students participate in Human Society and Its Environment units which specifically educate students about Aboriginal history, culture and current Aboriginal Australia. Staff incorporates Aboriginal perspectives into other key learning areas as mandated.

The Aboriginal Education Officer (AEO) works collaboratively with all staff in enhancing literacy and numeracy growth, as well as being a key project coordinator in linking the school and community to improve attendance rates and develop NAIDOC week activities.

During NATSI week students, elders and community members attended the school's flag raising assembly. An official cake was cut and shared by the whole community. Cultural activities and perspectives were a focus for classroom activities throughout this week including 'Aboriginal for a Day' cultural studies and story-telling by our recognised elders.

The school developed a junior AECG that met every Wednesday during lunchtime to develop programs and initiatives for students and to assist in the running of school based activities.

The senior Aboriginal students also engaged in a middle year's project during term 3 and 4 with Tamworth High School to improve attendance and confidence as a transition initiative.

Our school also adopted a cultural studies program in line with the new Aboriginal Education policy with the assistance of Regional Aboriginal Education Staff. The driving force behind this initiative will continue in 2011 as the school moves closer to finalising its own Aboriginal Education policy. This will be completed with significant input from all necessary stakeholders.

Multicultural education

The multicultural calendar is used by classroom teachers to highlight activities and celebrations throughout the year.

Multicultural perspectives are integral in the H.S.I.E. and PDHPE curriculum areas in all stages.

Units of work that highlight cultural differences, religious diversity and acceptance are studied.

The Anti-Racism Contact Officer (ARCO) position is filled by a trained staff member. The ARCO conducted information sessions on the nature of racism and mechanisms for addressing it. Although the incidence of racism is extremely low, the ARCO is accessible at all times. Records of complaints of racism are maintained, including the strategies used to resolve them.

Respect and responsibility

The school has been involved in a number of initiatives which promote respect and responsibility.

These included:

- The adoption of Positive Behaviour for Learning as a school focused structure for implementing whole school strategies that promote safety and respect;
- The adoption of 'You Can Do It' as a means for enhancing the social and personal development in all students in line with the PBL initiative;
- Conducting a review of our current bullying policy to ensure that the whole school community is in agreement with the structures and strategies in place for dealing with bullying behaviours;
- Conducting a review of student welfare practices within the school including 'on task analysis' in line with expectations and the quality teaching framework; and
- Continuing our proud tradition of encouragement and participation in Harmony Day.

Priority School Program

Tamworth West Public School is a P.S.P. (Priority Schools Program) school. The program is designed to bring equity in outcomes to students who are perceived to be of low socio-economic standing. It does this by providing schools with additional significant funding and the provision of additional staffing. At Tamworth West this translates to an additional 1 day a week in teaching staff and in 2010 attracting an additional \$28 500 in funding.

This year the funds have been used to:

- Further develop the quality of teaching of Numeracy at Tamworth West;
- Support additional teacher time in creating an additional class for Year 2;
- Support additional aiding time for literacy and numeracy ;
- Support parent engagement activities; and
- Assist in the purchase of technology equipment for classrooms.

Findings and Conclusions

Human Resources

The employment of additional teacher time was combined with the schools additional funding through LOW SES and the 47 School Pilot schemes, allowing the school to:

- Support an additional full time class teacher in the infants;
- Support the purchase of an engagement teacher for targeted students in the primary; and
- Purchase two additional Learning Support Officers who implemented Multilit in grades 3-6.

The employment of an additional classroom teacher allowed the school to restructure the infants so that all classes were in single grades. The benefits of this structure allowed the teaching of Accelerated Literacy (2009 P.S.P. focus) and the teaching of 'Go Maths' to be more effective. It also allowed the school to reassign learning support officer roles more effectively.

The purchase of an engagement teacher for the primary resulted in none of the targeted children receiving long suspensions for 2010, increased engagement at school, improved attendance rates and rewards being received for the improvements.

Purchasing further learning support officer time increased the number of children successfully completing 'Multilit' by an additional 20 students.

This was seen as an extremely good result both in improved outcomes and in student engagement.

Mathematics focus

The school also fully implemented 'Go Maths' throughout the school. Funds were used to:

- Purchase numeracy resources K-6; and
- Provide professional development for all staff in numeracy.

The purchasing of 'Go Maths' has had an immediate effect on the quality teaching at Tamworth West as is evident in improved numeracy results in NAPLAN.

This program provides an explicit scaffold for maths teaching using the language of maths as the core focus in addition to 'Count Me In Too' and Newman's Maths techniques which are proven successful strategies for improving mental computation.

All students K-6 are using 'Go Maths'.

Other Initiatives

P.S.P. also supported parent workshops in literacy and numeracy and NAIDOC celebrations and special events including Artrageous.

These programs were designed to increase parent participation and engagement in the school and resulted in an average of over 100 parents attending both events.

Reading Recovery

The reading recovery program is in its eighteenth year at Tamworth West. This year the school received funding for 8 places.

This year the students accessing the program equated to 34% of the total cohort for Year 1 with 6 boys and 2 girls participating.

In semester 1, two students entered the program on text level 1, one student on level 0 and the fourth student on level 2. These students exited the program on levels 17, 20, 18 and 12 respectively.

In semester 2, two students entered on text level 12, one at level 13 and one a text level 9. This intake of students finished the program on levels 17, 20, 18 and 12 respectively.

Monitoring of the students now in Year 2 and 3 indicates that progress has been consolidated and continuing to improve.

National Partnership Programs

Tamworth West has been engaged in 3 main partnership programs during 2010. These are LOW SES, Literacy /Numeracy and the Pilot School Project. The following is a brief outline of these projects and how they have enhanced the programs at Tamworth West.

LOW SES

The significant funding that came with this program enabled the school to identify a number of areas for improvement in line with the school plan and utilise the funds to improve the school's operational and teaching learning programs.

These funds were used to:

- Fund an additional AEO 2 days per week;
- Purchase an engagement teacher role;
- Purchase SMART technology for every room; and
- Purchase additional aiding time in support of our students.

Pilot School Project

The school was selected to run the trial Pilot School Project which implemented strategies to enhance the decision making process for Principals.

Through this process we have been able to:

- Add an additional kindergarten class to the school using existing and additional staffing procedures;
- Provide additional working hours for our general assistant ;
- Utilise a business manager to enhance our school promotional opportunities; and
- Develop increased efficiency and productivity of our funds for grounds improvement and maintenance of the school.

Literacy and Numeracy

Our school was targeted as a literacy school for 2010. These funds have been used to:

- Implement Accelerated Literacy across all grades through to year 5;
- Implement Reading to Learn across grades 5 and 6; and
- Run the Multilit program from grades 3 through to 6 for identified students.

These funds have also been used to purchase aiding time to support the implementation of Multilit.

Connected Learning

Tamworth West currently has two connected classrooms on the school site. These rooms have been used for conferences for both school and Regional organised and professional learning activities, development of teacher training in ICT usage, teacher to teacher conferences with Royal Far West speech pathologists and for students to connect with the wider world for research purposes.

Other programs

Breakfast Club

The ongoing support of the Breakfast club on Tuesday and Thursday mornings has again been an outstanding success.

On average, eighty students attended breakfast two mornings a week free of charge.

This was due to the generous support of local individuals and the very generous sponsorship of local businesses including Bakers Delight and Cargill Meats, who supplied food and drink for the children.

The breakfast club would also not be possible without the very generous time given by volunteers from the View Club, The NSW Fire Brigade, Cargill Meats and community members.

The volunteers report that the children are exceptionally well mannered and truly appreciate what they are doing for them.

Progress on 2010 targets

Tamworth West in 2010 had 3 targets that were identified through a rigorous evaluation process

in 2009. The following information outlines how we have progressed on these targets.

Target 1

Repeat target for 2010 from 2009 report

Increase the levels of literacy achievement for every student

Our achievements include:

- Increasing the number of year 3 students performing at proficiency standard from 29.6% to 31.4%;
- Reducing the number of students at minimal standards from 33% to 30% in year 3;
- Implementation of Multilit for targeted low achieving students;
- The development of a school based scope and sequence for literacy;
- Professional development in using available resources effectively for implementation of Accelerated Literacy and Reading to Learn;
- Closely monitored and timetabled assessment tasks being a shared responsibility across stages; and
- STLA / classroom teachers developing individual student plans for identified students who have not met benchmarks, are 'at risk', and those who require 'extension'.

Target 2

Increase the levels of numeracy achievement for every student

Our achievements include:

- Increasing the number of students performing at proficiency standard from 23% to 25%;
- Increasing the number of year 5 students performing at proficiency standard from 11% to 14%;
- Reducing the number of students at minimal standards from 23% to 20%;
- Reducing the number of year 5 students at minimal standards from 4% to 3%;
- Implementation of the 'Go Maths' program K-6;
- Purchases of resources to support 'Go Maths'; and

- Identified students receiving additional support.

Target 3

Increased parent engagement and participation in school

Our achievements include:

- Continuing to support the implementation of student welfare practices that support a culture of collaboration and security for students;
- Continued involvement of parents in decision making processes;
- Employment of selected parents to meet strategic targets;
- Improved parent satisfaction with school operation;
- Using email and the website to communicate school operations and events;
- Improved teacher / parent relationships through communication being evident on a more consistent basis; and
- Personalised Learning Plans reflecting aspirations of both parents and children being implemented for all students.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations in

- Home / School Partnerships; and
- Literacy and Numeracy.

Background

In 2010 the school wished to identify issues in relation to the school's dedication to its school community. This was in part due to the responses it received in the 2009 parent satisfaction survey and part due to the implementation of strategies throughout 2010.

Findings

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Over 90% of the parents surveyed replied to these statements with a strongly agree or agree.

Statement 1: "This is a school where information about the schools' programs and activities is regularly communicated to parents and families".

Statement 2: "This is a school where information about students' progress is clearly communicated to parents and carers".

Statement 4: "This is a school where information about student learning is shared between home and school"; and

Statement 11: "This is a school where teachers and families work in partnership to support students' learning" are responses that parents responded to without a "don't know" answer.

Only 10% disagreed with the following statement

Statement 14: "This is a school where the school talks with families when there are important decisions to make about what goes on in the school".

Statement 15: "This is a school that includes all its community in decision making processes including the development of the school plan".

Responses suggest that our parents are not aware of strategies that are taking place in our school that include all community including local and or regional AECG being involved in the development and monitoring of key activities in the school plan".

Statement 17: "This is a school where community representatives on school committees are actively encouraged, valued and listened to".

Even though approximately 65% of our parent body answered strongly agree and agree to this Statement, over 20% of our parents responded that they do not know.

Statement 7: "This is a school where parents/carers are encouraged to be involved in their child's learning", was the only Statement responded to with a strongly disagree but only two percent of our parents surveyed took this view point.

Parent Forum

A parent forum was conducted following outcomes from the recent parents' survey results. The following is a summary of findings from the forum including recommendations.

A concern was raised that previously to this year, our Indigenous focus had not been strong enough. NAIDOC week had not been a focus and people didn't feel comfortable about being in the school.

In 2010 our school has made a much better effort at involving the children, which empowered them and gave them a sense of belonging and a realisation of the importance of maintaining culture.

Special events such as book week, Artrageous, Christmas carols etc, provide a non threatening environment that makes non Indigenous and Indigenous community members feel comfortable at our school. We now need to build on these special days.

Our school provides Aboriginal focused programs, such as Accelerated Literacy, Reading to Learn, Active After-School Communities and Breakfast Club which benefits all students.

A recommendation from the forum is that the school should begin teaching the Aboriginal language suited to this area.

Our school also needs to make our indigenous community aware of when and where the AECG meetings are on as there are not enough parents in attendance.

Classroom Involvement

It was reported that some parents didn't seem to feel valued when it involved classroom assistance. Some Indigenous parents reported that they didn't feel welcome in the classroom. 'An acknowledgement of community members teaches respect for their elders'.

It was felt that teachers were quick to inform parents of behaviour issues, but not enough emphasis was placed on academic progress in class with positives being reported.

Sometimes there was inadequate follow up with parents. Timely communication is the key.

Newsletters don't seem to be getting read by the community.

Recommendations

Our school will develop a working party/committee to enable those involved in the AECG to become more involved in our school.

The school could make use of Mara Mara Aboriginal Function Centre as a means of increasing community involvement.

Parents will be surveyed to see what day would suit them for meetings.

Other activities that the P&C could support include a Meet and Greet for next year's kindergarten parents.

The school will set up an emailing system for the newsletter to develop increased access.

Implications for Improving Parent Satisfaction

Although findings from both the surveys and forum were very positive, the following implications have been identified to improve satisfaction with the school.

Parents are feeling comfortable with being in the school; however some parents do not feel comfortable or welcome in some classrooms or in being involved with classroom activities.

More parental encouragement and involvement in the local AECG is seen as something our community could do better in enhancing our children's education.

The school needs to improve its communication strategies with Aboriginal parents to ensure that knowledge about activities is received in a timely manner.

Parents, who are already in the Tamworth West community, could do more to enhance and encourage participation at school.

Regular communication with all parents could be enhanced by using electronic means of communication.

A parent drop-in room could enhance the community participation of Tamworth West.

Communication related to the teaching and learning programs at Tamworth West through information sessions for parents in Accelerated Literacy, Reading to Learn, Multilit, assisting

children to read at home etc. could benefit the whole school community.

Curriculum- Literacy and Numeracy

Background

The school surveyed students and developed a focus group from the survey results in order to explore attitudes to schooling in Literacy and Numeracy. In completing this report the school has also drawn on an independent 'on task analysis' of students during literacy and numeracy sessions.

Findings

- 91% of students acknowledge that both Mathematics and Literacy are important subjects to learn.
- 94% of students almost always agree that the school expects them to do their best in English and Mathematics. This compares with last year's result of 75% for the same question. The focus group when questioned in relation to this comment support that the teachers are emphasising 'do your best'.
- 88% of students believe that they try their best and take pride in their learning.
- 80% of students surveyed indicated that the activities teachers use to help them to learn in both English and Mathematics are effective. Students believe strongly that meaningful activities that assist learning take place regularly in classrooms.
- 77% of students believe that teachers find new ways to help them understand new concepts. The student forum indicated strongly that teachers help them often and that opportunities are given to learn new 'things' and that learning is lots of fun.

Comparisons notable between stage 2 and stage 3 are as follows:

- 80% of Stage 3 students indicated that teachers tell them what they are learning and why they are doing activities whilst 62% of stage 2 students believed that teachers did the same.
- 39% of Stage 2 students believe that there is a balance between working on their own and working with other students, whilst 65% of Stage 3 students believe that there is a good

balance between independent and group work. Stage 2 girls believe that there is too much emphasis on individual work and would like more group work to occur in classrooms. One child however indicated that he would like to work more independently and be extended further.

- 44% of students surveyed in both Stage 2 and Stage 3 indicate that teachers plan class activities in Mathematics that are interesting. 56% of students believe that more stimulating Mathematics activities need to be planned for. A number of students indicated that 'Go Maths' activities could be planned better.

Recommendations

- Personalised Learning plans need to be more focused on the development of students at school in social, academic and emotional facets of school life;
- All children will have a personalised learning plan interview in term 1 with parents being involved in term 3. The emphasis being on child centred learning;
- Communication regarding aspects of children's education will occur more often;
- Teachers will explore increased opportunities for child centred learning to take place more often;
- All teachers will use SMART technology to improve delivery of lessons in line with quality teaching dimensions;
- Staff will identify students who require extension activities and cater for their needs;
- Selected staff will visit high performing schools to develop understandings of high expectations and curriculum expectations; and
- All staff will develop consistency in the collection and sharing of data to ensure shared understandings of student performance for literacy and numeracy meet state based expectations.

Professional Learning

The percentage of various funds from all sources that supported Professional Learning in 2009/2010 was 30%. This included use of LOW SES, National Partnership, Priority Schools Program and Teacher Professional Learning funds.

Professional Learning for 2010 included:

- Staff training and development in Accelerated Literacy and Reading to Learn Pedagogies.
- Support / mentoring provided in developing teaching plans to enhance literacy and numeracy teaching by providing executive release for collaborative planning and delivery of Accelerated Literacy, Reading to Learn and Quality Teacher Framework.
- Collaborative planning days for all staff to develop literacy, numeracy, quality teaching framework and programs.
- Staff training on the teaching learning cycle to enhance process and delivery.
- Implementation of strategic cycle for assessment in all grades.
- Development and implementation of a standards framework for literacy teaching.
- Development of a school based plan for teaching numeracy.
- Staff training in use of ICT and SMART boards to enhance literacy and numeracy across KLA's.
- Targeted staff training in girls' and boys' learning strategies to enhance engagement.
- Development of a draft school based Aboriginal Policy in conjunction with key stake holders.

School development 2009 – 2011

The school has developed targets for implementation over a three- year period. These are reviewed each year and modified as necessary. Copies of the management plan are available from the school office.

37% percent of professional development funds were used for the development of literacy

numeracy in 2010, 29% was used for leadership and career development, 22% was utilised on welfare and equity, 7% for beginning teachers and 5% for quality teaching.

Targets for 2011

The school, through rigorous analysis, has established 3 main targets for 2011.

Target 1- Literacy

- Increase the percentage of Year 3 students performing at and above minimum standard rate (top 5 bands) in reading from 88% to 92% by 2011.
- Increase the percentage of Year 5 students performing at and above minimum standard rate (top 5 bands) in reading from 89% to 93% by 2011.
- Increase the percentage of student growth A.T.S.I. students from Year 3 to Year 5 by at least one band from 82% to 86 % by 2011.

Strategies to achieve this target include:

- A regular program of stage/ grade assessment K-6 is recoded in database format at the end of each term;
- A balance of modelled, guided and independent work is evident in all classrooms every day;
- Use of NAPLAN data to inform stage based literacy planning and grade based programming ;
- Best Start assessment of all kindergarten students during weeks 1 and 2 of Term 1 with analysis informing teaching;
- Multilit and Reading Recovery intervention ensuring that students are on a rotational timetable so that no student misses out on class based literacy programs;
- Guided, modelled and independent teaching structures implemented for writing as a K-6 focus; and
- Collaborative planning days for writing and publishing school based literacy plan, scope and sequence for writing and spelling are assigned.

Our success will be measured by:

- All teachers using analyses to inform planning, teaching strategies, grouping and assessment of students;
- All students meeting benchmarks as stipulated;
- Collaborative planning days result in explicit scope and sequences being developed;
- Identified students access Multilit and Reading Recovery programs;
- All teachers explicitly planning using the quality teaching dimensions; and
- Improved engagement of students is evident.

Target 2- Numeracy

- Increase the percentage of year three students performing at and above minimum standard (top five bands) in numeracy from 77% to 81% by 2011.
- Increase the percentage of Year 3 ATSI students performing at and above minimum standard in Numeracy from 90% to 100% by 2011.
- Increase the percentage of Year 5 students performing at and above minimum standard (TOP 5 BANDS) in Numeracy from 96% to 100% by 2011.
- Increase the percentage of Year 5 ATSI students performing at and above minimum standard in Numeracy from 89% to 100% by 2011.

Strategies to achieve this target include:

- Use of NAPLAN data is to inform stage based numeracy planning and class-based programming that incorporates quality teaching dimensions;
- Whole school planning processes identify aspects of numeracy underperformance for particular student cohorts and for individual students; and
- Teachers developing corporate programs in Mathematics based on Syllabus outcomes, Counting On, Count Me In Too and Go Maths and producing a school based scope and sequence;

- Tracking data on all students developed and implemented in data base form and stored on the school server;
- Collaborative development of Programming strategies in Space and Measurement strands; and
- Enrichment and extension program introduced in Mathematics for identified students.

Our success will be measured by:

- All teachers using analyses to inform planning, teaching strategies, grouping and assessment of students;
- All students meeting targets as indicated;
- Tracking data being available for all teachers with relevant information being drawn upon for informed planning;
- Improved teaching of Space and Measurement strands being evident;
- Decrease proportion of lowest performing students in accordance with state plan;
- Decrease the proportion of Aboriginal students achieving in the lowest band; and
- Identified students achieving beyond stage standards.

Target 3 – Engagement and Retention

- An increase in the number of students attending school on time from 93% to 94% by December 2011.
- A decrease the number of students who have less than 90% attendance from 23% to 20% in 2011.
- An increase the level of engagement in Numeracy lessons from 83% in stage 3 to 90%.

Strategies to achieve this target include:

- School matrix developed and implemented using **Trust Welcome Pride Strive** as the school core values through Positive Behaviour for Learning;
- 'You Can Do It' being implemented at school level to develop social skills;

- The development , compilation and purchase of resources in collaboration with the Aboriginal community and Aboriginal Education Officer;
- A 'Drop in Classroom' created with morning tea information sessions for parents developed to include topics such as Personalised Learning Plans, Accelerated Literacy, overview of school programs, helping students at home with reading, writing and numeracy and development of the TWPS Aboriginal Education Policy;
- Structures and policy for monitoring student absentee rates are adhered to; and
- Programs developed by the engagement teacher, designed to increase student and parent participation in school activities, will be implemented.

Our success will be measured by:

- PBL being fully implemented;
- 'You Can Do It' being fully implemented as a social skills / personal development focus;
- Resources to support Aboriginal education purchased;
- 'Drop in Classroom' operates;
- School programs and initiatives are addressed within the drop in classroom;
- Absentee rates being reduced; and
- Engagement teacher initiative supports improved attendance and retention rates for students and increased parent participation in school activities.

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.

Jeremy Mills- Principal

Neshelle Battle – Assistant Principal

Joh Mulligan- Assistant Principal

Garry Galloway – Assistant Principal

Amanda Price- P&C Representative

Mara Dedini- P&C representative

Sharon Porter- AECG Representative

School contact information

Tamworth West Public School

65 Bridge Street

Ph: 02 67 658316

Fax: 02 67 621226

Email: tamworthw-p.school@det.nsw.edu.au

Web: www.tamworthw-p.school.nsw.edu.au

School Code: 3158

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

<http://www.schools.nsw.edu.au/asr>



Tamworth West Wakikirri Dance Group