

2020 Annual Report

Tarro Public School



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Introduction

The Annual Report for 2020 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 vision

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 near Maitland 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 6 permanent teacher positions which included 2 executive positions, 4 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(AECG); 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

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)
<p>- Staff engaged in Literacy Planning Days to ensure there was a consistent approach to writing across the school. Writing cycles were based on a 5 weekly Learning Intention, with Success Criteria differentiated each week.</p> <p>- As there was no NAPLAN in 2020, there is no comparable data to reflect student growth and achievement.</p> <p>In the Check In Assessment - Reading: Yr 3 students performed 5.7% above SSG and only 3.5% below state average. Yr 5 students performed 6.5% above SSSG and only 3.2% below state average.</p> <p>In Check In Assessment - Numeracy: Yr 3 students performed 3.5% above SSG and only 6% below state average. Yr 5 students performed 6.5% above SSSG and 8.7% below state average.</p> <p>These results are also reflective if internal school data.</p>	<p>Collaborative Planning Days</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$26000.00)

Process 2: School Support

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

Evaluation	Funds Expended (Resources)
<p>-Teaching staff participated in termly mentoring sessions with their supervisor to provide individualised support.</p> <p>- An Aboriginal SLISO was employed to support the learning needs of our Aboriginal students K-6</p> <p>- QTSS time was effectively used to mentor and support staff in embedding Visible Learning processes in their classroom.</p> <p>- Intervention practices were put in place in K-2 and 3-6 to support data identified students. This was in addition to the LaST allocation the school</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)• Aboriginal background loading (\$50000.00)• Quality Teaching, Successful Students (QTSS) (\$10000.00)

Progress towards achieving improvement measures

received.	
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Next Steps

In 2021, we will continue to engage in current evidence based research and embed this research into our staff development days and professional learning sessions. We will continue to support a Stage Planning Model, where the executive, in collaboration with their stages, develop targets and commit to practices to ensure we meet and exceed those targets through 2021. Intervention will again play a role in supporting students in K-2, with careful data tracking and analysis of targeted student growth. Intervention will also be embedded into yr 3-6 classrooms, with support teachers working within classrooms to support students in both the learning and practice zones.

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.

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)
<ul style="list-style-type: none">The VL mentor role provided support for students and staff throughout the year. The VL mentor took responsibility of teaching the disposition lessons to ensure students were receiving targeted, weekly exposure to the learning pit.Baseline data was collected by the Challenge Learning team., outlining our areas of strength and areas for development. These results will provide the starting point for professional learning in 2021.75% of students across the school are able to articulate their short term goals in reading, writing and maths. Long term goals continue to be an area for development in terms of both students and staff regularly checking in with them and recognising the steps that have been made to achieving them.	Funding Sources: <ul style="list-style-type: none">Quality Teaching, Successful Students (QTSS) (\$10000.00)Socio-economic background (\$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)
<ul style="list-style-type: none">Staff were provided with a range of varied and rich professional learning opportunities.All staff reported the benefits of Planning Days on their pedagogy and practice supported by Stage AP and the Instructional Leader.Intervention provided across K-2 demonstrated student growth, using the progressions as a benchmark.	Time Surveys Assessment data Funding Sources: <ul style="list-style-type: none">Professional learning (\$10000.00)Socio-economic background (\$16000.00)Low level adjustment for disability (\$10000.00)

Next Steps

In 2021, processes will need to be put into place to continue to support staff in implementing VL practices. This support will also come from the new Challenging Learning project we will be undertaking, which will compliment the past 3 years of Visible Learning work. The Assistant Principal's, Instructional Leader and Principal will continue to provide professional learning opportunities such as planning days, whole school staff meetings and classroom walk and talks. The 'What Works Best' document will also feature heavily in professional development in 2021, with all staff expected to engage in the document and reflect and refine current practices.

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.

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)
<ul style="list-style-type: none">The transition orientation processes was successful through a variety of means and platforms. We offered Pre K families the opportunity to provide the school with feedback. All responses indicate that the community is happy with how our transition and orientation programs are conducted.During the period of remote learning, our PreK transition program continued, with regular videos recorded and activity packs sent home. Communication was through Seesaw and our You Tube channel. Data revealed that 100% of families were engaged in Pre K remote learning activities and community feedback indicated that families were very satisfied with the support they received from the school.Social media platforms continue to be our main source of communication, particularly FB for whole school notifications.Parents continued to be involved in Goal Setting Meetings. 100% of parents surveyed indicated that they valued the process.Due to Covid restrictions, we were unable to engage with the community on a personal level and hold many of our important events.	<p>Pit Party planning and associated resources</p> <p>Seesaw, Facebook, You Tube</p> <p>Community Liaison Officer</p> <p>Funding Sources:</p> <ul style="list-style-type: none">Socio-economic background (\$2000.00)Socio-economic background (\$25000.00)

Process 2: School Planning

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Consultation took place with the AECG around the 2021-24 School Improvement Plan.at the end of 2020, the Parent School Plan Committee we engaged in both evaluative and consultation processes. They input was invaluable in terms of recognising our achievements and gaining a clear way forward of supporting student growth and community involvement.	<p>Time</p>

Next Steps

At the beginning of 2021, we will gather feedback from the kindergarten students about their experiences with Joey's. Further feedback from early childhood sources would also provide the school with an external perspective on our transition program. The school will continue to use Seesaw and Facebook in 2021. Our presence on Twitter and

Instagram will also be strengthened. In 2021, the Parent School Plan Committee will continue to meet as they provide a community perspective on any strategies we are trying to implement in the school. They will also be heavily involved in the creation of the 2021-24 School Improvement Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Timetabling Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$50 000.00) • Integration funding support (\$50 000.00) 	<ul style="list-style-type: none"> • Aboriginal students indicated that they felt supported both in their learning and culturally.
Low level adjustment for disability	Timetabling Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$60 000.00) 	<ul style="list-style-type: none"> • Student data was tracked throughout 2020. Students intervention was applied in a 5 weekly cycle. Data indicated that 90% of students achieved growth of at least 2 text levels during this 5 week period and improved their hearing and recording sounds and sight word knowledge by approximately 3 levels.
Quality Teaching, Successful Students (QTSS)	Timetabling Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$14 000.00) 	100% of staff indicated that they felt supported by the Visible Learning Mentor and had made improvements to their practice based on this support.
Socio-economic background	Class Teacher SLSO Occupational Therapist Timetabling Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$112 000.00) • Socio-economic background (\$40 000.00) • Socio-economic background (\$13 000.00) 	<ul style="list-style-type: none"> • The additional class, making seven classes across the school ensured that class numbers were kept low and we avoided a cross stage class. Both the P&C and Parent School Plan Committee supported this decision. • The additional SLSO was able to provide support across the school to students who weren't receiving IFS, however required additional support. • The Occupational Therapist spent two hours every Wednesday morning engaging with our Kindergarten and PreK students. Feedback from staff indicated that 100% of students enjoyed engaging with the OT and improving gross and fine motor skills. 100% of families indicated that they appreciated the support we were giving our younger students, particularly in areas that complimented the curriculum.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	78	76	74	61
Girls	74	82	90	90

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	93.3	93.5	90.1
1	92.4	93	90.6	94.1
2	91	90.5	91.8	93
3	87.4	91.3	91.4	95.1
4	94.1	90.6	92.9	94.3
5	90.7	92	89.4	93.7
6	88.3	86.1	92.5	93.4
All Years	91.3	90.9	91.7	93.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	4.93
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.91

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	353,902
Revenue	2,172,456
Appropriation	2,143,834
Sale of Goods and Services	13,126
Grants and contributions	11,935
Investment income	560
Other revenue	3,000
Expenses	-2,398,099
Employee related	-2,095,613
Operating expenses	-302,487
Surplus / deficit for the year	-225,643
Closing Balance	128,259

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.

	2020 Approved SBA (\$)
Targeted Total	201,381
Equity Total	431,831
Equity - Aboriginal	46,516
Equity - Socio-economic	305,141
Equity - Language	0
Equity - Disability	80,174
Base Total	1,299,050
Base - Per Capita	39,443
Base - Location	0
Base - Other	1,259,607
Other Total	195,652
Grand Total	2,127,914

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me is an online survey system devised by The Learning Bar that helps schools capture the views of students, teachers and parents. The Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged The Learning Bar to offer its student feedback survey, its Focus on Learning teacher survey and its Partners in Learning parent survey to NSW government schools. The Tell Them From Me surveys provide school principals and school leaders with insight into student engagement and well being, and the impact of teaching practices at their school, from the perspective of students, teachers and parents.

Data collected from the survey responses are compiled into reports for school leaders. These reports are provided to schools and provide information that can help schools in their annual planning and reporting activities, by helping to identify emerging issues and plan for improvement.

* Year 4-6 Students completed the TTFM surveys twice in the year. 61 students completed the survey in Semester One and 65 students completed it in Semester Two.

* 32 parents responded to the survey in August.

*Parent perceptions were well above NSW means in all aspects measured. The aspects with the highest difference from the state mean were that parents feel welcome and we are an inclusive school

80% of students reported that they had a sense of belonging at school, while 83% indicated that they thought staff had high expectations for them to achieve.

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.

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.