

2017 ANNUAL REPORT

Taroona Primary School

Priorities	Objectives	What has been achieved? Targets/Data - Evidence	What does this mean for 2018?																				
Australian Curriculum	<ul style="list-style-type: none"> A-E profile (Moderation Data): The percentage of As & Bs awarded in English, Mathematics, Science and History will be at or above similar schools. All kindergarten students will achieve expected outcomes. 	<ul style="list-style-type: none"> Implementation of Australian Curriculum Health & PE, including development of a TPS H&PE Scope and Sequence document. Moderation, both in-school and with South Hobart & Franklin Primary Schools to further develop and align teacher understandings of Mathematics proficiencies and achievement standards. Engagement in Australian Curriculum Digital Technologies and The Arts. Preparation for implementation of My Education, including establishment of a school My Education Leadership team and whole staff professional learning Deeper understanding and use of the Australian Curriculum General Capabilities, particularly in planning and reporting Implementation of the TPS Pedagogical Framework document, including teacher observations aligned to formative assessment strategies in Mathematics. <p>Australian Curriculum Whole of School End of Year 2017</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Taroona (Like Schools %)</th> </tr> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>10.4 (14.4)</td> <td>30.1 (28.4)</td> <td>49 (35.7)</td> </tr> <tr> <td>Mathematics</td> <td>8.5 (15.2)</td> <td>34.1 (31.5)</td> <td>47.4 (35.5)</td> </tr> <tr> <td>Science</td> <td>3.7 (10.7)</td> <td>42 (34.7)</td> <td>50.7 (44.8)</td> </tr> </tbody> </table> <p>Kinder Development Check 81% of students achieved all markers in November 2017 (74% Nov 2016).</p>		Taroona (Like Schools %)				A	B	C	English	10.4 (14.4)	30.1 (28.4)	49 (35.7)	Mathematics	8.5 (15.2)	34.1 (31.5)	47.4 (35.5)	Science	3.7 (10.7)	42 (34.7)	50.7 (44.8)	<p>2018 Targets</p> <ul style="list-style-type: none"> A-E Profile (Moderation Data) – specific target to be set once data is available Increase the percentage of kindergarten students achieving all markers in KDC 2 (81% in 2017). <p>2018 Actions / Strategies</p> <ul style="list-style-type: none"> Continue to prepare for and deliver the Australian Curriculum as per Department of Education timelines, with a specific focus on English (Writing) and Digital Technologies (Digital Literacies Project & E-Smart Schools) Moderation with Lansdowne Crescent and South Hobart Primary Schools to further develop and align teacher understandings of Australian Curriculum English achievement standards, focusing on moderating writing samples generated from text stimulus materials. Build ECE teacher knowledge and expertise of the Early Years Learning Framework principles and practices, including the use of inquiry and play-based learning pedagogies, Kindergarten to Year 2. Set specific dates for Data Literacy conversations in Staff Meetings throughout the year when key data sets become available.
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Literacy	<ul style="list-style-type: none"> The Whole School A-E profile in AC: English will align with that of similar schools. All Prep students, not on an IEP, will achieve the expected literacy outcomes Increase the proportion of Prep students who achieve above or well above the standard All Year 3 & 5 students, not on an IEP, will achieve above the National Minimum Standard Improve Year 3 & 5 mean scores so they are above similar schools Value adding in Year 5 NAPLAN Writing will be at or above similar schools 	<ul style="list-style-type: none"> Three Leadership Team Members attended the Principals as Literacy Leaders course during 2017 <p>PIPS – Literacy</p> <ul style="list-style-type: none"> 100% of students, not on an IEP, achieved the expected literacy outcomes. 75% of students achieved above/well above the standard in PIPS 2nd assessment (literacy) 2017 (80% 2016) <p>Yr 3 NAPLAN - Literacy</p> <ul style="list-style-type: none"> 98% students reached national minimum standard across all Literacy areas Reading, Grammar & Punctuation mean scores were above similar schools. Spelling mean score was 4 points below similar schools (1 point above in 2016) Writing Mean score was 15 points below similar schools (15 points below in 2016) 	<p>2018 Targets</p> <ul style="list-style-type: none"> Increase the proportion of Prep students who achieve above or well above the standard in PIPS Literacy Improve Year 3 & 5 mean scores in NAPLAN Writing so they are above similar schools Value adding in Year 5 NAPLAN Writing will be at or above similar schools Increase the proportion of students in Year 3-6 who achieve above the 41st percentile in PAT Reading Comprehension (80%, Nov 2017) <p>2018 Actions / Strategies</p> <ul style="list-style-type: none"> Whole of School approach to writing, to develop deep teacher knowledge about how students develop their writing skills and how to implement best practice to improve student learning 																				

		<p><u>Yr 5 NAPLAN - Literacy</u></p> <ul style="list-style-type: none"> • 100% students reached national minimum standard in all areas except Punctuation & Grammar which was 98% • Reading, Spelling and Grammar & Punctuation mean scores were above similar schools • Writing Mean score was 6 points below similar schools (9 points below in 2016). • In Writing, 24% made high relative gain from 2 years prior (10% below that made by similar schools in 2017) <p><u>PAT Reading Comprehension</u> The proportion of students in Year 3-6 who achieved above the 41st percentile in PAT Reading Comprehension was 80% (Nov, 2017)</p>	<ul style="list-style-type: none"> • Moderation with Lansdowne Crescent and South Hobart Primary Schools to further develop and align teacher understandings of Australian Curriculum English achievement standards, focusing on moderating writing samples generated from text stimulus materials. • Revisit whole of school approach to reading, to ensure deep teacher knowledge about how students learn to read and strategies to further student learning
<p>Numeracy</p>	<ul style="list-style-type: none"> • The Whole School A-E profile in AC: Mathematics will align with that of similar schools. • All Prep students, not on an IEP, will achieve the expected Numeracy outcomes • Increase the proportion of Prep students who achieve above or well above the standard • All Year 3 & 5 students, not on an IEP, will achieve above the National Minimum Standard in NAPLAN Mathematics. • Our Mean score in Year 3 & 5 NAPLAN Mathematics will be at or above similar schools. • % high value add will be at or above similar schools in Year 3 & 5 NAPLAN Mathematics. • Increase the number of students achieving above the 41st percentile in PAT Maths 	<ul style="list-style-type: none"> • Development of the <i>TPS Beliefs and Practices in Mathematics</i> document, our whole of school approach to Teaching Mathematics. • Teaching staff have a common language for Mathematics • Teachers have embedded formative assessment strategies and techniques • Accountabilities for Mathematics met as a result of time provided during Term 3 for teachers to work on priority areas <p><u>PIPS - Numeracy</u></p> <ul style="list-style-type: none"> • 100% of students, not on an IEP, achieved the expected numeracy outcomes. • 70% achieved above/well above the standard in PIPs 2nd assessment (numeracy) 2017 (72% 2016) <p><u>Yr 3 NAPLAN: Numeracy</u></p> <ul style="list-style-type: none"> • 100% students reached national minimum standard • Mean score was 2 points below similar schools (3 points below 2016). • 38% of Y 3 students achieved high relative gain from three years prior compared to 39% similar schools (23% achieved high gain in 2016) <p><u>Yr 5 NAPLAN: Numeracy</u></p> <ul style="list-style-type: none"> • 100% students reached national minimum standard • Mean score was 7 points above similar schools (3 points above in 2016) • 33% of Year 5 students achieved high relative gain from two years prior, compared to 32% similar schools. <p><u>PAT MATHS</u> The proportion of students in Year 2-6 who achieved above the 41st percentile in PAT Maths has increased to 86% (84% Nov 2016)</p>	<p><u>2018 Actions / Strategies</u></p> <ul style="list-style-type: none"> • TPS Beliefs and Practices in Mathematics document included in TPS Staff Handbook and disseminated to all new staff through induction processes. • PL for teachers in Place Value and teacher assistants in Trusting the Count to revisit Di Siemon's <i>Common Misunderstanding Resources</i> used to identify specific gaps for critically low students. • Continue to monitor student progress in Mathematics, K-6, through formal and informal data collection and analysis.



<p>Respectful Schools – A Whole School Approach to Behaviour</p>	<ul style="list-style-type: none"> • The Tarooma Values matrix and the behaviour policy will be a focus for explicit teaching • Students' positive behaviour will be acknowledged. • 2017 School Survey data will reflect a higher score on the student behaviour item than 2016. 	<ul style="list-style-type: none"> • TPS Values Matrix is a visible and living document, incorporated into the school behaviour management policy and allocated senior staff support. • Staff use the TPS Values Matrix to explicitly teach the school values within and across each year level curriculum, and to model and reinforce the behaviours expected. • The Zones of Regulation program has been implemented across the school and incorporated into the school behaviour management policy. • Staff have engaged in PL focused on Staff Wellbeing and Understanding and Managing the Behaviour of Students from Complex Trauma Backgrounds. • Staff have engaged in PL focused on sexual and gender diversity (Working it Out) • Students participated in activities connected to the National Day of Action against Bullying • Tarooma Award Certificates are presented regularly at assembly to students who consistently demonstrate one or more of the school values. Students receiving Tarooma Awards are also acknowledged in the school newsletter. • A group of students have worked with a graphic design artist to develop posters of the school values in action for ECE classes. • Whole of school approach to tracking student behaviour has been implemented via SSS. • Increased consultation with student representative council and senior students regarding student input into school decision making. • Year 6 peer leader lunch-time program for ECE students implemented Term 4 <p>School Surveys 2017</p> <ul style="list-style-type: none"> • student survey - 0.5 decrease in student perception of how student behaviour is managed • parent survey – 0.1 decrease in parent perception of how student behaviour is managed • staff survey – 0.5 decrease in staff perception of how student behaviour is managed 	<p>2018 Targets</p> <ul style="list-style-type: none"> • 2018 School Survey data will reflect higher scores than 2017 in the areas of wellbeing, belonging, safety and management of student behaviour. <p>2018 Actions / Strategies</p> <ul style="list-style-type: none"> • Explicit teaching of the five school values will occur at the start of each school year. • Continue implementation of the Zones of Regulation Program, incorporating the teaching of social thinking skills to support students at risk. • Strategically plan programs for students who require support in managing self-regulation and developing social thinking skills. • Continue PL for staff to further develop knowledge, skills and understanding of how to support the complex needs and backgrounds of students at our school. • DSE modules 4-8 will be completed by all staff before the end of 2018. • Develop a communications strategy, (including social media, website and newsletter, to ensure our progress in the area of behaviour management is regularly shared with the broader school community. • Obtain eSmart Schools accreditation by the end of 2018. • Strategically plan for eSmart activities to be combined with other combatting bullying activities, including the National Day of Action against Bullying. • Continue to promote and support staff wellbeing. • Update TPS Behaviour Management Policy in line with the 2016 Education Act.
<p>Respectful Schools – Supporting Student Need</p>	<ul style="list-style-type: none"> • All identified students will have PLPs or IEPs that are used to inform student learning tasks. • Extended Learning programs provided to all identified, high achieving and gifted students • Data collected will indicate ongoing progress for targeted students. 	<ul style="list-style-type: none"> • All identified students have PLPs, IEPs or Action Plans, developed in collaboration with parents / carers. • Data was used to identify students identified as 'critically low' and allocate resources to support these students (targeted sessions with Support teacher, Learning Support Teacher or TA). • Data / Assessments were used to identify students requiring extension and resources were allocated to support these students • Extended Learning Programs implemented e.g. TOM, GO, Mathematics Trust Australia and partnership programs with Tarooma High School. • Kinder to Year 1 teaching team attended Play-based learning workshop and developed an understanding of the Early Year(K-2) s principles and practices 	<p>2018 Targets</p> <ul style="list-style-type: none"> • All identified students will have PLPs, IEPs or Action Plans that are used to inform student learning tasks. • Extended Learning programs provided to all identified, high achieving and gifted students • Data collected will indicate ongoing progress for targeted students. <p>2018 Actions / Strategies</p> <ul style="list-style-type: none"> • 1.0FTE AST allocated to Student Support in 2018, to oversee Learning Support for students on IEPs, PLPs and Action Plans.



			<ul style="list-style-type: none"> • Further develop the Extended Learning Program, especially Kinder – Y2, to assist teachers to plan and deliver differentiated curriculum and social and emotional support for identified students. • Develop a TPS Parent and Community engagement protocol to establish clear processes for incorporating parent and community expertise in student learning.
Attendance	<ul style="list-style-type: none"> • Increase the daily attendance rate in 2017 (92%, 2016). 	<ul style="list-style-type: none"> • Attendance recording, follow up of unexplained absences and administration procedures for students presenting as unwell have been updated. • Health and Hygiene teaching occurs across the school e.g. hand washing techniques, covering coughs etc. • Students and staff are encouraged to stay home when sick. • Senior staff and / or professional staff are involved in cases of chronic absenteeism. • Each student is expected to have their own, labelled hat to be worn in Terms 1 & 4. 	<p>2018 Targets</p> <ul style="list-style-type: none"> • Increase the daily attendance rate in 2018 <p>2018 Actions / Strategies</p> <ul style="list-style-type: none"> • Continue to record, follow up unexplained absences. • Involve senior staff / professional staff (Social Worker 0.1FTE in 2017) • Review and update cleaning schedules for door handles, rails, desks etc • Further improvement of hygiene practices to limit sickness/illness • Ensure staff and parents are aware of the school's medication policy and procedures. • Continue to provide information to the school community regarding contagious/communicable diseases.

