



Tuart Hill Primary School 2019 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.



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.

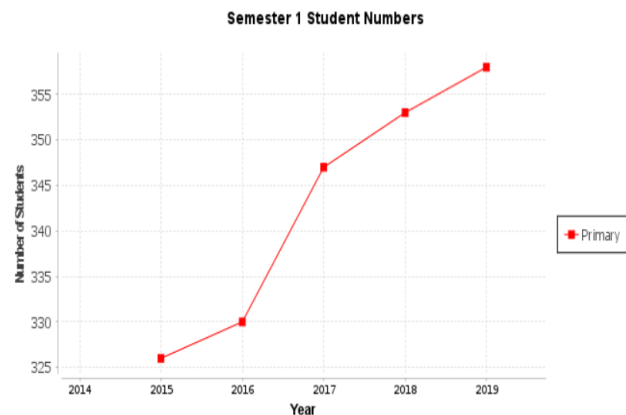
Specialist programs currently provided to students include LOTE(Spanish), Physical Education, Visual Arts, Music and Science as well as support being provided for environmental programs and Digital Technologies. Our staff are digitally literate and use interactive whiteboards, iPads, laptop and desktop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

Semester: 1

[<< Latest Graph](#)



Copy Options

Semester 1	2015	2016	2017	2018	2019
Primary (Excluding Kin)	326	330	347	353	358

ENROLMENTS

Tuart Hill Primary School Enrolments show an **upward trend**, indication that we are the school of choice for all within our boundaries. The quality of all staff who work at our school to support our students is matched with positive teaching of an appropriately rigorous curriculum. This results 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 into Secondary School and beyond.

The **percentage of student transiency has dropped** from 24.5% in 2017 to 16.8% in 2018 and is now 11.3% in 2019. Families come to our school and try to stay at our school – a point that makes us very proud.

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

Destination Schools

2020 school destinations of the 2019 student cohort

Year Level : Male: 22 Female: 28 Total: 50

Destination Schools	Male	Female	Total
4004 Balcatta Senior High School	10	17	27
1178 Servite College	5	6	11
4213 Bob Hawke College	1	1	2
4026 John Forrest Secondary College	2		2
4057 Carine Senior High School		1	1
4012 Churchlands Senior High School		1	1
4110 Girrawheen Senior High School		1	1
1418 Irene McCormack Catholic Coll	1		1
4038 Mount Lawley Senior High School		1	1
4042 Perth Modern School	1		1
4048 Rossmoyne Senior High School	1		1



STUDENT PROGRESS AND ACHIEVEMENT 2017-2019 WHEN COMPARED TO LIKE SCHOOLS (ICSEA 1045)

Tuart Hill Educators are very proud that **our students maintain the top right hand quadrant for all NAPLAN test sets in 2019**, indicating high progress and high achievement.

Quality effort has been put into differentiating curriculum with rigour, underlining strong value placed on valid, comprehensive formative data sets that inform learning, teaching, assessment and replanning. Resources have been placed into supporting increasing educator collaboration to raise efficacy of all staff in developing and delivering learning sequences, in interpreting data sets to accurately identify group and individual student needs and then supporting each other to effectively scaffold student learning. As a result, collegiate leadership and teacher self-confidence has raised classroom standards, lifted student care and expanded community engagement, to ensure that all school operations focus unwaveringly on positive student progress and achievement.



How our students perform in their Year Seven NAPLAN matters to us too, as we look at which foundation processes our students retain beyond Year Six into secondary school to inform our actions for future improvement. As well as accessing NAPLAN results, our school seeks feedback from destination schools around observable evidence of Tuart student resilience, higher order thinking, problem solving abilities and engagement with secondary curriculum.

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:

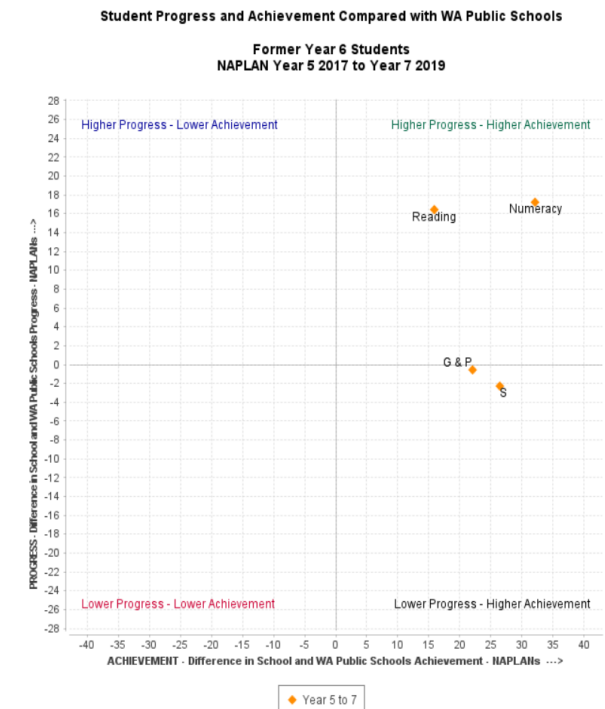
- Like Schools (WA Public schools)
- All WA Public Schools
- All Australian schools

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.





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"> 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 Not Achieved and Year Three to Five NAPLAN Progress Achieved 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 Not Achieved establish and maintain positive trends in Year 3 Working Towards and 5 Achieved Writing from 2018, 2019 and 2020 The percentage of students in Years 2-6 attaining the expected yearly progress on ACER PAT-Reading Working Towards and PAT Maths Working Towards 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 Achieved Late arrivals reduced by 10% monitored 2018 -2020 Achieved Unauthorised absences reduced by 10% monitored 2018 -2020 Achieved 	<ul style="list-style-type: none"> All staff will demonstrate common understanding and consistent application of ISTAR pedagogy. Not Achieved 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. To be measured in 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. To be measured in 2020 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. Working Towards 



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 **Not Achieved**

and Year Three to Five NAPLAN Progress **Achieved**

when measured from 2018, 2019 and 2020



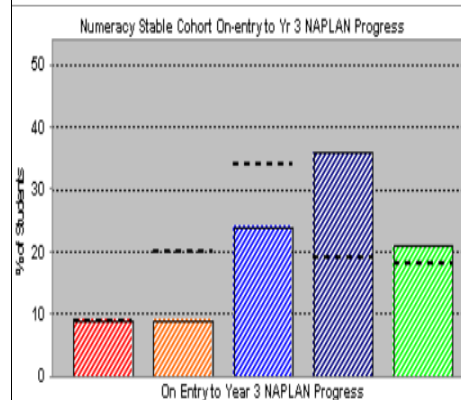
2019 Evidence and Comment

Tuart Hill educators work to ensure that our students respond positively to quality delivery of research-based best practice teaching and learning approaches. Staff present a rigorous curriculum in a variety of ways, differentiating lessons to ensure all students are given opportunity to achieve their potential. Great care is taken to identify and target lower achievement at point of need, and deliberate choices are made to encourage creative higher 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.

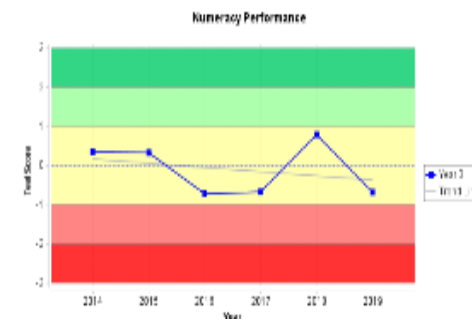
Hot pink shading indicate those students tested who 'topped out' NAP tests in both Year Three and Year Five, creating no opportunity to demonstrate statistical progress.:

NAP Numeracy

Percentage of students making moderate, high and very high progress:



Numeracy Performance



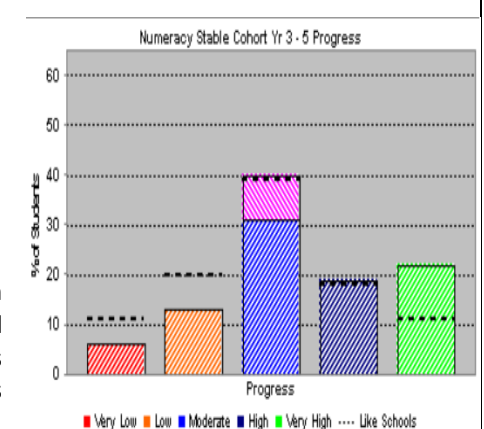
On-Entry to Year Three

2018	2019	2020
83%	80%	N/A

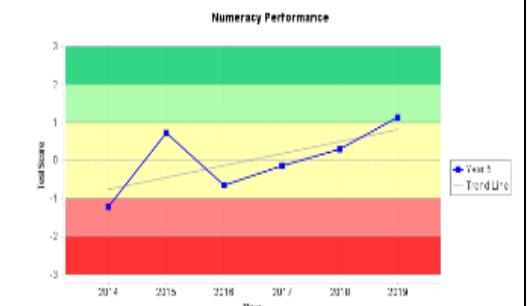
Year Three to Year Five

2018	2019	2020
77%	81%	N/A

Year Three results remain within the average; however, the trend line is tipping negatively. A focus on early Years Maths processes may support improved student readiness for the rigor of the WA Mathematics curriculum. Investigation of what is working well in Years Three and Four to achieve such positive Year Five results should be translated to the Early Years Teaching Teams.

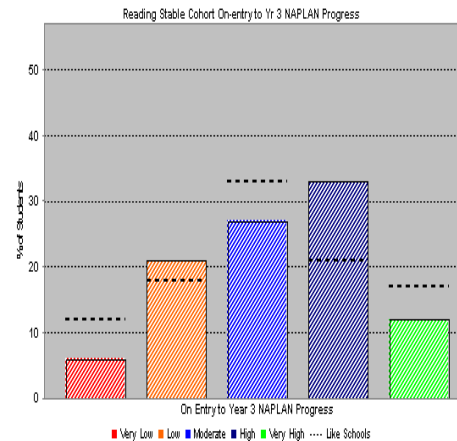


Numeracy Performance





- Increase the percentage of students with moderate, high and very high progress in NAPLAN Writing from Year 3 to Year 5 stable cohort when measured from 2018, 2019 and 2020. **Not Achieved**
- establish and maintain positive trends in Writing Year 3 **Working Towards** and 5 **Achieving** from 2018 through to 2020.



NAP READING

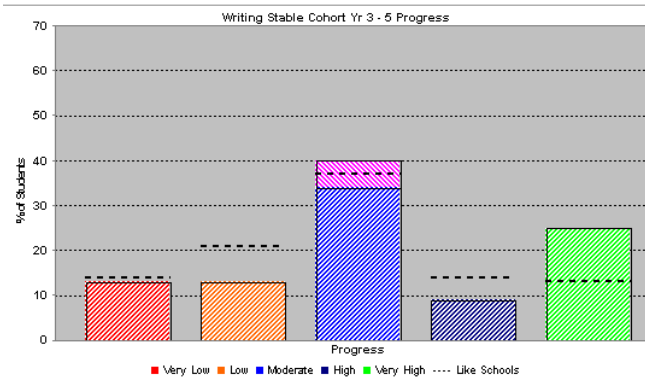
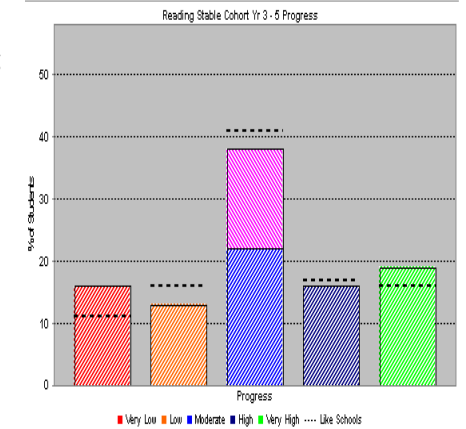
Percentage of students making moderate, high and very high progress:

On-Entry to Year Three

2018	2019	2020
88%	72%	N/A

Year Three to Year Five

2018	2019	2020
71%	76%	N/A



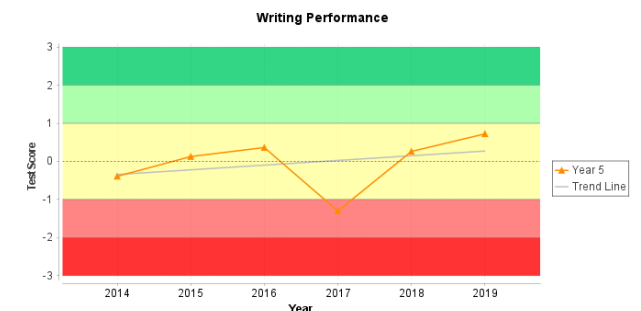
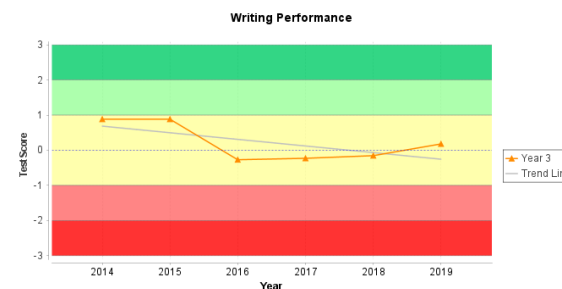
NAP WRITING

Percentage of students making moderate, high and very high progress:

Year Three to Year Five

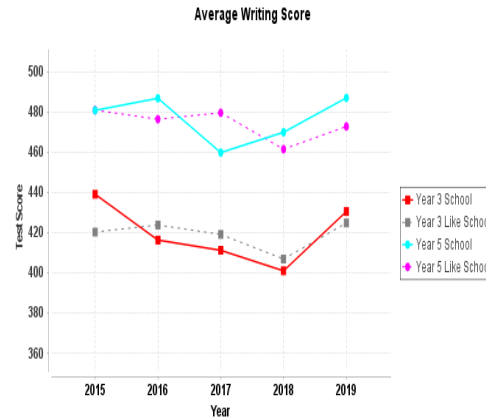
2018	2019	2020
87%	72%	N/A

Year Three results are showing encouraging indications, however not yet enough to tip the trend line into positive inclines. Year Five trends have achieved the school goal.





- The percentage of students in Years 2-6 (Years 1-6 from 2019) attaining the expected yearly progress and more as shown by a percentage score generated from the stable cohort will increase over 2018 – 2020 on ACER Progressive Achievement Test (PAT) – Reading: **Working towards 2019** and Maths tests: **Working towards 2019**



In both instances our results track within the expected range when compared against like schools, however the professional judgement of Tuart Hill teachers is that we can support our students to achieve consistently higher than like schools.

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

The addition of Oral Language as a dedicated teaching unit, refreshed whole school Spelling approaches that include K/PP and consolidation of explicit teaching of Vocabulary is intended to support Talk for Writing.

The percentage of students in Years 1-6 **attaining the expected yearly progress and more** on Australian Council for Educational Research (ACER) validated and normed Progressive Achievement Tests (PAT) in:

Reading and PAT Maths:

PAT Reading	2018	2019	2020
YR 1	N/A	21.3%	To be Tested
Yr 2	74%	70.4%	To be Tested
Yr 3	55%	73.2%	To be Tested
Yr 4	63%	50.0%	To be Tested
Yr 5	45%	42.5%	To be Tested
Yr 6	59%	57.4%	To be Tested

PAT Maths	2018	2019	2020
YR 1	N/A	52.4%	To be Tested
Yr 2	49%	36.6%	To be Tested
Yr 3	62%	64.1%	To be Tested
Yr 4	40%	68.9%	To be Tested
Yr 5	32%	48.7%	To be Tested
Yr 6	59%	78.3%	To be Tested

Detailed examination of normed PAT tests will identify the names of student who make negative progress, low and very low progress as well as those students who have high achievement but make low progress. Our educators work to identify numbers, names and needs. This data should be read in conjunction with the 2019 Data Walls.



- Student Attendance 2018 – 2020 will be monitored and maintained to achieve:
- Regular attendance at or above WA Public School percentages, indicating an improvement when measured using the Schools Online Attendance Report **Achieved**
- Late arrivals reduced by 10% **Achieved**
- Unauthorised absences reduced by 10% **Achieved**



STUDENT ATTENDANCE

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2017	91%	95%	94%	94%	94%	95%	93%
2018	92%	93%	91%	94%	92%	92%	92%
2019	91%	92%	92%	92%	93%	92%	93%
WA Public Schools 2019	91%	91%	92%	92%	92%	92%	92%

Schools Online Attendance Report indicate equal or slightly above 2019 Tuart Hill attendance rates at all year levels when compared with state wide attendance rates.

Attendance rates for the Stable cohort dropped for Year 2 and Year 4 only when compared with 2018. This is a notable

improvement from the 2017-2018 percentage comparisons.

The Attendance Program will continue and be modified to emphasise a more personal one-to-one relationship with families of students in the at risk moderate category, to improve student attendance throughout 2020.

Number of:	5.2.2018 - 14.12.2018	4.2.2019-15-12-2019	2020 Targets
Late Arrivals	2.54%	1.85%	1.62%
Unauthorised Absences	2.43%	0.68%	0.61 %

Tuart Hill Primary School Group Attendance Analysis Summary

Date Range: 4 FEB 2019 to: 19 DEC 2019






Group Selection	No. in Group	Half Days	Unauthorised					Authorised						Total Half Days	Approved Ed. Activity				Late
			U	X	T	K	Total	R	Z	C	N	V	Total		E	W	M	Total	
All selected Students	466	121406	0	827	0	0	827	1038	0	62	6294	1542	8936	9763	470	17	21	508	2258






Excellent Educators

Target	2019 Evidence and Comment
<ul style="list-style-type: none"> All staff will demonstrate common understanding and consistent application of ISTAR pedagogy Not achieved <div style="text-align: center;">    </div>	<ul style="list-style-type: none"> Not achieved Staff consultation indicates that most staff follow the explicit teaching lesson design, which incorporates ISTAR elements but explicitly prompts questioning and differentiation. <u>Recommendation:</u> Use change management principles to implement whole school adoption of the Explicit Teaching Model. Weekly common planning time is timetabled and prioritised for all teaching teams Achieved. Continue opportunities for staff to strengthen links across year levels and learning areas. Achieved. Timetabled professional learning, collaborative meetings and mentoring, coaching and classroom observations. Working Towards Time is spent in teaching teams during staff meetings and school development days to facilitate collegiate conversations focussed on common curriculum. <u>Recommendation:</u> Tuart Hill Primary School adopts teaching teams as a whole school improvement strategy. The Teaching Timetable should continue to be constructed to provide common DOTT time for teaching teams that might be used for Teaching Team Meetings. Fully implement The Arts, Technologies and Languages curricula in 2018 Achieved Ongoing professional support to authentically implement the Technologies curriculum is delivered through presentations at Staff Meetings in conjunction with peer coaching. <u>Recommendation:</u> Monitor the rigor and authenticity of curriculum delivery across all learning areas through the construction of a Tuart Text, support in Teaching Teams, targeted Professional Learning and Performance Management conversations. Identify and support the development of staff with strong leadership potential Achieved Tuart Hill Primary School is part of the Future Leaders pilot program. This initiative provides schools with tools to identify, coach and support aspirants at all levels in the school. <u>Recommendation:</u> continue to implement tailored support as aspirants continue their individual journeys. Evidence of effective distributed leadership roles e.g. Level 3 classroom teachers, senior teachers, curriculum leaders. Working Towards Roles and responsibilities for staff in leadership roles continue to require ongoing clarification. <u>Recommendation:</u> Highlight the Organisational Structure that includes roles and responsibilities of leadership roles. Build professional practices to ensure routine use of relevant data, and analysis and diagnosis of the impact of teaching. Achieved. Scheduled team planning, data interpretation and moderation meetings for quality assurance. Data is analysed and action plans developed then implemented <u>Recommendation:</u> Continue to gather valid, authentic data for reflective improvement purposes at teaching team and whole school levels and implement data driven improvement strategies. Staff reflect annually for improvement suggestions on: <ul style="list-style-type: none"> Operational Plan accountabilities. Achieved National Quality Standards. Working Towards <u>Recommendation:</u> Highlight and support the role of the NQS coordinator so that an effective plan is developed actioned reviewed and replanned. Analysis and discussion of Kindergarten Assessment Tool, On-Entry, PAT Literacy, Numeracy, NAPLAN and Common Assessment Task data Achieved National School Improvement Tool Achieved



	<ul style="list-style-type: none"> 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. To be measured in 2020 All Educators will implement Positive Behaviour Support for all students. Working towards 	<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. Achieved Classroom planning aligned to strategic and operational planning and measured via performance and development processes. Achieved Workforce Planning to attract and retain a quality and diverse staff. Achieved Reflect on National School Opinion Student Surveys to improve practice. Working Towards Draw on evidence-based feedback — including classroom observations, not achieved student data and student surveys — to improve teacher practice. Working towards. <i>Recommendation: Continue to seek and act upon informal and formal student feedback that results in changes to teacher practice resulting in more effective student learning so that responding to student feedback to tweak lesson presentation becomes unconscious habit.</i> Develop and support a Positive Behaviour Support (PBS) Team. Achieved. Whole team established and attends required training. Achieved. PBS Leader shares learnings and negotiated common understandings at chosen Staff Meetings and School Development Days. Achieved. Our school community demonstrates knowledge of and support for PBS. Working towards. <i>Recommendation: Continue to support the PBS team to implement Positive Behaviour Support as a whole school approach to Student Engagement.</i>
	Target	2019 Evidence and Comment
Engaged Community	<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. To be compared following completion of the Parent Survey in 2020 	<p>Conduct biennial student, staff and parent satisfaction surveys and use data to inform direction.</p> <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. To be compared following completion of the Parent Survey in 2020 Positive results from biennial (2018 and 2020) Staff National School Opinion Survey (NSOS). To be compared following completion of the Parent Survey in 2020 Positive feedback regarding self-assessment and the performance of school as measured by School Board meeting minutes, and survey results. Achieved <p>Provide teaching and learning opportunities which celebrate difference and diversity, and recognise, respect and respond to identity and cultural background.</p> <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. Not achieved by all staff as an unconscious action. <i>Recommendation: Authentically implement the Explicit Teaching Model in all teaching and learning opportunities.</i> <p>Use a range of strategies to communicate, connect and inform parents and the broader community.</p> <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. Achieved Implement new school branding suite e.g. updated logo, stationery, signage of visitors through iPad App. Achieved



Provide a variety of opportunities for families to engage with the school community.

- Evidence of a range of ways families and the school community are engaged with the school. **Achieved**
- Continue to plan for plan for school tours, orientation, transition days and regular local newspaper articles. **Achieved**

Draw on community expertise to enhance the range and delivery of learning experiences.

- Evidence of a range of ways community expertise is accessed to enhance the range and delivery of learning experiences. **Achieved** through volunteers, planned events, incursions and excursions.

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.

- Operational Plans are reviewed during Term Three. **Achieved**
- The Business Plan is reviewed during Term Four. **Achieved**
- Biennial NSOS surveys are completed and reviewed. **Achieved**
- Leadership Team members receive feedback from staff in relation to their roles annually. **Achieved**
- Teaching staff receive feedback in relation to quality teaching prior to formal Performance Management. **Achieved**

Use the Aboriginal Cultural Standards Framework to make improving outcomes for Aboriginal students the role of the entire school community.

- Accountabilities included in the Aboriginal Operational Plan are enacted, reflected upon and suggestions for improvement are implemented. **Achieved**

Community partnerships with our school is visible for the benefit of student progress, achievement and challenge.

- Strong connections with tertiary institutions enhance student learning, professional learning and best practice. **Achieved**
- Interagency support, professional services and members of the school community provide expertise to enhance the school's ability to cater for diverse student needs. **Achieved**



Engage the wider school community in the development, delivery, evaluation, review and redesigning of the whole school Positive Behaviour Support (PBS) program

- PBS Team offers opportunities for parent involvement on the Team through Community Hub, P&C and School Board presentations. **Not achieved** *Recommendation: The PBS Team presents to the Board and the P&C and a way of inviting involvement by parents in the team is agreed and enacted.*
- 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. **Working Towards** *Recommendation: Continue to highlight the Schools' values of Learning Excellence Care and Equity, the language around the values and behaviour expectations central to engaging students in education.*

Develop initiatives that support positive wellbeing and health for staff and students.

- 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. **Not Achieved.** *Recommendation: Ensure*



<div style="display: flex; flex-direction: column; align-items: flex-start;"> <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. Not Achieved. <div style="margin-top: 20px;">  </div> </div>	<p><i>Year Six students complete the National Student Opinion surveys each September and that staff review, comment about and voice changes they may make as a result of analysis of the information.</i></p> <ul style="list-style-type: none"> • Staff wellbeing is addressed in collaboration with the OSH Committee Working Towards <u>Recommendation:</u> <i>formal meetings once per semester occur with the OSH Committee and Staff Wellbeing is a consistent agenda item.</i> and the Curriculum Team Working Towards <u>Recommendation:</u> <i>The role of the Curriculum Committee in regard to Workforce Oversight is highlighted, strengthened and honoured</i> • Assess the School Psychology service delivery annually. Achieved <p>Support students to increase student ownership and accountability for learning</p> <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. Working Towards <u>Recommendation:</u> <i>Continue to highlight whole school consistent judgement of Attitude, Behaviour and Effort attributes when assigning a value biannually on Summative student reports. All staff will discuss goal setting with students and reflect on goals set by students to support students to be conscious of reflective behaviour that results in positive change.</i> <p>Redesign physical spaces to engage and promote learning and social opportunities.</p> <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). Working Towards <u>Recommendation:</u> <i>NQS reviews result in documented improvement plans that result in change and are reviewed then replanned. The Grounds and Facilities Plan contains a timed and costed Priorities table.</i> <p>Explicitly teach and apply social and ethical protocols and practices when using ICT.</p> <ul style="list-style-type: none"> • Explicitly teach and apply social and ethical protocols and practices when using ICT through eSMART. Achieved • Target skills in digital technologies in the primary years to prepare for future needs (Focus 2018). Achieved • Annually review and refine ICT policy, procedures and practices. Achieved • ICT learning embedded in teaching practice in all year levels and learning areas and measured via performance and development processes. Achieved <div style="margin-top: 20px;">  </div>
--	---

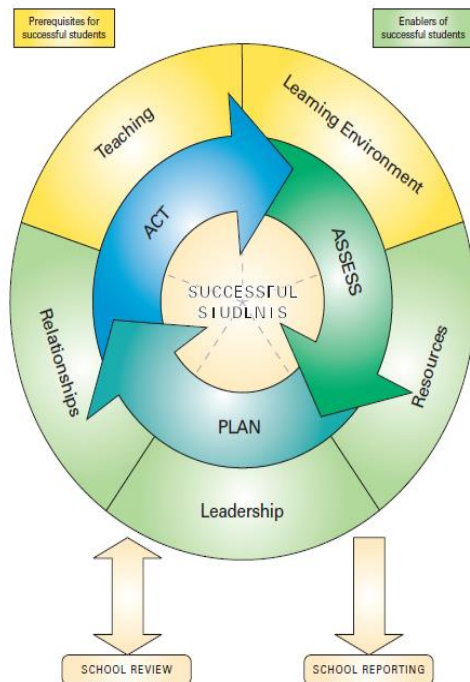


Recommendations: Throughout 2020 and beyond:

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.



THE SCHOOL IMPROVEMENT AND ACCOUNTABILITY FRAMEWORK

3

Successful Students

1. **Data will inform decisions.** Our school analyses and triangulates valid data to inform learning and teaching decisions at all levels of school operations.
2. **All students will demonstrate satisfactory progress and achievement.** Attention will be paid to numbers, needs and names, whereby targeted programs will be implemented, assessed, reviewed and replanned.
3. Teaching activities will allow **higher order thinking and creativity** for all students.
4. **Learning environments will be enhanced** to improve learning opportunities for all students.

Excellent Educators

5. All staff will **authentically adopt agreed whole school approaches** outlined in Operational Plans.
6. The **Student Engagement Policy will be implemented consistently** in all areas of the School, with all educators supporting students to learn behaviours consistent with expectations.
7. **Professional collaboration** forms the basis for collegiate support that results in student progress. Staff will actively participate in Teaching Teams, intra-school moderation and targeted Professional learning, demonstrating an attitude of continual learning that results in positive pedagogical change and rigorous delivery of the West Australian curriculum.
8. Aspirational staff will be supported to take a **distributed leadership role** in areas of school need.

Engaged Community

9. Parent and community **communication with the school** will be facilitated, valued, encouraged and responded to.
10. Our school will continue to appreciate **parents as partners** who support positive student attendance, engagement, progress and achievement.



Date

Mr Jason Papps School Board Chair

Beverly Innes

Principal



Tuart Hill Primary School

Creating Bright Futures

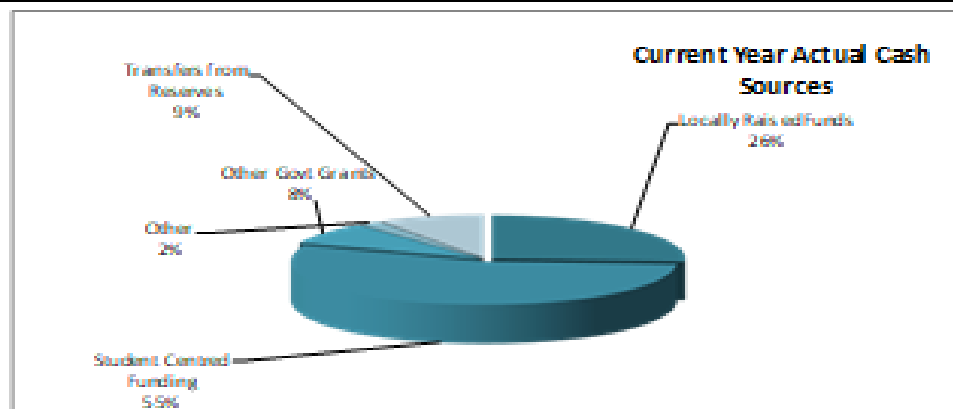
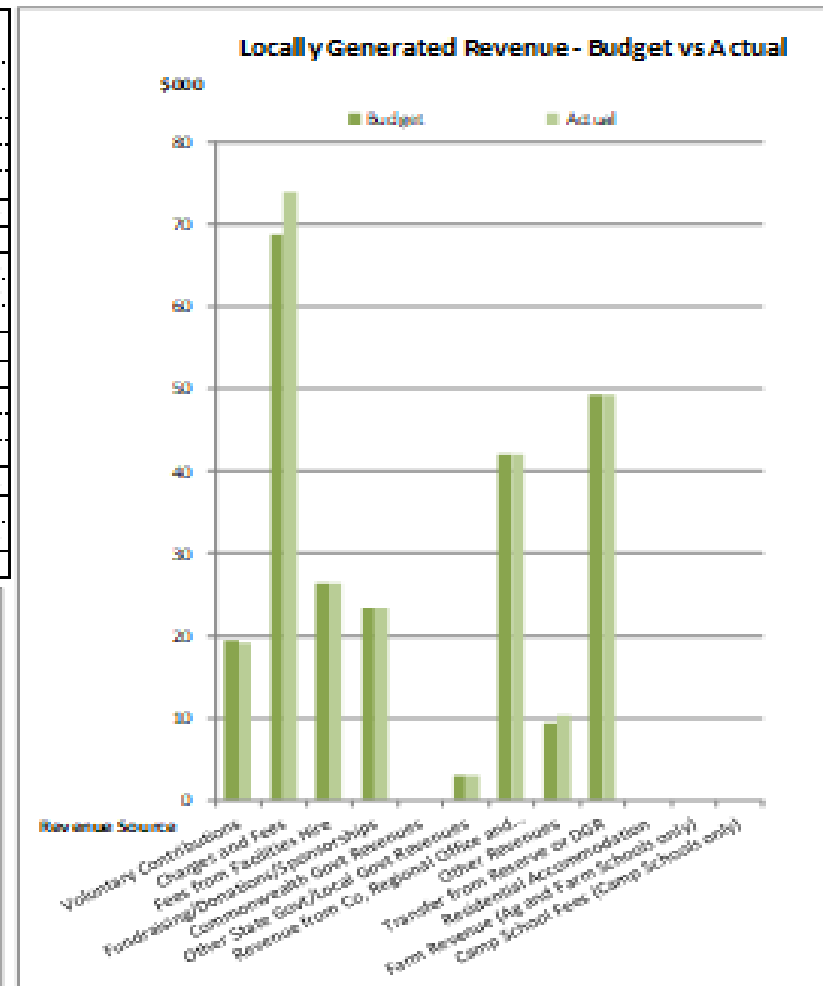
Learning Excellence Care Equity



Tuart Hill Primary School

Financial Summary as at
31 December 2019

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 19,542.00	\$ 19,191.65
2	Charges and Fees	\$ 68,704.00	\$ 74,078.61
3	Fees from Facilities Hire	\$ 26,438.00	\$ 26,438.36
4	Fundraising/Donations/Sponsorships	\$ 23,384.00	\$ 23,382.87
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,000.00	\$ 3,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 42,109.00	\$ 42,109.09
8	Other Revenues	\$ 9,286.00	\$ 10,368.44
9	Transfer from Reserve or DGR	\$ 49,264.00	\$ 49,264.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 241,747.00	\$ 247,853.02
	Opening Balance	\$ 54,303.00	\$ 54,303.77
	Student Centred Funding	\$ 301,275.00	\$ 301,275.05
	Total Cash Funds Available	\$ 597,325.00	\$ 603,431.84
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 597,325.00	\$ 603,431.84



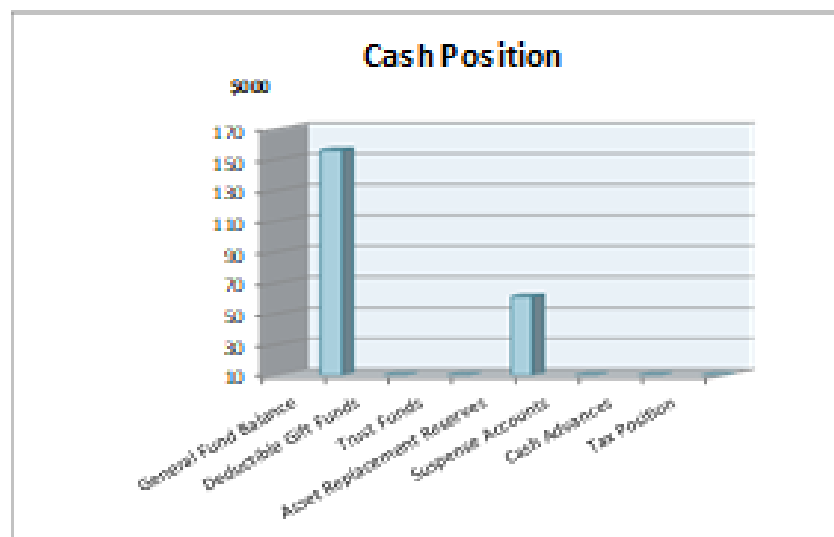
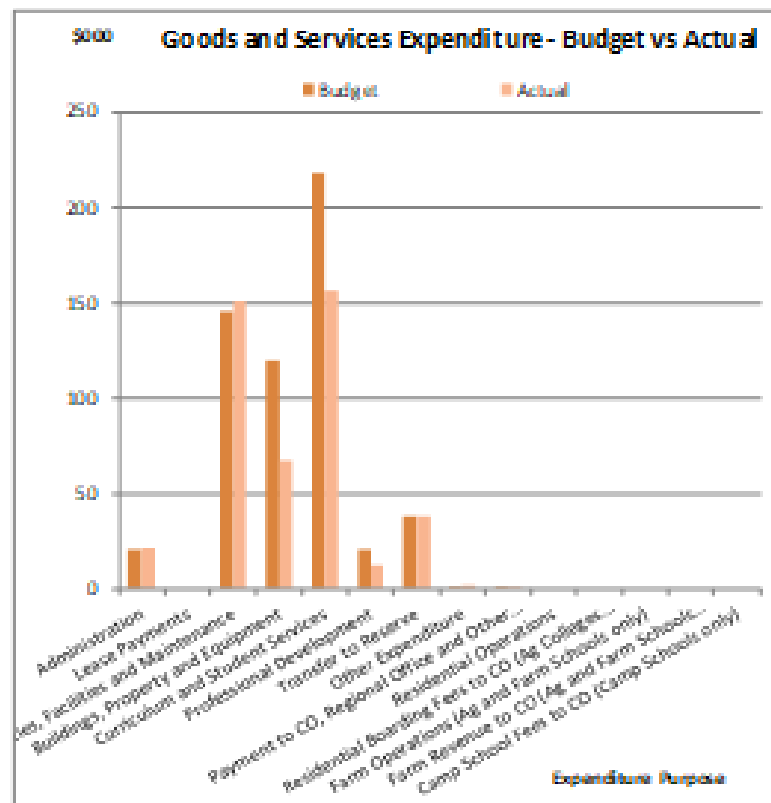


Tuart Hill Primary School

Creating Bright Futures

Learning Excellence Care Equity

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 20,213.00	\$ 20,495.78
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 145,602.00	\$ 150,767.13
4	Buildings, Property and Equipment	\$ 119,542.00	\$ 67,153.24
5	Curriculum and Student Services	\$ 217,907.82	\$ 156,533.93
6	Professional Development	\$ 20,150.00	\$ 12,474.93
7	Transfer to Reserve	\$ 37,445.00	\$ 37,445.00
8	Other Expenditure	\$ 1,149.00	\$ 1,256.39
9	Payment to CO, Regional Office and Other Schools	\$ 1,135.00	\$ 1,145.00
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	\$ 568,148.82	\$ 447,271.40
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 568,148.82	\$ 447,271.40
	Cash Budget Variance	\$ 34,181.18	



Cash Position as at:		
Bank Balance	\$	216,785.06
Made up of:	\$	-
1: General Fund Balance	\$	156,180.44
2: Deductible Gift Funds	\$	-
3: Trust Funds	\$	-
4: Asset Replacement Reserves	\$	60,934.49
5: Suspense Accounts	\$	3,435.13
6: Cash Advances	\$	-
7: Tax Position	\$	(3,734.00)
Total Bank Balance:	\$	216,785.06