Tarro Public School Plan

2009-2011
## Tarro Public School Plan for 2009-2011

### School context

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 and prides itself on its strong sense of community, its friendly atmosphere and its 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. All staff strive to provide students with the skills, knowledge and values necessary for success in education and in life. The school works closely with families to discover and develop the potential of every child. Tarro parents, children and staff continue to work closely to create an environment that is safe, academic challenging and stimulating, where the children are able to achieve their potential through the provision of balanced, quality educational programs. Tarro Public is a participant in the Best Start Program, a member of the Dare To Lead Coalition of Schools, an active participant in Newcastle City Council Environmental Initiatives and attracts Priority School Funding Program (PSFP) resourcing. At Tarro Public School, both the school and community aim to nurture happy confident children.

### Strategic Priority Areas (2009 to 2011)

1. **Literacy** achievements of students.
2. **Numeracy** achievements of students.
3. **Engagement** of student school attendance.

### Strategic Targets (2009 to 2011)

1. Improve literacy outcomes for all students, being 24% of Year 3 students achieving across Bands 5 and 6 of NAPLAN by 2011.
2. Improve numeracy outcomes for all students, being 24% of Year 3 students achieving across Bands 5 and 6 of NAPLAN by 2011.
3. Quality teaching and learning practices used to underpin and improve student engagement, as well as parental and community engagement, as evidenced by a 3% improvement in total student attendance rate by 2011.

### The plan has been endorsed and approved by:

<table>
<thead>
<tr>
<th>Principal:</th>
<th>Date:</th>
<th>School Education Director:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal’s initials: __________</td>
<td>School Education Director’s Initials __________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TARRO PUBLIC SCHOOL PLAN

Priority Area: Literacy

Intended Outcomes:
- Diagnostic assessment of literacy learning in Kindergarten.
- Increased levels of literacy achievement throughout the school.

Targets:
- 2009 - 12% of Yr 3 students achieving across Bands 5 and 6 of NAPLAN, as evidenced against 2008 NAPLAN results (7%).
- 2010 - 19% of Yr 3 students achieving across Bands 5 and 6 of NAPLAN, as evidenced against 2008 NAPLAN results (7%).
- 2011 - 24% of Yr 3 students achieving across Bands 5 and 6 of NAPLAN, as evidenced against 2008 NAPLAN results (7%).

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Strategies</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>Responsibility</th>
<th>Resource allocation &amp; Funding source</th>
</tr>
</thead>
</table>
| “Best Start” assessment data used to improve literacy achievements of students in early years of schooling. | **Key Implementation Strategies** Implement “Best Start” Kindergarten Assessment program in order to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching.  
- “Best Start” implemented.  
- “Best Start” data used to plan and deliver quality early years teaching & learning.  
- Provide opportunities for students and staff to have a deeper understanding of literacy requirements resulting in improved student achievement levels.  
- All school and DET data analysis, specific programs implemented so that at least 5% more Yr3 students are achieving in Bands 5 and 6 (i.e. 12% of students).  
- All school and DET data analysis, specific programs implemented so that at least 5% more yr 3 students are achieving in Bands 5 or 6 (i.e. 19% of students). |  |  |  | Principal. Coordinator. STLA. CRT. | Global budget = $2,000  
TPL = $580 (2 days).  
**For 2009 only**  
PSFP = $ 7,300 (team teaching release time, specialist teacher support, teacher-aide support, “Best Start”, resources, Smart Board, T&D, program monitoring and evaluation).  
PSFP term allocation breakdown of funding:  
T1=$1,825  
T2=$1,825  
T3=$1,825  
T4=$1,825  
Total $7,300 |
- All school and DET data analysis, specific programs implemented so that at least 5% more Yr 3 students are achieving in Bands 5 and 6 (i.e. 24% of students).

Provide “Teacher Professional Learning” (TPL) professional development, so that all literacy sessions are fully aligned with mandated syllabus requirements.

- All teachers have a deep understanding of English syllabus requirements and develop a common format for programming to cover the needs of students. Linked to QTF.
- All teachers will have a deep understanding of requirements to meet a variety of student learning styles.
- Employment of additional teaching and non-teaching staff as a key strategy to strengthen the school’s capacity to improve student literacy levels.
- All teachers able to modify their teaching/learning programs in relation to changes in student needs.

**Key Evaluation Strategies**

- Documentation through TARS process. (i.e. evidence of – QTF and syllabus understanding and implementation and analysis and implementation strategies to meet student needs).
- Analysis of benchmarking and NAPLAN data.
- Monitoring, planning, assessment and reporting strategies in line with English syllabus, QTF implementation and student achievement.
- Analysis of “Best Start” literacy data.

| For 2010 & 2011 PSFP = $8,800 (team teaching release time, specialist teacher support, teacher-aide support, “Best Start”, resources, Smart Board, T&D, program monitoring and evaluation). |
| PSFP term allocation breakdown of funding |
| T1= $2,200 |
| T2= $2,200 |
| T3= $2,200 |
| T4= $2,200 |
| Total $8,800 |

PSFP staffing supplementation = 0.1
**TARRO PUBLIC SCHOOL PLAN**

**Priority Area:** Numeracy

**Intended Outcomes:**
- Diagnostic assessment of numeracy achievement throughout the school.
- Improve numeracy outcomes for all students.

**Targets:**
- **2009** - 12% of Yr 3 students achieving across Bands 5 and 6 of NAPLAN, as evidenced against 2008 NAPLAN results (14%).
- **2010** - 19% of Yr 3 students achieving across Bands 5 and 6 of NAPLAN, as evidenced against 2008 NAPLAN results (14%).
- **2011** - 24% of Yr 3 students achieving across Bands 5 and 6 of NAPLAN, as evidenced against 2008 NAPLAN results (14%).

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Strategies</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>Responsibility</th>
<th>Resource allocation &amp; Funding source</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Best Start&quot; assessment data used to improve numeracy achievements of students in early years of schooling.</td>
<td>Key Implementation Strategies Implement “Best Start” Kindergarten Assessment program in order to identify numeracy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Increase by 5% in 2009, the percentage of Yr 3 students achieving across Bands 5 and 6, being a combined total of 19% of students. | • “Best Start” implemented.  
• “Best Start” data used to plan and deliver quality early years teaching & learning.  
Provide opportunities for students and staff to have a deeper understanding of numeracy requirements resulting in improved student achievement levels. |
| Increase by 5% in 2010, the percentage of Yr 3 students achieving across Bands 5 and 6, being a combined total of 19% of students. | • All school and DET data analysis, specific programs implemented so that at least 5% more Yr3 students are achieving in Bands 5 and 6 (i.e. 19% of students).  
• All school and DET data analysis, specific programs implemented so that at least 5% more Yr3 students are achieving in Bands 5 and 6 (i.e. 19% of students). |
| Increase by 5% in 2011, the percentage of Yr 3 students achieving across Bands 5 and 6, being a combined total of 24% of students. | Principal.  
Coordinator.  
CRT.  
Mathematics team.  
Supervisors.  
PSFP team.  
CRT’s.  
For 2009 only  
PSFP = $7,300 (team teaching release time, specialist teacher support, teacher-aide support, “Best Start” requirements, resources, Smart Board, T&D, program monitoring and evaluation) and an additional $3,400 in 2009, for 2 teachers to participate in the PSFP “Targeted Numeracy Teaching Project” (TNT) Total = $ 10,700. |
Further develop the quality explicit numeracy teaching and learning programs, in all classes.

- All school and DET data analysis, specific programs implemented so that at least 5% more Yr3 students are achieving in Bands 5 and 6 (i.e. 24% of students).
- Provide “Teacher Professional Learning” (TPL) professional development, so that all literacy sessions are fully aligned with mandated syllabus requirements.
- All teachers have a deep understanding of Mathematics syllabus requirements and develop a common format for programming to cover the needs of students. Linked to QTF.
- All teachers will have a deep understanding of requirements to meet a variety of student learning styles.
- All teachers able to modify their teaching/learning programs in relation to changes in student needs.
- Employment of additional teaching and non-teaching staff as a key strategy to strengthen the school’s capacity to improve student numeracy levels.
- K/2 staff actively participating in “Targeted Numeracy Teaching Project”.

**Key Evaluation Strategies**

- Documentation through TARS process. (i.e. evidence of QTF and syllabus understanding and implementation and analysis and implementation strategies to meet student needs).
- Analysis of benchmarking and NAPLAN data.
- Monitoring, planning, assessment and reporting strategies in line with Mathematics syllabus, QTF implementation and student achievement.
- Review of K/2 “Targeted Numeracy Teaching Project” benchmarking and K/2 results.
- Analysis of “Best Start” numeracy data.

---

### PSFP term allocation breakdown of funding

<table>
<thead>
<tr>
<th>Term</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>$2,675</td>
</tr>
<tr>
<td>T2</td>
<td>$2,675</td>
</tr>
<tr>
<td>T3</td>
<td>$2,675</td>
</tr>
<tr>
<td>T4</td>
<td>$2,675</td>
</tr>
<tr>
<td>Total</td>
<td>$10,700</td>
</tr>
</tbody>
</table>

For 2010 & 2011

Global budget = $2,000

TPL = $580 (2 days).

PSFP = $8,800 (team teaching release time, specialist teacher support, teacher-aide support, “Best Start”, resources, Smart Board, T&D, program monitoring and evaluation).

| PSFP staffing supplementation | 0.1 |
TARRO PUBLIC SCHOOL PLAN

**Priority Area:** Engagement

**Intended Outcomes:** Improve attendance rates for all students.

**Targets:**
- **2009** - 1% improvement in total student population attendance rate as evidenced against 2008 attendance data being 93%.
- **2010** - 1% improvement in total student population attendance rate as evidenced against 2008 attendance data being 93%.
- **2011** - 1% improvement in total student population attendance rate as evidenced against 2008 attendance data being 93%.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Strategies</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>Responsibility</th>
<th>Resource allocation &amp; Funding source</th>
</tr>
</thead>
</table>
| Increase by 1% in 2009, the attendance rate of all students being 94%. | **Key Implementation Strategies**
  - Provide opportunities for students to participate more fully in a wide range of extra-curricula activities including Creative Arts and Performing Arts (CAPA.)
  - Engage students in “Significance” building exercises both in the classroom and in the playground.
  - Engage students in a wide range of extra-curricula activities, team events and CAPA opportunities.
  - All teachers able to modify their teaching/learning programs in relation to changes in student needs.
  - All teachers will have a deep understanding of requirements to meet a variety of student learning styles and abilities.
  - Increase by 10% in 2009 the participation rate of students involved in extra-curricula activities.
  - Increase by 10% in 2010 the participation rate of students involved in extra-curricula activities.
| Learning Support Team. Supervisors. PSFP team. CRT’s. | Learning Support Team. Supervisors. PSFP team. CRT’s. | Global budget = $1,800 |
| For 2009 only PSFP = $3,800 (team teaching release time, specialist teacher support, teacher-aide support, “You Can Do It” requirements, resources, Smart Board, T&D, program monitoring and evaluation). |
| PSFP term allocation breakdown of funding |
| T1 = $950 |
| T2 = $950 |
| T3 = $950 |
| T4 = $950 |
| Total $3,800 |
Increase by 10% in 2011 the participation rate of students involved in extra-curricula activities.

School community have a deep understanding of the value of education.

Student attendance rates improving through engagement in quality teaching and learning practices and positive home school relationships.

“You Can Do It” program values observable in student discourse and behaviour in classrooms, playground and at home.

<table>
<thead>
<tr>
<th>Increase by 10% in 2011 the participation rate of students involved in extra-curricula activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunities for students to participate in the “You Can Do It” (YCDI) program which promotes positive social and behavioural skills in order to improve self esteem, attendance and behaviour.</td>
</tr>
<tr>
<td>• “You Can Do It” implemented.</td>
</tr>
<tr>
<td>• Through the provision of positive social skills and behavioural programs (YCDI), school attendance data indicates a 1% improvement in 2009 as benchmarked against 2008 data (93%).</td>
</tr>
<tr>
<td>• Through the provision of positive social skills and behavioural programs (YCDI), school attendance data indicates a 1% improvement in 2010 as benchmarked against 2008 data (93%).</td>
</tr>
<tr>
<td>• Through the provision of positive social skills and behavioural programs (YCDI), school attendance data indicates a 1% improvement in 2011 as benchmarked against 2008 data (93%).</td>
</tr>
<tr>
<td>• School and community will participate in a series of activities to gain a deeper understanding of positive behavioural programs and self-esteem programs for all students.</td>
</tr>
<tr>
<td>Implement DET values education and the core values in the school community.</td>
</tr>
<tr>
<td>• School community will participate in a series of activities to gain a deep understanding of values education and the core values prioritised by the school community in 2009 and how they are important to the school.</td>
</tr>
</tbody>
</table>

| Learning Support Team. Supervisors. PSFP team. CRT’s. |

For 2010 & 2011
Global budget = $1,800
TPL = $580 (2 days).
PSFP = $ 8,800 (team teaching release time, specialist teacher support, teacher-aide support, “Best Start”, resources, Smart Board, T&D, program monitoring and evaluation).

PSFP term allocation breakdown of funding
T1= $1,225
T2=$1,225
T3=$1,225
T4=$1,225
Total $4,900
- Continue to develop core value expectations in office area, classrooms and playground.
- Continue to develop Quality Teaching programs to sustain core values.
- Employment of additional teaching and non-teaching staff as a key strategy to strengthen the school’s capacity to improve student engagement.

**Key Evaluation Strategies**
- Quality of School Life survey.
- Survey of school culture.
- Analysis of school based anecdotal data.
- Feed back from P&C, parents and community.
- Analysis of attendance data.
- Analysis of “YCDI” program at end of each year.

| Learning Support Team. | Supervisors. | PSFP team. |