Principal’s message

It is with much pleasure that I am able to report on the many successes of Tamworth West School Community - a community that exists to provide the best possible learning conditions and outcomes for its students.

The school this year swelled to a total population of 257 students. We have developed and implemented significant whole school programs to provide each of these students with a differentiated curriculum, which has been carefully and collaboratively planned and tailored against individual growth benchmarks.

I am immensely proud of the staff at Tamworth West. Together they make a difference for the benefit of the school, the children and the community. It’s not just the teachers who have worked to develop Tamworth West but all staff, who care for and look after the school in many different ways either through administration or upkeep.

It’s often been stated that the environment that one works in makes a difference in the way one approaches ‘work’. The staff at Tamworth West contributes enormously to this positive culture and it is through them that things are done.

Positive Behaviour for Learning is having an enormous impact at our school. The message of Trust, Welcome, Pride and Strive has become one of culture shift for the benefit of all students. I am proud to say that the majority of the students are using the messages of PBL regularly to regulate and take charge of their behaviour. As always there will be a few who choose not to adhere to the message of behavior for our community on a regular basis. This is no different to society. However with continued parent support and a consistent message the school is achieving its benchmarks for improved student behaviour and social interaction.

In a recent article I read the following and I quote: ‘We need as a society, to encourage high levels of intellectual rigor. We should value academic pursuits – and be telling students that it’s OK to attempt hard work. I don’t think that academic work, the extending of skills and knowledge should be easy... I want them to enjoy the challenge- to strive to fail, and fail and fail again and then experience the real joy of getting it.’ (Jenny Allum)

Parents, please be encouraged to develop questioning and intellectual pursuits with your children. Encourage them to enquire and encourage them to keep on developing resilience in never ever giving up.

Next year will be a year of change- Mr Hardcastle has decided to take leave and will not be returning after many fine years of service both to the school and to the wider community of PSSA softball. I wish you well in your change of pursuits.

Mrs Lavell, after many years of aiding the children has retired from work. Thank you for your contribution to the children of Tamworth West.

Finally, I wish to thank the community for their continued support of Tamworth West. Your contributions for the benefits of our children are enormously appreciated.

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
School context

Students
At Tamworth West there were 246 students enrolled at the beginning of 2013. Of these 140 were boys and 106 girls. Twenty eight percent of these students identified as Aboriginal. Four percent of our students had a language background other than English. The school’s population remained steady throughout the year with a small percentage of transient students being evident. By the end of the year the school's population had grown to 257 students. A significant percentage of these new enrolments came from families with a language background other than English.

Staff
In 2013 the staffing allocation for Tamworth West was 22.9 full time equivalent teachers. This included part-time teachers, specialist teachers and itinerant teachers for hearing impairment and behaviour.

These teachers and our additional support staff provided a rich range of experiences, quality teaching and support to children. All members of the staff are committed to the school’s focus on improving educational outcomes for students and providing the best possible conditions for children to learn in. In 2013 there were 3 executive staff including 1 executive staff for hearing, 8.2 itinerant staff and 12 classroom teachers.

Other staff included an Aboriginal Education Officer, in-class tutors, classroom aides, a band teacher and support staff for the school.

All teaching staff continue to meet the professional requirements for teaching in NSW Public Schools.

P & C message
Our Parents and Citizens association has grown into a vibrant group of hard working friends of our school.

The Canteen group, that struggled not so long ago, has now become a vibrant hub for children to receive lunches and morning teas, thanks to Alison and Libby who look after the volunteers, who give up their time to support the children.

Our Breakfast Club enjoys enormous community participation in ensuring that our children are ready to learn with a hearty breakfast. Thanks once again to all our wonderful volunteers and to Baker’s Delight, Tey’s Meats and Margaret and Mal McPherson for their ongoing support.

Thanks also to the group of hard working volunteers that assist with Bunnings’ BBQs and other fundraising activities. Thank you to all our parents and official P&C members, and to our school community who contribute so much in so many ways.

Maree Betts

Student representative’s message
As we prepare to hand over the reins of leadership to the incoming Captains, we would like to reflect on our past year of leadership at Tamworth West Public School.

At the end of 2012 we nominated ourselves to be school leaders, not thinking that we might actually get elected. When the announcement was made at Presentation Night, we were excited, proud of ourselves and grateful for being voted into the leadership team of 2013.

Our first official job as school leaders was to host the Monday afternoon assembly. It was a nerve-racking experience, as we really had no idea of what we were doing! Even reorganising the running sheet and setting up the stage was difficult. Now we can do it in our sleep.

We have represented the school at many events throughout the year, including Healing Day at the Community Centre, the ANZAC Day March down Peel Street and Remembrance Day at Town Hall. We were the school marketing team at the St Mark’s Preschool Information Night, promoting the school to prospective Kindergarten students.

We had the exciting opportunity of attending the Young Leaders Conference in Sydney earlier in the year. At the conference we were inspired by the guest speakers, which included Nathan Hindmarsh (ex-NRL player) and Jessica Fox (Silver medallist at the 2012 Olympics for kayaking). We not only learned leadership skills, but we also improved our fitness by hiking around Sydney for 2 days. The outcome of the Youth Hostel fire had a positive benefit as we went from staying in the backpacker’s accommodation to a five star hotel!
2013 has been a year of building confidence, developing organisational skills, achieving our own personal goals for self-improvement and basically, just being awesome leaders!

We would like to take this opportunity to thank the staff for their assistance and thank the students for choosing us as their school leaders. It has been an honour to represent Tamworth West Public School as the 2013 school captains.

Lianni Fletcher, Connor Betts and Charlie Bielefeld

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.8</td>
<td>95.6</td>
<td>95.4</td>
<td>94.0</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.0</td>
<td>93.2</td>
<td>94.6</td>
<td>93.0</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.2</td>
<td>93.0</td>
<td>92.2</td>
<td>94.0</td>
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</tr>
<tr>
<td>3</td>
<td>92.9</td>
<td>94.2</td>
<td>93.7</td>
<td>93.5</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>91.0</td>
<td>92.0</td>
<td>90.9</td>
<td>92.7</td>
<td>92.6</td>
<td></td>
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<tr>
<td>5</td>
<td>93.8</td>
<td>89.1</td>
<td>93.3</td>
<td>90.7</td>
<td>93.9</td>
<td></td>
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<tr>
<td>6</td>
<td>89.9</td>
<td>92.2</td>
<td>88.2</td>
<td>89.5</td>
<td>87.6</td>
<td></td>
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<tr>
<td>Total</td>
<td>91.9</td>
<td>92.2</td>
<td>92.9</td>
<td>92.8</td>
<td>92.7</td>
<td>92.9</td>
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</table>

Management of non-attendance
During 2013, the school had a designated teacher assigned to follow-up student non-attendance.

This person’s role is to determine, which children are at risk of poor attendance, to ensure that appropriate notification of absenteeism is given to the Principal and classroom teachers, with timely follow-up taking place where necessary.

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8</td>
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<tr>
<td>Part-time teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary student support executive</td>
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<tr>
<td>Teacher RFF</td>
<td>0.42</td>
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<tr>
<td>Assistant Principal Hearing Disabilities</td>
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<td>Priority School Funding</td>
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<tr>
<td>Itinerant teacher of Hearing Disabilities</td>
<td>4.0</td>
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<tr>
<td>Itinerant teacher early intervention</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher (Mild Intellectual Disabilities)</td>
<td>1.0</td>
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<tr>
<td>Teacher (Moderate Intellectual)</td>
<td>1.0</td>
</tr>
<tr>
<td>Student support RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>Total</td>
<td>22.924</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.812</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013, we had one classroom teacher, a full-time Aboriginal Education Officer and two part-time School Learning Support Officers, who all identified as Aboriginal.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>95%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>100%</td>
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</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>$866,318.96</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$866,318.96</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>291,262.62</td>
</tr>
<tr>
<td>Global funds</td>
<td>216,269.26</td>
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<tr>
<td>Tied funds</td>
<td>299,016.17</td>
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<tr>
<td>School &amp; community sources</td>
<td>47,113.59</td>
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<tr>
<td>Interest</td>
<td>9,074.02</td>
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<tr>
<td>Trust receipts</td>
<td>3,583.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Expenditure
- Teaching & learning
  - Key learning areas: 35,707.08
  - Excursions: 2,916.27
  - Extracurricular dissections: 23,304.48
  - Library: 8,730.69
- Training & development: 0.00
- Tied funds: 214,679.85
- Casual relief teachers: 67,356.09
- Administration & office: 64,083.57
- School-operated canteen: 0.00
- Utilities: 64,780.32
- Maintenance: 30,838.36
- Trust accounts: 6,963.38
- Capital programs: 0.00

Total expenditure: $519,366.09
Balance carried forward: $346,952.87

A full copy of the school’s 2013 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 2013

Academic achievements

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter Tamworth West Public School in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 3 - Reading

![Percentage in bands: Year 3 Reading](image-url)
NAPLAN Year 5 – Grammar and Punctuation

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage of students

Bands

NAPLAN Year 5 – Writing

Percentage in bands:
Year 5 Writing

Percentage of students

Bands

NAPLAN Year 5 – Numeracy

Percentage in bands:
Year 5 Numeracy

Percentage of students

Bands

Progress between Year 3 and Year 5

Average progress in Reading

Average progress in Reading between Year 3 and 5

Progress

Year

School
SSG
State DEC

Average progress in Spelling

Average progress in Spelling between Year 3 and 5

Progress

Year

School
SSG
State DEC

Average progress in Grammar & Punctuation

Average progress in Grammar & Punctuation between Year 3 and 5

Progress

Year

School
SSG
State DEC

Average progress in Writing

Average progress in Writing between Year 3 and 5

Progress

Year

School
SSG
State DEC
Other school based assessments
For the last two years TWPS has been participating in the Early Action for Success initiative. Our school, through in school coordinators, has trained K-2 staff in Targeting Early Numeracy (TEN) and L3 (Language, Literacy and Learning). We use the Literacy and Numeracy Continuums to track student progress and plan student learning. Data clearly indicates that the large majority of students are meeting Kindergarten, Year 1 and Year 2 benchmarks. Students, who are assessed as not meeting benchmarks, are provided with targeted support.

Other achievements
Tamworth West continues to be a comprehensive school, providing a wide range of extra curricula activities for its students within its community

Arts
Tamworth West is proud to be able to offer students extracurricular activities in the arts and continues to support programs such as music and dance.

Music
In 2013, Mr Ivan Bevan continued to offer his services in music tuition in the areas of guitar, woodwind and brass instruments, with 15 students participating in lessons. Mrs Edwards continued to teach piano to 5 students.

Dance program
Tamworth West continues to have a reputation for a strong and successful dance program. Approximately 50 students from all stage groups performed in a variety of cultural and contemporary dances at the regional dance spectacular “CAPERS” in Term 4, including a small group of boys who performed with the regional Indigenous dance group. This was an outstanding effort and demonstrates the dedication and professionalism of both the students and staff in the area of Creative and Performing Arts.

Sport
State Representation
In 2013 the school produced two students who went on to represent the region in sport at state level. Benjamin Ridgewell and Ethan Andrews represented the region in softball.

Regional Representation
Twenty-eight students from Tamworth West qualified for the Zone Athletics Carnival with six students, Sheena Ruttley, Ethan Andrews, Lucas Tadman, Amber McNamara, Jack Woods and Connor Betts qualifying for the zone team.

Eight students qualified for the Zone Swimming Carnival with Mikayla Gross going on to represent the school at the regional carnival.

Twenty-six students qualified for the Zone Cross Country Carnival at Barraba, with Connor Betts and Oliver Barry qualifying for the Regional Cross Country at Coolah.
Swimming Carnival
The Swimming Carnival was held in early Term 1 at Scully Park and was widely supported by students from Years 3 -6, with an increase in student participation from 2012.

Swimming Champions
Junior Girl & Boy: Lily Bielefeld & Jayden McGrath
11yr Girl & Boy: Mikayla Gross & Ethan Andrews
Senior Girl & Boy: Lianni Fletcher & Ethan Pallot

Intensive Swimming
Intensive Swimming was held in Term 4. Forty-five children, from Stages 1 and 2, attended the Tamworth City Pool. Students were graded according to ability and lessons were given over 10 days, with all students making good progress and gaining self confidence in the water.

Athletics Carnival
The school Athletics Carnival was held in early Term 3 at the Tamworth Athletics Complex. This whole school event combined the formal athletics events with a range of novelty events to maximise student participation and attendance.

Athletics Champions
Junior Girl & Boy: Bonnie Manning & Harrison Burkett
11yr Girl & Boy: Mikayla Gross & Maxwell Higgins
Senior Girl & Boy: Anaky Palmer & Ethan Pallot

The Zone Athletics Carnival
The Zone Carnival was held in August at the Athletics Complex in Tamworth. Twenty-eight students represented TWPS in both track and field events against some very tough competition. The wider school community was impressed with the excellent participation, great behaviour and sportsmanship!

Six students made it to the Regional Carnival on 6th September. Congratulations to Sheena (Discus), Ethan (Shot Put), Lucas (High Jump), Amber (100m), Jack (100m) and Connor (Long Jump).

School Sport
In 2013, our school focused on the areas of Fundamental Movement Skills and healthy eating in sport and physical education, with the intent of further developing our student’s physical skills, as well as their knowledge about healthy eating choices. This saw us continue with Crunch ‘n Sip in every classroom, with each student bringing a small, healthy snack, to eat in the morning to re-fuel their bodies for learning.

We were once again involved in the Premier’s Sporting Challenge from K-6 and offered the Active After Schools program for both primary and infants students. Term 3 primary sport offered students the chance to go into the community and participate in activities in a different setting, such as tenpin bowling, Austag and football (soccer). During Term 4, the infants had the opportunity to participate in a gymnastics program, which proved to be an extremely popular and successful experience.

Touch Football
2013 saw the introduction of a Touch Football team, the Tamworth West Rockets who participated in a local after school competition under the able tuition of Mrs Neshelle Battle.

The Tamworth West Rockets won their Division 2 Grand Final, on Monday 9th December, after a nail biting game, against the St Nic’s Pythons with a score of 1-0. Their success can be attributed to
their outstanding defence, fabulous teamwork and their ability to maintain focus.

Significant programs and initiatives

- Aboriginal Education
- Multicultural Education
- Priority Schools Program
- Positive Behaviour for Learning
- You Can Do It
- Accelerated Literacy
- Reading to Learn
- Norta Norta
- Early Action For Success
- Learning Support Team
- Breakfast Club
- Music tuition

Aboriginal education

There is an expectation at Tamworth West that all teachers will program to include Aboriginal perspectives in Key Learning Areas throughout the year. Through our Human Society and Its Environment (HSIE) units we specifically educate students about Aboriginal history, culture and current Aboriginal Australia.

An Aboriginal Education Officer works collaboratively with the staff in enhancing literacy and numeracy growth, as well as being a key project coordinator who links the school with its community in: improving attendance rates; developing NAIDOC week activities; coordinating the NORTA NORTA project and identifying funding opportunities to assist the school in bringing its community together.

In 2013, the school appointed a permanent Aboriginal Education Officer, Sophia (Tippy) Brown to replace Carol Mills, who retired. The school would like to thank Neil Flanders, who was relieving in this position for all his dedication, commitment and effort.

Neil, worked with Genevieve, Rennie and Tippy to organise a very large and successful NAIDOC week, which was an outstanding success. The Friday assembly was truly inspirational, with a very moving speech by Stella Lamb, a smoking ceremony with Lennie Waters and the raising of the flag. Other cultural activities including craft, art, dance, history and storytelling were also included in the week.

To complement our Aboriginal education program, in a community partnership with TAFE, the Aboriginal garden showcasing local Aboriginal plants was begun in 2012, with Stage 1 being completed in 2013.

Gamilaroi signage has been established on all buildings both for the benefit of all students and to enhance Gamilaroi language within the school.

The storytelling program, which began in 2012, continued in a number of classrooms.

At the end of the holidays the AEO room got a makeover, being painted by Tippy in the colours of the Aboriginal Flag. It looks fantastic! A very welcoming environment for the community!

Multicultural education

Tamworth West has an ever increasingly multicultural population. We endeavour to look for opportunities to highlight and celebrate the benefits of multiculturalism and social diversity for all students.

Multicultural perspectives are integrated into both HSIE and HPDPE in all stages.

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

Anti-Racism Contact Officer

A trained staff member, who is selected at a staff meeting, fills the Anti-Racism Contact Officer (ARCO) position. The ARCO conducts information sessions for the staff on the nature of racism and the way we deal with it as a staff. Although the
incidence of racism at Tamworth West is extremely low, the ARCO is accessible at all times for both staff and students. Records of incidents of racism are maintained at the school with information about who was responsible and why it occurred.

Respect and Responsibility

The school adopted “You Can Do It” and “Positive Behaviour for Learning” over three years ago. During this time the school has undergone significant changes in the way it deals with behaviour management. These cultural changes have led to a safer, happier, more work oriented environment for all students.

The five key messages of ‘You Can Do It’ (getting along, organisation, resilience, confidence and persistence) are taught systematically throughout the year in all classes (Kindergarten to Year 6) during Personal Development lessons. These messages are reinforced on a daily basis in a range of settings at the school using consistent language that has been developed by the staff.

Positive Behaviour for Learning (PBL) is the basis for all aspects of our Student Welfare Policy at Tamworth West. This project, initiated in 2010 has now become part of our school culture. The key messages of Trust, Welcome, Pride and Strive or (TWPS) are lived out daily at Tamworth West in all school settings and we are very proud of where our school now finds itself.

The school’s anti-bullying policy is now fully functioning as a community initiative and it endeavours to ensure that every child at our school is safe from bullying. If in the event that bullying does occur, children are supported to deal with situations by immediately telling staff members about issues knowing that it will be dealt with speedily.

At the end of 2011, the school adopted a brand-new levelling system for student behaviour and expectations. From the beginning of 2012 all students came to school on Level One. All students start the year and remain on this level if application to behaviour is consistently good.

Some new additions to the levelling system include bronze, silver and gold achievement awards. All children can access these special awards by consistently being well behaved, demonstrating initiative and participating fully in everything that Tamworth West has to offer.

In 2013, 90% of students attended the Final Rewards Day for all Level One students. They were rewarded with a new release movie in the hall on the big screen, followed by pizza for lunch under the COLA of the hall.

Other programs

Excursions

Aussie Bush Camp excursion

Students from Year 4, 5 and 6 caught the bus down to Tea Gardens for the Aussie Bush Camp excursion with Mrs Mulligan, Mr Clare and Mrs Vernon. They had a great time canoeing, riding the flying fox across the lake, crawling through mud in the Lost Island obstacle course, shooting targets at archery, climbing walls at rock climbing, rolling down sand dunes, burying each other in the sand at the beach (and tackling Mr Clare into the water), cruising the high ropes course and riding the terrifying giant swing (some were more terrified and screamed much louder than others!!) They danced their little hearts out and worked together in teams to defeat each other or get each other through nervous and scary situations. A great time was had by all!

Lake Keepit excursion

On Thursday the 21st of November, Mr Hardcastle and Mrs Henry headed off for Lake Keepit with 28 Year 3 students. The students were involved in canoeing, archery, scaling the Rock Climbing Wall, and attempting the Giant Swing.

Excursions of the Mind

While Years 4, 5 & 6 went off to the Aussie Bush Camp and Year 3 headed to Lake Keepit, you could be forgiven for thinking ‘how sad for those left at school.’ NOT SO! Stage 3 went travelling around Australia, in an anti-clockwise direction,
stopping off in most states and territories for some sight-seeing (and sending postcards to friends in other classes along the way). We went to the theme parks in Queensland; croc farms (NT); swam with dolphins in Monkey Mia (W.A) and saw the ‘Red Dog’ statue in the Pilbara; visited vineyards in S.A; shopped in Melbourne; and then (because we had our passports all prepared) we hopped over to New Zealand – where unfortunately some of the Stage 3 passengers met an untimely end either in the hot mud springs or through plunging over a waterfall. All the rest returned safely and well fed – those flight attendants in Stage 3 were very good at serving refreshments and snacks – hopefully having learnt something about the delights to be found in Australia. (And it was all free – imagination is a wonderful thing!).

**School Chaplaincy Program**

In 2013, Tamworth West obtained funding for a School Chaplaincy program. We were very fortunate to have Rebecca (Bec) Innes working three days per week with the whole school community, teachers, students and parents/carers.

Bec set up a lunchtime playground program with planned activities including craft, reading, sand and water play, play dough, construction activities and puzzles and games. She was also involved with a number of other programs in the school. She also supported the Butterfly Sweethearts group.

**Butterfly Sweethearts**

The aim of this program was to develop self-confidence, positive relationships and to encourage peer interactions. The group of 10 to 15 girls met every Wednesday. Just before Christmas, the Butterfly Sweethearts hosted an afternoon tea for their mothers. Prior to the event, the girls made a range of sweets, and their own Christmas trees and angels, which were used to decorate the office and the staff room receiving huge compliments from all.

Local Schools, Local Decisions

In 2012, as a result of the success of the Pilot 47 Schools Project, our school was selected to be part of the **Local Schools, Local Decisions** Initiative. Through Local Schools, Local Decisions we will be able to develop localised decisions for the benefit of our community and in particular, for improved outcomes for our children. The school received a one off grant of $47 500 to assist with implementing decisions and trialling of the Learning Management Business Reform (LMBR). In 2013 there will be many changes to the governance of schools that we will now be involved with and we look forward to the new challenges this change will bring.

**Early Action for Success**

In 2013, our school continued to be part of the Early Action for Success Strategy. This is a NSW Department of Education and Communities initiative to enhance Literacy and Numeracy outcomes.

This strategy focuses on the Early Years of Schooling (K-2) with resources targeted to focus on:

- explicitly assessing the learning needs of students, then using ongoing assessment to plan, teach and personalise learning and to monitor student progress;
- focus on classroom based professional learning for teachers and classroom intervention; and
- using a range of strategies for students who need particular support.

Through our Instructional Leader, Ben van Aanholt, we focused on the coherent alignment of school plans, expectations, physical and
human resources and professional learning needs.

Mrs Fletcher continued to support the L3 literacy initiative as an in-school coordinator and Mrs Flick trained as a TEN (Targeting Early Numeracy) coordinator.

We analysed data and needs to establish priorities and strategies as part of our school plans. K-2 staff are regularly working as a professional learning community. We are delighted with initial results in regards to student improvement in literacy and numeracy.

The Early Action for Success strategy has allocated significant resources for professional development initiatives and we are fortunate enough to employ the skills of Mrs Condon full-time to help provide individual and small group interventions.

**Transitional Equity Funding**

TWPS received additional 0.3 teaching allocation through Transitional Equity Funding (TEF) in 2013. This was used with other funding to create an additional classroom teaching position.

**National Partnerships and significant Commonwealth initiatives**

2013 was the last year for the involvement of TWPS in the National Partnerships initiative. A final evaluation report was produced and submitted.

A temporary Deputy Principal’s position was established for an in-school Instructional Leader. This position enabled the provision of in-class and programming support, mentoring through lesson demonstrations, lesson observations and feedback and professional learning for the implementation of the new syllabuses based on the new National Curriculum.

An additional School Administration Officer (SAM) was employed as a part time publicity officer who was responsible for the production of the weekly newsletter. She was also utilised to assist with the library in accessioning of resources.

An additional Aboriginal Education Officer (AEO) was employed three days per week to specifically enhance the partnerships between home, community and school.

An additional School Learning Support Officer (SLSO) was employed two days per week to focus on increasing levels of student engagement, particularly in the senior primary classes.

A playground program was established, which targeted students who required support with social skills and cooperative play. There were also gender-based groups, which supported the YCDI program through a focus on building confidence, self esteem, resilience and goal setting.

Another additional School Learning Support Officer (SLSO) was employed three days per week to support students with their social and emotional wellbeing through in class SLSO support. She also collected and collated a variety of student welfare data.

**School planning and evaluation 2012—2014**

**School evaluation processes**

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

- Focus groups
- Consultation with stakeholders
- Analysis of SMART data and school based assessment data
- Evaluation of the progress of the 2012 -2014 School Plan

**School planning 2012—2014: progress in 2013**

**School priority 1**

**Literacy**

**Outcomes from 2012–2014**

Improved literacy outcomes for all students based on quality explicit teaching that demonstrates a balance of modelled, guided and independent teaching styles.

**Target**
Increase the percentage of matched students achieving greater than or equal to expected growth in NAPLAN Reading between Years 3 & 5 and 5 & 7 by 2.5%.

Evidence of progress towards outcomes in 2013:
- Average progress in reading between Y3-5 increased from 58.2 (pts) in 2010-2012 NAPLAN to 121.3 (pts) in 2011-2013. Compared to a state average progress of 85.7 for 2011-2013 NAPLAN.

Strategies to achieve these outcomes in 2014
- School structure continues to support uninterrupted literacy sessions, and consistency in delivery of literacy sessions by the home class teacher.
- Executive support teachers in implementation of literacy targets through in-class supervision, collaborative planning and in the development of assessment tasks.
- Continuation of reorganised school meeting structures to facilitate both effective delivery of PL, regular monitoring of classroom programs and efficient communication of school information.
- Ongoing use of the Online Literacy Continuum as an effective tool for the implementation of the Teaching and Learning Cycle.
- Creation and maintenance of Professional Learning Communities.
- Implementation of the new NSW English K-6 syllabus based on the National Curriculum, with ongoing professional learning, collaborative planning and programming support, mentoring and evaluation provided.
- Program monitoring together with regular classroom observations to ensure that a balance of modelled, guided and independent work is evident in all classrooms and that teaching programs reflect the implementation of the National Curriculum and the new NSW syllabus.
- School structures to support the re-introduction and implementation of scaffolding literacy pedagogical approaches (AL and R2L) in classrooms from Stage 1 to Stage 3.
- Regular program of stage/grade assessment implemented across the school and assessment data recorded on tracking sheets on school server.
- Ongoing implementation of Best Start and L3.
- Provision of demonstration lessons by program experts.

School priority 2

Numeracy

Outcomes from 2012–2014
Improved numeracy outcomes for all students based on quality explicit teaching that demonstrates balance in modelled, guided and independent teaching styles.

Target
Increase the percentage of matched students achieving greater than or equal to expected growth in NAPLAN Numeracy between Years 3 & 5 and 5 & 7 by 2.5%

Evidence of progress towards outcomes in 2013:
- Average progress in numeracy between Y3-5 increased from 71.4 (pts) in 2010-2012 NAPLAN to 84.3 (pts) in 2011-2013.

Strategies to achieve these outcomes in 2014:
- Staff immersion in National Mathematics Curriculum and new NSW Maths K-10 syllabus through professional learning.
- Collaborative planning of assessment tasks based on curriculum, with assistance in developing consistency of teacher judgement.
- Staff training in TEN for all new Stage 1 staff and all Stage 2 staff.
- Implementation of TEN in all K-2 classes.
- Best Start assessment of all kindergarten students with analysis to inform teaching.
- PLAN data entered for all students K-6 at least once per term as per assessment framework.
Provision of demonstration lessons by program experts.
LAST allocation specifically for Maths support for targeted students.

Professional learning
For the last two years TWPS has been participating in the Early Action for Success initiative. Our school, through in school coordinators, has trained K-2 staff in Targeting Early Numeracy (TEN) and L3 (Language, Literacy and Learning).

In 2014 our Year 1 and Year 2 teachers will participate in L3 Stage 1, as part of a 12 month professional development activity, because we have identified that this will continue to support our reading and address the need for students to be involved regularly in interactive writing activities to improve their progress in writing.

All staff were involved in professional learning related to the implementation of the new K-6 English syllabus based on the new National English Curriculum K-10. Five professional learning programs were covered.

Parent/caregiver and student satisfaction
In 2013, the school sought the opinions of parents and students about the school.

Parent Survey on Effective Practice
A survey was conducted with a cross section of our parent community. Parents were asked to answer 22 questions about the effectiveness of practice at Tamworth West.

The school received a rating of over 90% in 70% of the questions, demonstrating a high degree of satisfaction with school performance and with the implementation of the school PBL Belief Statement - Trust Welcome Pride Strive

Student Survey - Literacy
Students from Year 2 to Year 6 were surveyed about Literacy.

Program evaluations
Reading K-2
At the end of 2013, using L3 data
- 76% of students in Kindergarten were achieving reading outcomes at or above their expected stage level, with 29 % exceeding expectations.
- 86% of students in Year 1 were achieving reading outcomes at or above their expected stage level, with 44 % exceeding expectations.
- 80% of students in Year 2 were achieving reading outcomes at or above their expected stage level, with 47 % exceeding expectations.

Reading 3-6
- 89.7% of students achieved at or above the national minimum standard for reading in Year 3 NAPLAN.
- 92.3% of students achieved at or above the national minimum standard for reading in Year 5 NAPLAN.
- The average growth in reading, in 2013, for students between Year 3 and 5 was 121.3
points, which was 35.6 points above the state average.

**Welfare/ Engagement**

**Positive Behaviour for Learning**

**Background**

Positive Behaviour for Learning (PBL) is a school-wide behaviour initiative currently being used at TWPS. It employs a whole school systems approach both to address problem behaviours and to encourage positive behaviour from students, thus improving their self-concept and motivation to learn. PBL places emphasis on a problem solving approach that focuses on building the capability of school teams and teachers to recognise student learning and support needs; respect learner diversity and; respond effectively to student need. TWPS’s central message of Trust, Welcome, Pride, Strive is reinforced across all school settings.

**School Evaluation Tool**

An independent evaluation of the program’s implementation across the school was conducted by the school’s PBL instructor. 100% of respondents (both teachers and students) selected randomly, agreed that:

- Expectations were clearly defined.
- Behavioural expectations were taught.
- An ongoing system for rewarding behavioural expectations and responding to behavioural violations was in place.
- Monitoring and decision making were apparent.
- Management structures were in place.
- District level support was sought and provided.

**Future directions**

The school will continue to reinforce its message of Trust, Welcome, Pride, Strive in all settings. You Can Do It and PBL will both continue to be supported through whole school strategies and structures, regular class and school interventions, tailored Personal Development lessons, items in the school newsletter and through weekly assembly awards.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Neshelle Battle (Relieving Principal)
Johanna Mulligan (Assistant Principal)
Kathy Peek (Teacher)
Dana Parkhurst (Staff Member)
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: