

Tarro Public School 2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Tarro Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Together we create opportunities to ensure all students are challenged to be critical thinkers and creative, confident citizens.

School context

Tarro Public School located is on the fringe of Hexham Wetlands and adjacent to the Hunter River. The school is located within the Tamworth Operational Directorate and has an anticipated enrolment of 161 at the commencement of 2018, from diverse socio-economic backgrounds including 12% Aboriginal students.

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 of partner schools comprising of 7 primary schools and 1 high school.

Our school had 7 permanent teacher positions which included 2 executive positions, 5 classroom teachers, and various part-time specialist support teachers and support staff. Our Family Occupation and Education Index (FOEI) currently sit at a value of around 144. All teaching staff meet the professional requirements for teaching in NSW public schools.

The school continues to focus on the quality of student outcomes in literacy, numeracy and engagement and caters for a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. At Tarro Public School our mission is to "Create Opportunities" from Kindergarten to Year 6 for all students. The school works closely with all families to discover and develop the potential of every child.

Tarro Public is a part of the Early Action for Success program, a member of the Maitland Aboriginal Educational Consultative Group(AECCG); is an active participant in Newcastle City Council and Maitland City Council initiatives. The school is proudly supported by both Beresfield and Hexham Bowling Clubs, and the local Anglican Church with our Breakfast Club initiative.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Learning In 2019 Tarro Public School continued to undertake processes to develop evidence based approaches in the areas of Literacy and Numeracy with training in Visible Learning. School based programs and assessments were reviewed to embed ongoing data collection to ensure individual growth for each student. The school is now collecting, analysing and using data on a 5 weekly cycle to ensure teachers are differentiating the curriculum delivery to meet the needs of the students and to report accurately to parents and community members. Wellbeing was also a focus at Tarro Public School with the introduction of a school wide playground reward system, girls sewing group and Stage 2 & 3 construction group.

Teaching Staff continued to receive training in Visible Learning, through an external provider. Every five weeks staff participated in collaborative planning to share curriculum knowledge, data and feedback to develop evidence-based writing lessons to meet the needs of all students. The school's focus was on Effective Classroom Practice and Learning and Development. A Visible Learning Mentor role was created to support the continuing implementation of evidence based teaching practices to improve student outcomes in Literacy and Numeracy. The executive team analysed students data and discussed results with the whole staff.

Leading In 2019 Tarro Public School had a focus on community involvement. Community events included Harmony Day, Easter Hat Parade, Book Week Parade, Bloke's breakfast, Mother's Day Picnic and parent workshops around Literacy, Numeracy and Behaviour Management were held. Professional Development Plan (PDP) processes were

refined and staff were actively engaged in goal setting and achievement of their goals. Mentoring sessions between teaching staff and stage leaders were introduced, enabling executive to engage in meaningful conversations to provide targeted support and build teacher capacity.

Strategic Direction 1

Engage and challenge all students to achieve success

Purpose

High quality differentiated programs and practices that are engaging and promote critical and creative thinking. Students develop individual goals and become successful citizens of the future.

Improvement Measures

- Increase the percentage of Yr 3 & 5 students in the top 2 bands of NAPLAN reading

Increase the % of Yr 3 & 5 students in the top 2 bands of NAPLAN Numeracy by 5%

At least 80% of students demonstrating expected growth on internal school measures per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes.

Overall summary of progress

The school successfully implemented the 2019 milestone goals linked to this strategic direction: Engage and Challenge all students to achieve success. In implementing school-wide, high-quality and well organised planning days, staff were able to work collaboratively on developing writing tasks with corresponding assessment matrix, Bump it Up walls and differentiated Learning Intentions and Success Criteria. Through the support of the Instructional Leader, K-2 staff regularly monitored their data and developed and implemented strategies to support the learning of identified students. Staff engaged in professional learning around 'Additive Strategies' as well as the Progressions and PLAN2 to ensure that numeracy needs were addressed across all cohorts and accurate data was being collected. Once again, an Intervention specialist was employed to support K-2, with a direct focus on reading and numeracy. Results indicated that this intervention was successful, with 72% K, Yr 1 60% and 77% yr 2 achieving at or above expected growth at the end of 2019.

Progress towards achieving improvement measures

Process 1: Success for all students

The development of differentiated learning programs, based on data analysis, to allow for successful student/teacher collaboration and to promote individual growth.

Evaluation	Funds Expended (Resources)
Feedback from staff through surveys indicated that planning days were beneficial as they promoted stage collaboration and a deep understanding of the syllabus documents. Stage planning days will continue to be a focus in 2020. LAST planning days will not be continued into 2020. A review of the LAST planning days indicated the time spent would be more productive in classrooms supporting students. Visible Learning strategies were evident in all classrooms K-6, with majority of students being able to articulate what they were learning and why.	Timetabling VL mentor External PL provider Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$5000.00)• Socio-economic background (\$10000.00)

Process 2: School Support

Effective use of all school personnel in meeting and extending individual student learning.

Evaluation	Funds Expended (Resources)
All staff successfully completed their PDP's with some goals needing to be transferred over into 2020. While the SAM network days continued, they took	Instructional Leader

Progress towards achieving improvement measures

on a different format, ensuring that all SAM's across the Hunter had the opportunity to attend. The professional learning opportunities need further exploration and support during 2020 to ensure that they are embedded into the professional learning routine of the school.

Timetabling

Next Steps

In 2020, the school will focus on:

- continuing to enhance collaborative teaching practices of the staff to confidently co-plan, co-teach and co-assess,
- utilising creative, productive and collaborative technology tools to engage and enhance student learning outcomes
- utilising the instructional leader to model quality teaching through collaborative teaching practices
- All teachers K-6 will begin to use PLAN 2 to enter data against the five sub-elements already tracked. Additional sub-elements (Spelling, Punctuation and Grammar) will be undertaken in Writing in order to develop a more comprehensive understanding of students' skills.

Strategic Direction 2

Personalised and innovative teaching practices to support all students

Purpose

All staff to provide students with high quality teaching practices. Effective professional learning will lead to the development of collaborative, meaningful and consistent approaches to so that teaching and learning programs spark curiosity and passion.

Improvement Measures

All teachers plan for and can evaluate 12 months growth for 12 months learning through data analysis.

All students can articulate the goals of their learning and use formative assessment to make improvements.

Collaborative practices are used to inform teachers and support their ability to successfully plan, analyse and evaluate to improve student outcomes.

Overall summary of progress

All teachers attended Visible Learning training days where teachers consolidated their understanding of which areas have the greatest impact on student achievement developing capacity to understand the key messages of the Visible Learning research and implement quality teaching and assessment practices. At the end of 2019, each staff member complete an 'Impact Cycle' on an area of development, monitoring throughout the cycles how their teaching practices changed as a result of the data they were receiving. Results indicated that all staff responded positively to this experience and many were able to reflect and identify areas for development and refine or change their practices to suit the needs of their classroom. In 2019, five weekly planning days continued with stage teams working collaboratively to develop and implement writing cycles. Towards then end of 2019, this started to branch out into reading comprehension cycles as well. Feedback from staff indicated that planning days were valued and allowed staff the opportunity to receive support in developing their understanding of the syllabus document and learning progressions.

Progress towards achieving improvement measures

Process 1: Visible Learning

On going professional learning to create and maintain a quality learning environment based on the practices of Visible Learning.

Evaluation	Funds Expended (Resources)
Staff have indicated that the Visible Learning mentor role was not effective in support the LAST/Intervention role. Visible Learning buddies continued to be an issue throughout the year with inconsistencies in timetabling a major factor. Corwin training has remained consistent and valuable. Staff have implemented strategies into the rooms and been supported by additional school based PL. A revision of the Visible Learning Mentor role statement for 2020 will ensure that the impact is school wide. Visible Learning buddy observations will be timetabled in and flexible funding used to ensure that all staff get the opportunity at once a term to have a Visible Learning observation. Corwin training to continue into 2020.	Timetabling External PL Staffing allocation Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)• Quality Teaching, Successful Students (QTSS) (\$5000.00)

Process 2: Collaborative Practices

Staff work collegially to plan and program in response to data in five weekly cycles for literacy and numeracy. Teachers demonstrate best practice in the teaching of literacy and numeracy to develop programs that spark curiosity and passion.

Evaluation	Funds Expended (Resources)
Five weekly planning cycles were a success. Staff gained valuable	Timetabling

Progress towards achieving improvement measures

knowledge through collaboration, which was then passed onto students through successful teaching strategies. LAST planning days were discontinued in term 3, as staff were not finding them a valuable process. Students were instead being identified through IL and Interventionist support. PAT diagnostic tests were used once again this term, to compare data with that of term 1. Pre and post assessments and exit slips featured heavily in formative assessment across all classrooms. In 2020 we will continue the use of PAT testing for yr 2–6 as well as continuing to employ an Intervention teacher, however extend the role to K–6 to target students at risk. Five weekly planning cycles will continue in 2020

Funding Sources:

- Socio-economic background (\$7000.00)

Next Steps

In 2020, the school will focus on:

- strategic planning of identified strengths and challenges within the Visible Learning Impact Cycle that includes;
- consistent learning intentions and success criteria evident in every classroom,
- student learning dispositions identified as a whole school focus, and
- Visible Learning for Mathematics; learning more about the three phases of learning – surface, deep and transfer, examining various assessment strategies including effect size to measure the schools impact on student learning and discovering how complexity and difficulty build fluency, stamina and critical thinking.

Strategic Direction 3

Developing authentic community partnerships

Purpose

To continue to develop meaningful communication strategies that engage the local community so we move forward together as a cohesive learning team.

Improvement Measures

90% of parents engaging in parent/teacher/student conferences as part of the school reporting process and contribute mutual feedback.

100% of families will complete school survey and reviews leading to school improvement.

At least 80% of parents engage with the See Saw app to make learning visible.

Overall summary of progress

A strong commitment to fortnightly Learning Support Team meetings, by all staff, ensured that the academic and social needs of students continued to be met during 2019. Community links were strengthened in order to provide a diverse range of experiences and opportunities including excursions, Yarn Up's, Launch Days, parent workshops and goal setting meetings. Surveys and 2019 evaluations were analysed, by staff, to determine 'where to next' in 2020.

Progress towards achieving improvement measures

Process 1: Community engagement and communication.

The school provides regular opportunities for the community to engage in a range of activities to support students learning and achievement and develop a collaborative partnerships.

Evaluation	Funds Expended (Resources)
Joey's has once again been successful. This term the added component has been the running of 1,2,3 Magic while the children attend Joey's. Approximately 40% of the Joey's parents attended the 3 parenting sessions. Formal orientation was once again run over 3 weeks with the session time extending each week. The service provided by the EI teacher has been immeasurable. Yarn Up attendance has been irregular. The AET will look at alternative ways to engage/invite the Ab community/elders to the Yarn Up's. Due to the success of Joey's this year, we are looking at beginning a playgroup from the middle of term 1 2020 in an effort to engage families who may need support accessing services prior to the child starting school.	Community Liaison Officer Timetabling Early intervention teacher Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$10000.00)

Process 2: School Planning

The whole school community contributes to and engages with school planning and review processes.

Evaluation	Funds Expended (Resources)
Parent school Plan committee continued to meet throughout the year. Term 3 was missed due to a number of reasons. Parents were given opportunities throughout each term to contribute to review process including focus questions at discos and FB surveys/polls and survey monkey surveys. We will continue to use the parent school plan committee as a sounding board for future ideas and an opportunity to gather data from the parents. The reintroduction of parent 'cold calls' in 2020 will occur with the purpose of gathering specific and particular information to triangulate with focus question information.	Parent feedback devices – surveys, phone calls, focus groups Community Liaison Officer

Next Steps

In 2020, the school will focus on:

- Continuing to develop a positive home/school learning partnership through the use of Seesaw, goal setting meetings and the implementation of a You Tube channel.
- Continuing to encourage community members into the school to participate in events and learning opportunities.
- Continuing to solicit feedback in various forms to aid in future planning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$24 456	<p>Assistance provided for Aboriginal students to attend excursions and extra-curricular activities.</p> <p>Continuation of Aboriginal Education Team and Yarn Up's</p> <p>SLSO employed to support students across all KLAs.</p> <p>Local Aboriginal people employed to co-ordinate a didge group and dance group.</p>
Low level adjustment for disability	\$81 145	<p>Engagement of LAST to work with targeted students to support in-class needs.</p> <p>SLSO employed to support students across school.</p> <p>Intervention support teacher employed three days a week to support students K-2</p> <p>Resources purchased to provide for learning requirements of all students.</p>
Quality Teaching, Successful Students (QTSS)	\$28 600	<p>Teacher released off class for two days/week to support staff in the implementation of Visible Learning across the school.</p>
Socio-economic background	\$272 646	<p>Collaborative stage planning days every five weeks to support the implementation of Visible Learning practices across the school.</p> <p>Additional SLSO's employed support for vulnerable students</p> <p>Employment of a Community Liaison Officer to support early intervention, community engagement and monitor attendance targets .</p> <p>Engagement of an external professional learning provider (Corwin)</p> <p>Additional ICT resources purchased to support the integration of technology into classrooms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	80	78	76	74
Girls	64	74	82	90

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.3	93.9	93.3	93.5
1	93.9	92.4	93	90.6
2	91.7	91	90.5	91.8
3	95	87.4	91.3	91.4
4	90.9	94.1	90.6	92.9
5	92.8	90.7	92	89.4
6	91.8	88.3	86.1	92.5
All Years	92.8	91.3	90.9	91.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.96
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	369,703
Revenue	2,300,120
Appropriation	2,209,144
Sale of Goods and Services	3,648
Grants and contributions	86,257
Investment income	1,071
Expenses	-2,315,922
Employee related	-1,970,271
Operating expenses	-345,650
Surplus / deficit for the year	-15,801

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	176,240
Equity Total	378,248
Equity - Aboriginal	24,456
Equity - Socio-economic	272,646
Equity - Language	0
Equity - Disability	81,145
Base Total	1,375,519
Base - Per Capita	37,073
Base - Location	0
Base - Other	1,338,446
Other Total	203,527
Grand Total	2,133,534

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

In 2019 the school sought the opinions of parents, students and teachers through a variety of formal and informal measurements. This included the use of Tell Them from Me parent survey, parent conversations, student focus groups and staff surveys. Fifty seven parents completed the Tell Them from Me survey in Term 4 and showed overwhelmingly that parents were satisfied with the school and the opportunities provided for their children. Parent focus groups were held each term during the school discos, with topics covering PBL, attendance, suggested improvements and extra-curricular opportunities. parents were encouraged to write their thoughts down as well as speak with a school representative who was running the session. Any areas that were seen to be an area of development for the school, was addressed with follow up shared with the parents via the school newsletter and Facebook page.

Student satisfaction

Students were regularly surveyed through both focus groups and individual surveys across a range of topics, including PBL and Visible Learning. The results regarding Visible Learning were extremely positive, with 80% of students indicating they preferred having a Learning Intention and Success Criteria as it helped them to know what to do in a lesson. Student voice around PBL process indicated that changes will need to occur in 2020 if PBL is to stay relevant and effective. In 2020, students will complete the Tell Them from Me survey in terms 1 and 4.

Teacher Satisfaction

The opinions and views of the staff were regularly sought through exit slips and surveys. Majority of staff were happy with the current practices of the school, however there were a number of responses indicating that further support in the area of programming and student feedback were required.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019 we continued to support Aboriginal Education through implementing a Junior AECG, holding twice termly Yarn Up's and engaging the whole school in celebrations such as NAIDOC Week. The boys didge group and Aboriginal dance group both shone at various presentations, with the didge group being asked to perform at the opening of an exhibition at Maitland Regional Art Gallery. The whole school contributed to an artwork called 'The Tree of Knowledge' as part of the Stories from Wonarua Country at the Maitland Regional Art Gallery.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.