School Context
Tarro Public School is a semi-rural small school which is on the fringe of Hexham Wetlands and close to the Hunter River. The school currently hosts 107 students with an approximate equal number of girls and boys. At Tarro, a dedicated team of staff is committed to improving educational outcomes for all students.
Tarro Public is a proud member of the Local Management Group (LMG) 6F of partner schools comprising of seven state primary schools and one state high school.
Our school had five permanent teacher positions which included 2 executive positions, 3 classroom teachers, 2 educational paraprofessionals and various specialist support teachers and teacher’s aides. All teaching staff meets the professional requirements for teaching in NSW public schools. The school continues to focus on quality student outcomes in literacy, numeracy and engagement and caters for a broad range of activities from sporting, performing arts, cultural, leadership, environmental and academic pursuits. Our student performance results in reading, numeracy and writing continue to be above that of like school means across the state. At Tarro Public School our mission is to “Create Opportunities” from Kindergarten to Year Six for all students. All staff strives to provide students with the skills, knowledge and values necessary for success in education and in life. The school works closely with all families to discover and develop the potential of every child. Tarro Public is a participant in “Best Start”, “L3” and “Focus on Reading” programs; a member of the Dare to Lead Coalition of Schools; a member of the Maitland Aboriginal Educational Consultative Group (AECG); and is an active participant in Newcastle City Council and Maitland City Council environmental initiatives. Our school attracts Priority Schools Funding Program (PSFP) resourcing and National Partnership Low SES School Communities funding. Strategic Priority Areas (2012 to 2014) are literacy, numeracy and engagement. Ongoing specific future development in literacy, numeracy, engagement and technology are key focus areas for Tarro Public for the 2012 to 2014 time period with a special emphasis on early intervention curriculum and social strategies across Kindergarten to Year 3.
At Tarro Public School, both the school and community aim to nurture happy, confident children and have a strong positive working relationship.

Key Targets: 2012

1. 53% of Yr 3 students achieving in top three reading bands (4,5,6) of NAPLAN, as benchmarked against 2011 NAPLAN result of 49%.
2. 42% of Yr 3 students achieving in top three numeracy bands (4,5,6) of NAPLAN, as benchmarked against 2011 NAPLAN result of 38%.
3. 93% of all students regularly attending school as benchmarked against 2011 attendance data of 92%.
Priority Area:  

**Literacy**

**Intended Outcomes:**
- Improved monitoring, assessment and reporting of literacy outcomes in Kindergarten, Year 1 and Year 2.
- Increased levels of literacy achievement throughout the school.

**Key Targets 2012:**
- 53% of Yr 3 students achieving in top three reading bands (4,5,6) of NAPLAN, as benchmarked against 2011 NAPLAN result of 49%.
- Increase percentage of Kindergarten students; achieving End of Early Stage 1 Outcomes on “Best Start Literacy Continuum” from 80% in 2011 to 82% in 2012.
- Increase percentage of Kindergarten students achieving Reading level 9 from 72% in October 2011 to 74% by October 2012.

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<tr>
<th>Indicators</th>
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| “Best Start” assessment data being used to inform and to improve literacy achievements of students’ in early years of schooling. | **Key Implementation Strategies**  
“Best Start” Kindergarten Assessment used to inform, plan, support and to deliver quality early years literacy teaching and learning programs.  
- “Best Start” data used to plan and to deliver quality early years teaching & learning programs.  
- Educational paraprofessional employed with quality literacy programs operating.  
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 undertaken.  
- “Focus on Reading” program implemented.  
- “L3” program implemented.  
- Executive support in Writing employed to support Teacher Professional Learning. | Principal.  
Educational paraprofessional.  
STLA.  
CRT’s. | **National Partnerships (NPS)**  
2012 Budget = $74,327  
(Educational paraprofessional employment of 0.8; executive release of 0.1; technology learning facilitator employment of 0.1) | 1, 2, 3, 4, 5, 6 |
| Increase by 4% in 2012 the percentage of Yr 3 students achieving across top three reading NAPLAN bands (4,5,6) being a combined total of 53% | | | | |
| “Focus on Reading program” operating in all Year 3–6 classrooms. | | | | |
| “L3” targeted program used to improve literacy achievements of Kindergarten students. | | | | |
| Smart board technologies operating in all classrooms and supporting literacy. | | | | |

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*Colour Key:* National Partnerships Low SES (NPS); Global Funds; Priority Schools Program (PSP)
Professional learning and support of staff in technology occurring.

Educational paraprofessionals employed and supporting student literacy capacity.

Professional support and learning of staff in writing occurring.

Percentage of Kindergarten students achieving “End of Early Stage 1” level on “Best Start Literacy Continuum” is 80% by end of year.

High quality PLP’s for Aboriginal students developed and evident in T&L programs.

PSFP additional staffing used to support literacy programs.

Increase percentage of Kindergarten students; achieving End of Early Stage 1 Outcomes on “Best Start Literacy Continuum” from 80% in 2011 to 82% in 2012.

Increase percentage of Kindergarten students achieving Reading level 9 from 72% in October 2011 to 74% by October 2012.

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<th>Provide release time for teachers to collaboratively develop PLP’s for Aboriginal students with parents.</th>
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<td>• Release time twice a year for teachers to sit down to plan and discuss students learning with Aboriginal parents and students.</td>
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<td>Provide “Teacher Professional Learning” (TPL) professional development, so that all literacy sessions are fully aligned with mandated syllabus requirements.</td>
<td>English team. Supervisors. PSFP team. Technology facilitator.</td>
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<tr>
<td>• 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.</td>
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<td>• All teachers will have a deep understanding of requirements to meet a variety of student learning styles.</td>
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<td>• Employment of additional teaching and non-teaching staff as a key strategy to strengthen the school’s capacity to improve student literacy levels.</td>
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<td>• A broad use of technology evident in all classrooms.</td>
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<td>• Technology learning facilitator employed to support Teacher Professional Learning.</td>
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<td>• High quality PLP’s developed for Aboriginal students.</td>
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**Teacher Professional Learning (TPL)**

Budget = $1,736

“Focus on Reading program” = Training and Development at the school level. “Focus on Reading” funding source is $1,200 from Global budget.

“ L3” program operating in Kindergarten = 12 half day release for Kindergarten teacher and in-class visits by “L3” trainer. “L3” funding source is $1,800 from Global budget.
### Key Evaluation Strategies

- Review of documentation such as lesson planning, lesson material and student work, plans, evaluations and reports.
- Conferences between teachers and principal (or nominee).
- Observations of educational programs in line with QTF and Professional Teaching standards.
- Analysis of benchmarking, whole school, classroom, and NAPLAN data.
- Monitoring, planning, assessment and reporting strategies in line with English syllabus outcomes, QTF, Professional Teaching Standards and student attainment.
- Analysis of “Best Start” literacy data.
- Analysis of “L3” data.
- Aboriginal student PLP’s evident.

**Principal.**
**English team.**
**Supervisors.**
**Teachers.**
**Educational paraprofessional.**
**PSFP team.**
**Educational paraprofessionals.**
**CRT’s.**
**AECG.**
**Priority Area:** Numeracy

**Intended Outcomes:**
- Improved monitoring, assessment and reporting of numeracy outcomes in Kindergarten, Year 1 and Year 2.
- Increased levels of numeracy achievement throughout the school.

**Key Targets 2012:**
- 42% of Yr 3 students achieving in top three bands (4,5,6) of NAPLAN, as benchmarked against 2011 NAPLAN result of 38%.
- Increase percentage of Kindergarten students; achieving End of Early Stage 1 Outcomes on “Best Start Literacy Continuum” from 80% in 2011 to 82% in 2012.
- Increase percentage of Kindergarten students achieving Reading level 9 from 72% in October 2011 to 74% by October 2012.

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<td><strong>Key Implementation Strategies</strong>  “Best Start” Kindergarten Assessment used to inform, plan, support and to deliver quality early years literacy teaching and learning programs.  - “Best Start” data used to plan and to deliver quality early years teaching &amp; learning programs.  - Educational paraprofessional employed with quality numeracy programs operating.  Provide opportunities for students and staff to have a deeper understanding of numeracy requirements resulting in improved student achievement levels.  - All school and DET data analysis undertaken.</td>
<td>Principal. Educational paraprofessional. CRT.</td>
<td>National Partnerships (NPS)  Budget = $ 52,785 (Educational paraprofessional employment of 0.8)</td>
<td>1,2, 3,4,5,6</td>
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<td>“Best Start” data used to plan and to deliver quality early years teaching &amp; learning programs.</td>
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<td>Mathematics team. Supervisors. PSFP team. CRT’s.</td>
<td>Priority Schools Program (PSFP)  2012 Budget = $10,400 (Additional teacher employment of 0.1 for school based initiatives)</td>
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<td>Educational paraprofessional employed with quality numeracy programs operating.</td>
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<td>Computer Coordinator  2012 Budget = $3,886</td>
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<td>“Best Start” data used to plan and to deliver quality early years teaching &amp; learning programs.</td>
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<td>Teacher Professional Learning (TPL)  Budget = $1,736</td>
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<td>Smart board technologies operating in all classrooms and supporting numeracy.</td>
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*Colour Key:* National Partnerships Low SES (NPS); Global Funds; Priority Schools Program (PSP)
Professional learning and support of staff in technology occurring.

Educational paraprofessional employed and supporting student Numeracy capacity.

Percentage of Kindergarten students achieving “End of Early Stage 1” level on “Best Start Numeracy Continuum” is 80% by end of year.

High quality PLP’s for Aboriginal students developed and evident in T&L programs.

PSFP additional staffing supplementation used to support literacy programs.

Increase percentage of Kindergarten students; achieving End of Early Stage 1 Outcomes on “Best Start Literacy Continuum” from 80% in 2011 to 82% in 2012.

Increase percentage of Kindergarten students achieving Reading level 9 from 72% in October 2011 to 74% by October 2012.

Provide release time for teachers to collaboratively develop PLP’s for Aboriginal students with parents.

- Release time twice a year for teachers to sit down to plan and discuss students learning with Aboriginal parents and 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.

- Employment of additional teaching and non-teaching staff as a key strategy to strengthen the school’s capacity to improve student numeracy levels.

- All teachers able to modify their teaching/learning programs in relation to changes in student needs.

- A broad use of technology evident in all classrooms.

- Technology learning facilitator employed to support Teacher Professional Learning.

- High quality Aboriginal PLP’s developed.

Provide release time for teachers to collaboratively develop PLP’s for Aboriginal students with parents.

- Release time twice a year for teachers to sit down to plan and discuss students learning with Aboriginal parents and 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.

- Employment of additional teaching and non-teaching staff as a key strategy to strengthen the school’s capacity to improve student numeracy levels.

- All teachers able to modify their teaching/learning programs in relation to changes in student needs.

- A broad use of technology evident in all classrooms.

- Technology learning facilitator employed to support Teacher Professional Learning.

- High quality Aboriginal PLP’s developed.

Principal and teachers.

Mathematics team.

Supervisors.

PSFP team.
**Key Evaluation Strategies**

- Review of documentation such as lesson planning, lesson material and student work, plans, evaluations and reports.
- Conferences between teachers and principal (or nominee).
- Observations of educational programs in line with QTF and Professional Teaching standards.
- Analysis of benchmarking, whole school, classroom, and NAPLAN data.
- Monitoring, planning, assessment and reporting strategies in line with English syllabus outcomes, QTF, Professional Teaching Standards and student attainment.
- Analysis of “Best Start” numeracy data.
- Aboriginal student PLP’s evident.

Mathematics team.
Supervisors.
Teachers.
PSFP team.
Educational paraprofessionals.
CRT’s.
AECG.
### Priority Area: Engagement

**Intended Outcome**: Improved attendance rates for all students.

**Key Target 2012**:
- 93% of all students regularly attending school as benchmarked against 2011 attendance data of 92%.
- Increase by 2% in 2012 the participation rate of students involved in extra-curricula activities from 86% in 2011 to 88% in 2012.

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| Increase by 1% in 2012, the attendance rate of all students being 93% by end of year. | **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 in the classroom and 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 2% in 2012 the participation rate of students involved in extra-curricula activities from 86% in 2011 to 88% in 2012.  
- Regular monitoring of student attendance through class roles and HSLO procedures. | Principal. Learning Support Team. PSFP team. CRT’s. | **National Partnerships (NPS)**  
N.B. Paraprofessionals and other NPS initiatives fully integrated into this priority area.  

Teacher Professional Learning (TPL)  
Budget = $1,736  

Priority Schools Program (PSFP)  
Staffing supplementation = 0.1 |
| School community has a deep understanding of the schools vision and values. | | | |
| Student attendance rates improving through engagement in quality teaching and learning practices and positive home school relationships. | | | |
| “Restorative Justice” program values observable in student discourse and behaviour in both classrooms and playground. | | | |
| Increase by 2% in 2012, the participation rate of students involved in extra-curricula activities from 86% in 2011 to 88% by end of year. | | | |

**Colour Key**: National Partnerships Low SES (NPS); Global Funds; Priority Schools Program (PSP)
High quality PLP’s for Aboriginal students developed and evident in T&L programs.

PSFP additional staffing used to support student engagement.

Educational paraprofessionals employed and supporting student engagement.

Quality AECG relationships established and maintained.

Provide release time for teachers to collaboratively develop PLP’s for Aboriginal students with parents.

- Release time twice a year for teachers to sit down to plan and discuss students learning with Aboriginal parents and students.

Provide opportunities for students to participate in the “Restorative Justice” program which promotes positive social, communication, and behavioural skills amongst all stakeholders in order to improve self esteem, attendance, behaviour and learning.

- “Restorative Justice” implemented 2012.
- Through the provision of positive social, communication and behavioural program (Restorative Justice), school attendance data indicates a 1% improvement in 2012 (93%) as benchmarked against 2011 (92%).
- School and community will participate in a series of structured “Restorative Justice” professional learning activities to gain a deep understanding of positive behavioural, communication, and self-esteem programs for all students.

Maintain and monitor DET values education and the core values in the school and community.

- School community will participate in a series of activities to gain a deeper understanding of values education and the vision prioritised by the school in 2012 and how they build the capacity of the school as a Learning Community.
- 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 paraprofessional staff as a key strategy to strengthen the school’s capacity to improve student engagement.

Principal and teachers.

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

Supervisors.
Learning Support Team.
Supervisors.
PSFP team.
CRT’s.
Key Evaluation Strategies

- Yearly survey on “School Culture” to all stakeholders (2012, 20113, 2014).
- Analysis of school based anecdotal data.
- Analysis of suspension and behavioural data.
- Feedback from P&C, parents and community.
- Analysis of attendance data.
- Analysis of “Restorative Justice” program at end of each year.
- Aboriginal student PLP’s evident.

| Principal CRT’s Learning Support Team. Supervisors. Educational paraprofessionals. PSFP team. AECG. |
|---|---|---|---|


Colour Key: National Partnerships Low SES (NPS); Global Funds; Priority Schools Program (PSP)