



Learning Excellence Care Equity

Tuart Hill Primary School Business Plan 2018- 2020

OUR VISION

To provide a **safe and caring environment** in which we are **constantly striving for excellence**, while **preparing our students for the challenges** of an ever-changing world.

OUR MISSION

At Tuart Hill Primary School, we:

- Foster a love of learning.
- Encourage students to reach their potential with innovative teaching practices that recognise their individual needs.
- Provide a positive environment that promotes excellence and offers support in all learning endeavours.
- Promote and celebrate the cultural diversity of our school.
- Develop resilience, adaptability and critical thinking.
- Use our core values to help develop creative, connected, caring and committed citizens.

CORE VALUES



Learning We believe that:	Excellence We believe in:	Care We believe in:	Equity We believe:
<ul style="list-style-type: none"> • All students have the capacity to learn. • Quality teaching is the key to learning achievement. • A whole school approach to all curriculum areas is the best way to achieve positive outcomes. • Sustainability and ICT should be imbedded in our teaching and learning practices. • Using quality data to drive school planning helps improve student achievement 	<ul style="list-style-type: none"> • Setting high expectations for staff in all areas of teaching and learning. • Setting high expectations for students to strive to achieve the very best academic and social outcomes. • That all parents have a responsibility to support teachers and students in their pursuit of excellence. • Embracing innovative practices to enrich teaching and learning at our school. • A planning, teaching and assessment cycle. • Celebrating the achievements of our students. 	<ul style="list-style-type: none"> • Providing a safe and supportive environment that is respectful, honest and friendly, and that instils a sense of pride in our school. • Working in a collaborative manner across the school community to make the most of individual strengths and help every child achieve. • Fostering clear and open lines of communication between parents, students and teachers to break down barriers and provide better outcomes for everyone. 	<ul style="list-style-type: none"> • An equitable school is one that respects the individuality of all children and adapts teaching to their needs. • In celebrating the rich environment of our culturally diverse school, and allowing all voices to be heard with respect. • In following the professional standards in our staff code of conduct at all times. • In abiding by the student code of conduct at all times. • In fostering positive relationships and partnerships that enable our school community to achieve the very best outcomes for everyone.



Tuart Hill Primary School

Creating Bright Futures

Learning Excellence Care Equity

SCHOOL CONTEXT

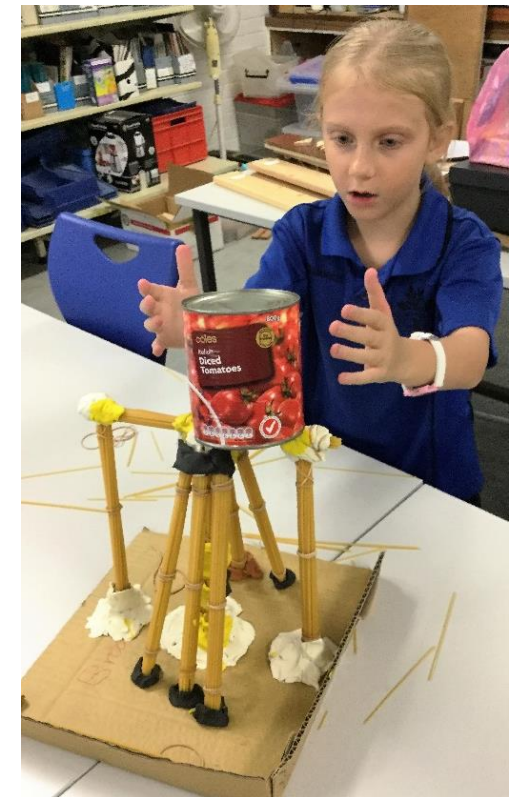
Tuart Hill Primary School is an independent public school, enabling our community to have greater flexibility and accept higher accountability when we make decisions about curriculum, student support, staff recruitment, financial management and governance.

Tuart Hill Primary School was opened on the 25 April 1910 in the suburb of Tuart Hill, five kilometres north west of the Perth CBD. The main school buildings were constructed in the late 1940s and our most recent building opened in 2010. The school has a purpose-built kindergarten/pre-primary and library. Our school hosts the permanent Dental Clinic that is accessed by students from nearby schools. The Tuart Hill Community Kindergarten is located approximately 800 metres off site and is closely linked to our school.

Specialist programs currently provided to students include LOTE(Spanish), Physical Education, Visual Arts, Music and Science as well as support being provided for environmental programs and Digital Technologies. Our staff are digitally literate and use interactive whiteboards, iPads, laptop and desktop computers to enhance rigorous learning and teaching programs.

The school appreciates our three large play areas that include AFL and Soccer ovals, multipurpose refurbished hardcourts and varied playground equipment. We believe in the value of natural elements in play spaces, and strive to provide a challenging, inclusive variety of activities that inspires our diverse student population.




Approximately 38% of our students come from a language background other than English with over 33 different first languages. All staff are committed to helping students reach their full potential through the development of a curriculum that caters for the needs of all individuals. At Tuart Hill Primary School, we believe parental support is critical if students are to reach their full potential. We actively promote our school in the wider community and encourage parental input into how our school operates.





BUSINESS PLAN

The Business Plan 2018- 2020 is the school's long term strategic plan which outlines the direction of the school in broad terms describing key focus areas of development. The Business Plan includes student achievement improvement targets and milestones used to monitor and make judgments about school performance in key focus areas.

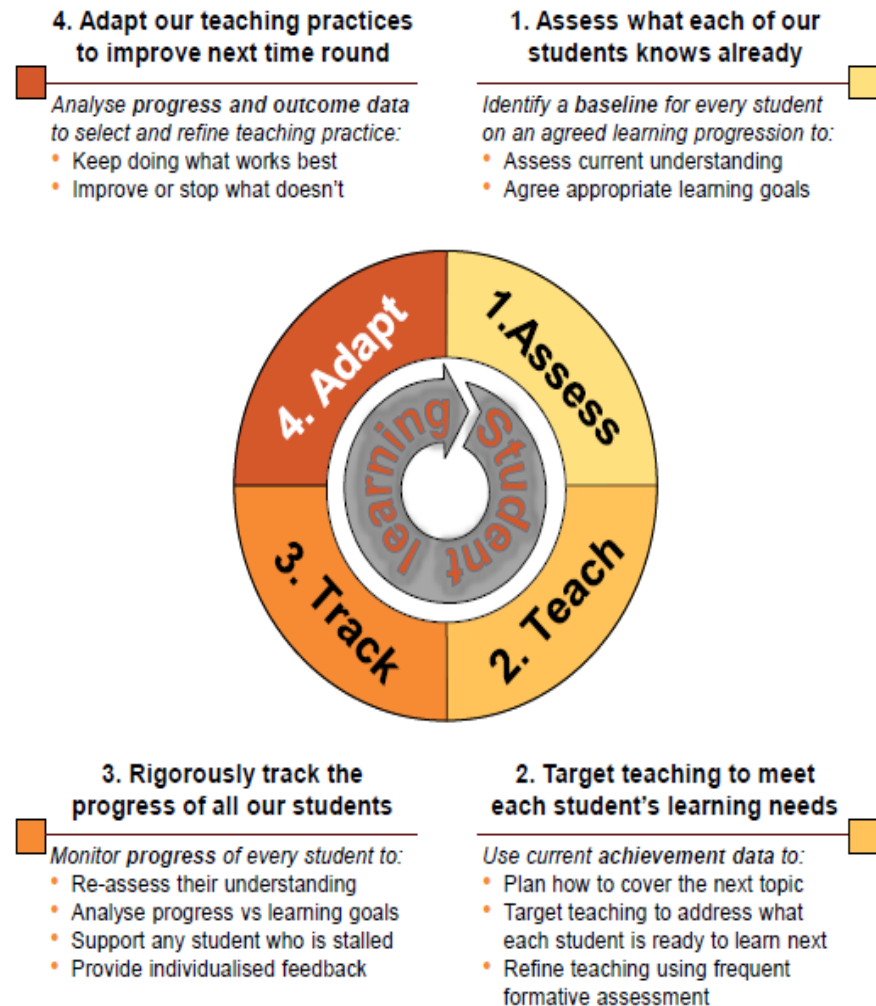
Successful Students	Excellent Educators	Engaged Community
<p>Every student will make progress and achieve across all learning areas.</p> <ul style="list-style-type: none"> Tuart Hill Year 3 and 5 students will participate in NAPLAN Online from 2018 to: <ul style="list-style-type: none"> <i>Set an upward trend in the percentage of students in the stable cohort with moderate, high and very high progress in NAPLAN Numeracy and Reading using On-Entry to Year Three NAPLAN Progress and Year Three to Five NAPLAN Progress when measured from 2018, 2019 and 2020</i> <i>increase the percentage of students with good and excellent progress in NAPLAN Numeracy and Writing from Year 3 to Year 5 stable cohort when measured from 2018, 2019 and 2020</i> <i>establish and maintain positive trends in Year 3 and 5 Writing from 2018, 2019 and 2020</i> The percentage of students in Years 2-6 attaining the expected yearly progress on ACER PAT-Reading and PAT Maths tests will increase over 2018 – 2020 as shown by a percentage score generated from the stable cohort. Student Attendance K-6 2018 – 2020 will be monitored and maintained to achieve: <ul style="list-style-type: none"> Regular attendance at or above WA Public School percentages, indicating an improvement Late arrivals reduced by 10% monitored 2018 -2020 Unauthorised absences reduced by 10% monitored 2018 -2020 	<ul style="list-style-type: none"> All staff will demonstrate common understanding and consistent application of ISTAR pedagogy. All Educators will implement Positive Behaviour Support for all students. The mean of staff satisfaction data in relation to the school's capacity to effectively meet the needs of the whole child will be positive when measured in 2018 and 2020. 	<ul style="list-style-type: none"> The mean of parent satisfaction data in relation to the school's capacity to effectively meet the needs of the whole child will be positive when measured in 2018 and 2020. Our school community demonstrates awareness of the positive behaviour support values. Student Surveys using National Student Opinion surveys indicate that students feel valued and supported by school staff. 



Successful Students	Target	Strategic Direction	Strategies	Milestones
	<p>Tuart Hill Students will participate in NAPLAN with success:</p> <ul style="list-style-type: none"> Set an upward trend in the percentage of students in the stable cohort with moderate, high and very high progress in NAPLAN Numeracy and Reading using On-Entry to Year Three NAPLAN Progress and Year Three to Five NAPLAN Progress when measured from 2018, 2019 and 2020 Increase the percentage of students with good and excellent progress in NAPLAN Numeracy and Writing from Year 3 to Year 5 stable cohort when measured from 2018, 2019 and 2020. establish and maintain positive trends in Year 3 and 5 Writing from 2018 through to 2020. <p>• The percentage of students in Years 2-6 attaining the expected yearly progress on ACER PAT-Reading and PAT Maths tests will increase over 2018 – 2020 as shown by a percentage score generated from the stable cohort.</p>	<p>Students' Literacy and Numeracy progression is strengthened by teaching that is informed by rigorous data analysis.</p> <p>Success For All Students (Classrooms First) High expectations of success for every student in every school.</p> <p>High Quality Teaching (Classrooms First) A renewed and relentless focus on the best possible teaching practices.</p>	<p>Analyse and use student performance data to:</p> <ul style="list-style-type: none"> identify trends at the whole school, classroom and individual level inform teaching and learning best practice differentiate curriculum allocate resources in a targeted manner Response to Intervention model will be consistently whole school 	<ul style="list-style-type: none"> All students including identified English as a Second Language/Dialect (EAL/D), Students at Educational Risk (SAER) and extension students make measurable progress within 12 months determined by collection and analysis of ongoing individual assessments and whole school data using Progress Maps and Individual Education Plans. All students on documented plans are monitored and progress measured through the collection and analysis of ongoing individual assessments and whole school SAER tracking profile. differentiate curriculum delivery then initiate small group interventions for extension and remediation using the scope of the Australian Curriculum. Provide quality feedback through embedding effective feedback strategies to meet students' level of skill and expertise. Year 2-6 students demonstrate progress in pre and post Progressive Achievement Testing (PAT) Numeracy and Reading through visible Data Wall evidence. Scheduled reviews of PAT Numeracy and Literacy data once each cycle of testing is complete identifies focus areas to inform teaching and learning. Trial and set baseline data for ICT Student Skills in 2018. Progress is tracked 2018-2020 with positive longitudinal trends established.
			Establish an EAL/D policy and guidelines for intervention and support	<ul style="list-style-type: none"> Assess Stage One and Two EAL/D students using progress maps Assist teachers and Education Assistants to implement EAL/D support strategies in mainstream classrooms
			Target skills in online writing in preparation for NAPLAN online	<ul style="list-style-type: none"> Embed ICT skills within all learning programs across all learning areas.
			Consolidate evidence based whole school approaches to teaching Literacy and Numeracy.	<ul style="list-style-type: none"> Staff use whole school approaches as per operational plans. Whole School approaches are reviewed annually to inform future directions. Staff reflect annually on: <ul style="list-style-type: none"> Differentiated Teaching and Learning National School Improvement Tool Data analysis and action plans developed and implemented



Figure 5: Rigorous use of evidence supports a positive feedback loop that can improve teaching and student learning



Source: Grattan framework, which draws on research in the field, including Hattie (2009); Griffin (2014); Black and Wiliam (1998); Anderson and Scamporlino (2013).

Integrate digital technologies across all year levels and learning areas.	<ul style="list-style-type: none"> • All staff implement digital technologies as per the Technologies Operational Plan. Annual review of the Operational Plan will inform future directions.
Increase Learning Technologies access to enable flexible and innovative learning	<ul style="list-style-type: none"> • Engage all teaching staff in device coaching to enable innovative program delivery in every classroom. • Increase student access to devices as measured by the annual census • Technologies Lead Teacher released in a coaching role to increase device awareness, app/program application to enhance programs and help manage infrastructure.
Explicitly teach problem solving and higher order thinking skills across all learning areas.	<ul style="list-style-type: none"> • Problem Solving and Reasoning proficiency strands embedded in teaching, and evident in student learning via planning, assessment and reporting. • Higher Order Thinking skills embedded in teaching and evident in student learning. Reviewed annually to inform future directions.
Implement relevant and engaging learning experiences with a focus on Science, Technology, Engineering, Arts & Maths (STEAM).	<ul style="list-style-type: none"> • Plan deliberate integrated opportunities across the curriculum in innovation, creativity and entrepreneurial skills, building on students' STEM competencies. • Staff share STEAM experiences for collegiate professional improvement
Identify and work with families with student attendance rates under like school rates.	<ul style="list-style-type: none"> • Monitor unauthorised absences weekly and contact parents/carers • Develop Individual Engagement Plans for students at severe attendance risk • Meet with families who experience persistent late arrival to effect improvement





Excellent Educators

Target	Strategic Direction	Strategies	Milestones
<ul style="list-style-type: none"> All staff will demonstrate common understanding and consistent application of ISTAR pedagogy All Educators will implement Positive Behaviour Support for all students. The mean of staff satisfaction data in relation to the school's capacity to effectively meet the needs of the whole child will be positive when measured in 2018 and 2020. <p>Reference 4 p 18</p> <p>Figure 3.1: The four steps of targeted teaching</p> <p>Figure 3.2: Schools and systems can help teachers target their teaching</p>	<p>Strong staff performance and development with continued self-improvement. <i>We have a culture of collaboration, trust, feedback and reflection to strengthen staff capacity in meeting the diverse and changing needs of our students.</i></p> <p>EFFECTIVE LEADERSHIP (Classrooms First) Strong and empowering leadership in every school and across the whole system.</p>	Continue opportunities for staff to strengthen links across year levels and learning areas.	<ul style="list-style-type: none"> Annual staff reflection on Lead Teacher support, systematic curriculum delivery, effective whole school pedagogical practices, NQS, National School Improvement Tool, PAT. Data analysed and action plans developed and implemented as needed. Draw on evidence-based feedback — including classroom observations, student data and student surveys — to improve teacher practice. Weekly common planning time is timetabled and prioritised for all teaching teams
		Fully implement The Arts, Technologies and Languages curricula in 2018	<ul style="list-style-type: none"> Full implementation of the Western Australian Curriculum Phase 3 in teaching, assessment and reporting demonstrated through planning, moderation and summative reporting
		Identify and support the development of staff with strong leadership potential	<ul style="list-style-type: none"> Timetabled professional learning, collaborative meetings and mentoring, coaching and classroom observations. Evidence of effective distributed leadership roles e.g. Level 3 classroom teachers, senior teachers, curriculum leaders.
		Build professional practices to ensure routine use of relevant data, and analysis and diagnosis of the impact of teaching.	<ul style="list-style-type: none"> Scheduled team planning, data interpretation and moderation meetings for quality assurance. Data analysed and action plans developed then implemented. Staff annual reflection for improvement suggestions on: <ul style="list-style-type: none"> Operational Plan accountabilities National Quality Standards Analysis and discussion of Kindergarten Assessment Tool, On-Entry, PAT Literacy, Numeracy, NAPLAN and Common Assessment Task data National School Improvement Tool
		Self-assess teacher practice against national standards and student achievement to improve performance	<ul style="list-style-type: none"> Staff self-reflect on their professional practice using Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers. Classroom planning aligned to strategic and operational planning and measured via performance and development processes. Workforce Planning to attract and retain a quality and diverse staff. Reflect on National School Opinion Student Surveys to improve practice.
		Develop and support a Positive Behaviour Support (PBS) Team	<ul style="list-style-type: none"> Whole team established and attends required training PBS Leader shares learnings and negotiated common understandings at chosen Staff Meetings and School Development Days Our school community demonstrates knowledge of and support for PBS.



Engaged Community

Target	Strategic Direction	Strategies	Milestones
<ul style="list-style-type: none"> The mean of parent satisfaction data in relation to the school's capacity to effectively meet the needs of the whole child will be positive when measured in 2018 and 2020. Our school community demonstrates awareness of the positive behaviour support values. Student Surveys using National Student Opinion surveys indicate that students feel valued and supported by school staff. 	<p>A supportive and inclusive school environment in which our students thrive. <i>Students are valued, supported and empowered to succeed. They are actively connected to their learning, have respectful and inclusive relationships and experience a sense of belonging.</i></p> <p>Strong sustainable partnerships. <i>Strong parent and community partnerships support our students.</i></p> <p>STRONG GOVERNANCE AND SUPPORT (Classrooms First) A capable and responsive organisation for now and into the future.</p>	Provide teaching and learning opportunities which celebrate difference and diversity, and recognise, respect and respond to identity and cultural background.	<ul style="list-style-type: none"> Inclusive practices reflecting the school's diversity are demonstrated by all staff and measured via performance and development processes.
		Engage the wider school community in the development, delivery, evaluation, review and redesigning of the whole school Positive Behaviour Support (PBS) program	<ul style="list-style-type: none"> PBS Team offers opportunities for parent involvement on the Team through Community Hub, P&C and School Board presentations. The school Community has opportunity to help develop, evaluate and review the PBS Program for improvement. School community awareness of the PBS Program values is evident.
		Develop initiatives that support positive wellbeing and health for staff and students.	<ul style="list-style-type: none"> Implement National Student Opinion surveys for Year Six students each year to measure student social and emotional well-being. Implement, review and revise annually to inform future directions. Staff wellbeing is addressed in collaboration with the OSH Committee and the Curriculum Team Assess the School Psychology service delivery annually.
		Support students to increase student ownership and accountability for learning	<ul style="list-style-type: none"> Evidence of student engagement in reflective learning practices to identify their strengths and focus areas for improvement e.g. student goal setting, peer- to- peer tutoring is presented as part of performance and development processes.
		Redesign physical spaces to engage and promote learning and social opportunities.	<ul style="list-style-type: none"> Evidence of enhancements to the environment by means of planned and documented improvement (National Quality Standards Area 3 evidence; Grounds Committee report at School Board Annual Open Meeting).
		Explicitly teach and apply social and ethical protocols and practices when using ICT.	<ul style="list-style-type: none"> Explicitly teach and apply social and ethical protocols and practices when using ICT through eSMART. Target skills in digital technologies in the primary years to prepare for future needs (Focus 2018). Annually review and refine ICT policy, procedures and practices. ICT learning embedded in teaching practice in all year levels and learning areas and measured via performance and development processes.
		Use a range of strategies to communicate, connect and inform parents and the broader community.	<ul style="list-style-type: none"> Evidence of a range of means to communicate, connect, engage and inform parents and broader community, with the school.

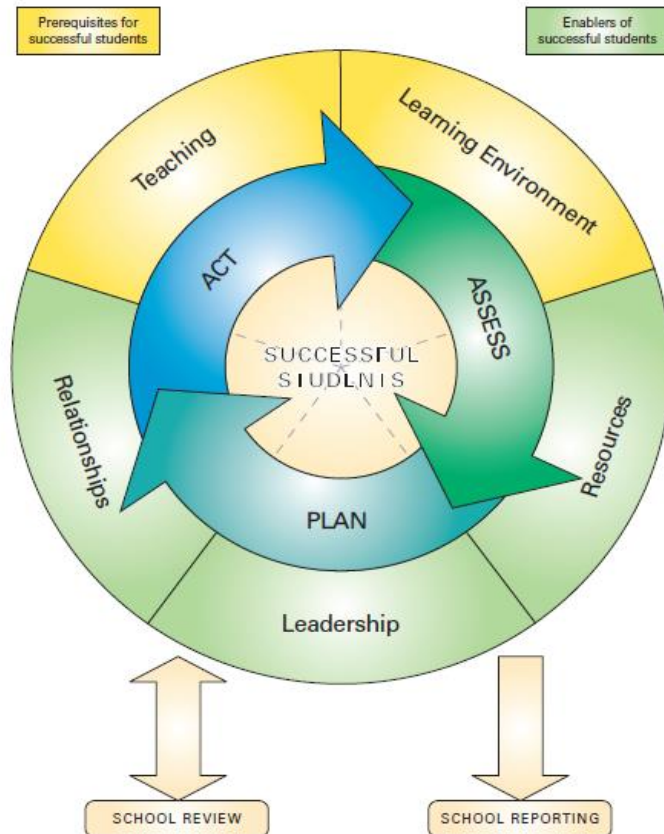




THE SCHOOL IMPROVEMENT AND ACCOUNTABILITY FRAMEWORK

The School Improvement and Accountability Framework – conceptual model

The *School Improvement and Accountability Framework* is structured around the following conceptual model.



	<ul style="list-style-type: none"> Implement new school branding suite e.g. updated logo, stationery, signage of visitors through iPad App.
Provide a variety of opportunities for families to engage with the school community.	<ul style="list-style-type: none"> Evidence of a range of ways families and the school community are engaged with the school. Continue to plan for plan for school tours, orientation days, transition days and regular local newspaper articles.
Draw on community expertise to enhance the range and delivery of learning experiences.	<ul style="list-style-type: none"> Evidence of a range of ways community expertise is accessed to enhance the range and delivery of learning experiences.
Conduct biennial student, staff and parent satisfaction surveys and use data to inform direction.	<ul style="list-style-type: none"> The biennial (2018 and 2020) Parent National School Opinion Survey (NSOS) survey data is analysed and actions planned and implemented to address areas of concern. Positive results from biennial (2018 and 2020) Staff National School Opinion Survey (NSOS). Positive feedback regarding self-assessment and the performance of school as measured by School Board meeting minutes, and survey results.
Receive annual feedback from staff, the School Board and the P&C regarding the school's progress against the targets and milestones of the Business Plan.	<ul style="list-style-type: none"> Operational Plans are reviewed during Term Three. The Business Plan is reviewed during Term Four. Biennial NSOS surveys are completed and reviewed. Leadership Team members receive feedback from staff in relation to their roles annually. Teaching staff receive feedback in relation to quality teaching prior to formal Performance Management.
Use the Aboriginal Cultural Standards Framework to make improving outcomes for Aboriginal students the role of the entire school community.	<ul style="list-style-type: none"> Accountabilities included in the Aboriginal Operational Plan are enacted, reflected upon and suggestions for improvement are implemented.
Community partnerships with our school is visible for the benefit of student progress, achievement and challenge	<ul style="list-style-type: none"> Strong connections with tertiary institutions enhance student learning, professional learning and best practice Interagency support, professional services and members of the school community provide expertise to enhance the school's ability to cater for diverse student needs.



References:

1. Strategic Plan for WA Public Schools 2016-2019 *Department of Education WA* <https://www.education.wa.edu.au/strategic-plans>
2. Classrooms First Strategy *Department of Education WA* <https://www.education.wa.edu.au/strategic-plans>
3. School Accountability and Improvement Framework *Department of Education and Training WA* 2008 <http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/director-generals-statements/school-accountability.en?cat-id=6317484>
4. Towards an adaptive education system in Australia *Peter Goss* November 2017 <https://grattan.edu.au/report/towards-an-adaptive-education-system-in-australia/>
5. Widening gaps: what NAPLAN tells us about student progress *Peter Goss and Julie Sonnemann* March 2016 <https://grattan.edu.au/report/widening-gaps/>
6. Targeted teaching: how better use of data can improve student learning *Peter Goss and Jordana Hunter* July 2015 <https://grattan.edu.au/report/targeted-teaching-how-better-use-of-data-can-improve-student-learning/>
7. Engaging students: creating classrooms that improve learning *Peter Goss and Julie Sonnemann* February 2017 <https://grattan.edu.au/report/engaging-students-creating-classrooms-that-improve-learning/>
8. Focus 2018 and 2019 *Department of Education WA* <https://www.education.wa.edu.au/strategic-plans>
9. National Numeracy Learning Progression *Australian Curriculum And Reporting Authority (ACARA)* <https://www.australiancurriculum.edu.au/media/3732/numeracy-learning-progression.pdf>
10. National Quality Standard *Australian Children's Education and Care Quality Authority (ACECQA)* February 2018 <https://www.acecqa.gov.au/nqf/national-quality-standard>
11. National School Improvement Tool *Australian Council Educational Research (ACER)* 2012 <https://www.acer.org/school-improvement/improvement-tools/national-school-improvement-tool>
12. Progressive Achievement Tests *Australian Council Educational Research (ACER)* <https://www.acer.org/au/pat>
13. National School Opinion Surveys *Australian Council Educational Research (ACER)* <http://www.acara.edu.au/reporting/school-opinion-information>
14. Department of Educational Services 2017 Review Findings via [Schools Online](#)





Workforce Development and Management 2018- 2020

The development and strategic management of staff at Tuart Hill Primary will determine the effectiveness of the teaching and learning programs and the nature of the environment in which adults work as well as children learn. It determines our capacity as a school to deliver on the expectations of ourselves as professionals, the community we serve and the students we inspire to be life-long learners. It is acknowledged that a school needs to be a healthy and motivating adult workplace as well as an engaging, challenging and caring learning environment.

Strategic and thoughtful workforce planning encompasses:

- **Recruitment • HR Administration • Performance Management • Career and Aspirant Opportunities • Occupational Safety and Health**
- **Professional Development • Equal Opportunity • Succession Planning**

The 2018-2020 Workforce Plan will ensure the school maximises its capacity to see evidence of its Vision and Beliefs in all facets of its organisation and operation.

Sustainability

The structure of the school's leadership and the ownership of school processes for planning, implementation, reflection, review and self-assessment cycles are well embedded. There is a strong sense of accountability and strategic decision making based on the strength of Business and Operational Plans which are developed with input from all stakeholders. Whole school commitment to programs and policies provides clear direction with continuity and consistency.

The school's capacity to deliver a curriculum of breadth and depth, along with pastoral care is determined by what each member of the team brings in experience and expertise. This is carefully balanced to ensure variety and development essential to building and maintaining this capacity. Through staff selection processes and development opportunities the school is able to maximize students' learning and maintain accountability for both system and school level projects and initiatives.

Workforce planning is future directed and considers the needs of students and staff taking into account workload, staff wellbeing and system level requirements.

