



Government of Western Australia
Department of Education Services

Tuart Hill Primary School

2017

Review Findings



Independent Review of
Independent Public Schools

Disclaimer

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School and Review Details

Principal:	Ms Megan Barnett
Board Chair:	Mr Jason Papps
School Address:	Banksia Street Tuart Hill WA 6060
Number of Students:	392
ICSEA¹	1049
Reviewers:	Mr Phil de Garis (Lead) Ms Gillian Jenkins
Review Dates:	7 and 8 March 2017
Initial Review Year	2014

Purpose of the Review

The purpose of the Department of Education Services' independent review is to provide assurance to the principal and school community, the board, the Director General of the Department of Education and the Minister for Education and Training of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

¹ The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.

http://www.acara.edu.au/resources/Fact_Sheet_-_About_ICSEA.pdf

Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal forwarded the school self-review conclusions to the Department of Education Services one month prior to the commencement of the review.

The Department of Education Services' reviewers supplemented the information provided by the principal with information on the school's achievements, its processes and its student performance data from several sources which included:

- the *My School*® website
- the Department of Education's School Performance Monitoring
- Schools Online reports.

Reviewers analysed the evidence presented in the school's self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

Business Plan

How effective was the business plan in responding to the school's context and improving student learning (progress, achievement, and engagement)?

Findings

- The business plan for Tuart Hill Primary School addresses contextual issues that are relatively unique and particular to this inner metropolitan area. The school has an ICSEA rating of 1049 which is above the average socio-educational advantage measure for Western Australian school communities. This potential advantage is balanced by the multicultural makeup of the families with 47% having a language background other than English, from over 30 different language groups. The impact is exacerbated by the 21.6% transiency rate as new, often highly mobile families resettle into more permanent accommodation. The ability spread within the school is wide with National Assessment Program – Literacy and Numeracy (NAPLAN) data indicating a generally greater than average number in the highest 20% and lowest 20% across literacy and numeracy in most years.
- The vision and purpose statements outline the ethos and culture of the school, highlighting high expectations of student achievement tied to effective and well researched teaching and learning programs. The alignment to a well-developed set of core values makes for an effective plan highlighting the school culture, programs, teaching practices and community involvement within a safe and productive environment. The school board indicated it has input to the planning process and the plan is available to parents through the school and the Schools Online web site.
- The business plan identifies targets for student performance improvement in English, mathematics and attendance. The targets capture the impact of the English as another language or dialect (EAL/D) cohort and provide strong direction to school wide operational planning. The strategies and actions within the plan are clearly stated and recorded as milestones. The strategies are consistent with the focus areas of successful students, excellence in teaching and learning and positive partnerships. The reviewers could confirm that these strategies are well understood by the teaching staff and school board members and are a driving force in the strategic planning and operations of the school. The business plan includes a detailed response to the two recommendations of the Department of Education Services' 2014 Independent Review Findings Report.
- The business plan and the school self-assessment review process gave the review team confidence that the requirements of the DPA as they relate to

planning, student performance, providing for the needs of all students and data driven decision-making are being addressed.

Areas of strength

- The alignment of the school's strategic planning, core values, the whole-school focus as captured in the motto Growth Through Knowledge within a multicultural context is very strong and well reflected in the operations school wide.
- The business plan is the driver of the school's self-review program and informs each step in the process. Highlighting the relationship to the business plan is a priority in all the operational planning across the school and in the extensive partnership agreement documentation.

Areas for improvement

- The milestones within the business plan refer to non-academic strategies but do not identify specific goals or targets for improvement other than attendance. The business plan would be strengthened through the identification of non-academic goals with improvement strategies and success indicators.
- The plan does not document how the school will monitor the success of the focus area milestones in the current plan and answer the question 'how do you know this is working and making a difference?' The development of success indicators with measurable targets and timelines will improve the plan, facilitate school internal self-review, simplify reporting progress to the board and strengthen the connection to the operational planning.
- It is recommended that the next iteration of the business plan continues to identify strategies and actions to achieve the school's goals in academic and non-academic areas and establishes success indicators for each focus area with measurable targets and achievement milestones.

Teaching and Learning

How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?

Findings

- The reviewers found extensive evidence of detailed scrutiny of data, informed and evidence-based planning and targeted whole-school strategies being implemented across the school for improvement in teaching and learning. The level and degree of monitoring student learning for making evidence-based, pedagogical decisions to enable every student to progress and realise their potential was confirmed by the impressive articulation by leaders and teachers of what they were doing, why and its effects for diverse students.
- The whole-school and specific area planning follows annual self-review processes. During the cycle of review, leaders and teachers collaboratively evaluate implementation strategies with the goal of improved engagement and progress for every student. This was noted in the focus areas of *Successful Students* and *Excellence in Teaching and Learning*. Detailed evidence was provided in the operational areas of English, mathematics, science, student learning and engagement, environment, and gifted and talented students.

In English, mathematics and science the review includes:

- operational plans
- learning team self-reviews
- NAPLAN analysis
- standardised test data analysis
- year-level common assessment tasks (CATS)
- learning team forward planning
- year-level forward planning.

Evidence gathered on the excellence in teaching and learning focus area included thorough and effective self-review and implementation of the Early Years Framework and National Quality Standard (NQS) and implementation of the K–10 Western Australian Curriculum.

- There was evidence throughout the review process of high expectations of all students embodied in academic and non-academic improvement targets. The needs of all groups, subgroups and individuals are addressed in inclusive teaching and learning programs. The learning and development of students is measured right from entry to the school. The extensive, quality information in the class profile of every student's development and progress enables the

administration and teachers to resource and adjust their learning as required. There was considerable evidence of collaborative work of teachers and support staff in planning and designing teaching strategies for the wellbeing, engagement and achievement of all students.

- The school has responded to the recommendation of the 2014 independent review, that there be an improved focus on students capable of high levels of academic performance. Actions include:
 - gifted and talented teacher appointed
 - identification process of gifted and talented students reviewed
 - challenge club activities reviewed
 - whole-school thinking skills introduced
 - individual education plan tools developed for gifted and talented students
 - science, technology, engineering and mathematics (STEM) projects

Teachers and parents reported that the effectiveness of the improved focus was already reflected in the students' increased engagement and achievement.

- The school has addressed the issue of school attendance, the second area identified as requiring improvement in the 2014 independent review. The 2015–2018 Business Plan includes a clear focus on attendance under the heading, *“Attendance Targets Every Day Counts”* and a statement about consistent attendance and participation at school being essential factors in achieving social and academic learning outcomes. Based on a thorough analysis of its attendance data, the school introduced the attendance program to inform families of the academic benefits of regular attendance and introduced incentives to encourage students to aim for 100% attendance. The efficient and very effective staff team approach to managing the issue introduced in 2016 has had a sustained impact on attendance in the school. The attendance rate for 2016 indicated an improved rate of attendance higher than the average for Western Australian public schools and the feedback from families and teachers is very positive about the improvement in academic engagement and progress for many students as an outcome.
- The school is pleased with its 2016 NAPLAN results in literacy. It would; however, like to see improvement in numeracy, despite the results being as expected based on other standardised test results and school common assessment moderating tasks using the School Curriculum and Standards Authority (SCSA) Judging Standards material.

The quadrant graphs for progress and achievement compared to like-schools indicate that the school met the business plan target of being better than like-schools in reading, writing and grammar and punctuation, was slightly below

in spelling and well below in numeracy. This was a better result, overall, than in 2015.

Progress towards meeting the proficiency band targets in the business plan is reasonable and only required to be achieved 'over the period of the business plan to 2018' and there is over a year in which the school can reverse trends in numeracy and writing for 'sustained positive improvement being demonstrated by the end of 2018'.

There is evidence in the school board minutes of the school administration's support of the board's consideration of the school's results against the *Academic Improvement English and Maths Targets 2015–2018* and the milestones in the successful students focus area of the 2015–2018 Business Plan. It is recommended that the school include in the 2017 Annual Report the specific actions planned to ensure the business plan targets are being met by the end of 2018.

- The school's *Performance and Development Policy* includes a three-stage cycle for all staff with reflection and goal-setting in Term 1 and their goals expected to be specific, measurable and relevant. Professional practice and learning takes place in Terms 2–4 and feedback and review in Term 4. Each staff member's *Tuart Hill Performance Development Plan* reflects the structure and process of all other review procedures which derive from the DPA. All teachers participate in an annual performance appraisal process where they receive feedback on their achievement and progress. While teachers engage in ongoing formal and informal conversations about pedagogy and teaching practice they also have the opportunity for individual professional learning as required. They reported that the administration considered all learning needs in relation to the school business plan and operational plans relevant to their role in the school. Teachers, including graduates and new teachers declared that the professional learning opportunities provided by the school had developed their capacity as teachers and made a measurable difference to the engagement and improvement of their diverse range of students.

Areas of strength

- The process of self-review and follow-up in all areas across the school.
- The level and degree of the monitoring of student learning for making evidence-based pedagogical decisions.
- The nature and outcome of the school's response to the 2014 independent review regarding students capable of high academic achievement.
- The efficient, effective and sustained response to school attendance.

Areas for improvement

- That the school continue to focus on numeracy to show progress in 2017 towards meeting the targets of the business plan by the end of 2018.
- That the school continue to aim for achieved distribution across the proficiency bands in literacy and numeracy.

Student Performance Monitoring

How well established are the school's self-assessment practices in accounting for school improvement?

Findings

- The school provided comprehensive evidence of an embedded process of continuous whole-school monitoring of student performance as agreed in the DPA and detailed in the school's 2015–2018 Business Plan.
- The school's annual self-assessment against quality areas of the NQS is included in the review process. The K–2 staff reflected on achievement against the relevant quality standards, compared results and evaluated progress. The principal confirmed that in both 2015 and 2016 the outcomes of the internal audit were satisfactory and the findings recorded.
- School performance and student improvement targets and priorities, as detailed in the school's business plan are assessed and reviewed annually and continuous, rigorous self-assessment processes are used to verify the performance of the school. The 2014 Independent Review Findings Report included a strong commendation about the commitment of the school leaders and staff to 'critical, evidence-based and honest school self-assessment and planning for improvement'. In 2017 the self-review process is now well established and regularly evaluated, improved and refined. It continues to effect improvement in student engagement, wellbeing, progress and achievement through a collaborative, expertly led focus on the targets and milestones of the business plan.
- Documented evidence and information gathered by the independent reviewers during the two-day visit confirmed meticulous application of data analysis, planning and action in the review process. The school uses a range of quality data on student performance, both academic and non-academic to inform operational plans for improving teaching and learning.
- Teachers use a variety of monitoring functions to inform their classroom practices and provide relevant student performance feedback. For example, in addressing the school focus on *Academic Improvement English and Maths Targets 2015–2018* over the course of the current business plan, they have been using data from the Australian Early Development Census (AEDC) School Profile; Australian On-entry Assessment; First Cut; NAPLAN; Progressive Achievement Tests; CATS and SCSA Judging Standards to moderate assessments; and EAL/D progress maps. This information for every student is recorded on the detailed class profile held for every student. Teachers find the profiles invaluable

for tracking individual and class progress, planning targeted interventions and modifying teaching and learning programs.

- The school administration records and uses the class profile information on classes, subgroups and individual students for data tracking and identifying trends for monitoring school progress towards meeting DPA commitments and business plan targets and in identifying individual and whole-school staff professional learning requirements.
- The school board, administration, team leaders, learning area committees and teaching and support staff are all involved in the ongoing review process. At identified intervals, the principal ensures that the school undertakes an assessment of progress towards achieving the business plan targets and the specific targets in all operational plans. The business plan priorities and targets are reviewed annually.

Areas of strength

- The range and sustainability of monitoring functions and records of student progress.
- The comprehensive whole-school approach to student performance monitoring in the Early Learning, Junior and Senior Primary areas.
- The sustainability of the processes due to whole-staff involvement and shared responsibility.
- The clear DPA and business plan focus.
- The comprehensive class profiles with more than just a NAPLAN focus.
- The sustainable model of distributed leadership and whole-staff responsibility in the review process.

Area for improvement

- That the school include in the 2017 Annual Report the specific actions planned to ensure the business plan targets are being met by the end of 2018.

Program Delivery

How well has the school performed in providing education programs that promote learning and wellbeing for all students?

Findings

- The reviewers could establish that there was a general understanding of the Western Australian Curriculum and Assessment Outline as mandated by the SCSA. A good example is the preparation for the 2018 introduction of Digital Technologies curriculum in line with the school's Information and Communications Technologies (ICT) focus. Use of the SCSA work samples in the evaluation and assessment of student standards was wide spread and assisted in moderation activities undertaken by all teaching teams.
- Day-to-day management and documentation of the teaching and learning programs gave the review team confidence that the processes across the school are sustainable. A well-developed professional learning process, supported by train the trainer sessions, ensures each teaching phase team has the required skills and knowledge to support their teaching program.
- The distributed leadership model implemented across the three learning phase teams and each priority area for the school was shown to be effective in the interview and discussion sessions held at the school. The resulting ownership of and the commitment to the learning programs has seen enthusiastic buy-in from staff. The teams meet regularly and have well-developed documentation including minuted meetings and team leader reflection processes. The team leaders and principal have regular meetings to ensure consistency of approach and access to resources. Time to enable these processes is facilitated through trade-off time, some collaborative duties other than teaching (DOTT) time and additional DOTT time purchased through the salaries budget.

This approach to shared leadership provides great opportunities for participants to grow in the job and develop their understandings and skills to support career planning. In all learning phase teams, there is a focus on student performance at individual and group levels, planned professional learning, shared skills and knowledge and an acceptance of change that gives a strong indication of the longevity of this approach.

- The school meets requirements to undertake surveys of parents, staff and students biennially and to report the results. The school undertook an additional survey of parents in 2015 with a specific focus on the school's programs that has provided valuable feedback. The principal undertakes regular coffee meetings

following school assemblies and has developed a chat feedback process to evaluate parent satisfaction levels. A good example provided showed feedback on the ICT program with details of home facilities and competence levels to inform school planning. A reflection of the impact of the school's approach to the surveys is the parent response rate that has grown to a healthy 22% in 2016. The impact of using parent survey results as a measure of success in the business plan could see this rate continue to increase.

- Parents, teachers and support staff all commented on the positive culture within the school and the way the wellbeing of all students is addressed. An effective behaviour management plan is in place whereby an analysis of identified students' behaviour is undertaken to set individual targets to develop personal strengths and address negative behaviours. The Ozzie Optimism program is run in Years 4–6 and the Feelings and Friends program in Years 1–3 in response to a recognised need for mental health and social skills development in the school. The school has applied for funding for a chaplain program and will implement it next term.
- The DPA requirement to provide for the learning needs of all students along with the recommendation in the 2014 independent review has resulted in a focus on the gifted and talented program in the school. The process for identifying students with specific skills is carried out using the classroom profiles and teacher observations. The school offers access to Primary Extension and Challenge classes but has a holistic approach to identifying students with special skills and offering programs with extension opportunities. In line with all school programs there is detailed documentation and monitoring of student achievement. These include:
 - challenge club
 - STEM classes in school and in collaboration with Balcatta Senior High School
 - higher order thinking
 - science club.
- Identified student skills in the arts and public speaking are extended through the following programs:
 - art
 - dance
 - drama, including a school theatre production
 - public speaking and debating
 - choir.

The school has several programs to appeal to all students including a homework club, community band and a community garden and kitchen program that is run in partnership with the Activity Centre.

- The school has a well-managed volunteer program supported by a school tour for interested community members, an induction pack, a code of conduct and a wide variety of opportunities in which to assist the school. The program is successful as it ensures that volunteers are made welcome, are aware of the purpose of the program and understand that their work is going to make a difference for students.
- The school has a comprehensive range of partnerships to assist families to assimilate into the community and to take advantage of the cultural diversity of the school's population. All partnership agreements are well documented with minuted meetings, supervision by committees with a strong staff representation and an annual evaluation. The rights and safety of students participating are carefully managed and monitored with suitable records. Communication to staff and parents ensures that the goals of the partnership agreements and access to the services provided are well understood.
- The key partnerships established to date include:
 - The Bright Start Centre providing early intervention services and programs for 0 to 4 year olds. The centre was initially developed and managed by the school but is now run through a partnership with Playgroup WA in line with Department of Education requirements. One result has been a strong response to the AEDC with 64 Tuart Hill assessments. This has enabled analysis of the developmental profile in comparison with the Stirling district and the State.
 - The Activity Centre supporting people with a disability and their families. In partnership with the school their members assist with a range of school based activities including the band (The Sound of Community), the school garden and kitchen program and the reading volunteer program. Apart from facilitating community inclusion and independence for their members, the group enables students to work with and appreciate the individuals involved.
 - The university partnership with Curtin University and The University of Western Australia allows postgraduate students to complete their practicum in a school environment under expert supervision. The partnership enables access for identified families to very specialised services through some well-documented and professionally supervised programs in occupation therapy, speech therapy, psychology counselling and social work. Occupational health and safety issues are well managed and documented, interagency meetings are regular and screening documentation has been developed between the

partners. These graduates also provide specialist professional learning presentations to staff as part of the program.

- Support for parenting has been identified as an area for development within the context of the school. This is provided through the Child Health Nurse, who operates from the school, the school nurse and Ngala who is a provider of early parenting and early childhood services. Surveys indicate that these partnerships are appreciated within the school community. In addition, the school has an extensive one on one interview program for all parents in Pre-primary and Year 1 classes to facilitate a sound understanding of the school's learning programs and to establish strong communication and connections with each family. Significant support is provided to EAL/D parents where referral to specialist services are required and to ensure they understand the goals of the wellbeing programs operating in the school. The Resilience Toolbox to support emotional resilience in classrooms with autistic students is one example.

Areas of strength

- The planning, operation and evaluation documentation of the day-to-day learning programs, specialist programs and the partnership agreements across the school is comprehensive, valued and supports their continuity.
- Within the context of the school, the focus on interagency collaboration and partnerships is strong. The reviewers could confirm close consultation and cooperation with a wide range of support agencies to ensure that students and families access the support services available to address their circumstances.
- The breadth and complexity of the partnership program in a medium sized school and the impact it has in a complex cultural context is commendable. Additionally, the sustainability of the programs is well supported by documentation, communication and the leadership model across the school.
- The principal's confidence in implementing a distributed leadership model in all aspects of the school's learning programs. This has resulted in an enthusiastic and reinvigorated approach to the teaching and learning with wide spread collaboration among staff, many of whom have been at the school for a considerable period of time.
- The program established to encourage student leadership, following the move of Year 7 students to secondary school, is developing well. The school ambassadors, faction captains and school leaders demonstrated this development to the review team during the school visit.
- The school's program to improve attendance in response to the 2014 independent review recommendations is innovative, well monitored, well documented and very effective.

Resourcing and Support

How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?

Findings

- The DPA requires that financial and human resources are used to deliver education programs that provide all students with the very best opportunities to achieve high levels of proficiency. The reviewers could establish that the educational programs meet the needs of all students in an efficient, well monitored manner. The capacity of staff is developed through a professional learning plan that is resourced in an equitable manner based on teaching phase teams and specific needs identified through the performance management process.
- Management of the resourcing of the professional learning program is delegated in the first instance to the learning team leadership to be monitored for equity and effectiveness. Teaching staff who attend external professional learning and research programs are expected to share the knowledge gained with other staff members through a documented train the trainer approach. Graduate teachers confirmed that they received resources and mentoring to assist in the full registration process and valued the sharing of professional learning throughout the school.
- The school has a workforce development and management plan that meets the expectations of the DPA in relation to encompassing future needs and addressing workforce profile issues. The total allocation to salaries is provided in the budgeting process and these figures confirmed that the expenditure on salaries remained within expectations for the period covered by the review.
- Student and school characteristic and targeted initiative funding is used to support appropriate teaching and learning adjustments to achieve specific outcomes for the students and groups for whom it is provided. Examples included the provision of interpreter services, access to Language Development Centres with planned re-entry into the school and the provision of appropriate support services. Transition programs for new students, in class support and teacher professional learning were all confirmed by the review team.
- With a small number of indigenous students, the school has established an Aboriginal Education Plan to address specific educational outcomes for these students. The EAL/D program is considerable given the context of the school and the academic outcomes are regularly monitored and reported.

- The school is active in raising funds that are managed efficiently and within the legislative requirements. The school has been successful in seeking finance and facilities to support the partnership program with considerable community contribution of time and skills. Where school funds have been used to facilitate a partnership agreement it has been done with great care and within legislation.
- The school principal has been proactive in providing the school board with details of the planning and resourcing to achieve the school's goals. This process, along with effective documentation and communication to support programs and partnerships, gives confidence in the sustainability of this resourcing and support.

Areas of strength

- The school leadership has been successful in resourcing and implementing a range of effective partnerships that provide regular opportunities for parental involvement in the learning process and establish strong connections with tertiary institutions to provide access to specialist services and enhance professional learning across the school.
- The management of resources across the school is very well managed within the requirements of legislation.

School Board

How effective has the board been in carrying out its functions, roles and responsibilities?

Findings

- The Tuart Hill Primary School Board has been appropriately established and the membership is representative of the school community. Since the 2014 independent review, the membership has been expanded to include an additional community member and an additional parent representative. This has given the board a more balanced membership and expanded skill set and further increases are under consideration. The board has considered the issue of succession planning and has strategies in place to enable refreshment while maintaining stability.
- Reviewers could ascertain that the board had input to the development of the business plan, the annual reports and the response to the biennial parent survey results. The board receives detailed reports on school achievement against the business plan including support to assist the interpretation of the results in line with expected student improvement. The school has developed some innovative demonstrations of strategic developments in line with the business plan milestones including presentations by student leaders and staff. It was clear to the review team that the board undertakes open discussion of the information and data provided.
- The board members could demonstrate a clear understanding of their strategic role. Regular meetings between the board chair, principal and Parents and Citizens Association (P&C) president ensures that the lines between the traditional role of the P&C, operational issues and strategic issues are clear and well managed. The board receives financial reports, advice on school performance against student improvement targets and business plan implementation and approves documentation and budgets as required. The board had received a copy of the 2014 Independent Review Findings Report and discussed the school's response.
- The board provides well-managed induction to new members, undertakes training as appropriate and reviews its performance on a regular basis having developed additional sections to the standard review format to inform the process. The board has developed and documented a Code of Conduct and Terms of Reference that help to ensure the sustainability of their operations and procedures.

- Communication with parents is an ongoing role of the board and the chair highlights this in regular appearances at school assemblies and formal occasions when the school community is involved. After assembly coffee meetings provide another regular opportunity to communicate the board's role and involvement in the school.

Areas of strength

- The board demonstrates a strong understanding of their role and has the confidence and the skill set to openly discuss the issues related to the strategic operations of the school.
- The board decision to implement a recognition process for staff has been very well received and adds to the stature of the board with the staff and school community.
- The sustainability of the board is underpinned by successful induction, training, succession planning and self-review processes.

Areas for improvement

- Salaries are a significant budget expenditure with implications for strategic planning. There would be value in board scrutiny of this expenditure as part of the budget approval process.

Conclusion

The reviewers could ascertain that students at Tuart Hill Primary School are receiving a valued education within a complex learning and cultural environment. The distributed leadership model implemented by the principal has ensured that all staff are consistent in their approach to setting goals for students and implementing effective learning programs that are data driven and subject to regular analysis and review. The commitment and enthusiasm of all staff provided a strong endorsement of this approach.

The school board has a clear understanding of their role and has implemented an effective induction, training and self-review program to ensure sustainability. The principal and the school leadership team provide well-developed reports on student achievement to the board with detailed analysis. The parents at the school provided a strong endorsement of the school's leadership team and confidence in the school board and expressed a strong affinity for the school.

The school has not met all the challenging targets that have been set for student achievement but have demonstrated a capacity to review the outcomes, analyse the data available and establish ongoing operational plans to address issues identified through this process. While the 2016 NAPLAN results may not have met the targets set, there is confidence that the school's response will result in ongoing improvement into the future.

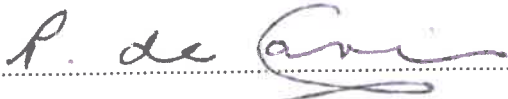
The focus across the school on interagency collaboration and partnerships is commendable and ensures that students and parents have access to a wide range of support services and programs. The principal has been entrepreneurial in establishing partnership programs across the school in a manner that gives confidence in their sustainability and longevity. The ongoing resourcing of these programs is an example of the very strong resource management across the school.

The review team are confident that the requirements of the DPA, along with the goals of a strengthened business plan, will be met into the future.

Declaration

We confirm the information provided is, to the best of our knowledge, true and correct, based on the verification of the evidence provided by Tuart Hill Primary School for the Department of Education Services' independent review.

The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



Mr Phil de Garis, Lead Reviewer

10 May 2017

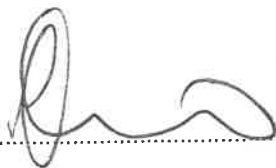
Date



Ms Gillian Jenkins, Reviewer

10 May 2017

Date



Mr Richard Strickland, Director General,
Department of Education Services

18/5/2017

Date