SCHOOL CONTEXT

School context statement

Tamworth West Public School is located near the centre of Tamworth and services the needs of approximately 310 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.

Principal’s message

Tamworth West Public School aims to develop the cognitive, social, emotional and physical skills of our students so that they can maximise learning opportunities, enjoy a full range of social and cultural activities and participate as responsible members of society.

In July of this year I was appointed as the new principal of Tamworth West and I feel privileged to be in this position. Since my appointment I have worked collaboratively with the Tamworth West school community to continue to provide quality education for all students. The school continues to build on the strong collaborative and co-operative culture already established by my predecessors and as we move into our next three year planning phase, I can assure you that we will be working to build stronger, more positive relationships with our community; build the capacity of our staff to provide an enriched and challenging learning environment for all students; and 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.

I am extremely proud to lead an experienced and dedicated staff that values professionalism and excellence. Our staff is committed to the
challenge of continuing to improve the learning opportunities offered to our students and raising the standards of students’ achievement. We strive to provide a positive learning environment and we continue to explicitly teach the Five Keys to success: Confidence, Persistence, Organisation, Resilience and Getting along; through which students are supported to develop skills to participate as valued members of society as lifelong learners.

Into the future staff will work collaboratively as we focus on priorities of Literacy, Numeracy, implementation of the Australian Curriculum and ongoing wellbeing of all students, to address specific needs of each child always with the belief in mind that every child can succeed at Tamworth West. I am committed to supporting staff, both teaching and non-teaching, to ensure all staff feel supported and valued in their work.

At Tamworth West Public School we hold a strong belief that positive home and school partnerships are crucial to achieve the best educational outcomes for all students. On behalf of all staff I invite you to actively participate at Tamworth West; your school, in a capacity that suits you and your family. Staff are always happy to meet you to share your children’s progress. We also invite you to consider participating as a member of the P&C, becoming a classroom helper or assisting in the canteen.

Tamworth West is already an excellent school and as Principal I am committed to making this school even better. I continue to celebrate the school's many strengths and achievements I firmly believe that together, with strong relationships built with staff, students, parents and the wider community we can make a real difference to all students. I am excited about all than can be achieved as we look to the future.

Terrie Kay
Principal

Student representatives’ message

We would like to reflect on our past year of leadership at Tamworth West Public School, as we prepare to pass on the role of school leaders to the incoming Captains.

At the end of 2013 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 2014.

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 stage and operating the music was difficult. Now we can do it with our eyes closed.

We have represented the school at many events throughout the year, including Healing Day, the ANZAC Day March down Peel Street and Remembrance Day at Town Hall.

2014 has been a year of building confidence, developing organisational skills and achieving our own personal goals for self-improvement.

We would like to take this opportunity to thank Shakira and Max for assisting us throughout the year and the staff for their support. Thank you also to the students for choosing us as their school leaders. It has been an honour to represent Tamworth West Public School as the 2014 school captains.

Mikayla Gross and Benjamin Ridgewell
Captains

STUDENT INFORMATION

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>101</td>
<td>102</td>
<td>101</td>
<td>111</td>
<td>117</td>
<td>140</td>
<td>156</td>
</tr>
<tr>
<td>Female</td>
<td>83</td>
<td>73</td>
<td>67</td>
<td>81</td>
<td>109</td>
<td>106</td>
<td>117</td>
</tr>
</tbody>
</table>

Our student enrolment continues to grow. Our annual enrolment growth between 2010 and now is 16% per annum.
Regular attendance at school is essential if students are to maximise their learning. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. The Education Act (1990) requires children of compulsory school age to attend school on each day that the school is open for instruction.

The implementations that were put in place in term 3 to maintain high attendance of a minimum of 85% included the PIP Program, regular attendance meetings to monitor and discuss whole school attendance patterns, raise issues in our bi-weekly learning and support meetings, and send letters to parents/carers informing them of their child’s attendance.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</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>92.1</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>93.</td>
</tr>
<tr>
<td>2</td>
<td>91.2</td>
<td>93.0</td>
<td>92.2</td>
<td>94.0</td>
<td>91.4</td>
<td>94.1</td>
</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>92.1</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>95.</td>
</tr>
<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>90.</td>
</tr>
<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>90.1</td>
</tr>
<tr>
<td>Total</td>
<td>92.2</td>
<td>92.9</td>
<td>92.8</td>
<td>92.7</td>
<td>92.9</td>
<td>93.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>KO</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1_2Y</td>
<td>1</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>1_2Y</td>
<td>2</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3_4R</td>
<td>3</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>3_4R</td>
<td>4</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>4V</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>6P</td>
<td>6</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

**WORKFORCE INFORMATION**

**Workforce composition**

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>14.724</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</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>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.812</td>
</tr>
<tr>
<td>Total</td>
<td>27.656</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Throughout 2014 we have been fortunate to have six Indigenous members of staff at Tamworth West Public School.
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>
</tbody>
</table>

Professional learning and teacher accreditation
The staff at Tamworth West Public School continues to demonstrate exceptional dedication to their own professional growth with every staff member participating in a number of professional development activities throughout the year.

The staff participated in the following learning opportunities:
- School Welfare Systems
- Nationally Consistent Collection of Data
- Resource Allocation Model
- ELearning - Emergency Care
- PBL
- 2012-2014 School Improvement Plan
- Strategic Planning
- WHS
- ESafety – Anaphylaxis training
- DEC Current Reforms
- Learning and Support Team meetings
- Reading Recovery
- Disability framework
- PLAN updates
- Premier’s Sporting Challenge
- Child Protection
- Classroom Management Strategies
- ESES

Australian curriculum including:
- Your school and the English K-10 Syllabus
- Your school and the Mathematics K-10 Syllabus

Beginning teachers
Tamworth West Public School had no newly appointed teachers in 2014.
FINANCIAL INFORMATION

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

Financial Summary for the Year Ended 31 December 2014 (Tamworth West Public School)*
2014 Actual ($)  

<table>
<thead>
<tr>
<th>Opening Balance</th>
<th>(270,996)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>(3,592,977)</td>
</tr>
<tr>
<td>Appropriation</td>
<td>(3,495,688)</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>(16,785)</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>(75,119)</td>
</tr>
<tr>
<td>Investment Income</td>
<td>(5,385)</td>
</tr>
<tr>
<td>Gain and loss</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
</tr>
<tr>
<td>Expenses</td>
<td>3,759,207</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>3,759,207</td>
</tr>
<tr>
<td>Employee Related</td>
<td>3,487,741</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>271,465</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>-</td>
</tr>
<tr>
<td>Surplus/Deficit for the Year</td>
<td>166,230</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(104,766)</td>
</tr>
</tbody>
</table>

The information provided in the Financial summary is current at the date shown. The summary includes reporting from 1 January 2014 to 31 December 2014.

Funds received through the Resource Allocation Model (Tamworth West Public School)*

<table>
<thead>
<tr>
<th>Component</th>
<th>RAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>1,827,639</td>
</tr>
<tr>
<td>Equity</td>
<td>370,768</td>
</tr>
<tr>
<td>Location</td>
<td>73,512</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>152,432</td>
</tr>
<tr>
<td>Socio-Economic</td>
<td>145,023</td>
</tr>
<tr>
<td>Language</td>
<td>145,023</td>
</tr>
<tr>
<td>Targeted</td>
<td>367,050</td>
</tr>
<tr>
<td>Other</td>
<td>718,906</td>
</tr>
<tr>
<td>Total</td>
<td>3,284,363</td>
</tr>
</tbody>
</table>

The RAM data is the main component of the “Appropriation” section of the Financial summary above.

*data source: Local Schools Local Decisions - Learning, High Performance and Accountability Directorate.

As one of the initial 229 schools receiving funding through the RAM, 2014 has been a year of learning and change. Throughout the year we have introduced weekly financial meetings and new processes to ensure we keep abreast of the changes.

The delayed release of the Budgeting Tool meant that we spent most of 2014 using spreadsheets. While this was not ideal, it worked.

A decision was made at the end of 2013 to decrease the class sizes across the school and provide additional School Learning Support...
Officers. This resulted in a considerable amount of the 2014 budget being committed to additional staffing.

Please note that teacher leave reimbursements for the second half of the year are missing from this report because they have not, as yet, been received by the school. In addition to this, we are still expecting reimbursement due to the incorrect payment of a staff member not attached to our school.

A full copy of the school’s 2014 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**

**School performance 2014**

In 2014 Tamworth West Public School has continued its commitment to ongoing improvement.

**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)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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 the school name 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)

We had 34 students sit the Year 3 National Assessment Program. In Reading 57.6% of students achieved in the top three achievements bands and 18.2% of students were placed in the bottom band; in Writing 48.5% of students achieved in the top three achievements bands and 12.1% of students were placed in the bottom band; in Spelling 50.1% of students achieved in the top three achievements bands and 5.9% of students were placed in the bottom band; in Grammar and Punctuation 44.2% of students achieved in the top three achievements bands and 2.9% of students were placed in the bottom band.

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Reading</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>379.7</td>
<td>353.5</td>
<td>416.3</td>
</tr>
<tr>
<td>Skill Band Distribution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>6</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>18.2%</td>
<td>9.1%</td>
<td>15.2</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>13.5</td>
<td>17.7</td>
<td>23.4</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>17.1%</td>
<td>19.1</td>
<td>24.3</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.1</td>
<td>9.9</td>
<td>15.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Writing</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>362.8</td>
<td>354.3</td>
<td>401.5</td>
</tr>
<tr>
<td>Skill Band Distribution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>4</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>12.1%</td>
<td>6.1%</td>
<td>33.3</td>
</tr>
<tr>
<td>School Average 2011-2014</td>
<td>12.2</td>
<td>7.3</td>
<td>31.7</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>8.3%</td>
<td>21.9</td>
<td>32.6</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.1</td>
<td>8.3</td>
<td>21.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Spelling</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>379.8</td>
<td>359.2</td>
<td>418.8</td>
</tr>
<tr>
<td>Skill Band Distribution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>2</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>5.9%</td>
<td>17.7</td>
<td>26.5</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>12.6</td>
<td>17.5</td>
<td>29.4</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>10.3%</td>
<td>27.7</td>
<td>17.6</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.2</td>
<td>12.6</td>
<td>12.2</td>
</tr>
</tbody>
</table>
**NAPLAN Year 3 - Numeracy**

We had 34 students sit the Year 3 National Assessment Program. In Numeracy 44.1% of students achieved in the top three achievements bands and 2.9% of students were placed in the bottom band.

**Year 3 NAPLAN Numeracy**

![Average score, 2014]

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>2.9</td>
<td>11.8</td>
<td>41.2</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>10.0</td>
<td>15.0</td>
<td>33.6</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>10.5</td>
<td>25.9</td>
<td>27.4</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.1</td>
<td>12.6</td>
<td>20.7</td>
</tr>
</tbody>
</table>

**Notes:** The 'Percentage in Bands' and 'School Average' columns are not shown where overall results are for less than 10 students. State average band distributions do not include students who were exempted from the tests.

---

**NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**

We had 26 students sit the Year 5 National Assessment Program. In Reading 38.5% of students achieved in the top three achievements bands and 30.8% of students were placed in the bottom band; in Writing 23.1% of students achieved in the top three achievements bands and 30.8% of students were placed in the bottom band; in Spelling 34.5% of students achieved in the top three achievements bands and 23.1% of students were placed in the bottom band;

**Year 5 NAPLAN Spelling**

![Average score, 2014]

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>6</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>23.1</td>
<td>11.5</td>
<td>30.8</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>25.8</td>
<td>16.1</td>
<td>29.8</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>18.3</td>
<td>17.7</td>
<td>24.4</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.3</td>
<td>9.0</td>
<td>19.0</td>
</tr>
</tbody>
</table>

**Notes:** The 'Percentage in Bands' and 'School Average' columns are not shown where overall results are for less than 10 students. State average band distributions do not include students who were exempted from the tests.
NAPLAN Year 5 – Numeracy

We had 26 students sit the Year 5 National Assessment Program. In Numeracy 53.9% of students achieved in the top three achievements bands and 30.8% of students were placed in the bottom band.

### Year 5 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>459.1</td>
<td>437.0</td>
<td>488.5</td>
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</table>

#### Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>9</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>30.8</td>
<td>7.7</td>
<td>7.7</td>
<td>34.6</td>
<td>15.4</td>
<td>3.9</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>23.0</td>
<td>16.7</td>
<td>25.4</td>
<td>27.0</td>
<td>7.1</td>
<td>0.8</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>16.9</td>
<td>30.3</td>
<td>27.1</td>
<td>18.3</td>
<td>5.5</td>
<td>1.9</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.4</td>
<td>15.7</td>
<td>23.5</td>
<td>27.8</td>
<td>13.5</td>
<td>13.0</td>
</tr>
</tbody>
</table>

**Notes:** The 'Percentage in Bands' and 'School Average' columns are not shown where overall results are for less than 10 students. State average band distributions do not include students who were exempted from the tests.

OTHER ACHIEVEMENTS

**Arts**

**Dance**

Tamworth West has developed a reputation as having a strong and successful dance program. 46 students from Stage 1, 2 and 3 performed in a variety of contemporary dances, choreographed by their teachers, at the New England Dance Festival in Term 3. 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.

**Music**

Students from years 2 to 6 were invited to become members of the choir in 2014. Mrs Gurney and Mrs Gee coordinated the group which met on Friday afternoons to rehearse. The choir performed beautifully at the Tamworth Eisteddfod and our annual presentation evening.

**Sport**

**State Representation**

In 2014 the school produced four students who went on to represent the North West region in sport at state level. Benjamin Ridgewell, Harrison Burkett, Felicity Iles and Sheena Ruttley represented the region in softball. Sheena was also selected to represent the region in softball at the State Athletics Carnival.

**Regional Representation**

Nineteen students from Tamworth West qualified for the Zone Athletics Carnival with five students (Sheena Ruttley, Jayden McGrath, Lucas Tadman, Mikayla Gross and Lameka English) qualifying for the regional carnival.

Twelve students qualified for the Zone Swimming Carnival with Mikayla Gross, Courtney Mulligan and Beau Berg-Williams going on to represent the school at the regional carnival.

Thirty two students qualified for the Zone Cross Country Carnival at Barraba, with Oliver Barry qualifying for the Regional Cross Country at Coolah.

**Swimming Carnival**

The Swimming Carnival was held in early Term 1 at Scully Park Pool and was widely supported by students from Years 3 -6, with an increase in student participation from 2013.

**Swimming Champions**

Jnr Girl & Boy: Courtney Mulligan & Oliver Barry

11yr Girl & Boy: Bonnie Manning & Fletcher Wells

Snr Girl & Boy: Mikayla Gross & Sam Agius

**Athletics Carnival**

The school Athletics Carnival was held in late Term 2 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: Lameka English & Jayden McGrath
11yr Girl & Boy: Taliah Taylor & Harrison Burkett
Senior Girl & Boy: Mikayla Gross & Lucas Tadman

School Sport
In 2014, our school focused on the areas of Fundamental Movement Skills and healthy eating in sport and physical education, with the intent on 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. Woolworths came on board the initiative, donating fruit each week to support the health of our students.

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. In Terms 1 and 4, primary students were offered swimming as a sport choice, developing swimming skills and water confidence. Term 3 primary sport offered students the chance to go into the community and participate in activities in a different setting, such as ten pin bowling, touch football and tennis. Infants had the opportunity to participate in a gymnastics program during Term 4, which proved to be an extremely popular and successful experience.

Touch Football
This year Tamworth West Public School was represented by a junior boys and junior girls team (in conjunction with Tamworth Public School). Games were played at the Gipps Street fields against other Tamworth primary schools and training was also offered during recess once a week. Both teams have had their share of successes and disappointment on the field but overall the boys and girls on both teams have shown strength and motivation through the season.

SIGNIFICANT PROGRAMS AND INITIATIVES

- Aboriginal Education
- Multicultural Education
- Positive Behaviour for Learning
- You Can Do It
- Norta Norta
- Early Action For Success
- Learning Support Team
- Breakfast Club
- Music tuition

Aboriginal education
Aboriginal education has continued to be a focus at Tamworth West Public School in 2014. There is an expectation 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.

Sophia Brown (Tippy) was appointed to Tamworth West in the middle of 2013 and has been busy during 2014 implementing new programs for students. Tippy has been responsible for improving attendance rates; developing NAIDOC activities; coordinating NORTA NORTA project and identifying funding opportunities to assist the school in bringing its community together. This year Tippy implemented the ‘Big Bro’ and ‘Big Sista’ programs for Stage 3 students. Tippy also worked collaboratively with staff to improve educational opportunities for our students.

Tip, working with the NAIDOC committee, organised a successful NAIDOC week full of celebrations and activities. The school started the week with an assembly to open our NAIDOC celebrations. The assembly started with a smoking ceremony conducted by Mr Lennie Waters, a special address by Aunty Stella Lamb and a traditional dance by students from Tamworth West and Peel High School. Thankyou to Ms Billy Stanton (AEO, Peel High School) for coordinating the dancers. The assembly was then concluded with a flag raising ceremony conducted by Mr Waters and Mr Peter Craigie.
After the assembly, guests enjoyed a luncheon provided by Mr Ronnie Knight and the students enjoyed a BBQ cooked by Mr Paul Brown and Mr Leslie Johnson. A special cake was then cut by Mr Brad Sutherland ad enjoyed by all staff, students and special guests. Other activities throughout the week included tile painting, reading of Aboriginal Legends by Tamworth High School students and Peel High School, Aboriginal language lessons conducted by Mr Lennie waters and Mr Brian Sampson and classroom activities. To finish the week of celebrations there was a ‘Black, Yellow, Red, Green, Blue’ disco with each student receiving a wristband.

Later in 2014, students enjoyed a free performance by Mr Reid and Pie Productions. The performance focused on Aboriginal language, dance, music and storytelling.

The ‘Big Bro’ and ‘Big Sista’ programs were implemented in 2014. The ‘Big Bro’ program was targeted towards Stage 3 (Years 5 and 6) boys covering topics such as cultural awareness, personal identity, team building, getting along skills and personal hygiene. A huge thanks to Mr Tom Flanders and Mr Patrick Strong, from the Opportunity Hub, for leading this program and mentoring the boys. The ‘Big Sista’ program targeted girls in Stage 3 (Years 5 and 6) and covered topics such as personal identity, getting along skills, females issues and personal hygiene. The program was mentored by Mrs Janine Way (Oxley High School), Trish Sharp and delivered by Tippy.

NORTA NORTA continued at Tamworth West in 2014. Individual tutoring is provided to Aboriginal students in Year 4 ad Year 6 who require extra help. This program was coordinated by Mrs Olga Parramon (Learning and Support Teacher) and Mrs Sophia Brown (AEO). Our NORTA NORTA tutors were Miss Rennie Duncan (Year 4), Mrs Simone Power (Year 4) and Miss Zeta Knight (Year 6).

Plans for 2015 include another fantastic NAIDOC week of activities, the continuation of the ‘Big Bro’ and ‘Big Sista’ programs, the implementation of a language program and further Aboriginal performances. Thank you to everyone who supported the Aboriginal education and our students throughout 2014.

Multicultural education and Anti-racism education

The school has a trained staff member to fill the role of Anti-Racism Contact Officer (ARCO). It is the role of the ARCO to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The school ARCO also has a responsibility to ensure that appropriate procedures are used to deal with any complaints or incidents of racism. In some cases, issues are resolved through informal negotiations, to the satisfaction of the complainant.

Fortunately, Tamworth West has a very harmonious school culture and there have been no incidents in 2014 that warranted any formal action, other than a discussion and apology between the parties involved. The ARCO ensures records of all incidents of racism are maintained at the school.

Learning and Support

The Learning and Support Teacher has a role within whole school initiatives to improve outcomes for students with additional learning and support needs. One way this was achieved this year is by working collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs.

Targeted students were then further supported by either through direct instruction in a one to one setting over a period of time, small group sessions to target specific learning needs such as spelling, and/or in class support by assisting with activities such as reading groups. Students are continually monitored and assessed throughout the year to ensure any issues are picked up and attended to early.
**Equity Funding**

**Aboriginal background**

The level of funding and rate per student for each school is determined by the number of Aboriginal students in the school. Schools have the flexibility to decide how these resources will be best used to support the learning needs of Aboriginal students.

This year we received $73 312 in RAM equity Aboriginal Background funding. Funding supported a reduction in class sizes to improve the outcomes of all students; the purchase of additional resources; the Butterfly Sweethearts group; stage 3 activities; and student assistance.

**Socio-economic background**

This year we received $152 432 in RAM equity socio-economic funding to ensure that all students at Tamworth West Public School, regardless of socio-economic background are provided with a high quality inclusive education based around principles of inclusivity and equity of opportunities for all. The monies supported a reduction in class sizes to improve the outcomes of all students and ensured that all students received the resources they required to participate in learning programs prioritised in the School Improvement Plan.

**Low level adjustment for disability**

This year we received $35 909 in RAM equity low level adjustment for disability funding. Schools have the flexibility to decide how these resources will be best used to support students with additional learning needs in accordance with their individual learning needs. Our funding was used to provide teacher time, school learning support officer time and teacher release for related professional learning and program coordination.

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**OTHER SIGNIFICANT PROGRAMS AND INITIATIVES**

**Significant initiatives**

**Early Action for Success strategy**

The Early Action for Success strategy aims to improve students’ performance in Literacy and Numeracy through a targeted approach in the early years.

The strategy involves:

- early identification of the level of attainment in literacy and numeracy of each individual child (K-2) and tailoring a specific program of learning to that child’s needs
- change in teaching practice from a focus on the whole class to a focus on the needs of the individual student
- ongoing, close monitoring of individual student progress against the Literacy and Numeracy Continuums
- use of evidence-based tiered interventions in literacy or numeracy according to need

**STAFFING**

From 2012 until Term 2, 2014 Mr Ben van Aanholt was Instructional Leader at Tamworth West. He has now taken an appointment as Principal at Westdale Public School. Mrs Karen George commenced in the role as Instructional Leader at the beginning of Term 3, 2014. The school employed Mrs Joyce Condon as an Intervention teacher to support the implementation of intervention strategies for Literacy and Numeracy improvement, K-2. Mrs Crystal Flick was relieved from class on Thursdays to coordinate the TEN program across K-2. Mrs Leanne Gee was employed to work with small groups of targeted students in Early Arithmetic strategies within a classroom setting. Mrs Rebecca Fletcher was relieved from class on Tuesdays during Term 3 to support L3 within the classrooms.

The school analysed data before implementing specific intervention strategies. Part of the school analysis was to determine the effectiveness of
strategies that had been in place and where to next to continue improving K-2 student results.

After reviewing all the data, TWPS addressed the challenge through a variety of approaches, including 5 weekly tiered intervention cycles based on student work samples, formative and summative evaluation and data analysis, individualised teacher professional learning and the establishment of a PLAN data wall and Wellbeing wall to closely track students achievements.

**INTERVENTIONS**

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1-whole class</td>
<td>TEN, L3</td>
<td>TEN, L3 Stage 1</td>
<td>TEN, L3 Stage 1</td>
</tr>
<tr>
<td>T2- small group or individual</td>
<td>Intervention teacher-literacy target groups TEN targeted groups</td>
<td>Reading Recovery Intervention teacher-literacy target groups TEN targeted groups</td>
<td>Intervention teacher-literacy target groups TEN targeted groups</td>
</tr>
<tr>
<td>T3-individual</td>
<td>Individual Literacy and numeracy support</td>
<td>Individual Literacy and numeracy support</td>
<td>Individual Literacy and numeracy support</td>
</tr>
</tbody>
</table>

Through tiered interventions TWPS delivered tailored learning support for students in literacy and numeracy. Students PLAN data was monitored closely at regular intervals and informed our teaching and learning goals. Intervention strategies and adjusted programs were implemented to provide for the needs of all students.

All teachers K-2 implemented Tier 1 whole class interventions such as L3 as well as small group or individual differentiated curriculum to meet the needs of students. Tier 2 support was provided through the class teacher, Intervention teacher, Instructional Leader and TEN support teacher by working with targeted groups of students within a class setting. The reading Recovery teacher provided individualised reading lessons for targeted students. The intervention teacher also provided one to one support for students requiring extra support.

**BUILDING TEACHER CAPACITY**

<table>
<thead>
<tr>
<th>Working with teachers</th>
<th>The Instructional Leader, TEN facilitator, L3 support teacher, Intervention teacher worked with teachers in the classrooms, demonstrating, co-teaching and supporting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>Kindergarten teachers- L3 ongoing professional Learning Year 1 and 2 teachers- Stage 1 L3 professional Learning including in lesson class observations and reciprocal reading All K-2 staff- TEN support through modelled lessons and in class support All staff K-2 – L3 specific in class support during Term 3, 2014 All K-2 staff recived PL in English and Maths syllabus, Literacy and Numeracy Continuums Individual teachers had 1 to 1 tailored PL on a fortnight basis during Term 3 and 4, 2014.</td>
</tr>
<tr>
<td>Resources</td>
<td>All classrooms were resourced with Literacy and Numeracy materials, accomodating students needs. All classrooms provided with equipment to implement TEN. Development of take home Literacy and Numeracy Kits for 2015 Kindergarten students.</td>
</tr>
</tbody>
</table>

The main focus was centred on implementing quality teaching and learning across K-2 classes that catered for individual student needs through:

- a shared understanding of L3 reading and writing strategies, Early Arithmetic Strategies, linked to the Continuums and the Syllabus outcomes for ES1 and Stage 1 and Early Action for Success Benchmarks.
- developing valid teacher judgement of writing samples as aligned to the syllabus and continuum and Early Action for Success Benchmarks.

- regular data collection and analysis through analytical talk and reflection.

- a shared understanding of how to use data as evidence to inform teaching and learning cycles. Understanding where students are and what to do to move them to the next level of learning through discussions and close monitoring of students on PLAN.

- use and development of a PLAN data wall focusing on Reading, Writing, Comprehension, Early Arithmetical Strategies and Place Value.

- Using assessment to inform teaching and learning and making constructive use of learning plans, including the use of learning goals and success criteria in class lessons.

**RESULTS**

**Student Wellbeing**

Tamworth West is a ‘You Can Do It’ (YCDI) and Positive Behaviour for Learning (PBL) school. Both programs are fundamental to the way staff interact with students and continue to lead us in maintaining positive relationships and enhancing student wellbeing.

YCDI has 5 keys (concepts) which are taught systematically and explicitly in all classes – from Kindergarten to Year 6 – during Personal Development lessons throughout the year. These keys are now firmly embedded in the language and culture of our school, being reinforced on a daily basis in the classroom and playground by all staff. Those concepts are: getting along, organisation, persistence, confidence and resilience. They are important life skills that enable students to address or enhance their social and emotional capabilities to reach their academic potential in school, to experience wellbeing and create positive relationships with others.

PBL is the basis for our all aspects of our Student Welfare Policy at Tamworth West. It underpins the expectations our school has for all students in all settings, explicitly teaching students appropriate behaviours that reflect our school values of – Trust, Welcome, Pride and Strive (TWPS). These positive behaviours, positive language and our culture of learning are reinforced each week during the K-6 school assembly when students are recognised for their achievements and efforts. The school has a weekly PBL focus and it is not uncommon to see a large number of students receiving awards for their positive behaviour and contributions toward a positive school culture/work environment.

The school’s anti-bullying policy is also firmly in place and it endeavours to ensure that every child at our school is safe from bullying. If a bullying event does occur, students are supported to take action by immediately telling staff members about issues, knowing that it will be dealt with promptly and fairly. Staff on playground duty continue to wear bright vests to improve visibility for students who may need to find them quickly. Students who commit acts of bullying may spend time with staff, reflecting on their behaviour and being assisted in employing
more appropriate strategies to deal with frustrations or ‘getting along’ issues.

Special Education Classes

3-6C – IM

The IM Support class currently has 13 students with two girls and 11 boys. The students range form Year 3 to Year 6 with all having varying needs and abilities. The class is supported by a full time teacher and full time teacher’s aide and the students access the curriculum at their level of ability and progress at an appropriate rate.

The student’s access all aspects of the Maths and English curriculum with activities selected and designed to increase their skills which may or may not be at their age appropriate level. Students in the IM class also follow all curriculums set by the Board of Studies, although they may be adapted to suit their individual needs.

The students in the class reverse integrate for sport, excursions, scripture, assembly and any other age appropriate activities. The students access the playground with all other students and can be elected to SRC roles or obtain other job responsibilities within the school.

The students in the IM class are catered to their individual needs and abilities. They progress at their own pace and they follow an individualised program to encourage them to achieve to their potential.

Nikki Cunneen
Classroom Teacher

K-6 Gold – MC

K-6 Gold is composed of eight students with the diagnosis of Autism and/or an Intellectually Moderate disability. Students range in age from 5 to 11 years and attend school following a normal school routine. There is a specialist trained teacher and a full time Teachers Aid supporting the class. The class operates as a regular class that is academic based, with a huge emphasis on teaching social skills, self-help skills and behaviour modification.

This class provides an opportunity for students with a disability to be educated in a regular school setting with their age appropriate peers. It allows students who find it difficult to function in a regular class the opportunity for a small class size where explicit and one-to-one learning and direction is possible. The class is organised and lessons structured to cater for the learning needs of these students to provide the opportunity for students to achieve their best possible outcomes. These students then integrate into regular classes for activities and school performances.

During 2014 K-6 Gold have participated or integrated with their peers in two excursions to The Capitol theatre, School Sports Carnival, Book Week Parade, Scripture Classes, Tamworth Show Art prizes, Artragous, School and Community Sports and School Assemblies. Providing a class such as this in a regular school provides all students the opportunity to develop tolerance and understanding of the uniqueness of each individual living in our local community. Occupational Therapists, Speech Therapists and other professionals often work within the classroom to support the students and work collaboratively with the classroom teacher to create the cohesive learning environment.

Joan Campbell
Classroom Teacher

New England Learning Centre

The New England Learning Centre is a specialised program for children on long suspension. The centre works to keep students at school who may otherwise ‘drop out’. Students come from all the state schools in the Tamworth area, from years 5 to year 10. It gives the children an opportunity for ‘time out’ and time to learn about making better choices. Students are helped with their English, Maths, Social Skills and assessment tasks, so they don’t fall behind.
Children in a small setting often experience success which boosts their self-esteem which carries through when they return to their home school. Students have won prizes for their poetry and we are waiting for the results of a creative writing competition.

As part of our Social Skills curriculum, the students contribute to the community giving them an opportunity to shine outside the classroom. However, in the wider community, the students have excelled, picking up, two ute loads of rubbish, getting ready for the Tidy Town Competition. Also, throughout the year the children have carried out garden maintenance at West Tamworth Public School and the Peel Wetlands; mulching, watering, weeding and noxious plant removal. The students worked hard to prepare the soil for our National Tree Day celebration. Furthermore, the students entered a hanging garden in the Tamworth Show which achieved a second place in the Sustainability category.

The need for the New England Learning Centre is highlighted by the number of applications requesting for placement at the Centre. The average number of applications received between the years 2010 – 2013, was 177 applications.

Beth Ross-Ward
Centre Teacher

Itinerant Support Teacher (Hearing) Service

Based at Tamworth West Public School is a team of teachers who work with children with sensorineural hearing impairment. The Itinerant Support Teacher (Hearing) provides a service for children in a range of school and early childhood settings. This service may be available for eligible children from birth until completion of study in a government school.

Teachers with specialist training in the education of students with hearing loss offer support to students, to parents/carers and to school staff.

A variety of agencies can refer a child to the IST (H) service once a hearing loss has been diagnosed.

They are:
- Australian Hearing
- NSW Health
- SWISH
- A General Practitioner
- An Ear, Nose and Throat Specialist
- School or pre-school
- Department of Education & Communities

Itinerant Support Teacher (Early Intervention) Program

The Itinerant Support Teacher (Early Intervention) program provides specialist support to cater for students with disabilities, or significant difficulties in learning or behaviour in early childhood services and public schools.

The Itinerant Support Teacher (Early Intervention) works with families, early childhood staff, school staff, and other agencies to

- promote the individual development of the student
- support personnel in early childhood settings to provide quality educational programs
- support the implementation of these programs
- assist in planning and supporting successful transition to school.

Referrals can be made by parents, early childhood services and other professionals.

Canberra Excursion

Students from Years 4, 5 and 6 visited Canberra for an education tour of the national capital. Students were given the opportunity to participate in a variety of educational programs with a focus on Australia’s history, culture, heritage and democracy.
55 students, along with Mrs Peek, Mrs Spicer, Miss Bagshaw and Mr Clare, made the long bus trip to Canberra in Week 8. Their first stop was in Sydney at the Sydney Olympic Park Aquatic Centre, for a quick dip and fun at the Water Park. Once in Canberra, the excursion visited places such as the Australian War Memorial, Parliament House, Old Parliament House, Questacon, Australian Electoral Centre, iPlay, Telstra Tower, National Museum of Australia, National Zoo and Aquarium and the Australian Institute of Sport.

The Australian Government recognises the importance of all young Australians being able to visit the national capital as part of their Civics and Citizenship education. To assist families in meeting the cost of the excursion the Australian Government is contributing funding of $30 per student under the Parliament and Civics Education Rebate program towards those costs. The rebate is paid directly to the school upon completion of the excursion, however was factored into the final cost of the excursion.

What an action packed four days! Despite a long and late bus trip home, everyone had a great time. Thank you to the teachers for attending the excursion and to families for supporting the trip. Next year, Years 4, 5 and 6 will be travelling to Sydney for their excursion from 1-4 September. 80 places will be available. Notes will be handed out at the beginning of Term 1, 2015.

Year 3 Lake Keepit Excursion

In Week 8 of Term 3, 24 enthusiastic Year 3 students made the short trip to Lake Keepit for their overnight excursion. Despite the low water levels, they had fun kayaking (some had trouble getting into the water and got stuck in the mud) and canoeing. We lost three shoes in the process, however, had many laughs. We also got to experience the giant swing, with everyone (including Mrs Rees) getting harnessed up and having a go. We became Robin Hood and tested our archery skills and walked the low ropes course. Overall, everyone had a great time and developed their skills in resilience and persistence! Thank you to the Year 3 families for supporting the excursion.

Environmental Education

West Tamworth Public School is committed to the development of a better environment for everyone. An ongoing program to develop a cleaner and more sustainable ways of doing every day activities, we hope to make our area in central Tamworth a more pleasant place to live, work and play. Students and staff work together to ensure a cleaner and more efficient use of water, energy and resources.

In recent years, solar panels have been installed on the hall. Appropriate blinds and awnings are used to minimise the impact of the sun on the north and the west sides of the buildings. Buildings have also been properly insulated. Recycling of paper and cardboard waste is also carried out. Water tanks have been installed.

Mrs Gurney’s class, Kindergarten Red have carried out a special planting and recycling program, in which waste food is collected and then used in the schools’ own worm farm and compost bins. The worms produce extra nutrients and organic fertilizers which can then be used on the gardens directly helping to keep all the plants happier and healthier. The children have successfully grown tomatoes, vegetables and some flowers.

Another project that dovetails with Mrs Gurney’s activities is the establishment of the new propagation area at the New England Learning Centre on the Denne side of the school. A lovely garden and propagation area were created by Neil Adams and his Joblink Plus team. Raised gardens, work benches and two magnificent compost bins were constructed. The composting process has started and some planting has also happened. This important project was funded by an Eco Schools Grant.

National Tree Day was again celebrated at Tamworth West; several drought hardy, native plants were planted in the Welcome garden just outside the hall. Children from the New England Centre prepared the soil and children from all classes, excitedly carried out the planting. Thanks go to Tamworth Regional Council for providing the plants and to our committed grounds man, Mr Eady, who has maintained them.

Beth Ross-Ward
Intensive Swimming

In term 4 forty children from years 1 and 2 participated in the Department of Education and Communities School Swimming and Water Safety Program at the Tamworth City Pool. It is an intensive learn to swim program that develops water confidence and provides students with basic skills in water safety and survival. The program is conducted over ten days with each lesson being thirty minutes in duration. Students were assessed on the first day for all water safety skills and swimming competence. Children were then divided into four ability groups and participated in discussion, demonstration and practice of water safety skills, along with their swimming lessons conducted by qualified instructors for the ten days. All students made solid progress and gained confidence in the water. Each student received a certificate indicating their level of performance in the lessons covered.

School Choir

Students from years 2 to 6 were invited to become members of the choir in 2014. Mrs Gurney and Mrs Gee co-ordinated the group which met on Friday afternoons to rehearse. The choir performed beautifully at the Tamworth eisteddfod and are preparing for several more performances later in the year.

NORTA NORTA

NORTA NORTA is a government funded program that was available to all Aboriginal students who through NAPLAN results were targeted as needing extra support. Support was provided to year 4 and year 6 students through three Aboriginal teacher’s aides in four different classrooms. The targeted students were given in class support that began in term 3 and continued through to the end of the year three times per week. It has been a successful program and we hope to implement it again next year.

School Chaplaincy Program

In 2013 Tamworth West Public School obtained funding for a School Chaplaincy program. The Chaplains in school communities are there to provide spiritual, social and emotional support for students, parents and staff. On a practical level many Chaplains assist the school in various other areas such as helping in classrooms where needed, assisting with sports and camps and running approved programs for students.

The Chaplaincy program has continued this year with a new Chaplain, Vince Wall being appointed in Term 3. Vince lives in Tamworth, he is married to Judy and they have four children. Vince comes to the school with many years’ experience in Christian ministry.

So far this year our Chaplain has assisted in classes, sports activities and is involved in running lunchtime games for the students. Vince has also started a Billycart building program for the boys in K6 Gold and 3/6C classes.

Please see the office if our Chaplain can be of assistance to you.

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:

- Extensive informal and formal consultation
- Community forums and P&C meetings and sub-group meetings
- Staff meetings
- Student Representative Council (SRC) meetings
- Student, staff and parent surveys
School planning 2012-2014:

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.

Evidence of achievement of outcomes in 2014:

• Average progress in Spelling between Y3-5 increased from 67.4 in 2010-2012 NAPLAN to 80.2 in 2012-2014.

• Average progress in Grammar & Punctuation between Y3-5 increased from 19.7 in 2010-2012 NAPLAN to 71.1 in 2012-2014.

• Average progress in Writing between Y3-5 increased from 1.8 in 2011-2013 NAPLAN to 67.8 in 2012-2014.

Strategies to achieve these outcomes in 2014:

• School structure continued to support uninterrupted literacy sessions and consistency in delivery of literacy sessions by the class teacher.

• Executive supported 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.

• 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.

• 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.

Evidence of achievement of outcomes in 2014:

• Average progress in Numeracy between Y3-5 increased from 71.4 in 2010-2012 NAPLAN to 101.8 in 2012-2014.

Strategies to achieve these outcomes in 2014:

• Staff worked on 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

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents and students believe that the school is a friendly school that is accepting of all students.

Staff and students believe that Tamworth West PS is an attractive and well-resourced school and a happy place to learn and work in.

Parents and staff believe the school maintains a high focus on Literacy, Numeracy, Information Technology and promotes core values.

Parents would like to see the range of extra-curricular programs offered continue and even increase.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Our directions for 2015-2017 are:

• To build stronger, more positive relationships with our community
• To build the capacity of our staff to provide an enriched and challenging learning environment for all students
• 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

The development of the 2015-2017 school plan has seen the introduction of consultative process to Tamworth West Public School. Many information sessions have been held to development understanding of relevant reforms and the impact of these reforms on our school community.

Particular attention has been paid to the Resource Allocation Model and the Working Locally reform. Information sessions were conducted as part of Professional Learning sessions, P&C meetings, assemblies and community information sessions. Videos, presentations and fact sheets provided through the High Performance Directorate were shared and discussed. The need to grow and improve our consultative capacity has been identified through the 5P planning page – in particular in relation to increasing the number of community members who participate.

The development of our school vision, strategic directions and improvement measures involved the use of strategies such as

• Brainstorming
• Surveys
• Round table conferencing
• Carousel activities
• Concept mapping
• Graffiti Board
• Voting with your feet

Once data was gathered, our executive was responsible for collation and presentation of our plan. The plan was then returned to staff and community for input.
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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Johanna Mulligan Assistant Principal
Julie Rees Assistant Principal
Rebecca Fletcher Assistant Principal®
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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: