Our school at a glance

Students

Our enrolment at the end of 2009 was 121 students, with an approximate equal number of girls and boys. The school continues to focus on quality student outcomes and caters for a broad range of activities from sporting, performing arts, cultural, leadership, environmental and academic pursuits.

Staff

Our school had five permanent teacher positions allocated in 2009. This included 2 executive positions, 3 classroom teachers and various specialist support teachers and teacher’s aides. The majority of our staff members are highly experienced teachers, with 85% having 20 or more years teaching experience.

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

Significant programs and initiatives

The school continued to run a number of programs to provide students with additional educational support throughout 2009.

These were:

- Environmental Ranger Program
- Star Struck
- “J” Rock
- Aboriginal Educational Program
- Multicultural Education
- Programs for Students with Disabilities
- Chess
- Gifted and Talented Enrichment Programs
- Sporting Programs
- Performing Arts Programs
- Leadership Programs

Student achievement in 2009

Literacy – NAPLAN Year 3

The school continues to have a strong commitment towards the improvement of literacy standards for all students from Kindergarten to Year 6. Overall literacy results indicated that, “Plot Trend Data” (Writing; Reading; Overall Literacy) showed growth from 2008 results.

Overall Literacy

- 57% in Top 3 Bands (4,5,6)
- 38% in Top 2 Bands (5,6)

Overall Reading

- 69% in Top 3 Bands (4,5,6)
- 44% in Top 2 Bands (5,6)

Overall Spelling

- 63% in Top 3 Bands (4,5,6)
- 32% in Top 2 Bands (5,6)

Overall Grammar & Punctuation

- 70% in Top 3 Bands (4,5,6)
- 26% in Top 2 Bands (5,6)

Overall Writing

- 69% in Top 3 Bands (4,5,6)
- 38% in Top 2 Bands (5,6)
Literacy – NAPLAN Year 5

The school continues to have a strong commitment towards the improvement of literacy standards for all students from Kindergarten to Year 6.

Overall Literacy
• 45% in Top 3 Bands (6,7,8)
• Highest percentage was 35% of students in Band 6.

Overall Reading
• 48% in Top 3 Bands (6,7,8)
• Highest percentage was 33% of students in Band 7.

Overall Spelling
• 43% in Top 3 Bands (6,7,8)
• Highest percentage was 38% of students in Band 6.

Overall Grammar & Punctuation
• 48% in Top 3 Bands (6,7,8)
• Highest percentage was 29% of students in Band 6.

Overall Writing
• 33% in Top 3 Bands (6,7,8)
• Highest percentage was 27% of students in Band 4.

Numeracy – NAPLAN Year 5

The school continues to have a strong commitment towards the improvement of numeracy standards for all students from Kindergarten to Year 6.

Overall numeracy results indicated that,
• 41% in Top 3 Bands (6,7,8)
• Highest percentage was 32% of students in Band 5.

Numeracy – NAPLAN Year 3

The school continues to have a strong commitment towards the improvement of numeracy standards for all students from Kindergarten to Year 6.

Overall numeracy results indicated that,
• 37% in Top 3 Bands (4,5,6)
• 12% in Top 2 Bands (5,6).

Principal's message

Tarro Public School is a semi-rural small school which fringes Hexham Wetlands and is close to the Hunter River. Established in 1961, the school values its strong sense of community, its friendly atmosphere, high expectations and standards.

Tarro Public has a long tradition of excellence and quality in a caring school environment. Our mission is to “Create Opportunities” from Kindergarten to Year Six for all students.

At Tarro, parents, children and staff continue to work closely to create an environment that is safe, challenging and stimulating and where children are able to achieve their potential through the provision of a balanced educational program.

The 2009 school year has been highly successful, with progress made across all of our target areas from Literacy, to Numeracy and Engagement.

Both teaching and support staff at Tarro Public aim to work closely with families and to discover, as well as to nurture, the potential of every child. Our dedicated P&I work hard to raise funds which provide additional resources for all our students. Our P&I organise as well as support the various functions, throughout the calendar year, which benefit our whole community and make “School Life” a richer experience for all.

All staff seeks to provide students with the skills, knowledge and values necessary for success in education, life and the future. Our teachers are genuinely committed to improving children’s lives.

Further, many individual students have made quality progress this year in academic, social, cultural, leadership, creative arts and sporting life. I acknowledge and thank parents and the community for their continued support of the school and its programs, as well as thank the school staff for their professionalism, integrity, dedication and commitment throughout 2009.

Our year has been one of quality.

Lets all, “Teach the Children Well!”
Christopher Parkinson  
Principal

P&C message
This year our P&C has held a number of fund raising events that have been generously supported by our students, their families and the boarded community. The money raised has allowed the P&C to fund a number of significant purchases including air conditioning for the library, a new fridge for the canteen, the new School Bell and $2,000 worth of new books for the library.

The P&C has also organised a number of events including the Disco and the Christmas Carol night. Events such as these would not be possible without the ongoing support of the P&C Committee and the members who attend the P&C meetings on the second Tuesday night of each month and the dedicated volunteers who help out at P&C organised functions, so a big thank you to everyone involved.

The Canteen has continued to operate throughout 2009 and without the ongoing dedication of our Canteen Manager Vanessa Mansfield and all the other volunteer helpers this would not be possible, so a big thank you to the Canteen team.

Thank you to the teachers and staff that give up their own time to attend the meetings every month and a special thank you to Mrs Keeley (School Administration Manager) for her ongoing hard work and dedication.

Our P&C, although only a small group has achieved some great things this year and I would like to take this opportunity to encourage any family or friends of students at Tarro Public School to come along to a meeting and get involved as new members are always welcome.

Last but not least on behalf of the parents and students I would like to thank Mr Parkinson and all of his staff for their ongoing dedication and hard work to ensure that the students at Tarro achieve the best possible learning outcomes in as positive environment.

Tony Callinan  
P&C President

Student representative's message
This year, the Captains and Vice-Captains of 2009 went to “Young Leader’s Day” in Sydney. It was very interesting and we would love to do it again. All of the speakers were really inspiring! We got to meet Bridie Carter (Actress); Mark Baretta (Journalist/Sports Commentator); Natalie Cook (Olympian Gold Medalist); and James Roy (Children’s Author).

As Captains, we also represented the school at A.N.Z.A.C. Day; Remembrance Day; Kinder Orientation; Book Week; Easter; Christmas; School Assemblies; and other events.

We love our school and have had a really fantastic, educational year!

At Tarro Public School, we have had so many opportunities and made lots of friends and loved all our responsibilities.

We thank all the teachers, for their help, to make this year the best, and we also thank the students and P&C for a great year at Tarro Public School.

Thank you, we will miss you, and we will never forget you!

Amy Treacy ;Girl’s Captain
James Bird ;Boy’s Captain
Shyden Carne-Jordan; Girl’s Vice-Captain
Beau Brannan ;Boy’s Vice-Captain
School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>72</td>
<td>60</td>
<td>64</td>
<td>61</td>
<td>56</td>
</tr>
<tr>
<td>Female</td>
<td>68</td>
<td>66</td>
<td>66</td>
<td>60</td>
<td>61</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>88.4</td>
<td>91.1</td>
<td>93.3</td>
<td>96.0</td>
</tr>
<tr>
<td>1</td>
<td>92.3</td>
<td>93.2</td>
<td>88.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
<tr>
<td>3</td>
<td>94.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.4</td>
<td>94.4</td>
<td>93.0</td>
<td>92.0</td>
</tr>
</tbody>
</table>

Management of non-attendance

The Education Act (1990) requires parents to ensure that children between the ages of six and fifteen attend school on each day that the school is open for instruction. If children are absent from school, parents are required to provide the school with an acceptable explanation within seven days of the absence. It is an offence for parents to fail to meet these obligations, unless they can show they have a defence e.g. illness or accident.

Regular attendance at school is essential to assist students to maximise their potential.

When all reasonable actions have been undertaken to support regular attendance, of a student of compulsory school age but the student continues to attend erratically, the matter is referred to the Home School Liaison Program for investigation as per the “Attendance at School” policy.

At Tarro Public, we strive to develop strong partnerships with parents and care givers to maximise student attendance and comply with the “Attendance at School” policy.
Class sizes

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

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2B</td>
<td>1</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>1-2B</td>
<td>2</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>2-3R</td>
<td>2</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>2-3R</td>
<td>3</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>4-5P</td>
<td>4</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>4-5P</td>
<td>5</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>5-6P</td>
<td>5</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>5-6P</td>
<td>6</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>K-1</td>
<td>K</td>
<td>13</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

The majority of our classes are composite, with student numbers in infants (K to 2) targeted to approximate the state-wide average in compliance with the, “Class Size Reduction Program”.

Staff information

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

Our school has five permanent teacher positions allocated in 2009. This included 2 executive positions, 3 classroom teachers and specialist support teachers. The majority of our staff members are highly experienced teachers, with 85% having 20 or more years teaching experience.

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

The teaching staff, is supported by a Senior School Assistant, one part-time School Assistant, two part-time Teacher’s Aides and a part-time General Assistant.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.0</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1.606</td>
</tr>
<tr>
<td>Total</td>
<td>6.606</td>
</tr>
</tbody>
</table>

Tarro Public School strictly adheres to Equal Employment Opportunity (EEO) principles.

Federal and NSW State EEO legislation make discrimination on the basis of sex, race, disability and other grounds unlawful in certain areas of public life, including employment. Under EEO legislation, discrimination is generally defined as less favourable treatment in the same circumstances, or in circumstances that are not materially different. The Department of Education and Training is required to comply with the Anti-Discrimination Act 1977 (NSW), the Anti-Discrimination (Racial Vilification) Amendment Act 1989 (NSW), the Ethnic Affairs Commission (Amendment) Acts 1987 and 1997 (NSW), the Disability Services Act 1993 (NSW) and the Privacy and Personal Information Protection Act 1998 (NSW). If, for instance, the Department treats an applicant for employment or an employee unfairly because of his or her race, sex or a disability, then the Department may be in breach of the legislation.

The Department of Education and Training is committed to ensuring the workplace is free from all forms of discrimination and harassment and to implementing fair practices and procedures.

Teacher qualifications

All teaching staff meets 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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>
Financial summary

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

Date of financial summary: 30/11/2009

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>44,636.10</td>
</tr>
<tr>
<td>Global funds</td>
<td>74,936.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>50,100.88</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>25,351.53</td>
</tr>
<tr>
<td>Interest</td>
<td>1,936.29</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>20,968.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>217,930.21</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>5,407.08</td>
</tr>
<tr>
<td>Excursions</td>
<td>12,305.89</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>11,282.54</td>
</tr>
<tr>
<td>Library</td>
<td>2,103.80</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,935.03</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57,488.08</td>
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<tr>
<td>Casual relief teachers</td>
<td>14,658.66</td>
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<tr>
<td>Administration &amp; office</td>
<td>22,498.45</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>10,250.41</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9,279.66</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>22,733.48</td>
</tr>
<tr>
<td>Capital programs</td>
<td>3,397.80</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>174,340.88</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward**

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>43,589.33</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009

This year has seen the students involved in a number of both visiting and school based performances, teams, excursions and events from Kindergarten to Year 6.

Some of the highlights have been:

- Harmony Day;
- Public Speaking;
- Knights Development Days;
- Little Athletics;
- Cricket Matches;
- Daffodil Day;
- Talent Show;
- Tarro Superstars Dance Performances;
- Newcastle City Council “Greening Project”;
- Greenway Festival Infants Performance;
- Young Writers Day;
- Red Nose Day;
- Drama Camp;
- University of Newcastle “School Shorts” filmmaking;
- “Swamp Stomp”;
- Best Start;
- Rock Eisteddfod;
- Questacom Science Program;
- Australian Youth Choir Auditions;
- Chess;
- Taronga Zoo Excursion (K-1-2);
- Camp Excursion (3-4);
- Sports in Schools Program;
- Sydney Excursion (5-6);
- Transition Programs to High School;
- Social Skills Programs;
- Christmas Concert;
- Water Safety;
- School Disco’s; and
- “OZ Tag” footy.
Achievements

Arts

Again this year, all students have been given the opportunity and encouraged to participate in musical movement activities. Folk dancing and modern dance continue to be presented on a Monday afternoon, so that all students have as enjoyable means of learning movement to music. Cheerleading and “J Rock” dance performances have also been a highlight.

Further, these dances continued to be a feature during such public occasions as the District Education Week Presentation; Public Education Day; Swamp Stomp; Easter; Stockland Greenhills; Greenway Festival; Beresfield Community Fete; and Christmas celebrations.

Major performances at the “Greenway Festival” (K-2); Star Struck (3-6); “J Rock” (3-6); and Christmas Concert (K-6) were also a key feature of the 2009 school year.

This year also saw the awarding of “Creative Arts” medals to Tiffany Pridmore; Saffron Collins; and Shyden Carne-Jordan (graduating Yr 6 student), who have consistently demonstrated excellence in the Arts, while students at Tarro Public School.

Sport

Our students continued to be offered a variety of sports throughout the year depending upon the season. This variety has been made possible through the assistance of several parents and visiting specialist groups and partner schools. Parents also contributed to the organisation and operation of our athletics and swimming carnivals.

Full participation continues to be a feature of both sporting carnivals as students in Kindergarten to Year 6 participated in various formal and informal events. Students were very well behaved and demonstrated a keen interest in sport.

Again this year, several students excelled in their chosen sport and continued the fine tradition of sporting excellence, through representation at zone, regional and state carnivals for swimming, athletics and cross-country.

This year also saw the awarding of “Sporting Blue” medal to Peta Oseland (graduating Yr 6 student), who has consistently demonstrated excellence in her chosen sports, while a student at Tarro Public School.
Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

This year saw the awarding of “Dux” to Saffron Collins; “Citizenship” to Hannah Henwood; “Leadership” to Shyden Carne-Jordan (graduating Yr 6 students), who have consistently demonstrated excellence while students at Tarro Public School.
**Percentage of students in bands:**

**Year 3 spelling**

**Year 3 numeracy**

**Year 3 grammar and punctuation**

**Year 5 reading**

**Literacy – NAPLAN Year 5**

**Numeracy – NAPLAN Year 3**
Progress in literacy

Average progress in reading between Year 3 and Year 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>18.0</td>
<td>118.8</td>
<td>95.5</td>
</tr>
<tr>
<td>LSG</td>
<td>90.8</td>
<td>83.5</td>
<td>85.6</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Progress in numeracy

Average progress in numeracy between Year 3 and Year 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>72.9</td>
<td>171.2</td>
<td>71.4</td>
</tr>
<tr>
<td>LSG</td>
<td>86.6</td>
<td>80.1</td>
<td>91.0</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Average progress in writing between Year 3 and Year 5
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>82</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>

Note: Because exempted students are included with students not meeting the minimum standard the percentages above will not necessarily correspond with those reported in the band percentage tables.

Significant programs and initiatives
The school ran a number of quality programs to provide students additional support and to “Create Opportunities”, throughout 2009.

These included:

- Environmental Ranger program;
- Support Teacher Learning Assistance programs;
- Home Reading Scheme program;
- Learning Support Team;
- Teacher’s Aides Special programs;
- Student Welfare, “You Can Do It”, programs;
- Anti-bullying programs;
- Programs for Students with Disabilities;
- Technology/ Computer programs;
- Creative and Performing Arts programs;
- Structured Lunch-time Playground Activities; and
- Student Leadership programs.
Aboriginal education

The school’s Aboriginal education programs have been successful in promoting understanding and knowledge of Indigenous Australian culture.

In particular, an Aboriginal perspective is applied to all studies when Australian history is studied by students with a view that all students develop an informed understanding of Australia’s Indigenous people and their cultures and of the importance of the reconciliation process.

Further, the school actively promotes contact between Indigenous and non-Indigenous Australians, especially among students with their peers.

Outcomes of programs are intended to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia as well as designed to improve the learning outcomes for Aboriginal students enrolled at our school.

In 2009 our school continued it’s partnership with the “Dare to Lead” coalition of schools, and “Aboriginal Education Consultative Group” (AECG), to raise academic standards of Aboriginal students, as well as continued to promote an “Acknowledgement of Land”, as part of student assemblies and formal occasions, which recognises the Aboriginal custodianship and heritage of the land.

In 2009, all Aboriginal students at our school were provided with a Personal Learning Plan (PLP) to support the quality of their learning.

Multicultural education

Our school endeavours to promote understanding and tolerance in our society in all key learning areas. Students from non-English speaking backgrounds are given extra help to acquire essential literacy and numeracy skills.

In classrooms, students learn about the culture and customs of several countries around the world through an “Integrated Curriculum”. Most studies involve investigating different aspects of the country including cultural and historical issues.

Further, studies are presented in ways that help students to develop an understanding of cultural diversity and tolerance of people from diverse multicultural backgrounds. “Harmony Day” is also a key feature of the yearly calendar of events and celebrations held at Tarro Public School.

Respect and responsibility

“Values Education” and “High Expectations” based around clear, core standards and “Values” of Respect, Responsibility and Quality/Excellence have been a continuing highlight of 2009.

Through direct consultation with our P&C, parents, staff and students, agreed core standards of acceptable behaviour both in the classroom and in the playground, for all students and with all teachers and assisting parents, have been adopted from K-6, with consistency of practice, expectations and standards, another highlight. Structured lessons are taught in all classes which further reinforce our core expectations, standards and values to students.

Clear guidelines, processes and strategies have been put in place which have been sent home to all existing families and are given to all new families.

Behaviour that infringes on the safety and learning of others, such as harassment, bullying, aggressive behaviour, disruptive classroom behaviour, rudeness, or anti-social behaviour of any kind, “will not be tolerated” by any teacher, at any time, at Tarro Public.

A wonderful highlight for 2009 has been the continued growth and improvement in the awarding and gaining of Merit, Achievement and Book Awards by students, which have increased by 200%, from 2005 data. A significant improvement!

Another wonderful highlight has been the significant decrease in students being referred for or mandatory requiring a Suspension Caution or Suspension as outlined in the “Core Rules” of the DET Student Discipline Policy A decrease of 90% from 2005 data. Outstanding improvement!
Other programs

Students with Disabilities

Students with formally recognised and diagnosed disabilities have been identified and supported through various programs and support personnel again this year.

Our school aims at providing rich learning opportunities for all students, in supportive and caring school environment. Programs are designed to meet the learning, physical and social needs of students with disabilities.

Student outcomes have been improved by such programs as:

- individual educational learning programs;
- teacher’s aide classroom and playground support;
- learning support team;
- meetings with parents;
- school counsellor intervention and support;
- itinerant support teacher program; and
- Regional support personnel.

Star Struck

This year saw 16 of our students involved in the Star Struck performances at the Newcastle Entertainment Stadium. The theme for 2009 was “We’re On”.

Our students performed in the items, “You Can’t Stop the Beat”; “Spread a Little Joy”; “That’s How You Know”. Two of our students also tap danced to, “We're in The Money”.

Special thanks must go out again to Mrs Bianchi and Mrs Randall and to all of our assisting parents who without a “Team Approach” and support to “share the load” with organisation, rehearsals, costume making and design this event would not be possible. The amount of effort every year to get our kids ready for Star Struck is huge and should not be taken for granted!

Our students had another wonderful time.
Progress on 2009 targets

Target 1 ; “Literacy”
Increase by 5% in 2009, the percentage of Yr 3 students achieving across Bands 5 and 6, being a combined total of 12%, of students.

Our achievements include:

- Analysis of NAPLAN Data indicated that 38% of our students were in either Bands 5 or 6. This is 26% above our set target.
- Teaching staff undertook on-going training and development in K-6 English Syllabus, with monies and outcomes linked to our Teacher Professional Learning (TPL) plan.
- Approximately 57% of our Year 3 students fell into bands 6, 5 and 4 for the Basic Skills Test.
- Documentation through the Teacher Assessment and Review (TARS) process of the Quality Teaching Framework (QTF) being linked to teacher programs and teaching and learning in the classroom evident.
- Monitoring, planning, assessment and reporting strategies in line with mandatory syllabus requirements, Board of Studies Outcomes, DET policies and our 2009-2011 Strategic Plan.
- The whole school reporting system (SBSR) continued to be developed and upgraded in compliance with mandatory DET Policy.

Target 2 ; “Numeracy”
Increase by 5% in 2009, the percentage of Yr 3 students achieving across Bands 5 and 6, being a combined total of 12%, of students.

Our achievements include:

- Analysis of NAPLAN Data indicated that 12% of our students were in either Bands 5 or 6. This is achieves our 2009 set target.
- Teaching staff undertook on-going training and development in K-6 Mathematics Syllabus, with monies and outcomes linked to our Teacher Professional Learning (TPL) plan.
- Approximately 37% of our Year 3 students fell into bands 6, 5 and 4 for the Basic Skills Test.
- Documentation through the Teacher Assessment and Review (TARS) process of the Quality Teaching Framework (QTF) being linked to teacher programs and teaching and learning in the classroom evident.
- Monitoring, planning, assessment and reporting strategies in line with mandatory syllabus requirements, Board of Studies Outcomes, DET policies and our 2009-2011 Strategic Plan.
- The whole school reporting system (SBSR) continued to be developed and upgraded in compliance with mandatory DET Policy.

Target 3 ; “Engagement”
Increase by 1% in 2009, the percentage of all students attending as evidenced against 2008 attendance rate being 93%.

Our achievements include:

- Analysis of Student Attendance data indicated that our 2009 attendance rate was 92%. This is approximate to our set target and within acceptable historical trends.
- Tarro PS attendance date is approximate to both State (92%) and Regional (93%) targets.
- The whole school reporting system (SBSR), which reports upon individual student attendance numbers, continued to be developed and upgraded in compliance with mandatory DET Policy.
- Strong partnerships between home and school continue to be fostered and developed in regards to student attendance.
- DET “Attendance at School” policy and “Home School Liaison Officer” programs clear, evident and compliant at Tarro Public School.
- Quality teaching and learning practices used to underpin and improve student engagement, as well as parental and community engagement as evidenced through Class Programs; Teacher Assessment Reporting Schedule; Teacher Professional Learning; Training and Development.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of “Culture” and “Mathematics”.

Educational and management practice

Background

This year the school evaluation team surveyed an anonymous, random sample of the entire school. Surveys were returned by 23 families and 24 students across Years 3 to 6. “Culture” was again the key focus area. Parents and students were asked to respond to a series of thirteen questions. Overall results were again highly positive.

Findings and conclusions

The surveys showed that:

- 97% of recorded parent survey responses were positive (indicated Almost Always or Usually).
- 94% of recorded student survey responses were positive (indicated Almost Always or Usually).
- Refer to section “parent, student, and teacher satisfaction” for further elaboration on survey data.

Future directions

In 2010 emphasis will be upon:

- student leaders strongly encouraged to continue to take an active role in the delivery of Cultural activities and school initiatives;
- continued upgrading of teacher skills in the area of Culture; and
- continued progress towards the achievement of our 2009-2011 Strategic Priorities.
- Refer to section “parent, student, and teacher satisfaction” for further elaboration on survey data.

Curriculum

Background

Each year the school completes an evaluation of a Key Learning Area (KLA). This year, “Mathematics” was formally evaluated. A random selection of families and students were selected to complete the survey. Surveys were returned by 23 families and 24 students across Years 3 to 6. Parents and students were asked to respond to a series of nine questions. Overall results were again highly positive.

Findings and conclusions

The surveys showed that:

- 96% of recorded parent survey responses were positive (indicated Almost Always or Usually).
- 87% of recorded student survey responses were positive (indicated Almost Always or Usually).
- Both parents and students highly valued and were like minded in their response to questions 3 and 7 being, “I/my child have/has developed skills in Mathematics this year”, and “The school has teachers with the skills to teach Mathematics”.

Future directions

In 2010 emphasis will be upon:

- continued improvement in the teaching of Mathematics in line with the; Teaching Standards Framework; Quality Teaching Framework; and Mathematics Syllabus both at the individual and at the group level within classes;
- upgrading of software “Site Licences” which support the teaching of Mathematics in the classroom both at the individual and group level;
- classroom resource upgrades;
- on-going training and development for teachers; and
- continued progress towards the achievement of our 2009-2011 Strategic Priorities.
Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

A variety of evaluation instruments were used. For example;

- surveys;
- parent/teacher interviews;
- formal and informal conversations;
- community phone feedback;
- responses to newsletters; and
- in-class discourse.

Their responses are presented below.

Of the School Map survey on “Culture”, 97% of parents randomly selected, indicated positively to the thirteen questions presented on the quality of our school’s culture, with the following questions (6, 8, 9, 11, and 13) being highly positive, as well as many others. For example;

- I am proud of my child’s school;
- The school appreciates having my child as a student;
- The school encourages students to achieve their best;
- The school caters for the learning needs of all students; and
- When necessary, the school makes important changes to what it does.

Additionally, 94% of randomly selected students responded positively to the survey on “Culture” with questions (1, 3, 6, 8, 10, and 13) worthy of note. For example;

- I am proud of my school;
- The school often praises and rewards students who are successful;
- When necessary, the school makes important changes to what it does;
- The school appreciates having me as a student;
- The school encourages everyone to learn; and
- The school knows about the parents and community in which it serves.

Professional learning

All professional learning funds were spent in terms of audit requirements and linked to DET Priority Objectives, Teacher Assessment and Review Programs and our 2009 to 2011 Strategic Plan.

All staff undertook professional development in 2009. Money was spent in the areas of Syllabus Implementation; Quality Teaching; and Career Development. Of note was the Principal’s attendance at the Hunter/Central Coast Primary Principal’s Conference.

Other teaching staff utilised a range of professional development days from eight to two days each, which were tied to our School Targets; Reporting; Assessment; and Quality Teaching practices.

Our school also held School Development Days at the commencement of Terms 1, 2, 3 and at the conclusion of the 2009 school year in Term 4.
School development 2009 – 2011

Our school’s strategic priorities for 2009 through to 2011 are as follows:

• Improve literacy outcomes for students;
• Improve numeracy outcomes for students; and
• Improve engagement levels of student attendance

These strategic targets are directly related to our 2011 targets.

Targets for 2010

1. 19% of Yr 3 students achieving across Bands 5 and 6 of NAPLAN Literacy Test, as evidenced against 2008 NAPLAN results (7%).
2. 19% of Yr 3 students achieving across Bands 5 and 6 of NAPLAN Numeracy Test, as evidenced against 2008 NAPLAN results (7%).
3. 1% improvement in total student population attendance rate as evidenced against 2008 attendance data being 93%.

Target 1; “Literacy”

Increase the percentage of Yr 3 students achieving across Bands 5 and 6, being a combined total of 19%, of students.

Strategies to achieve this target include:

• providing opportunities for students to have a deep understanding and knowledge of literacy requirements and in order to improve their literacy achievement levels;
• implementing Teacher Professional Learning (TPL) so that all literacy sessions are fully aligned with syllabus requirements.

Our success will be measured by:

• All school and DET data analysis, specific programs implemented so that at least 19% of Yr 3 students are in either Band 5 or 6 of NAPLAN.
• All teachers will have a deep understanding of requirements to meet a variety of student learning styles as evidenced through staff meetings; goal setting; supervision; team teaching; and professional learning opportunities.
• Documentation through Teacher Assessment Review Schedule i.e. evidence of Quality Teaching Framework; Syllabus; Teaching Standards Framework; and implementation and analysis of effective teaching and learning strategies to meet student needs).
• Analysis of school based assessments and NAPLAN data.
• Teaching, planning, monitoring, assessment and reporting strategies in line with English Syllabus; Quality Teaching Framework; and Teaching Standards Framework.
• 19% of Yr 3 in top two NAPLAN Bands, being 5 and 6.

Target 2; “Numeracy”

Increase the percentage of Yr 3 students achieving across Bands 5 and 6, being a combined total of 19%, of students.

Strategies to achieve this target include:

• providing opportunities for students to have a deep understanding and knowledge of numeracy requirements and in order to improve their numeracy achievement levels;
• implementing Teacher Professional Learning (TPL) so that all literacy sessions are fully aligned with syllabus requirements.

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Our success will be measured by:

- All school and DET data analysis, specific programs implemented so that at least 19% of Yr 3 students are in either Band 5 or 6 of NAPLAN.
- All teachers will have a deep understanding of requirements to meet a variety of student learning styles as evidenced through staff meetings; goal setting; supervision; team teaching; and professional learning opportunities.
- Documentation through Teacher Assessment Review Schedule i.e. evidence of Quality Teaching Framework; Syllabus; Teaching Standards Framework; and implementation and analysis of effective teaching and learning strategies to meet student needs).
- Analysis of school based assessments and NAPLAN data.
- Teaching, planning, monitoring, assessment and reporting strategies in line with Mathematics Syllabus; Quality Teaching Framework; and Teaching Standards Framework.
- 19% of Yr 3 in top two NAPLAN Bands, being 5 and 6.
- engage students in a wide range of extra-curricula activities, and team events.
- structured playground.
- Clear “”Values” and “High Expectations” consistently applied and communicated.
- providing opportunities for students to participate in social skills and behavioural programs in order to improve self-esteem and confidence such as, “You Can Do It”.

Target 3: “Engagement”

Increase by 1% the percentage of all students attending, as evidenced against 2008 attendance rate being 93%.

- Strategies to achieve this target include:
- provide opportunities for students to participate more fully in a wide range of extra-curricula activities including Creative and Performing Arts (CAPA.)
- engage students in “Significance” building exercises both in the classroom and in the playground.

- Analysis of Suspension and Detention data.
- Maintaining a “Structured Playground”.
- Teacher’s ability to modify their teaching/learning programs in relation to changes in student needs in order to better engage students.
- Analysis of attendance data.
- School Map survey of school “Culture”.
- Analysis of school based anecdotal data.
- Feedback from P&C.
- Regular comment in School Newsletter on the importance of schooling and compulsory attendance requirements.
- High level of student Achievement and Merit awards being issued.
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.

Mr. C. Parkinson; Principal
Mrs. J. Randall; Assistant Principal
Mrs. K. Keeley; School Administration Manager
Mrs. S. Robson; P&C Secretary
Mrs. C. Watts; P&C Representative

School contact information

Tarro Public School
Eastern Avenue, Tarro, 2322.
Ph: 02 4966 1255
Fax: 02 4964 1154
Email: tarro-p.school@det.nsw.edu.au
Web: www.tarro-p.schools.nsw.edu.au
School Code: 4263

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