

# Tamworth West Public School

## Annual Report



2016



3158

## Introduction

The Annual Report for 2016 is provided to the community of Tamworth West Public School as an account of the school's operations and achievements throughout the year.

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

Terrie Kay

Principal

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### Message from the Principal

It is again my absolute pleasure to report on another incredible, and incredibly busy school year at Tamworth West. And what a year it has been! I am so proud to be able to serve the wonderful students here and the entire Tamworth West community – you have probably heard me say it before, but I have one of the best jobs in the world and, on a daily basis, this is reinforced to me. Thank you for all you do to make coming to work such a pleasure for all of us who are privileged to work at Tamworth West Public School.

Our annual presentation day was again a fitting and fabulous way to celebrate the academic achievement of so many students. Academically, our results are continuing to improve, with NAPLAN demonstrating impressive trend data in Grammar and Punctuation, in particular for our Year 3 students. The staff has identified Numeracy, Writing and Spelling as focus areas for 2017 so I look forward to reporting on improved results across these areas next year.

Culturally, we have continued to participate in Dance Festival, we are building our school choir, students continue to attend piano lessons and we have very competent teams competing in debating competitions.

We are fielding more and more sporting teams. We entered and fared well in many NSW PSSA Knock-out competitions. We attended a variety of gala days. We started our own Netball Club and now have a very competitive flipper ball team. But most impressive is the wonderful sportsmanship our students demonstrate when competing.

Importantly, the results of the parental survey which we sent out in regards to school culture and teaching were heart-warming beyond belief. Don't get me wrong, there are still areas that we feel we need to improve in, but, given the strength of our other areas, we believe we can continue to get better.

During Semester Two, we have revived our Positive Behaviour for Learning focus. We have continued to concentrate on the values of respect, resilience and responsibility. Each week students have been identifying the behavioural expectations of shared areas across the school. Next year, we will be taking our students ideas and introducing signage across the school to support PBL. We will also be teaching PBL lessons each week.

We will also continue to work in the beautiful vegetable gardens that we established this year. It is a wonderful sight to see our students busy watering and working in the gardens each morning. It is also interesting to hear the slightly competitive comments coming from some members of staff.

It is the nature of schools that we say goodbye to staff and of course, our Year 6 students, at the end of each year and this is always a very sad moment for us. This year we farewell Miss Grant. I thank Kellie sincerely for her contribution to our school. We will really miss her but she is drawn northward and I am sure she will enjoy the sunshine and social scene that makes south east Queensland so popular. To our students who are leaving us to go to pastures new, we wish you everything you could hope for, especially our Year 6 body. You have left your mark on Tamworth West and the

school is a better place because you were here.

One of the wonderful parts of being a principal is being able to recognise the exceptional impact that teachers make to Public Education. In 2016 I was honoured to present Mrs Jenene Gall with a service certificate recognising 40 years of outstanding contribution and Mrs Kerry Osborne with a service certificate recognising 30 years of outstanding contribution to Public Education in New South Wales. I not only pass on the Department's congratulations but those of our entire school community. Thank you for everything you have done and everything you continue to do for the students of Tamworth and beyond. We truly appreciate you both.

Miss Felicity Bagshaw was this year's recipient of the 2016 Tamworth West Public School Staff Award. Felicity is an excellent teacher and has been a long term employee at Tamworth West Public School. She is warm, accessible, enthusiastic and caring. She makes herself available to her students, their families and staff members whenever they need her. Felicity is the Learning Support Team coordinator and the Staff Social Committee Coordinator. Both roles require her to demonstrate continual support for staff both professionally and personally – responsibilities she takes seriously and does very well. Felicity is an extremely passionate person and is truly dedicated to supporting her colleagues. Felicity received this year's award for 'Making an Immeasurable Difference to the Wellbeing of Staff at Tamworth West Public School'.

I extend my gratitude to the entire Tamworth West Public School community for the way you continue to support us, our teachers and our students and I look forward to working with you throughout 2017.

Thank you.

Terrie Kay

*Principal*

# School background

## School vision statement

Our vision is to provide a safe, happy, caring and stimulating environment where our community values education and we all strive to reach our full potential.

We are committed to providing students with exemplary instruction designed to educate the whole child so that he/she may become a productive member of the community. We nurture intellectual curiosity, risk-taking, collaborative and critical thinking and effective communication.

Our instruction is aimed at supporting each student's ability to achieve at the highest levels. We encourage all members of the community to contribute to the support of student learning and to act as collaborative partners in the education of our children.

## School context

Tamworth West Public School is located near the centre of Tamworth and services the needs of approximately 330 students from very diverse backgrounds within the city of Tamworth and surrounding rural areas. We have undergone significant growth over the past few years, increasing in population by at least 30%. This growth reflects local property development, renewed community recognition and consumer choice. We are an inclusive and student-centred school that offers a positive, spacious and well equipped environment.

Our physical environment is inviting and interesting. We offer indoor and outdoor learning environments and are fortunate to be able to continue to improve our aesthetics through the dedication of our hard working P&C.

We currently house 12 mainstream classes, a multi-categorical support class and a support class for students with mild intellectual disability. In addition, we are home to the New England Learning Centre; itinerant staff for hearing and early intervention; technology support; and assets management.

Rich, diverse and innovative academic, social and cultural programs and initiatives provide many varied avenues for students to achieve. These include:

- Early Action for Success (EAfS)
- Reading Recovery
- Learning and Support
- Positive Behaviour for Learning (PBL)
- Aboriginal initiatives including 'Big Sis, Little Sis' and 'Butterfly Sweethearts'
- Environmental education
- Life Education Van
- A technology centre
- Technology in all classrooms
- Student Leadership
- Music groups
- Dance groups
- Debating
- Science and Engineering Challenge
- Affiliation with many sporting clubs
- Transition programs
- Undercover playground equipment
- Breakfast Club
- School canteen

Our staff is caring and supportive. They enthusiastically embrace and implement innovations in many areas of school life to ensure the best possible learning opportunities for our students.

As a PBL school our community supports and promotes the development of students who are trustworthy, welcoming, proud and strive to do and give of their best.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### Learning

Across 2016 in this domain, Tamworth West Public School showed significant improvement in the elements of Learning Culture and Curriculum & Learning.

In Learning Culture:

- There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. This is evidenced through our successful achievement of annual milestones throughout the year and our improving NAPLAN results.
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. The Positive Behaviour for Learning Team has worked tirelessly to reintroduce PBL across the school. All classes have been involved in determining our expectations across the shared areas within our school.
- There are also well-developed and current policies, programs and processes identifying, addressing and monitoring student learning needs. In 2016 we have evaluated and updated our WWCC policy and our Child Protection policy onto the DoE A-Z Policy Tool.

In Curriculum & Learning:

- Curriculum provision is enhanced by learning alliances with other schools and organisations. Tamworth West Public School is part of the Tamworth High School Learning Community and the principal and deputy principal attend monthly meetings which focus on joint initiatives, transition and pedagogy.
- The school actively collects and uses information to support students' successful transitions. We run a very successful Pre School to Kindergarten program. Students and new families are well informed and opportunities are organised to provide incoming students with a happy and supported transition to primary education.
- Teachers involve students and parents in planning to support students as they progress through the stages of education. Parent/Teacher interviews provide the ideal opportunity for parents and carers to both receive and give information about students. In 2016, parents were invited to attend an information session at the start of the school year and a formal interview at the end of Semester One. In addition to this, reminders are placed in the newsletter on a regular basis, encouraging parents and carers to make contact with their classroom teacher if they have any concerns.
- There are systematic policies, programs and processes to identify and address student learning needs. Throughout 2016 we have worked to improve the outcomes of the School Learning Support Team (LST). The team meets regularly and referrals to the LST have improved significantly.

### Teaching

Across 2016 in this domain, Tamworth West Public School showed some improvement in the elements of Learning & Development and Professional Standards.

In Learning & Development:

- Teachers actively share learning from targeted professional development with others. In 2016 this was evidenced through the professional learning workshops that supported the *Understanding by Design* pedagogy. Staff who attended the two day institute in Melbourne have shared their learning with other staff across two and half school development days.

In Professional Standards:

- Teachers work beyond their classrooms to contribute to broader school programs. Examples of this across 2016 include the PBL team, Breakfast Club, sporting programs, Book Week celebrations and the LST.

### Leading

Across 2016 in this domain, Tamworth West Public School showed some improvement in the elements of Leadership and School Planning, Implementation & Reporting.

In Leadership:

- The school solicits and addresses feedback on school performance. In 2016 parents, carers, students and staff were given with the opportunity to provide feedback via SchoolMap surveys on Teaching and Learning Culture. In addition all staff were invited to meet with the principal during term 4 to evaluate procedures and practices within the school.

In School Planning, Implementation & Reporting:

- Monitoring, evaluation and review processes are embedded and undertaken routinely. Throughout 2016, professional learning sessions were dedicated to the evaluation of our milestones projects. All staff were also involved in the School Excellence Framework assessment.
- Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. In 2016, professional learning time has been dedicated to strategic direction groups to ensure that our milestone projects are completed and reflect the work we are doing to implement our school plan.
- Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

To build stronger, more positive relationships with our community

### Purpose

Families are the primary influence on children's development and the most important people in children's lives. Research has shown that when families are involved in their child's education, their child achieves more regardless of their socioeconomic level, ethnic or racial background, or the parents' educational level (McDermott, 2010). Children are much more likely to reach their full potential in life when their family and education work together to foster children's learning and holistic development.

### Overall summary of progress

In 2016 a focus group was established to concentrate on Strategic Direction 1 across the course of the year. Our goals for the year were:

- Engage our parents/carers and community through the school newsletter & regular classroom newsletters. Post copies of all communication on the school website. Continue to encourage the school community to join eNews;
- Engage parents/carers and community members through school celebrations; and
- Continue to up skill our parent/carer body through organised workshops.

The focus group has reported positively in relation to the achievement of most goals.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p><b>Positive Parent Partnerships</b></p> <p>The school website is utilised more readily to access the school newsletter and all other notes.</p> <p>An increased number of families are actively engaged in school initiatives and celebrations</p> <p>An increase is evident in the number of community members or organisations the school works with to support student learning</p> <p>An increase in the number of positive responses by parents and community to school surveys.</p>	<p>The school newsletter and all other notes are regularly posted to the school website. With assistance from one of our clever parents, the school newsletter now has a new format. A number of Key Learning Area inserts have been included in the school newsletter across the year. The weekly School Website Analysis Report displays an increase in the number of parents and carers accessing the newsletter via online sources .</p> <p>There has been an observable increase in community attendance at weekly assemblies and whole school celebrations. Grandparents Day, <i>Artrageous</i> and our annual presentation day all achieved greater participation than previously attained. The number of parents attending weekly assemblies has resulted in a decision to split K–2 and 3–6 assemblies in 2017 to facilitate even greater community involvement.</p> <p>A successful workshop for parents on the English Syllabus was held in Term 1. A head count and feedback survey were used to analyse the success of this workshop.</p> <p>The PaTCH program was again offered to parents, carers and members of our community. 3 people participated in this excellent program.</p> <p>Strong support has continued for our Breakfast Club initiative. We have had an increase in volunteers as evidenced through our sign in books and WWCC procedures.</p> <p>A parent survey about school culture revealed:</p>	<p>Catering for workshops</p> <p>Consumables for workshops</p> <p>Teacher Relief</p> <p>Catering for student leadership assembly</p> <p>Resources to support assemblies</p> <p>Resources to support NAIDOC Week</p> <p>Prizes for Book Week</p> <p>Resources to support <i>Artrageous</i></p> <p>Prizes for West Factor</p> <p>Fees to pay external organisations</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$19950.00)</li> <li>• Aboriginal background loading(\$6500.00)</li> </ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p><b>Positive Parent Partnerships</b></p> <p>The school website is utilised more readily to access the school newsletter and all other notes.</p> <p>An increased number of families are actively engaged in school initiatives and celebrations</p> <p>An increase is evident in the number of community members or organisations the school works with to support student learning</p> <p>An increase in the number of positive responses by parents and community to school surveys.</p>	<ul style="list-style-type: none"> <li>• 88% of parents/carers believe the school knows about the families we serve;</li> <li>• 91% of parents/carers believe school leaders have a positive influence on the school culture;</li> <li>• 96% of parents/carers are proud of our school;</li> <li>• 96% of parents/carers believe the school encourages new students and their families to be involved in school activities;</li> <li>• 81% of parents/carers believe that parents support what is happening at the school.</li> </ul>	

## Next Steps

Across 2017 we will:

- continue to develop productive relationships across our extended community to improve educational opportunities for our students;
- broaden the understanding of, and support for, our expectations and aspirations – especially when planning for 2018–2020; and
- provide more opportunities for the community to give constructive feedback on our practices and procedures.





## Strategic Direction 2

To build the capacity of our staff to provide an enriched and challenging learning environment for all students

### Purpose

Research on brain activity by Rosalind Picard and her colleagues suggests that students' brain activity is nearly non-existent during lectures – even lower than when they are asleep. This means, that the teacher at the front of a classroom transmitting knowledge and the children listening quietly will not work. We need to foster pedagogy where teachers challenge and stimulate their students' brains and increase their motivation to learn. The brain responds best in a learning environment when it can make the connection between the learning going on and real-life applications. Teachers need to explicitly plan for and draw the connection to real life in the classroom. Professional capacity must be built for this to be effective.

### Overall summary of progress

In 2016 a focus group was established to concentrate on Strategic Direction 2 across the course of the year. Our goals for the year were:

#### Improving Pedagogical Practice through Early Action for Success (K–2)

- Continued support from Instructional Leader across K–2;
- New teachers to attend L3 Kinder or Stage 1 L3 training. Continuing teachers to attend ongoing L3 PL; and
- Workshops & PL sessions focusing on Running Records, TEN & TOWN.

#### Understanding by Design (UbD)

- A team of teachers to attend the UbD Institute;
- School Development Days and PL sessions to be used to up skill all teaching staff in UbD;
- PL on new Geography Syllabus; and
- Stages to collaboratively write a Geography unit using the principals of UbD

#### Performance and Development Plans

- Full implementation of PDP process; and
- PL to support observations and collection of evidence.

The focus group has reported positively in relation to the achievement of goals.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p><b>Improving Pedagogical Practice through Early Action for Success (K–2)</b></p> <p>80% of students meet stage clusters in PLAN data K–2.</p> <p>Increase the % of students in Year 3 at proficiency through NAPLAN from 2014 data:</p> <ul style="list-style-type: none"> <li>• Reading 27%</li> <li>• Writing 27%</li> <li>• Numeracy 21%</li> </ul> <p>All K–2 teachers trained in L3 and TEN.</p> <p>Positive responses to surveys relating to teaching and learning.</p> <p>An increase in student</p>	<p>An Instructional Leader works with staff; K–2. The Instructional Leader works in classrooms and 1:1 with teachers. Students participate in the Kitchen–Garden program while 1:1 sessions occur. The Instructional Leader assists teachers to use the PLAN Data Wall to closely track students achievements; discuss data analysis; moderate work; discuss using assessment to inform teaching and learning; and support PDPs.</p> <ul style="list-style-type: none"> <li>• PLAN data shows the percentage of students meeting stage clusters at the end of 2016 in <b>reading</b> is: Kindergarten – 57%; Year 1 – 84%; Year 2 – 76%.</li> <li>• PLAN data shows the percentage of students meeting stage clusters at the end of 2016 in <b>writing</b> is: Kindergarten – 74%; Year 1 – 65%; Year 2 – 36%.</li> <li>• PLAN data shows the percentage of students meeting stage clusters at the end of 2016 in <b>Early Arithmetic Strategies</b> is: Kindergarten – 98%;</li> </ul>	<p>Teacher Relief Folders to support L3 &amp; TEN training</p> <ul style="list-style-type: none"> <li>• Early Action for Success (\$26000.00)</li> </ul>

**Progress towards achieving improvement measures**

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
attendance K–2.	<p>Year 1 – 96%; Year 2 – 74%. 2016</p> <ul style="list-style-type: none"> <li>• NAPLAN data shows the percentage of students in Year 3 at proficiency is: Reading – 33%; Writing – 33%; Numeracy – 22%.</li> </ul> <p>During 2016 one Kindergarten teacher has been trained in L3K, while two completed ongoing training. Four Stage 1 teachers trained in L3 Stage 1, while two completed ongoing training. TEN training has been completed for new teachers and maintenance for trained teachers. PL sessions have also been conducted on: Running Records; TOWN; using Susan Bourke online resources to support engagement; preparation of scope &amp; sequences; and moderation for report writing in Semester 1 and 2.</p> <p>Staff results through the SchoolMap survey indicate that:</p> <ul style="list-style-type: none"> <li>• 100% of staff believe that meeting the needs of students is almost always or usually the school's main priority;</li> <li>• 100% of staff believe that that the school almost always or usually encourages everybody to be a continual learner;</li> <li>• 100% of staff believe that the school is almost always or usually finding ways to improve what it does; and</li> <li>• 90% of staff believe that when necessary, the school almost always or usually makes important changes to what it does.</li> </ul> <p>Attendance data K–2 shows the comparison between 2014 and 2016 as follows:</p> <ul style="list-style-type: none"> <li>• Kindergarten – 92.8% in 2014 to 92.2% in 2016</li> <li>• Year 1 – 93.1% in 2014 to 93.6% in 2016</li> <li>• Year 2 – 94.6% in 2014 to 92.0% in 2016</li> <li>• Total – 93.5% in 2014 to 92.6% in 2016.</li> </ul>	
<p><b>Improving Pedagogical Practice in Writing (3–6)</b></p> <p>Decrease the % of students in Years 3, 5 &amp; 7 in the lowest NAPLAN band for writing from 2014 data:</p> <ul style="list-style-type: none"> <li>• Year 3 12.1%</li> <li>• Year 5 30.8%</li> <li>• Year 7 36.7%</li> </ul> <p>Increase the % of students in Years 3, 5 &amp; 7 in the top two NAPLAN bands for writing from 2014 data:</p> <ul style="list-style-type: none"> <li>• Year 3 27.3%</li> <li>• Year 5 3.8%</li> <li>• Year 7 3.3%</li> </ul> <p>All 3–6 teachers use a standard rubric to assess writing.</p> <p>Positive responses to surveys relating to teaching and learning.</p> <p>An increase in student attendance 3–6.</p>	Not implemented until 2017.	Not implemented until 2017.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p><b>Understanding by Design (UbD)</b></p> <p>Positive responses to surveys relating to teaching and learning.</p> <p>All staff demonstrate a sound understanding of UbD.</p> <p>All staff declare an increase in their knowledge of the Geography Syllabus.</p>	<p>Five teachers attended an 'Understanding by Design' (UbD) two day institute. 2 1/2 School Development Days were then dedicated to up skilling staff in UbD. Professional Learning has been provided on the new Geography Syllabus. UbD units have been written to support the new Geography Syllabus.</p> <ul style="list-style-type: none"> <li>• All staff attending UbD institute provided positive evaluations to Jay McTighe.</li> <li>• When interviewed, 100% of staff stated they liked the UbD process.</li> <li>• When interviewed, 100% of staff reflected on improved knowledge of the Geography Syllabus.</li> <li>• All classes implemented their UbD Geography unit in Term 4.</li> </ul>	<p>Course fees Travel – Domestic air fares</p> <p>Travel – Domestic accommodation and meals</p> <p>Resources to support professional learning</p> <p>Upgrade resources to support all Key Learning Areas</p> <p>Resources to support new units of work</p> <ul style="list-style-type: none"> <li>• Base Allocation – Professional Learning (\$5528.00)</li> <li>• Socio-economic background (\$17540.00)</li> </ul>
<p><b>Performance and Development Plans</b></p> <p>All staff develop Performance and Development Plans formulated in consultation with school leaders.</p> <p>Performance and Development Plans are based on school strategic directions and staff analysis of own needs.</p>	<p>An Instructional Leader has been appointed to work with staff 3–6. The Instructional Leader works 1:1 with teachers. Students participate in the Kitchen–Garden program while 1:1 sessions occur. The Instructional Leader assists teachers to match goals from their Performance &amp; Development Plans to the Teaching Standards. The Instructional Leader assists teachers achieve goals from their Performance &amp; Development Plans. The Instructional Leader organises group Professional Learning sessions to meet Performance &amp; Development Plan goals for teachers 3–6.</p> <ul style="list-style-type: none"> <li>• 100% of 3–6 teachers worked with the Instructional Leader.</li> <li>• 100% of teachers 3–6 developed a Performance &amp; Development Plan.</li> </ul>	<p>Higher Duties – Deputy Principal</p> <p>Teacher relief</p> <p>Resources</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$37500.00)</li> </ul>

## Next Steps

Across 2017 we will:

Continue to improve pedagogical practice through the Early Action for Success initiative in K–2. We will do this through:

- Continued support from Instructional Leaders across K–2. Our new allocation of 1.2 FTE will ensure that this happens;
- Ensuring all new staff in K–2 are trained in L3 and TEN and existing staff will access ongoing training; and
- Purchasing resources to support the explicit teaching of literacy and numeracy across K–2.

Write more units using the Understanding by Design (UbD) philosophy.

Improve our Performance and Development Plans to ensure that:

- The process is followed accurately;
- Goals are linked to Teaching Standards;
- Observations are appropriate and well-documented; and
- Evidence collected is relevant.

Improving Pedagogical Practice in Writing across Years 3–6. We will do this by:

- Employing the services of an Instructional Leader to focus on writing;
- Participate in Professional Learning around the explicit teaching of writing across all types of text;
- Introduce a rubric to assist staff to monitor writing progress and students to self-monitor; and

- Collect data to drive what we focus on in writing.



## Strategic Direction 3

To assist our students to develop and master the skills, knowledge and expertise they will need to succeed in work and life in the 21st century

### Purpose

To succeed in the 21st Century students need to learn more than the 3Rs. Our students need to develop global awareness, financial literacy and understandings in environment, civil responsibilities, health and business. They need to be creative, innovative and collaborative. They need to be able to problem–solve, think critically and communicate. Our expectation on students has well and truly moved on from simply studying 6 Key Learning Areas.

### Overall summary of progress

In 2016 a focus group was established to concentrate on Strategic Direction 3 across the course of the year. Our goals for the year were:

#### Kitchen Garden Program

- Create a garden area within the school;
- Students build and own a class garden;
- All classes participate in gardening lessons, choosing seasonal vegetables/fruits, planting, watering and caring for their plots; and
- Students participate in cooking lessons based on planted foods.

#### Preparing 21st Century Learners with a Focus on Technology

- Develop awareness through PL that 21st century skills involve more than technology;
- Commit to additional learning experiences across all Key Learning Areas and resources appropriately;
- Focus on developing collaboration and communication within our students;
- Ensure all classrooms have an IWB;
- Increase wifi network across the school;
- Ensure all classes have a number of iPads to support class activities;
- Purchase class set of iPads to be shared across the school; and
- Investigate 'coding' and attend PL if able.

#### Positive Behaviour for Learning (PBL)

- Tier 1 Universal Training for PBL committee;
- Classes to identify shared area expectations; and
- Seek advice and support from the state PBL Team.

The focus group has reported positively in relation to the achievement of goals.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Kitchen Garden Program</b> All students participate positively in the Kitchen Garden program.	A school vegetable garden area has been created. Classes rotate through the Kitchen–Garden program on a 2–3 weekly basis. All classes have their own garden bed. Classes maintain vegetable gardens in their own time as well as part of the program. Classes participate in cooking lessons using freshly grown produce. <ul style="list-style-type: none"><li>• 100% of classes have built and maintain a garden bed.</li><li>• 100% of classes have accessed the program on a rotating basis.</li><li>• Student and parent/carer comments in relation to the program are predominantly positive.</li></ul>	Classroom teacher to run the program at 0.4FTE Set up of garden area Kitchen resources Consumable materials <ul style="list-style-type: none"><li>• Socio–economic background (\$34259.00)</li></ul>
<b>Preparing 21st Century Learners with a Focus on</b>	Additional Arubas have been purchased. <ul style="list-style-type: none"><li>• 100% of classrooms now have wifi connectivity.</li></ul>	3 x Arubas

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p><b>Technology</b></p> <p>Teaching and learning programs and assessment tasks reflect 21st Century Learning as per The Melbourne Declaration.</p> <p>IPads and computer labs are used regularly to support learning.</p> <p>Some students develop a basic understanding of coding.</p>	<p>A class set of 15 iPads with a lockable, mobile charging trolley has been purchased for use across the school.</p> <ul style="list-style-type: none"> <li>• Most classrooms are accessing the class set of iPads to support learning as is evidenced through the weekly booking sheet.</li> </ul> <p>Eight of the first generation iPads have been retired with some new ones purchased to replace them..</p> <ul style="list-style-type: none"> <li>• All classes have access to a minimum of 2 class iPads on a daily basis.</li> </ul> <p>A SAO was employed to support technology across the school.</p> <ul style="list-style-type: none"> <li>• Comments from staff have all been positive in relation to the support provided by the SAO. Staff have attended professional learning on coding.</li> <li>• Rachel Coombes attended two professional learning sessions on coding.</li> <li>• Coding has now been introduced to a small number of classes as a part of library RFF lessons.</li> </ul>	<p>20 x iPads</p> <p>1 x mobile charging trolley</p> <p>Employee salaries – SAO to support technology</p> <p>2 x release days for teacher</p> <p>Course fees</p> <ul style="list-style-type: none"> <li>• Socio–economic background (\$23969.00)</li> </ul>
<p><b>Positive Behaviour for Learning (PBL)</b></p> <p>PBL practices are embedded into all classrooms and school wide settings.</p> <p>85% of students students are operating within the PBL universal level (Tier 1).</p> <p>PBL school–wide evaluation tool (SET) displays growth.</p> <p>An increase in the % of students displaying an attendance record of greater than 85%.</p>	<p>A PBL committee has been established. Minutes of regular PBL meetings shows that staff from each stage of learning is represented on the PBL committee. Most members of the PBL committee have attended Tier 1 training.</p> <ul style="list-style-type: none"> <li>• Six members of staff, from across the school, attended the Tier 1 training sessions in Tamworth.</li> <li>• All attendees reflected positively on the training and future prospects for PBL at Tamworth West PS. The PBL committee provided professional learning for staff on Tier 1 training, the importance of identifying shared areas within the school and our current data.</li> <li>• Four Professional Learning sessions were dedicated to PBL across Semester 2, 2016.</li> <li>• The majority of staff attended all sessions.</li> <li>• PL evaluations were positive.</li> </ul> <p>Classes have identified their expectations of our shared areas.</p> <ul style="list-style-type: none"> <li>• 100% of classes were involved in listing the expectations for shared areas.</li> </ul> <p>The PBL has kept in contact with Cathy Archer, our PBL Head Teacher. Three members of the PBL committee attended the Tamworth Educational Directorate PBL Forum</p> <ul style="list-style-type: none"> <li>• 100% of PBL committee members who attended the PBL Forum responded positively to the experience, returned with a range of new ideas and made contacts with other PBL school personnel.</li> </ul>	<p>Casual relief for Tier 1 Training</p> <p>Course fees</p> <p>General resources</p> <p>Consumable materials</p> <p>Promotional materials</p> <p>Travel – Domestic accommodation and meals</p> <p>Travel expense reimbursement</p> <ul style="list-style-type: none"> <li>• Socio–economic background (\$8000.00)</li> <li>• Base Allocation – Professional Learning (\$6700.00)</li> </ul>

## Next Steps

Across 2017 we will:

### Kitchen Garden Program

- New classes take responsibility for 2017 garden;
- All classes participate in gardening lessons, choosing seasonal vegetables/fruits, planting, watering and caring for their plots;
- Students participate in cooking lessons based on planted foods; and

- vegetable and fruit pots are established across the school.

### **Preparing 21st Century Learners with a Focus on Technology**

- Additional Professional Learning will occur around coding and technology;
- Staff to be surveyed regarding professional learning requirements;
- Additional resources to improve technology in the classrooms will be purchased; and
- STEM resources to be purchased.

### **Positive Behaviour for Learning**

- The PBL weekly assembly format will be revised;
- Weekly PBL lessons will be taught;
- A new PBL award will be formatted and given out at assemblies;
- The committee will develop and distribute a minor and major behaviour matrix based on staff collaboration;
- Corflute signage will be ordered;
- The PBL team will start attending Network Hub meetings; and
- A PBL student working party will be formed.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>The Aboriginal Education Officer works with students, staff and the community on a daily basis to improve student outcomes.</p> <p>A School Learning Support Officer has been employed to provide additional assistance to staff for students not targeted with funding to improve student outcomes. A tutor has been employed to work with identified students on the 'Norta Norta' program to improve student outcomes.</p> <p>The school focused on NAIDOC Week as a means to build stronger, more positive relationships with our community. Resources were purchased to support our NAIDOC Week celebrations.</p> <p>Boys and girls groups were organised for our senior classes, with a major focus on cultural awareness. Resources were purchased to support our boys and girls groups.</p> <p>Our Aboriginal students performed at our annual presentation day.</p> <ul style="list-style-type: none"> <li>• NAPLAN data between 2014 and 2016 compares the number of students achieving results in the top 2 Bands as follows: Year 3 Reading: 2014 – 0%, 2016 – 27.3% <p>Year 5 Reading: 2014 – 0%, 2016 – 14.3%</p> <p>Year 7 Reading: 2014 – 0%, 2016 – 0%</p> <p>Year 3 Writing: 2014 – 20%, 2016 – 9.1%</p> <p>Year 5 Writing: 2014 – 0%, 2016 – 7.1%</p> <p>Year 7 Writing: 2014 – 0%, 2016 – 0%</p> <p>Year 3 Numeracy: 2014 – 10%, 2016 – 18.2%</p> <p>Year 5 Numeracy: 2014 – 0%, 2016 – 0</p> <p>Year 7 Numeracy: 2014 – 0%, 2016 – 0%</p> <ul style="list-style-type: none"> <li>• Staff have responded positively to the impact of the additional SLSO.</li> <li>• A significant increase in the number of community members attending our NAIDOC Week celebrations was noted.</li> <li>• 100% of students identifying as Aboriginal in Years 4, 5 &amp; 6 participated in our boys and girls groups.</li> <li>• The popularity of the presentation day performance resulted in students from Stage 1 joining Stage 2 &amp; 3 performers.</li> </ul> </li></ul>	<p>Staffing – AEO</p> <p>Salary for SLSO 0.578 FTE</p> <p>'Norta Norta' tutor salary</p> <p>NAIDOC Week resources</p> <p>Catering</p> <p>Funding to offset cost of cultural performance</p> <p>Funding to support cultural excursions</p> <p>Resources for AEO office</p> <p>Resources and consumables to support boys and girls groups</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$120 030.00)</li> <li>• Aboriginal background loading (\$120 030.00)</li> </ul>
<b>Low level adjustment for disability</b>	<p>Our Learning &amp; Support teachers (LaSTs) work with students and staff to improve student outcomes on a timetabled system. One LaST specialises in the area of Access Requests and communicating with outside providers.</p>	<p>Staffing resource for LaSTs</p> <p>Higher duties salary from AP to DP</p> <p>Additional SLSO</p>



<p><b>Low level adjustment for disability</b></p>	<p>A 0.5 FTE Deputy Principal builds the capacity of staff to cater for students with disabilities in mainstream settings, develop systems and processes to support the school LST and support our specialist class teachers.</p> <p>Additional School Learning Support Officers provide assistance to staff for students not targeted with funding to improve student outcomes. These students have been identified through Learning and Support Team (LST) referrals.</p> <p>A number of members of the school LST have attended training on Access Requests.</p> <p>A number of members of staff are trained by the Epilepsy Association in the provision of Midazolam.</p> <p>There are Individual Learning Plans (ILPs) for all schools on targeted funding. ILP meetings have been held in relation to all students in our support classes. Out of Home Care (OOHC) planning meetings have been held for all OOHC students.</p> <p>Staff have completed Disability Standards for Education online training. Staff have completed the NCCD survey.</p> <p>Resources were purchased to support students with disabilities in support classes and mainstream settings.</p> <p>There is an increase in the number of staff attending fortnightly LST meetings.</p> <ul style="list-style-type: none"> <li>• There has been a significant increase in the number of students receiving targeted funding.</li> <li>• 100% of staff who attended training on Access Requests believed they knew more after the training than they did before.</li> <li>• 7/8 staff who completed Epilepsy Action Training in the administration of Midazolam felt confident in their ability to do so if required.</li> <li>• 100% of OOHC students have an ILP.</li> <li>• 100% of staff completed Disability Standards for Education training.</li> <li>• 100% of classroom teachers completed the NCCD survey.</li> </ul>	<p>Casual teacher salaries</p> <p>Course fees</p> <p>Readers to support Reading Recovery</p> <p>Fidget toys</p> <p>Wedges</p> <p>Widget software</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$180 939.00)</li> </ul>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Executive staff receive additional time each week to work with staff they supervise.</p> <p>Classroom teachers are released from class to work with an Instructional Leader to support EAfS or PDPs.</p> <p>Students participate in the Kitchen–Garden program while 1:1 sessions occur with classroom teachers.</p> <ul style="list-style-type: none"> <li>• 100% of executive have reported that the additional time has assisted the capacity building of staff.</li> <li>• Staff results through the SchoolMap survey</li> </ul>	<p>Classroom teacher salaries</p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$12 243.00)</li> </ul>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>indicate that: 100% of staff believe that that the school almost always or usually encourages everybody to be a continual learner;</p> <p>100% of staff believe that the school is almost always or usually finding ways to improve what it does; and</p> <p>90% of staff believe that when necessary, the school almost always or usually makes important changes to what it does.</p> <ul style="list-style-type: none"> <li>• Student and parent/carer comments in relation to the Kitchen/Garden program are predominantly positive.</li> </ul>	<p>Classroom teacher salaries</p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$12 243.00)</li> </ul>
<p><b>Socio-economic background</b></p>	<p>Money from socio-economic background funding is used to support all three strategic directions.</p> <p>Enhancing our school grounds has been a priority across the year. The school grounds are attractive and well maintained.</p> <p>Classroom learning environments are improving, with a focus on furniture to reflect 21st Century learning.</p> <p>The school has taken responsibility for Breakfast Club which is held each Tuesday and Thursday morning.</p> <p>The school assists students with lunches, hats, excursion payments and uniforms when requested.</p> <p>The school celebrates the achievements of all students at our annual presentation day.</p> <p>Resources have been purchased to support all Key Learning Areas.</p> <ul style="list-style-type: none"> <li>• The P&amp;C have commented positively in relation to grounds enhancements</li> <li>• .An average of 125 students attended Breakfast Club each Tuesday and Thursday across term 4 of 2016</li> <li>• 100% of requests for student assistance received support.</li> <li>• Our annual presentation day achieved greater participation than previously attained.</li> </ul>	<p>Grounds resources</p> <p>Classroom furniture</p> <p>Breakfast Club toaster</p> <p>Breakfast Club consumables</p> <p>Lunch orders</p> <p>Hats</p> <p>Excursion payments</p> <p>Quality texts</p> <p>Dictionaries</p> <p>Home readers</p> <p>Maths resources</p> <p>TEN kits</p> <p>Shelving for maths resources</p> <p>Science resources</p> <p>Drying racks</p> <p>Sporting equipment</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$77 869.00)</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	140	156	157	177
Girls	106	117	138	158

Our student enrolment continues to increase. As a result we will be recommissioning classrooms as we move into the 2017 school year to cater for our student numbers. An enrolment committee consisting of the principal, the AEO, staff representatives and a P&C representative has met throughout the year to ensure that enrolments are accepted in line with our enrolment policy. The enrolment policy will be reviewed and updated at the start of 2017 to reflect the additional classrooms available.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.3	92.8	94.8	92.2
1	93.3	93.1	92.5	93.6
2	91.4	94.6	93.7	92
3	93.5	92.8	93.9	94.4
4	92.6	95.3	88.5	93.2
5	93.9	90.3	93.9	91.4
6	87.6	90.6	91.5	93.4
All Years	92.9	93.1	92.9	92.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

The following strategies are in place at Tamworth West Public School to monitor and promote attendance:

- Regular information is placed in the school newsletter regarding attendance requirements and consequences of unsatisfactory attendance;
- We contact parents by telephone and/or letter about unexplained absences;
- Teaching staff and office staff accurately record attendance on ebS4;
- A designated attendance officer investigates unsatisfactory attendance and implements intervention strategies;
- Teachers contact the attendance officer regarding any attendance issues in their classes;
- Students and parents are provided with clear information about reporting to the school office for daily partial attendance; and
- Tamworth West Public School's Learning Support Team meet fortnightly where attendance issues may be discussed.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.65
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	0
School Administration & Support Staff	6.11
Other Positions	3.42

\*Full Time Equivalent

Throughout 2016 we have been fortunate to have six Aboriginal staff members at Tamworth West Public School.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	77
Postgraduate degree	23

## Professional learning and teacher accreditation

In 2016 at Tamworth West Public School we work support the accreditation process. We have have:

- Two teachers with **provisional** accreditation;
- Seven teachers accredited as **proficient**; and
- All other existing teachers for whom accreditation is not yet applicable.

Across 2016 we have completed professional learning in the following areas:

### Mandatory Updates

- Child Protection
- Code of Conduct
- WHS updates
- CPR and anaphylaxis training
- Disability Standards for Education

### Curriculum

- English – Running Records
- Technology – Susan Bourke online subscription
- Maths – TOWN
- English – Writing with Dr Kate Bricknell
- Geography – Walk-through the Geography Syllabus
- Moderation of work samples for student reports
- Scope & Sequences for all Key Learning Areas

### School Planning

- Department meetings
- Executive staff meetings
- Strategic Direction Milestones
- Expectations for Reporting on Progress
- 2016 Strategic Direction Team Review
- Expectations for 2017 Planning
- 2017 Strategic Direction Team Planning
- School Excellence Framework

### Understanding by Design

- What is Understanding by Design (UbD)? Part 1
- What is UbD? Part 2
- Phase 1 – Teaching for Understanding
- Phase 2 – Evidence of Assessment
- Reviewing Phase 1 & 2
- Reflection, self-evaluation and modifications
- Phase 3 – Learning Plan
- Resourcing For Phase 3

### Other

- PDPs – framework, goal setting, evidence, observations, feedback
- External validation process for schools
- Registration process for NSW government schools
- PBL
- Library – *Oliver* training
- SASS PL Day

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016. The report will be presented at the 2017 Annual General Meeting for the school's P&C.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	460 750.38
<b>Revenue</b>	4 207 188.79
(2a) Appropriation	4 059 118.59
(2b) Sale of Goods and Services	4 172.12
(2c) Grants and Contributions	138 292.74
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	5 605.34
<b>Expenses</b>	-4 158 909.19
Recurrent Expenses	-4 158 909.19
(3a) Employee Related	-3 692 607.20
(3b) Operating Expenses	-466 301.99
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	48 279.60
<b>Balance Carried Forward</b>	509 029.98

Tamworth West Public School budgets for revenue and expenditure using the Budget, Planning and Consolidation tool. The budget is determined through consultation with staff and the P&C. The School Administration Manager and senior executive meet weekly to monitor the budget.

The Annual Financial Statement for 2016 reflects significant differences from 2015 in the following areas:

### Opening Balance

The increase in the opening balance reflects:

- more accurate reporting on the rollover of original School & Community money;
- a number of items of back order;
- invoices not received by close of business 2016;
- outstanding sundry tax invoices for Term 3 & 4;

- 'District Guidance Officer' rollover of funds to the value of \$21 000; and
- outstanding projects to support our Strategic Directions that are waiting on approval through Assets Management.

## Revenue

### Grants and Contributions

The increase reflects:

- increasing student numbers; and
- more students attending extra-curricular opportunities.

## Expenses

### Teaching and Learning

The increase reflects:

- increasing student numbers; and
- the establishment of additional classes.

### Fees for Services Rendered

The increase reflects the use of a General Ledger we had rarely used before. In 2016 this GL was used for:

- security charges;
- guest lecturer fees;
- SASS training fees; and
- payment to other organisations including: SASSPA membership, affiliation fees for PSSA, CPR & anaphylaxis training fees, Aboriginal performances, epilepsy training fees, gymnastics, visiting authors, school ambulance cover, telephone maintenance fees and network meetings.

### Furniture & Equipment

The increase reflects:

- furniture purchased across two years as the invoice for 2015 was not received or paid until 2016.

### Travelling and Sustenance

The increase reflects:

- staff attendance at the Hawker Brownlow Conference in Melbourne. The information gained was then passed on to all staff through a number of after school workshops.

### Utilities

The increase reflects:

- the payment of an electricity bill relating to a

metre that had not been read between 2012–mid 2016. This one bill was in the vicinity of \$24 000.

In 2017 we intend to use the available funds in the following ways:

- the purchase of Interactive Whiteboards for our new classrooms;
- the purchase of additional desktop computers for classrooms;
- the installation of air conditioning in B Block and the upgrade of the air conditioner to the server room;
- the installation of shade sails in the school;
- to upgrade the electronic signage in the school;
- to upgrade the sound system in the hall and install a sound system under the COLA;
- the purchase of additional outdoor furniture; and
- to pay for items already on back order.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 273 643.93
Base Per Capita	16 900.57
Base Location	3 068.00
Other Base	2 253 675.36
<b>Equity Total</b>	509 178.36
Equity Aboriginal	120 112.73
Equity Socio economic	207 736.66
Equity Language	0.00
Equity Disability	181 328.97
<b>Targeted Total</b>	395 047.20
<b>Other Total</b>	608 432.12
<b>Grand Total</b>	3 786 301.61

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

## School performance

### NAPLAN

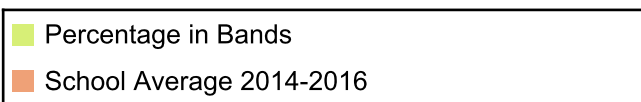
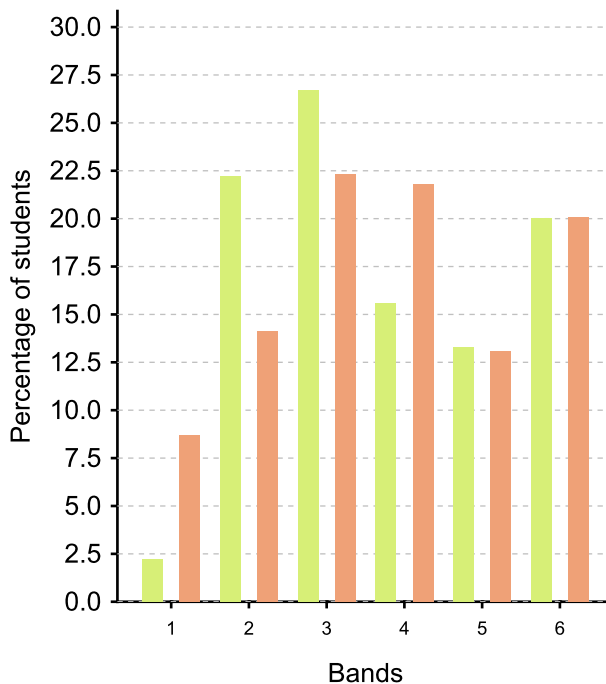
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale

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

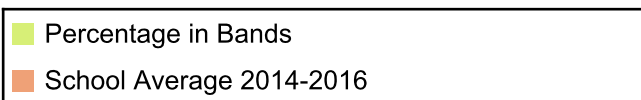
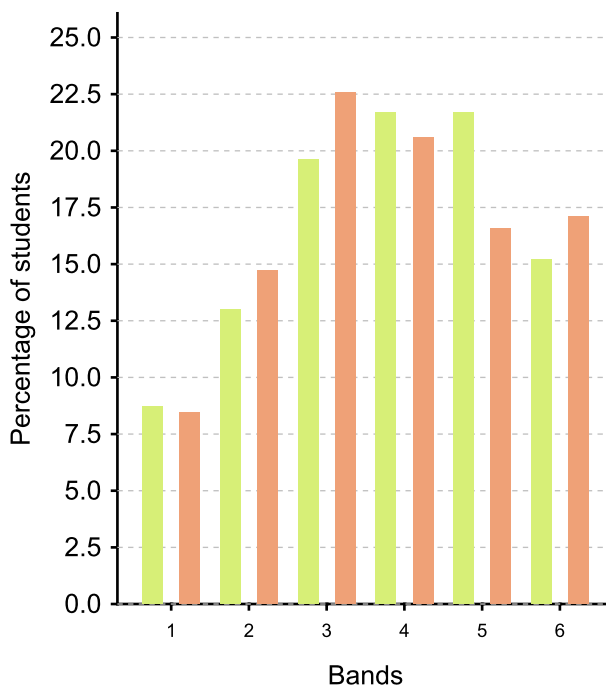
We had 47 students sit the Year 3 National Assessment Program. In Reading 48.9% of students achieved in the top three achievement bands and 2.2% of students were placed in the bottom band; in Writing 58.7% of students achieved in the top three achievement bands and 4.3% of students were placed in the bottom band; in Spelling 58.6% of students achieved in the top three achievement bands and 8.7% of students were placed in the bottom band; in Grammar and Punctuation 60.9% of students achieved in the top three achievements band and 8.7% of students were placed in the bottom band.

We had 38 students sit the Year 5 National Assessment Program. In Reading 42.8% of students achieved in the top three achievement bands and 28.6% of students were placed in the bottom band; in Writing 23.4% of students achieved in the top three achievement bands and 14.7% of students were placed in the bottom band; in Spelling 31.5% of students achieved in the top three achievement bands and 17.1% of students were placed in the bottom band; in Grammar and Punctuation 40.1% of students achieved in the top three achievement bands and 20.0% of students were placed in the bottom band.

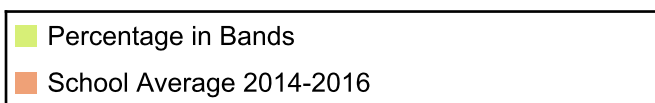
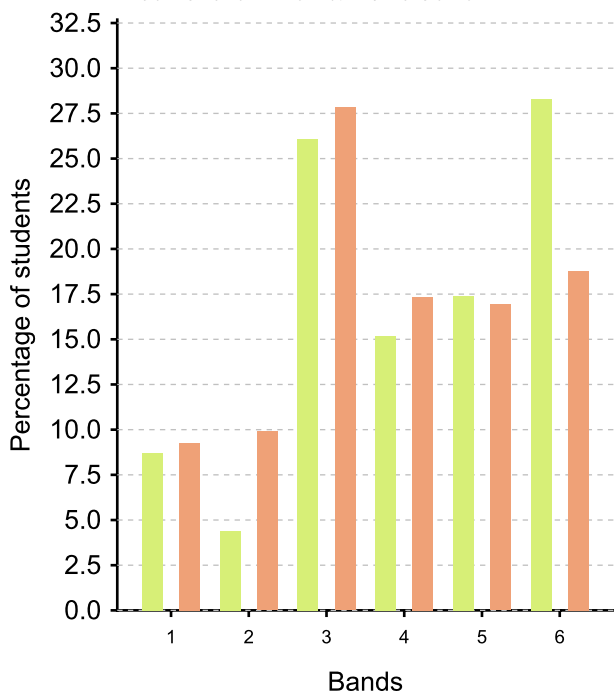
**Percentage in bands:  
Year 3 Reading**



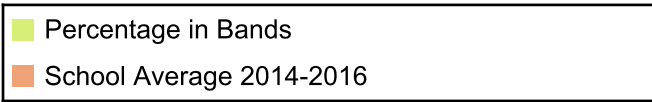
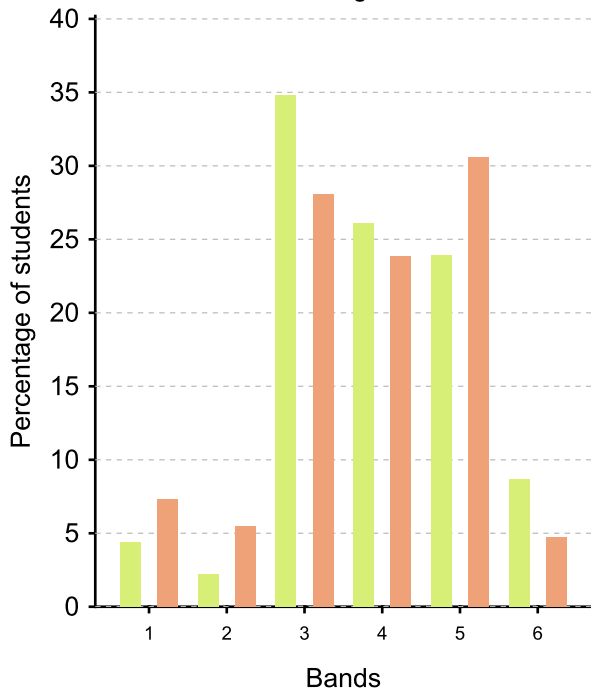
**Percentage in bands:  
Year 3 Spelling**



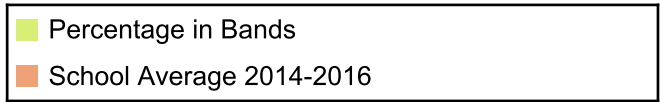
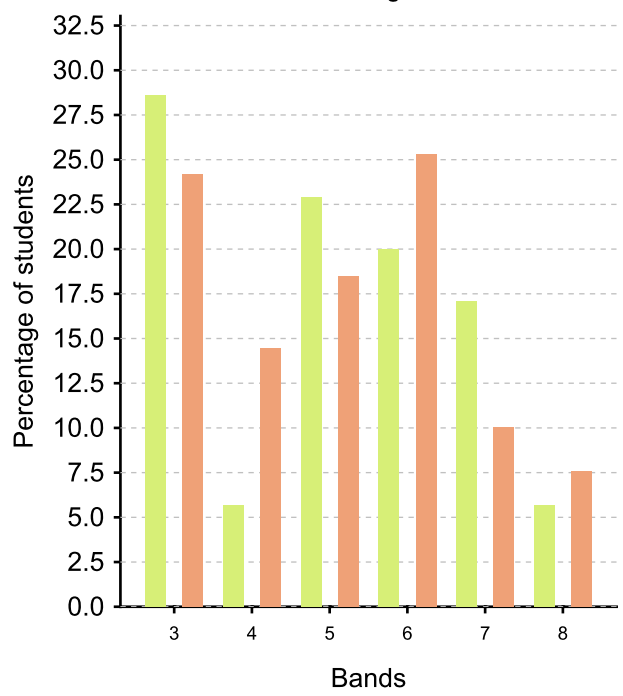
**Percentage in bands:  
Year 3 Grammar & Punctuation**



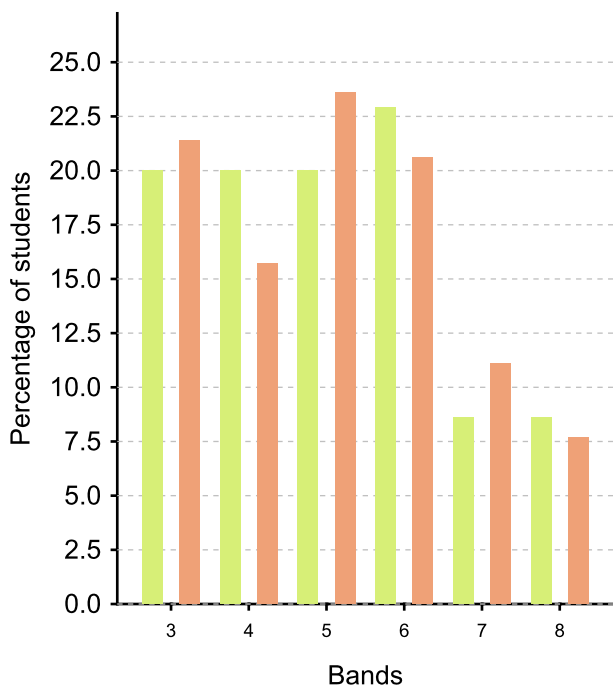
**Percentage in bands:**  
Year 3 Writing



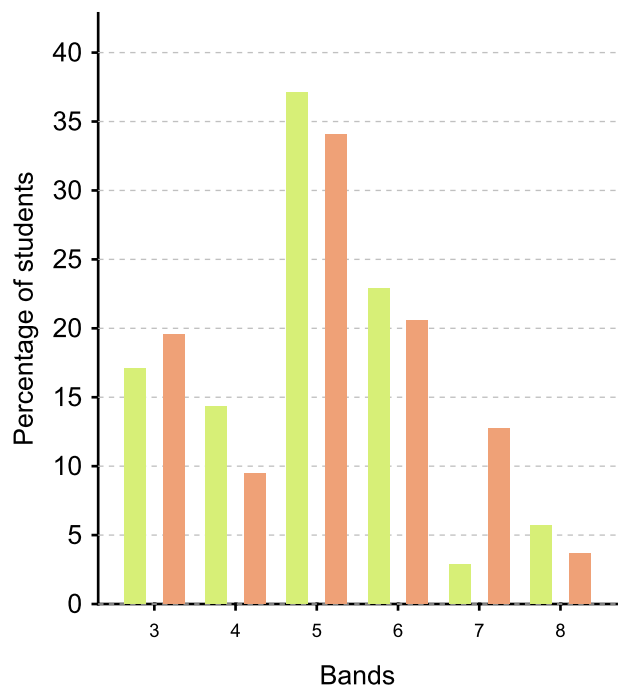
**Percentage in bands:**  
Year 5 Reading



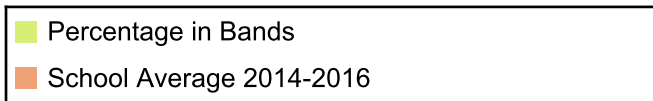
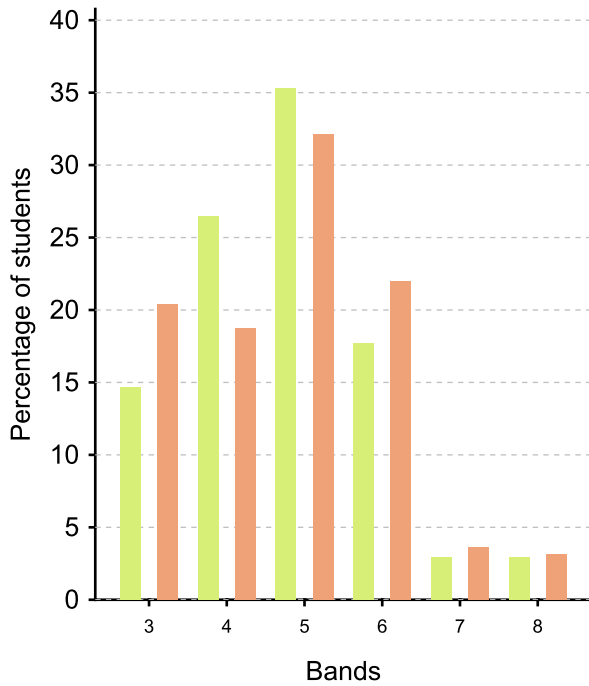
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



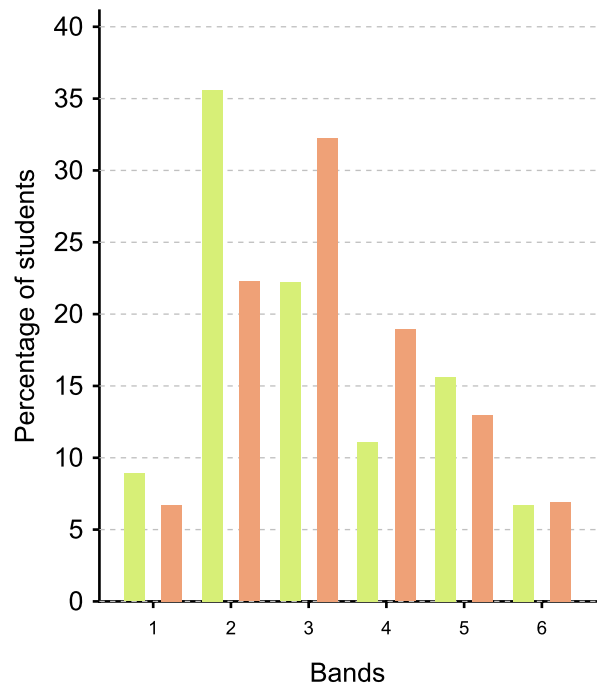
**Percentage in bands:**  
Year 5 Writing



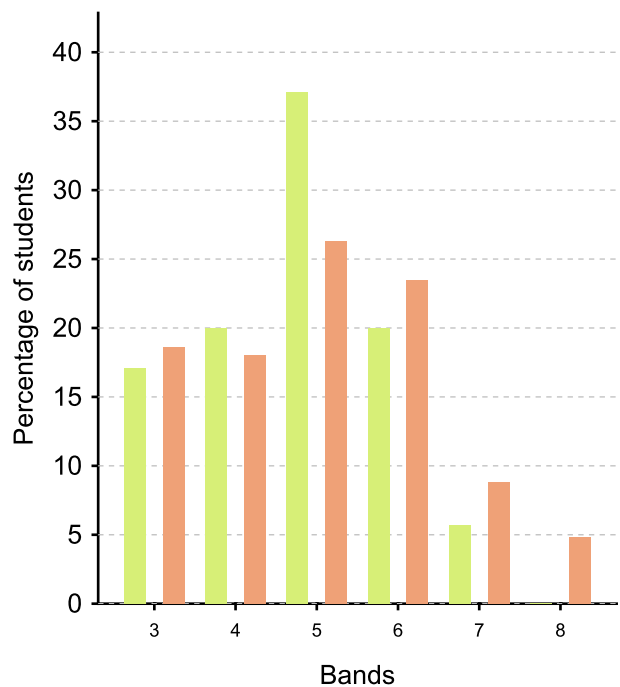
We had 47 students sit the Year 3 National Assessment Program. In Numeracy 33.4% of students achieved in the top three achievement bands and 8.9% of students were placed in the bottom band.

We had 38 students sit the Year 5 National Assessment Program. In Numeracy 25.7% of students achieved in the top three achievement bands and 17.1% of students were placed in the bottom band.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Tamworth West Public School reports in accordance with *the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Overall, our Aboriginal students have performed well across most areas when compared to the achievements of Aboriginal students across the state.

The following information shows our comparative data for Year 3 Aboriginal students in Bands 5 & 6:

### Reading

- School – 27.3%
- State – 23.0%

### Writing

- School – 9.1%
- State – 25.8%

### Spelling

- School – 27.3%
- State – 27.3%

### Grammar & Punctuation

- School – 45.5%
- State – 22.6%

### Numeracy

- School – 18.2%
- State – 13.3%

The following information shows our comparative data for Year 5 Aboriginal students in Bands 7 & 8:

### Reading

- School – 14.3%
- State – 14.8%

### Writing

- School – 7.1%
- State – 4.8%

### Spelling

- School – 7.1%
- State – 11.7%

### Grammar & Punctuation

- School – 0%
- State – 15.5%

### Numeracy

- School – 0%
- State – 7.2%



## Parent/caregiver, student, teacher satisfaction

### Parents

Parents and carers of students were invited to provide feedback to the school using the SchoolMap survey in the domains of 'Culture' and 'Teaching'. More than 20% of families provided responses to the survey.

The key findings from the culture survey include:

- 92% of parents and carers believe school leaders have a positive influence on the school culture;
- 98% of parents and carers believe the school often praises and rewards individuals who are successful;
- 98% of parents and carers believe the school encourages students to achieve their best; and
- 98% of parents and carers believe the school encourages everyone to learn.

The key findings from the teaching survey include:

- 100% of parents and carers believe what students are asked to learn is important;
- 98% of parents and carers believe teachers provide class activities that are interesting and appropriate to their child's needs;
- 97% of parents and carers believe their child's teachers know what their child can do and what they need to learn; and
- 96% of parents and carers believe their child's teachers keep records of his/her progress and abilities.

### Students

Students from Year 4, 5 and 6 completed the SchoolMap survey in the domains of 'Culture' and 'Teaching'. 103 students participated in the survey.

The key findings from the culture survey include:

- 96% of students believe the school often praises and rewards students who are successful;
- 96% of students state they are proud of their school; and
- 96% of students believe the school encourages

everyone to learn.

The key findings from the teaching survey include:

- 89% of students believe their teachers plan class activities that are interesting and help them learn;
- 92% of students believe their teachers know what they can do and what they need to learn; and
- 90% of students believe school reports and parent interviews provide information about their learning.

## Staff

Staff completed the SchoolMap survey in the domains of 'Culture' and 'Teaching'. 20 staff members participated in the survey.

The key findings from the culture survey include:

- 100% of staff believe the school recognises and celebrates achievement;
- 100% of staff believe the school encourages everybody to be a continuing learner;
- 100% of staff believe the school's curriculum caters for the learning needs of all students; and
- 100% of staff believe the school is continually finding ways to improve what it does.

The key findings from the teaching survey include:

- 100% of staff believe students are provided with a relevant curriculum;
- 100% of staff believe their teaching programs respond to students' interests, needs and abilities;
- 100% of staff believe they clarify intended learning outcomes and the purpose of learning with students; and
- 100% of staff maintain records of student progress.



## Policy requirements

### Aboriginal education

Tamworth West Public School is committed to the continual improvement of the educational outcome and wellbeing of Aboriginal students so that they excel and achieve in every aspect of their education and training. In 2016, we were fortunate to have 105 students who identified as being of Aboriginal and/or Torres Strait Islander descent.

Tamworth West Public School promotes the inclusion

of Aboriginal perspectives in our teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies;
- Integration of Aboriginal perspectives across all Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples; and
- The dedication of our Aboriginal Education Committee who oversee Aboriginal Education policies, programs, initiatives and events.



### Multicultural and anti-racism education

At Tamworth West we recognise and value the backgrounds and cultures of all students. We do this by ensuring that our teaching programs and practices are inclusive and promote an open and tolerant attitude towards different cultures, religions and world views.

The NSW Department of Education rejects all forms of racism and is committed to the elimination of racial discrimination. At Tamworth West we have a trained staff member in the role of Anti-Racism Contact Officer (ARCO). The ARCO is the contact for student, staff, parents and community members who wish to make a complaint regarding racism. It is the ARCO's responsibility to ensure that appropriate procedures are put in place to deal with any complaints or incidences of racism. These procedures range from formal action to discussion and apology. In 2016 we had four incidents that required a procedural response. In addition to the individual responses, all classes focused on strategies related to teaching and learning in the classrooms, we had discussions at assemblies and challenged prejudicial attitudes through the newsletter. We pride ourselves on our harmonious school culture and work hard to develop respect, responsibility and resilience in our students.