



Tuart Hill Primary School

Creating Bright Futures

Learning Excellence Care Equity

Tuart Hill Primary 2018 School Report

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.



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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.

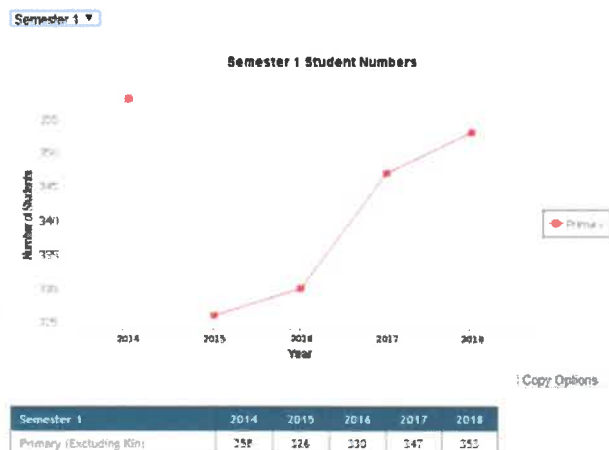
Specialist programs currently provided to students include LOTE(Spanish), Physical Education, Visual Arts, Music and Science as well as support being provided for environmental programs and Digital Technologies. Our staff are digitally literate and use interactive whiteboards, iPads, laptop and desktop 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 34 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.

Enrolments

Student Numbers - Trends



Tuart Hill Primary School enrolments indicate an upward trend, indicating that we are the school of choice for all within our school boundaries. The quality of all staff who support our students is matched with positive teaching of an appropriately differentiated rigorous curriculum. This is resulting in high community confidence in our school's ability to care for, support and challenge their children so that they are well-prepared to continue their learning journey on to Secondary School and beyond.

The percentage of student transiency has dropped from 24.5% in 2017 to 16.8% in 2018.

Our families exercise wide choice when selecting their secondary school, as can be seen from the Destinations Schools table.

Destination Schools

Destination Schools

2018 school destinations of the 2017 student cohort

Year Level: Y06 Male: 17 Female: 19 Total: 36

Destination Schools	Male	Female	Total
4004 Balcatta Senior High School	9	7	16
1178 Servite College	4	5	9
4038 Mount Lawley Senior High School	2	2	4
4134 Warwick Senior High School		2	2
4181 Ashdale Secondary College	1		1
4012 Churchlands Senior High School		1	1
4025 John Curran College Of The Arts		1	1
4051 Morley Senior High School		1	1
4042 Perth Modern School		1	1
4168 Shenton College	1		1
1309 St Stephen's School		1	1



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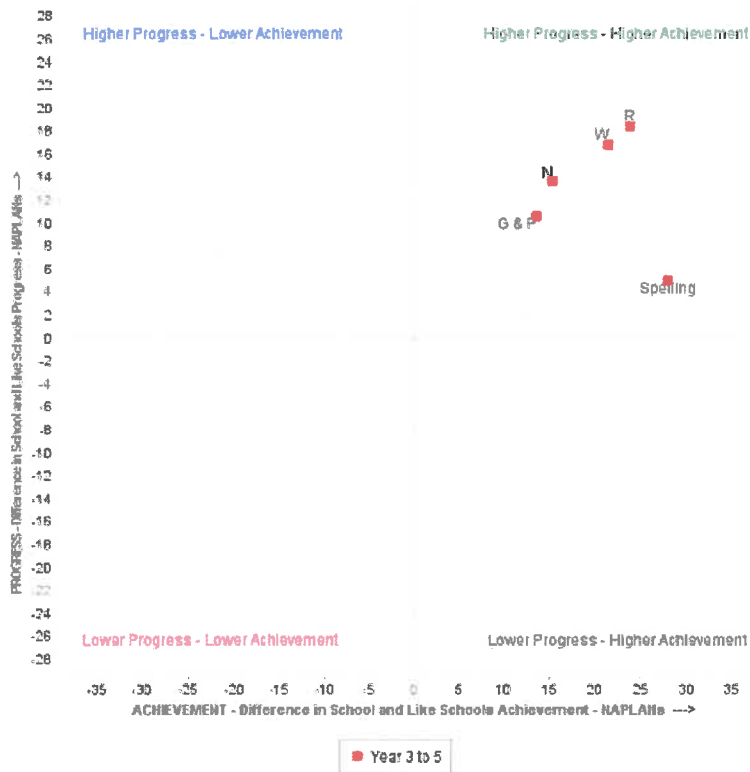


Student Progress and Achievement 2016-2018 when compared to like schools

Tuart Hill Educators are justifiably very proud that our students have achieved the top right hand quadrant for all NAPLAN test sets in 2018. A great deal of work has been done to differentiate curriculum with rigour, with a strong emphasis deep formative data analysis across several data sets, on early intervention and on Challenge opportunities. Resources have been allocated to improving educator efficacy in developing and delivering learning sequences, in using data to identify specific student need and then deliberately teaching to scaffold student learning. As a result, collegiate support and teacher self-confidence has raised classroom standards, lifted student care and expanded community engagement to ensure that all school operations focus firmly on benefits for our students.

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2016 to Year 5 2018



Interpreting the Data:

The graphs look at both the achievement and the progress of students.

Achievement is the average NAPLAN result for a cohort of students.

Progress is the difference between the average NAPLAN score for students tested at the school in two test cycles (stable cohort). Because there is no progress result for Year 3 students, the graphs can only represent the achievement and progress of Year 5, 7 and 9 students.

The achievement and progress of the school can be compared to three different comparative groups.

- Like Schools (WA Public schools)
- All WA Public Schools
- All Australian schools

The two zero (0) lines represent the achievement (horizontal) and the progress (vertical) of the comparative group of students - Like Schools, WA Public Schools or all Australian schools.

The dots represent both the achievement and progress of the school's stable cohort in either/or Year 5, 7 and 9

The scale is the difference in NAPLANs (the scale for the NAPLAN results) between the school and the comparative group. Negative numbers indicate performance below the comparative group. Positive numbers indicate performance above the comparative group.

The quadrants identify whether the students are progressing and achieving at a lower or higher rate to the comparative group of students.








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2018 School Report against the 2018 – 2020 BUSINESS PLAN targets

The 2018 School Report outlines the School's progress made against school priorities outlined in the Business Plan 2018- 2020. This Report should be read along with the Business Plan which also 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"> 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 Working towards 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 Working towards establish and maintain positive trends in Year 3 and 5 Writing from 2018 through to 2020 Working towards 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. Working towards Student Attendance 2018 – 2020 will be monitored and maintained to achieve: <ul style="list-style-type: none"> Regular attendance will improve when measured using the Schools Online Attendance Report Working towards Late arrivals reduced by 10% monitored 2018 -2020 Working towards Unauthorised absences reduced by 10% monitored 2018 -2020 Working towards 	<ul style="list-style-type: none"> All teaching staff will demonstrate common understanding and consistent application of ISTAR pedagogy Working towards All Educators will implement Positive Behaviour Support for all students. Working towards 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. Achieved in 2018 	<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. Achieved in 2018  <ul style="list-style-type: none"> Our school community demonstrates awareness of the positive behaviour support values. Working towards Student Surveys using National Student Opinion surveys indicate that students feel valued and supported by school staff. Achieved in 2018 



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Successful Students

Target

Tuart Hill Students will participate in NAPLAN with success:

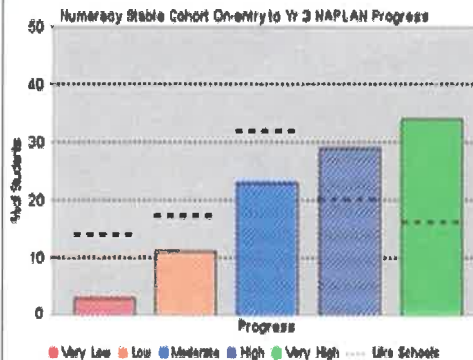
- Set an upward trend in the percentage of students in the stable cohort with moderate, high and very high progress in NAPLAN Numeracy and Reading using On-Entry to Year Three NAPLAN Progress and Year Three to Five NAPLAN Progress when measured from 2018, 2019 and 2020 **Working towards**



2018 Evidence and Comment

Tuart Hill educators work to ensure that our students respond positively to quality delivery of research-based best practice learning approaches. Staff present a rigorous curriculum in a variety of ways, differentiating lessons to ensure all students are given opportunity to achieve to their potential. Great care is taken to identify and target lower achievement at point of need, and deliberate choices are made to allow creative high order thinking in every lesson. Explicit teaching is balanced with play-based inquiry learning. Disaggregated data indicates that this approach is effective in improving the progress and achievement of all students inclusive of their groupings.

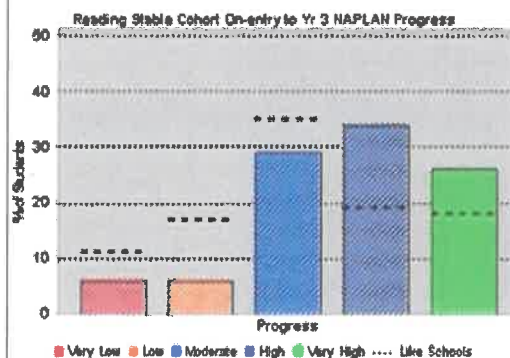
Hot pink shading indicate the students tested who 'topped out' NAP tests in both Year Three and Five, creating no opportunity to demonstrate statistical progress.



Numeracy

83% of our students made moderate, high and very high progress when measured from on-entry to Year Three NAP Numeracy tests.

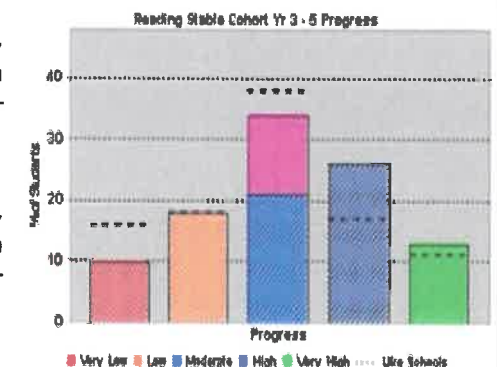
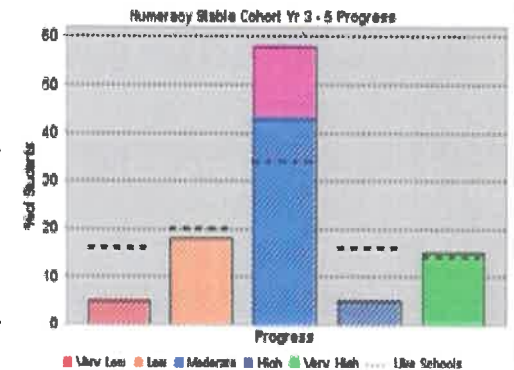
77% of our students made moderate, high and very high progress when measured from Year Three to Year Five NAP Numeracy tests.



Reading

88% of our students made moderate, high and very high progress when measured from on-entry to Year Three NAP Reading tests.

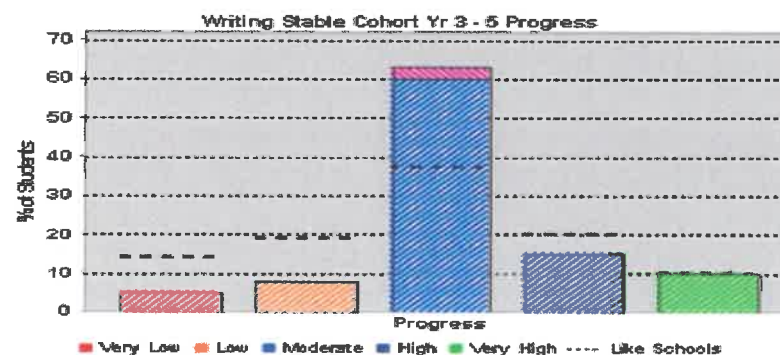
71% of our students made moderate, high and very high progress when measured from Year Three to Year Five NAP Reading tests.



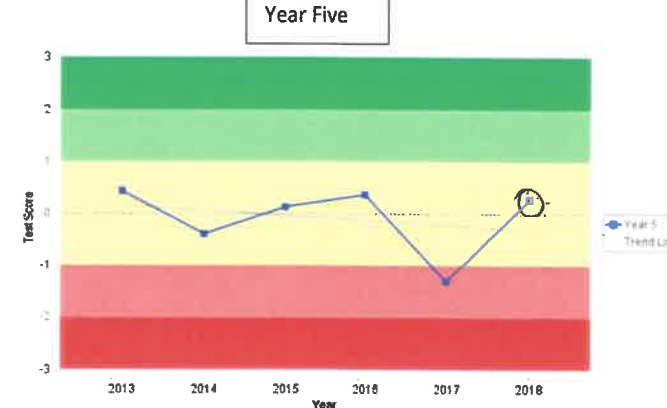
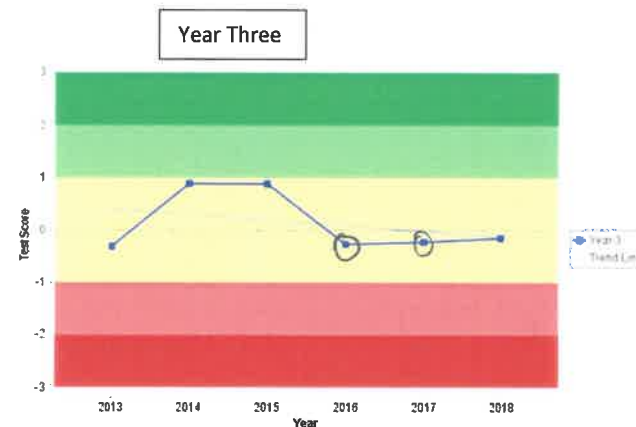


○ Increase the percentage of students with good and excellent progress in NAPLAN Writing from Year 3 to Year 5 stable cohort when measured from 2018, 2019 and 2020. Working towards

○ Establish and maintain positive trends in Year 3 and Year 5 Writing from 2018, 2019 and 2020. Working towards



87% of our students made moderate, high and very high progress when measured from Year Three to Year Five NAP Writing tests.



Writing

Both trend lines are currently tracking negatively, with small upward indicators in 2018. Although our results track within the expected range when compared against like schools, the professional judgement of Tuart Hill teachers is that we can support our students to achieve higher than like schools.

Tuart Hill educators plan to tilt the trend line upward throughout the 2018-2020 Business Plan period through dedicated whole school adoption of Talk For Writing as a teaching approach, collaborative moderation of student work samples and peer-to-peer professional conversations that support best-practice planning, teaching, assessment, analysis and replanning.



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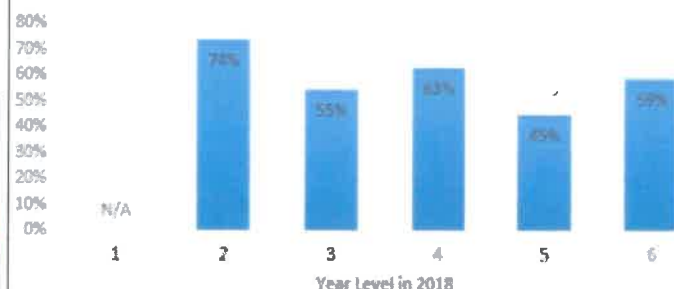
- The percentage of students in Years 2-6 attaining the expected yearly progress on ACER PAT-Reading and PAT Maths tests will increase over 2018 – 2020 as shown by a percentage score generated from the stable cohort. **Working towards**



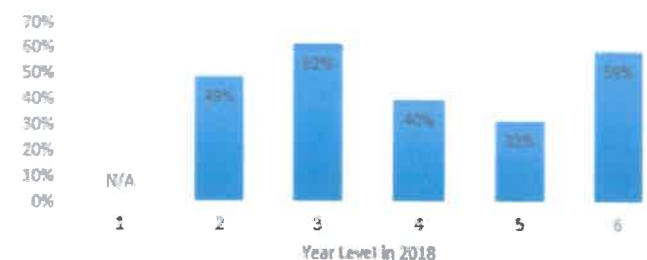
Student Attendance K- 6 2018 – 2020 will be monitored and maintained to achieve the percentage of students who present with:

- Regular attendance at or above WA Public School percentages, indicating an improvement **Working towards**
- Late arrivals reduced by 10% **Working towards**
- Unauthorised absences reduced by 10% **Working towards**

PAT Reading Comp 2017/2018
% of Students Who Maintained Or Improved Individual Performance



PAT Maths 2017/2018
% of Students Who Maintained Or Improved Individual Performance



	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2016	95%	94%	93%	93%	96%	94%	97%
2017	91%	95%	94%	94%	94%	95%	93%
2018	92%	93%	91%	94%	92%	92%	92%
WA Public Schools 2018	92%	92%	93%	93%	93%	93%	93%

Schools Online Attendance Report indicate lower 2018 attendance rates for Tuart Hill when compared with state wide attendance rates in Years 2, 4, 5 and 6. Attendance rates for the stable cohort dropped for Years 2, 4, 5 and 6 in 2018 when compared with 2017. The Attendance Program will continue, with emphasis on identifying who the students are in the *At Risk Moderate* category to work with families improve their attendance throughout 2019.

Number of:	5.2.2018 – 14.12.2018	2019 targets
Attendance at or above 95%	264/ 405 = 65.2%	66% or more
Late arrivals	2056/8095 half days =25.4%	25.4 – 2.54 = 22.86% or less
Unauthorised absences	1967/8095 half days =24.3%	24.3 – 2.43 = 21.87% or less

Tuart Hill Primary School Group Attendance Analysis Summary

Date Range: 5 FEB 2018 to: 14 DEC 2018



Group Selection	No. in Group	Half Days	Unauthorised					Authorised					Total	Total Half Days	Approved Ed. Activity				Late
			U	X	T	K	Total	R	Z	C	N	V			E	W	M	Total	
All selected Students	415	110924	0	1967	0	0	1967	1047	14	66	5001	0	6128	8095	205	2	4	211	2056



Excellent Educators

Target

- All teaching staff will demonstrate common understanding and consistent application of ISTAR pedagogy **Working towards**



- All Educators will implement Positive Behaviour Support for all students. **Working towards**

- 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.

Achieved in 2018



2018 Evidence and Comment

ISTAR

Inform	Inspire
Show	Share
Try	Transfer
Apply	Action
Review	Revise.



Qualitative data gathered through Teaching Team conversations indicate that all teachers know the elements of good lesson design.

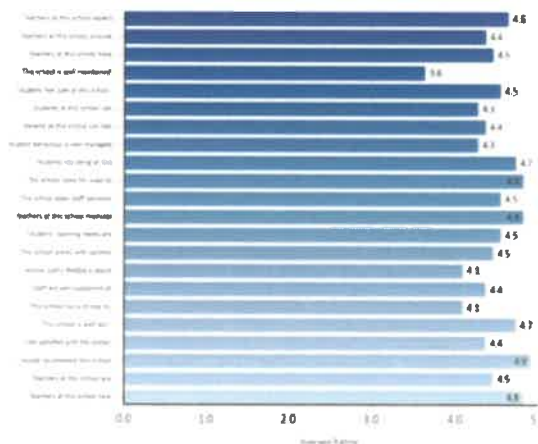
Teaching teams presented written evidence that all teachers focussed on plenaries (Review/Revise) especially with a specific mathematical focus.

All teaching staff engaged in peer observations to share quality feedback to inspire improvements in plenaries.

School of Special Educational Needs: Behaviour (SSEN:B) attended the school Term 4 2018 to address the Administration Team regarding the parameter, responsibilities, accountabilities and process to become a Positive Behaviour Support School.

The Tuart Hill Managing Student Behaviour Plan review, to become the Tuart Hill Student Engagement Plan, was commenced.

Tuart Hill Primary School Staff Survey 2018 – mean response = 4.46 out of 5
 Number of online responses 11 out of a possible 49 = 22.45% response



Highest rated items:

This school looks for ways to improve – Strongly agree 82%
Teachers at this school motivate students to learn – Strongly agree 82%



Teachers at this school care about their students – Strongly agree 82%

Lowest rated items:

This school is well maintained.
I receive useful feedback about my work at this school.
This school has a strong relationship with the local community.



Engaged Community

Target	Strategic Direction
<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. Achieved in 2018 Our school community demonstrates awareness of the positive behaviour support values. Working towards Student Surveys using National Student Opinion surveys indicate that students feel valued and supported by school staff. Achieved in 2018 	<p>Tuart Hill Primary School Parent Survey 2018 – mean response = 4.27 out of 5 Number of online responses - 44 out of a possible 290 families = 15.17% response</p> <p>Highest rated items: My child feels safe at this school – Agree and Strongly Agree 96% Teachers at this school expect my child to do his or her best. – Agree and Strongly Agree 94% My child likes being at this school – Agree and Strongly Agree 93%</p>  <p>Tuart Hill Primary School Student Survey 2018 – mean response = 4.12 out of 5 Number of online responses 25 out of a possible 25 = 100% response</p> <p>Highest rated items: My school looks for ways to improve. – Agree and Strongly Agree 96% My teachers expect me to do my best. – Agree and Strongly Agree 92% My teachers motivate me to learn. – Agree and Strongly Agree 92%</p> 



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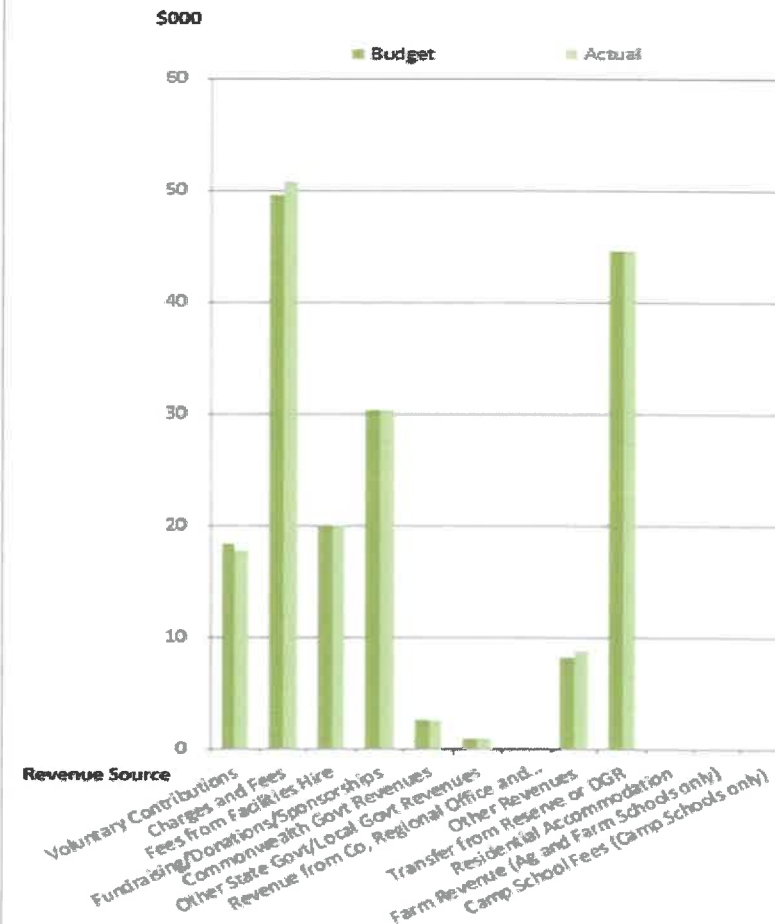
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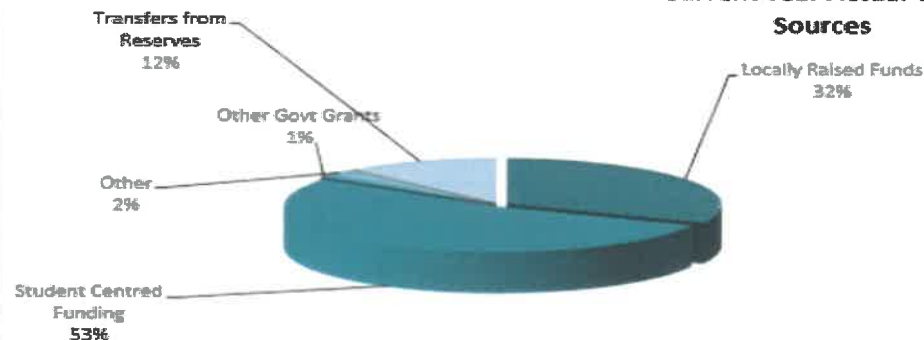
Financial Summary as at
31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 18,435.00	\$ 17,865.35
2 Charges and Fees	\$ 49,608.00	\$ 50,826.91
3 Fees from Facilities Hire	\$ 20,088.00	\$ 20,087.50
4 Fundraising/Donations/Sponsorships	\$ 30,330.00	\$ 30,329.15
5 Commonwealth Govt Revenues	\$ 2,639.00	\$ 2,639.27
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Sch	\$ -	\$ -
8 Other Revenues	\$ 8,195.00	\$ 8,793.16
9 Transfer from Reserve or DGR	\$ 44,605.00	\$ 44,605.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 174,900.00	\$ 176,146.34
Opening Balance	\$ 130,217.00	\$ 130,216.77
Student Centred Funding	\$ 199,470.00	\$ 199,470.00
Total Cash Funds Available	\$ 504,587.00	\$ 505,833.11
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 504,587.00	\$ 505,833.11

Locally Generated Revenue - Budget vs Actual



Current Year Actual Cash Sources





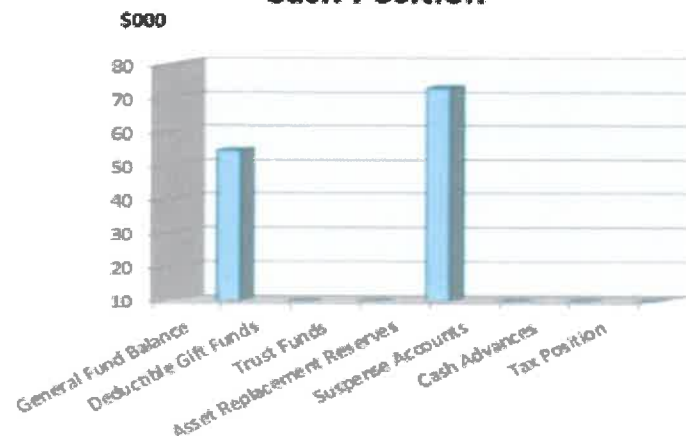
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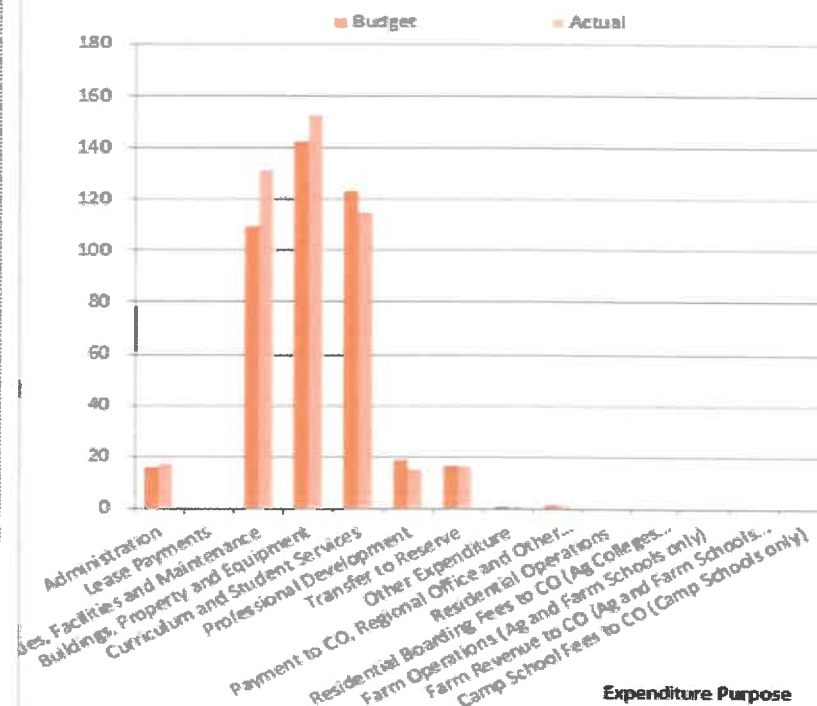
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Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 16,230.00	\$ 17,422.08
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 109,475.00	\$ 131,631.35
4 Buildings, Property and Equipment	\$ 142,325.00	\$ 152,868.96
5 Curriculum and Student Services	\$ 123,004.00	\$ 115,000.27
6 Professional Development	\$ 19,000.00	\$ 15,577.69
7 Transfer to Reserve	\$ 16,938.00	\$ 16,938.00
8 Other Expenditure	\$ 600.00	\$ 743.99
9 Payment to CO, Regional Office and Other School	\$ 1,337.00	\$ 1,347.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 428,909.00	\$ 451,529.34
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 428,909.00	\$ 451,529.34
Cash Budget Variance	\$ 75,678.00	

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 127,112.70
Made up of:	
1 General Fund Balance	\$ 54,303.77
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 72,743.49
5 Suspense Accounts	\$ 1,143.44
6 Cash Advances	\$ -
7 Tax Position	\$ 1,078.00
Total Bank Balance	\$ 127,112.70



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Recommendations

1. **Collaboration:** Realign timetables to allow **teaching team collaboration** within the teaching day.
2. **Coaching:** Empower teacher leaders to accept Lead Teacher roles who use **shoulder-to-shoulder coaching** to support staff at specific point of need for pedagogical improvement, with a particular English, Mathematics and Digital focus.
3. **ISTAR Pedagogy:** Focus on best-practice teaching pedagogy by deliberately adopting the **ISTAR teaching model** to inform and inspire, show and share, try and transfer, apply and act, revise and review using contemporary tactics and strategies.
4. Focus on measuring individual **student progress** as well as achievement.
5. **Student Engagement:** Wrap student care under the **Positive Behaviour Support** umbrella.
6. **Student attendance:** The Attendance Program will continue, with emphasis on identifying who the students are in the *At Risk Moderate* category to work with families to improve their attendance throughout 2019 and 2020.
7. **SAER Intervention:** Expand Students at Educational Risk (SAER) processes to maintain and extend the Targeted Achievement Program (TAP) as well as maintain and extent the Gifted and Talented (GaT) and Challenge programs. **SAER** interventions will move to the **model of intervention best practice** which prioritise in-class literacy and numeracy teaching. Extra human resource support will be allocated equitably in accordance to documented data-evidenced need.
8. **STEAMy Learning:** Create the conditions across the school that enables **STEAM** (Science, Technology, Engineering, Arts, Mathematics) project-based enquiry learning at all year levels.
9. **Device Availability:** Increase the device to student ratio to enable 22nd Century learning and teaching at *just in time* point of need.
10. **Enhanced Partnerships:** Inspire **partnerships that directly benefit our students** at all levels of our community through open, accountable communication and overt action to acknowledge contributions.



Beverly Innes.

PRINCIPAL

27/03/2019