Tarro Public School Plan
(Revised Oct 2013 as a result of a National Partnership Low SES evaluation)

2012-2014

Colour Key: National Partnerships (NPS); Priority Schools Program (PSFP) “Transition Equity Funding”; School Based i.e. TPL; Computer Coordinator; Global Funds.
Tarro Public School Plan for 2013-2014

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. In 2012, the school hosted 116 students, with an approximate equal number of girls and boys. In addition, ten percent of our students identify as being of Aboriginal. At Tarro Public, a dedicated team of qualified staff is committed to improving educational outcomes for all of its students.

Tarro Public is a proud member of the Gateway Learning Community (Local Management Group 6F) of partner schools comprising of seven state primary schools and one state high school.

Our school has five permanent teacher positions which included 2 executive positions, 3 classroom teachers, 2 educational paraprofessionals and various specialist support teachers and support staff. 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; is a “Restorative Practices” school; a member of the “Dare to Lead” coalition of schools; a member of the Maitland Aboriginal Educational Consultative Group (AECG); is an active participant in Newcastle City Council and Maitland City Council environmental initiatives; and has a partnership agreement with Mindaribba Land Council as part of the Gateway Learning Community. 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.

Our achievements indicate:

- Improved and sustained high levels of student engagement and attendance being 93%.
- Sustained high levels of student, parent and teacher satisfaction levels with school culture being >90%.
- Sustained high levels of student, parent and teacher satisfaction levels with student learning, quality teaching and school environment being > 90%.
- L3 program making a significant difference with the quality of Kindergarten student literacy achievement levels.
- Numeracy continuum “Best Start” end of year Kindergarten achievement levels continue to improve.
- Yr 1 PM benchmarking reading achievement (level 16) continues to improve.
- Yr 2 PM benchmarking reading achievement (level 22) continues to improve.
- Yr 3 to Yr 5 NAPLAN growth data in reading and numeracy continues to be above other like schools.

At Tarro Public School, both the school and community aim to nurture happy, confident children and have a strong positive working relationship.
## Strategic Priority Areas (2012 to 2014)

- Literacy achievements of students.
- Numeracy achievements of students.
- Engagement of student school attendance.

## Strategic Targets (2012 to 2014)

- To increase the number of Yr 3 students achieving in top three Reading NAPLAN bands (4,5,6) from 33% to 40% by October 2013.
- To make Yr 5 Average Scaled Score Reading Growth approximate to State Average Scaled Score Reading Growth by October 2013.
- To increase the number of Yr 3 students achieving in top three Numeracy NAPLAN bands (4,5,6) from 18% to 30% by October 2014.
- To make Yr 5 Average Scaled Score Numeracy Growth approximate to State Average Scaled Score Numeracy Growth by October 2014.
- To maintain the current high percentage of all student attendance being 93% in 2012 to ≥ 93% equivalence in 2013.
- To maintain the current high percentage of all student attendance being 93% in 2012 to ≥ 93% equivalence in 2014.
- To increase the number of Kindergarten students reaching end of year L3 reading target of text level 9 from 74% to 77% by end of 2013.
- To increase the number of Kindergarten students reaching end of year L3 reading target of text level 9 from 77% to 80% by end of 2014.
- Maintain numeracy outcome levels for Kindergarten students being 75%> of students regularly achieving Early Stage 1 Outcomes on “Best Start” Numeracy continuum in 2013 and 2014.
- To increase the number of Yr 1 students achieving at PM Reading Level 16 or > from 50% to 55% by end of 2013.
- To increase the number of Yr 2 students achieving at PM Reading Level 22 or > from 50% to 55% by end of 2013.

### 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>
</table>

Principal’s initials: ___________ School Education Director’s Initials ___________
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.

Targets:
To increase the percentage of Year 3 students achieving in the top three bands of NAPLAN reading from 33% in 2012 to 46% in 2014. Interim target to achieve this will be 40% (2013).

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Strategies</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>Responsibility</th>
<th>Resource allocation &amp; Funding source</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Best Start” assessment data used to improve literacy achievements of students in early years of schooling.</td>
<td>Key Implementation Strategies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Principal. Educational paraprofessionals. STLA. CRT.</td>
<td>National Partnerships Reform Areas 1,2,3,4,5,6 2013 Forecast Expenditure Budget = $133,061 (Two Educational paraprofessional employment of 0.4 each; principal release of 0.4 executive release of 0.2; technology team leader release of 0.1). 2013 Forecast Retained Funds = $8,477 TOTAL NPS = $141,538</td>
</tr>
<tr>
<td>Increased numbers of Yr 3 students achieving in top three Reading NAPLAN bands (4,5,6) from 33% to 40% by October 2013.</td>
<td>• “Best Start” maintained and monitored.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>English team. Supervisors. PSFP team. NPS team. CRT’s.</td>
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</tr>
<tr>
<td>Yr 5 Average Scaled Score Reading Growth approximate to State Average Scaled Score Reading Growth by October 2013.</td>
<td>• “Best Start” data used to plan, guide and deliver quality early years teaching &amp; learning opportunities for students.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Increased numbers of Yr 3 students achieving in top three Reading NAPLAN bands (4,5,6) from 40% to 44% by October 2014.</td>
<td>• Educational paraprofessionals employed with quality literacy programs operating.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Yr 5 Average Scaled Score Reading Growth approximate to State Average Scaled Score Reading Growth by October 2014.</td>
<td>Provide opportunities for staff and students to achieve a deep understanding of literacy requirements resulting in improved student achievement.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>“L3” targeted program used to improve/maintain literacy achievements of Kindergarten students being 75% regularly achieving Early Stage 1 outcomes (reading level 9 or &gt;).</td>
<td>• School data analysis, NAPLAN Reading SMART data analysis, targeted program initiatives, targeted professional development undertaken to achieve student growth levels.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Priority Schools Program (PSFP) “Transition Equity Program” 2013 Budget = $10,700</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• School data analysis, NAPLAN Writing SMART data analysis, targeted program initiatives, targeted professional development undertaken to achieve student growth levels.</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td>• “Focus on Reading” program implemented with on-going high level professional learning for staff.</td>
<td>X</td>
<td>X</td>
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<td></td>
<td>• Executive support in Reading and Writing employed to support teacher professional development</td>
<td>X</td>
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</tbody>
</table>

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Colour Key: National Partnerships (NPS); Priority Schools Program (PSFP) “Transition Equity Funding”; School Based i.e. TPL; Computer Coordinator; Global Funds.
Further develop quality explicit literacy teaching and learning programs, across all classes.

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

Smart board technologies and ICT operating in all classrooms and supporting literacy.

“Focus on Reading” program operating in all Year 3 -6 classrooms.

PSFP additional staffing used to support literacy programs with an emphasis on Accelerated Literacy.

Educational paraprofessionals employed and supporting student literacy capacity.

Maintain Reading PM Benchmark levels being:
- 50% of K students at Level 6 or above (2008-2010 average benchmark of 35%).
- 50% of Yr 1 students at Level 16 or above (2008-2010 average benchmark of 44%).
- 50% of Yr 2 students at Level 22 or above (2008-2010 average benchmark of 56%).

Employment of an additional teacher (0.4) to release the teaching principal from their classroom teaching to support quality teaching and learning across the school.

Employment of an additional teacher

<table>
<thead>
<tr>
<th>Learning.</th>
<th>Implement and maintain “L3” program in order to bridge the gap for low socio-economic students in literacy learning and use this information to plan and deliver high quality early years literacy teaching.</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
</table>
|           | • “L3” program implemented with on-going high level professional learning for staff.  
|           | • “L3” data used to plan, guide and deliver quality early years teaching & learning opportunities for students.                                                                                       | X | X |
|           | Provide quality “Teacher Professional Learning” (TPL) and support, so that all literacy sessions are fully aligned with mandated syllabus requirements.                                                                                       | X | X |
|           | • All teachers have a deep understanding of current English syllabus requirements.                                                                                                                  | X | X |
|           | • Engagement and pre-implementation of new English syllabus and pre-development of a common format for programming, assessment and reporting to cover the needs of students. Linked to Quality Teaching Framework (QTF) and Professional Teaching Standards. | X | X |
|           | • Full implementation of new English syllabus and development of a common format for programming, assessment and reporting to cover the needs of students. Linked to Quality Teaching Framework (QTF) and Professional Teaching Standards. | X | X |
|           | • Collaborative writing of integrated units of work.                                                                                                                                                    | X | X |
|           | • CLIC and PLLDD professional learning materials being accessed by school and staff.                                                                                                               | X | X |
|           | • All teachers will have a deep understanding of requirements to meet a variety of student learning styles and abilities.                                                                               | X | X |
|           | • Employment of additional teaching and paraprofessional staff as a key strategy to strengthen the school’s capacity to improve student literacy levels.                                              | X | X |
|           | • All teachers able to modify their                                                                                                                                                                  | X | X |

(Additional teacher employment of 0.1 for school based initiatives)

**Staffing supplementation = 0.05**

**Teacher Professional Learning (TPL)**

2012 Budget = $1,736
(0.2) to release the assistant principal from their classroom teaching to support quality teaching and learning across the school.

Employment of an additional teacher (0.1) to release the team leader technology from their classroom teaching to support quality teaching and learning across the school.

- Teaching/learning programs in relation to changes in student needs.
- Technology learning facilitator employed to support Teacher Professional Learning.
- High quality PLP’s developed and maintained for Aboriginal students.
- A broad use of technology and ICT evident in all classrooms.

Provide release time for teachers to collaboratively develop and maintain 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 professional learning and in class collegial support in Accelerated Literacy program.
- “Accelerated Literacy” program implemented with on-going high level professional learning for staff.
- Time, opportunity and communication of Accelerated Literacy program evident in school systems, structures and CRT programs.

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 NAPLAN Writing data through Principal and teachers.

<table>
<thead>
<tr>
<th>Principal and teachers.</th>
<th>English team.</th>
<th>Supervisors.</th>
<th>PSFP team.</th>
<th>NPS team.</th>
<th>CRT’s.</th>
<th>AECG.</th>
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<td>X X</td>
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**Colour Key:**  National Partnerships (NPS); Priority Schools Program (PSFP) “Transition Equity Funding”; School Based i.e. TPL; Computer Coordinator; Global Funds.
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<tr>
<th>the use of SMART Data.</th>
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<tr>
<td>• Analysis of “L3” data.</td>
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<tr>
<td>• Aboriginal student PLP’s evident.</td>
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TARRO PUBLIC SCHOOL PLAN

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.

Targets:

2013 - To increase the number of Yr 3 students achieving in top three Numeracy NAPLAN bands (4,5,6) from 18% to 30% by October 2013.

2013 - To make Yr 5 Average Scaled Score Numeracy Growth approximate to State Average Scaled Score Numeracy Growth by October 2013.

2013 - Maintain numeracy outcome levels for Kindergarten students being 75%> of students regularly achieving Early Stage 1 Outcomes on “Best Start” Numeracy Continuum in Aspects 1, 2 and 3.

2014 - To increase the number of Yr 3 students achieving in top three Numeracy NAPLAN bands (4,5,6) from 30% to 34% by October 2014.

2014 - To make Yr 5 Average Scaled Score Numeracy Growth approximate to State Average Scaled Score Numeracy Growth by October 2014.

2014 - Maintain numeracy outcome levels for Kindergarten students being 75%> of students regularly achieving Early Stage 1 Outcomes on "Best Start" Numeracy Continuum in Aspects 1, 2 and 3.

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<tr>
<td>“Best Start” assessment data used to improve Numeracy achievements of students in early years of schooling.</td>
<td>Maintain and monitor “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>X</td>
<td>X</td>
<td></td>
<td>Principal. Coordinator. Educational paraprofessionals. CRT.</td>
<td>National Partnerships Reform Areas 1,2,3,4,5,6 2013 Forecast Expenditure Budget = $133,061 (Two Educational paraprofessional employment of 0.4 each; principal release of 0.4 executive release of 0.2; technology team leader release of 0.1). 2013 Forecast Retained Funds = $8,477</td>
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<td>Increased numbers of Yr 3 students achieving in top three Numeracy NAPLAN bands (4,5,6) from 18% to 30% by October 2013.</td>
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<tr>
<td>Yr 5 Average Scaled Score Numeracy Growth approximate to State Average Scaled Score Numeracy Growth by October 2013.</td>
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<tr>
<td>Provide opportunities for staff and students to achieve a deep understanding of Numeracy requirements resulting in improved student achievement.</td>
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34% by October 2014.
Yr 5 Average Scaled Score Numeracy Growth approximate to State Average Scaled Score Numeracy Growth by October 2014.

Further develop quality explicit numeracy teaching and learning programs, across all classes.

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

PSFP additional staffing used to support Numeracy programs.

Educational paraprofessionals employed and supporting student numeracy capacity.

Maintain numeracy outcomes for Kindergarten students being: 75% of students regularly achieving Early Stage 1 Outcomes on Best Start Numeracy Continuum in Aspects 1, 2 and 3.

Employment of an additional teacher (0.4) to release the teaching principal from their classroom teaching to support quality teaching and learning across the school.

Employment of an additional teacher (0.2) to release the assistant principal from their classroom teaching to support quality teaching and learning across the school.

Employment of an additional teacher (0.1) to release the team leader

| School data analysis, NAPLAN Numeracy SMART data analysis, targeted program initiatives, targeted professional development undertaken to achieve student growth levels. Provide quality “Teacher Professional Learning” (TPL) and support, so that all literacy sessions are fully aligned with mandated syllabus requirements. All teachers have a deep understanding of current Mathematics syllabus requirements. Engagement and pre-implementation of new Mathematics syllabus and pre-development of a common format for programming, assessment and reporting to cover the needs of students. Linked to Quality Teaching Framework (QTF) and Professional Teaching Standards. Collaborative writing of integrated units of work. CLIC and PLLDD professional learning materials being accessed by school and staff. All teachers will have a deep understanding of requirements to meet a variety of student learning styles and abilities. Employment of additional teaching and paraprofessional 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. Technology learning facilitator employed to support Teacher Professional Learning. High quality PLP’s developed and maintained for Aboriginal students. A broad use of technology and ICT evident in all classrooms. Provide release time for teachers to collaboratively develop and maintain PLP’s for Aboriginal students. | X | X |
| Supervisors. PSFP team. NPS team. CRT’s. | X | X |

Priority Schools Program (PSFP) “Transition Equity Program” 2014 Budget = $10,700 (Additional teacher employment of 0.1 for school based initiatives)

Computer Coordinator 2012Budget = $3,886

Teacher Professional Learning (TPL) 2012Budget = $1,736

TOTAL NPS = $141,538

Colour Key: National Partnerships (NPS); Priority Schools Program (PSFP) “Transition Equity Funding”; School Based i.e. TPL; Computer Coordinator; Global Funds.
technology from their classroom teaching to support quality teaching and learning across the school.

with parents.

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

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.
- Analysis of “Best Start” Numeracy data.
- Aboriginal student PLP’s evident.

<table>
<thead>
<tr>
<th>X</th>
<th>X</th>
<th>teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>Principal. Mathematics team.</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>Supervisors. PSFP team.</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>NPS team. Educational paraprofessionals.</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>AECG. CRT’s.</td>
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TARRO PUBLIC SCHOOL PLAN

Priority Area: Engagement

Intended Outcomes:
- Maintain high levels of attendance rates for all students.
- Maintain high levels of student engagement for all students.

Targets:

2013 - To maintain the current high percentage of all student attendance being 93% in 2012 to > or = 93% equivalence in 2013.

2014 - To maintain the current high percentage of all student attendance being 93% in 2012 to > or = 93% equivalence in 2014.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Strategies</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>Responsibility</th>
<th>Resource allocation &amp; Funding source</th>
</tr>
</thead>
</table>
| Maintained high percentage of all student attendance being 93% in 2012 to > or = 93% equivalence in 2013. | 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 equity requirements to meet a variety of student learning styles and abilities.
- Increase by 2% in 2013 the participation rate of students involved in extra-curricula activities from 88% in 2012 to 90% in 2013.
- Increase by 2% in 2014 the participation rate of students involved in extra-curricula activities form 90% in 2013 to 92% in 2014.
- Regular monitoring of student attendance through class roles and HSLO procedures. | X | X | X | Learning Support Team, Supervisors, PSFP team, NPS team, CRT’s. | National Partnerships (NPS) Reform Areas 2,3,5 N.B. Paraprofessional, principal release, executive release, technology release and other NPS initiatives fully integrated into this priority area. |
| School community has a deep understanding of the schools vision and values. | | | | | Teacher Professional Learning (TPL) 2013/14 Budget = $1,736 per year. |
| Student attendance rates improving through engagement in quality teaching and learning practices and positive home school relationships. | | | | | Priority Schools Program (PSFP) “Transition Equity Funding” Staffing supplementation = 0.05 |
| “Restorative Practice” program values observable in student discourse and behaviour in both classrooms and playground. | | | | | |

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Colour Key: National Partnerships (NPS); Priority Schools Program (PSFP) “Transition Equity Funding”; School Based i.e. TPL; Computer Coordinator; Global Funds.
Increased by 2% in 2013, the participation rate of students involved in extra-curricula activities from 88% in 2012 to 90% by end of year.

Increased by 2% in 2014, the participation rate of students involved in extra-curricula activities from 90% to 92% by end of year.

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

PSFP additional staffing used to support student engagement through quality classroom and playground programs.

Educational paraprofessional employed and supporting student engagement.

Quality AECG relationships established and maintained.

Employment of an additional teacher (0.4) to release the teaching principal from their classroom teaching to support quality teaching and learning across the school.

Employment of an additional teacher (0.2) to release the assistant principal from their classroom teaching to support quality teaching and learning across the school.

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Restorative Practice” fully implemented 2013.</td>
</tr>
<tr>
<td>“Restorative Practice” maintained 2014.</td>
</tr>
<tr>
<td>Through the provision of positive social, communication and behavioural programs such as Restorative Practice and Structured Playground, school attendance data indicates maintained high percentage of all student attendance being 93% in 2012 to 93% equivalence in 2013.</td>
</tr>
<tr>
<td>Through the provision of positive social, communication and behavioural programs such as Restorative Practice and Structured Playground, school attendance data indicates maintained high percentage of all student attendance being 93% in 2013 to 93% equivalence in 2014.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Provide release time for teachers to collaboratively develop and maintain PLP’s for Aboriginal students with parents.</td>
</tr>
<tr>
<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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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Support Team. Supervisors. PSFP team. NPS team. CRT’s.</th>
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<tbody>
<tr>
<td>Global Funds (Restorative Practice) 2013/14Budget = $1,200 per year</td>
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</tbody>
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**Employment of an additional teacher (0.1) to release the team leader technology from their classroom teaching to support quality teaching and learning across the school.**

- 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 2013 and how they build the capacity of the school as a Learning Community.
  - Maintenance of the school as a Learning Community vision and core Values in 2014.
  - 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 teachers to release teaching principal, assistant principal, team leader technology from classroom and paraprofessional staff as a strategy to strengthen the school’s capacity to improve student engagement.

**Key Evaluation Strategies**
- Yearly “Quality of School Life” student survey.
- Yearly survey on “School Culture” to all stakeholders.
- Yearly surveys on effectiveness of National Partnerships program and strategies.
- Analysis of school based anecdotal data.
- Analysis of suspension and behavioural data.
- Feedback from students, staff, parents and community.
- Feedback from Maitland AECG.
- Analysis of attendance data.
- Analysis of “Restorative Justice” program at end of each year.
- Aboriginal student PLP’s evident.

<table>
<thead>
<tr>
<th>Learning Support Team. Supervisors. PSFP team. NPS team. CRT’s.</th>
<th>Principal. Learning Support Team. Supervisors. PSFP team. NPS team. Educational paraprofessional. AECG. CRT’s.</th>
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