



# Tuart Hill Primary School 2020 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

Values reviewed, updated and adopted during the School Plan Review Staff Meeting 9.12.2020

<b>Learning</b> We believe that:	<b>Excellence</b> We believe in:	<b>Care</b> We believe in:	<b>Equity</b> We believe in:
<ul style="list-style-type: none"> <li>• all students have the capacity to learn.</li> <li>• quality teaching is one key way to learning achievement.</li> <li>• a whole school approach to curriculum areas is the best way to achieve positive outcomes.</li> <li>• sustainability and ICT should be meaningfully imbedded in our teaching and learning practices.</li> <li>• using quality data to drive school planning helps improve student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• setting high expectations for staff, students and the school community in all areas of teaching and learning.</li> <li>• setting high expectations for students to strive to achieve the very best academic and social outcomes.</li> <li>• that all parents have a responsibility to support teachers and students in their pursuit of excellence.</li> <li>• embracing innovative practices to enrich teaching and learning at our school.</li> <li>• a planning, teaching and assessment cycle.</li> <li>• celebrating the achievements of our students, staff and community.</li> </ul>	<ul style="list-style-type: none"> <li>• providing a safe and supportive environment that is respectful, honest and friendly, and that instils a sense of pride in our school.</li> <li>• working in a collaborative manner across the school community to make the most of individual strengths and help the whole child achieve.</li> <li>• fostering clear and open lines of communication between parents, students and teachers to provide better outcomes for everyone.</li> <li>• A high level of professionalism including observing a community wide code of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• ensuring an equitable school that respects the individuality of all children and adapts teaching to their needs.</li> <li>• celebrating the rich environment of our culturally diverse school and allowing all voices to be heard with respect.</li> <li>• always following the professional standards in our staff code of conduct.</li> <li>• always abiding by the student code of conduct as outlined in the Positive Behaviour Schools process.</li> <li>• fostering positive relationships and partnerships that enable our school community to achieve the very best outcomes for everyone.</li> </ul>



# Tuart Hill Primary School

*Creating Bright Futures*

Learning Excellence Care

## 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.

## 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** remains below 2018 levels of 16.8% but has increased from 11.3% in 2019 to **currently stand at 14.0% for 2021**. Overall, families come to our school and try to stay at our school – a point that makes us very proud.

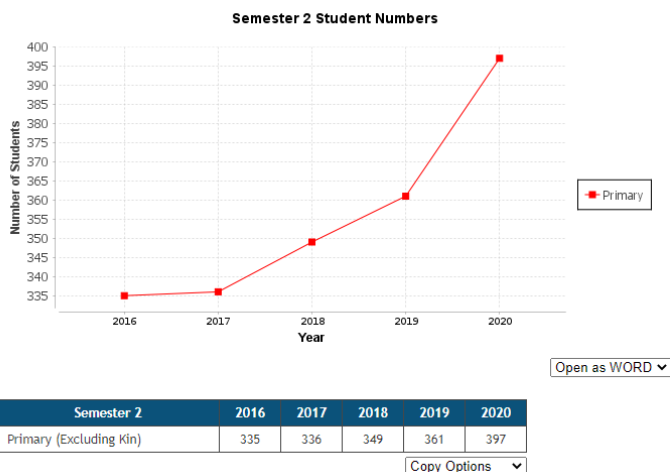
Our families exercise wide choice when selecting their secondary school, as can be seen from the **Destinations Schools** table.

## 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



## 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"> <li>Tuart Hill Year 3 and 5 students will participate in NAPLAN Online from 2018 to: <ul style="list-style-type: none"> <li><i>Set an upward trend in the percentage of students in the stable cohort with moderate, high and very high progress in NAPLAN Numeracy and Reading using On-Entry to Year Three NAPLAN Progress and Year Three to Five NAPLAN Progress when measured from 2018, 2019 and 2020</i> <b>Not available for 2020</b></li> <li><i>increase the percentage of students with good and excellent progress in NAPLAN Numeracy and Writing from Year 3 to Year 5 stable cohort when measured from 2018, 2019 and 2020</i> <b>Not available for 2020</b></li> <li><i>establish and maintain positive trends in Year 3 and 5 Writing from 2018, 2019 and 2020</i> <b>Not available for 2020</b></li> </ul> </li> <li>The percentage of students in Years 2-6 attaining the expected yearly progress on ACER PAT-Reading <b>Working Towards</b> and PAT Maths <b>Working Towards</b> tests will increase over 2018 – 2020 as shown by a percentage score generated from the stable cohort</li> <li>Student Attendance K-6 2018 – 2020 will be monitored and maintained to achieve: <ul style="list-style-type: none"> <li>Regular attendance at or above WA Public School percentages, indicating an improvement <b>Achieved</b></li> <li>Late arrivals reduced by 10% monitored 2018 -2020 <b>Achieved</b></li> <li>Unauthorised absences reduced by 10% monitored 2018 - 2020 <b>Achieved</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>All staff will demonstrate common understanding and consistent application of the Explicit Teaching Model. <b>Working Towards</b></li> <li>All Educators will implement Positive Behaviour Support for all students. <b>Achieved</b></li> <li>The mean of <b>staff</b> 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. <b>Not available for 2020</b></li> </ul> <div style="text-align: center;">    </div>	<ul style="list-style-type: none"> <li>The mean of <b>parent</b> 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. <b>Achieved</b></li> <li>Our school community demonstrates awareness of the positive behaviour support values. <b>Working Towards</b></li> <li>Student Surveys using National Student Opinion surveys indicate that <b>students</b> feel valued and supported by school staff. <b>Not available for 2020</b></li> </ul> <div style="text-align: center;">  </div>





## 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 available for 2020**

*and Year Three to Five NAPLAN Progress*

**Not available for 2020**

*when measured from 2018, 2019 and 2020*

- *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 available for 2020**

- *establish and maintain positive trends in Writing Year 3*

**Not available for 2020**

*and 5*

**Not available for 2020**

*from 2018 through to 2020.*

- 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: Improved yet still **Working towards 2020**

and Maths tests: Improved yet still **Working towards 2020**

### 2019 Evidence and Comment

#### STUDENT PROGRESS AND ACHIEVEMENT WHEN COMPARED TO LIKE SCHOOLS (ICSEA 1057)

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.

The 2020 NAPLAN results are not available as tests were not conducted due to schooling being severely interrupted by the COVID-19 pandemic.

However, Progressive Achievement Tests in Reading and Mathematics are planned for October and November each year, and therefore were delivered, assessed and analysed. The resulting data needs to be read with caution due to interrupted curriculum delivery throughout the year. The graphs below indicate mostly increases in the percentage of student making satisfactory progress however as a school we want these percentages for every year level to be at 90%.

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 Reading	2018	2019	2020
YR 1	N/A	21.3%	56%
Yr 2	74%	70.4%	87%
Yr 3	55%	73.2%	62%
Yr 4	63%	50.0%	75%
Yr 5	45%	42.5%	60%
Yr 6	59%	57.4%	81%

Lower % of students achieving the expected progress or more than the previous year

greater % of students achieving the expected progress or more than the previous year

Stable cohort measured and noted

#### PAT Maths:

PAT Maths	2018	2019	2020
YR 1	N/A	52.4%	87%
Yr 2	49%	36.6%	81%
Yr 3	62%	64.1%	79%
Yr 4	40%	68.9%	69%
Yr 5	32%	48.7%	54%
Yr 6	59%	78.3%	76%

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 2020 Data Walls.

Several noteworthy Cohort improvements are indicated and celebrated. We look to the teacher practice for those year levels and ask – *what is it that these teachers do well in their practice, and how can this be replicated across the school?*



Learning Excellence Care

- 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 **Not available for 2020**
- Late arrivals reduced by 10% **Not Achieved**
- Unauthorised absences reduced by 10% **Achieved**



#### STUDENT ATTENDANCE

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.

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 2021.

Number of:	5.2.2018 - 14.12.2018	4.2.2019-15-12-2019	2020 Targets	3.2.2020-18-12-2020
Late Arrivals	2.54%	1.85%	1.62%	1.71%
Unauthorised Absences	2.43%	0.68%	0.61 %	0.04%

#### Tuart Hill Primary School Group Attendance Analysis Summary

Date Range: 3 FEB 2020 to: 18 DEC 2020



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	485	133814	51	6	0	0	57	6134	8	46	7210	875	14273	14330	1675	17	2	1694	229

#### Target

- All staff will demonstrate common understanding and consistent application of the explicit teaching lesson design **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. **Not available for 2020**





#### 2020 Evidence and Comment

Staff consultation indicates that most staff follow the explicit teaching lesson design **Working Towards**  
*Recommendation: Target Professional Learning demonstrations of how the Explicit Teaching Model is to be used specifically when teaching synthetic phonics and Mathematics.*

- 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. **Achieved**
- Fully implement The Arts, Technologies and Languages curricula in 2018 **Achieved**
- Identify and support the development of staff with strong leadership potential **Achieved**
- Evidence of effective distributed leadership roles **Achieved**
- Build professional practices to ensure routine use of quality data, analysis and diagnosis of the impact of teaching. **Achieved.**
- Staff reflect annually for improvement suggestions on:
  - Operational Plan accountabilities. **Achieved.**
  - National Quality Standards. **Working Toward** *Recommendation: 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**

Excellent Educators



	<ul style="list-style-type: none"> <li>All Educators will implement Positive Behaviour Support for all students <b>Achieved</b></li> </ul>   	<ul style="list-style-type: none"> <li>Staff self-reflect on their professional practice using Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers. <b>Achieved</b></li> <li>Classroom planning aligned to strategic and operational planning and measured via performance and development processes. <b>Achieved</b></li> <li>Workforce Planning to attract and retain a quality and diverse staff. <b>Achieved</b></li> <li>Reflect on National School Opinion Student Surveys to improve practice. <b>Not Achieved</b> <i>Recommendation: All educators will revisit the High Impact Teaching Strategy of Feedback and staff will share anecdotal evidence of where feedback from students has improved their practice by the end of the next School Improvement Cycle as indicated by the Business Plan</i></li> <li>Draw on evidence-based feedback — including classroom observations, <b>Achieved</b></li> <li>student data and student surveys <b>Not available for 2020</b> — to improve teacher practice. <b>Working towards.</b> <i>Recommendation: continue to embed High Impact Teaching Strategies onto everyday teaching practice which will result in improvements in giving and receiving Feedback from students, peers, line managers and parents.</i></li> <li>Develop and support a Positive Behaviour Support (PBS) Team. <b>Achieved.</b> Whole team established and attends required training. <b>Achieved.</b> PBS Leader shares learnings and negotiated common understandings at chosen Staff Meetings and School Development Days. <b>Achieved.</b> Our school community demonstrates knowledge of and support for PBS. <b>Working towards.</b> <i>Recommendation: Extend the support of the PBS Team to include targeted presentations to School Board, P&amp;C and a video uploaded to Connect.</i></li> </ul>
<b>Engaged</b>	<p><b>Target</b></p> <ul style="list-style-type: none"> <li>The mean of <b>parent</b> 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. <b>Achieved</b></li> </ul> 	<p><b>2019 Evidence and Comment</b></p> <p><b>Conduct biennial student, staff and parent satisfaction surveys and use data to inform direction. <b>Achieved</b></b></p> <p>The National School Opinion Survey was conducted at the end of 2020. 50 responses were received, representing an enrolment of 485 part-time and full time students. An overview of the Survey could be interpreted as positive to very positive attitudes toward the school in all survey areas.</p> <ul style="list-style-type: none"> <li>Areas of strength where over 50% of respondent <b>strongly agree</b> included 'This school is well led', 'My child feels safe at this school', 'My child likes being at this school', 'This school looks for ways to improve', 'My child's teachers are good teachers' and 'Teachers at this school care about my child'</li> <li>2% (1 respondent) strongly disagreed that 'Student behaviour is well managed at this school' and 8% of respondents <b>disagreed</b> that 'This school has a strong relationship with the local community'.</li> </ul> <p>Parents were also asked to:</p> <ul style="list-style-type: none"> <li><i>Please list three things that you found supported your child/ren at our school.</i></li> </ul> <p>Responses were examined by the Admin Team, school staff and the School Board, with top themes being around quality staff and curriculum, student care and wellbeing and supportive community.</p> <ul style="list-style-type: none"> <li><i>Please list three things that have supported your family as part of the Tuart Hill Primary School community.</i></li> </ul>





## Tuart Hill Primary School P&C President's report for 2020

2020 started off with a bang!! We had our first community event, 'A night on the Green', in March, which was a great success.

And then COVID hit... Meetings were cancelled as we transitioned into lock down. We had our first ever Online 'Zoom' meeting for our AGM. And obviously we couldn't do any fundraising for a few months while we all adjusted to the restrictions.

So yes it was a challenging year for everyone, but through challenge comes growth and evolution and it turned out to be a great year. We are so lucky to live here.

Over the last few months of the year we were able to start the fundraising events again which included the Father's Day Stall, a Bunnings Sausage sizzle, a raffle and the school disco.

We have allocated over \$30K towards various school upgrades.... sports equipment, progressing the playground plans with first stage prep costs, additions to the library and canteen.

Two government initiatives that we have embraced is the 'Containers for change', where all recycling of cans and bottles contribute to funds towards our school. And the 'Your move' program. So many of you have been doing 'walk to school Wednesdays' and 'Fuel Free Fridays'.

We have received fabulous new bike/scooter racks through the positive community response to the Your Move program, installed to accommodate all the extra bikes/scooters that are coming to school now! Thanks, Your Move Team, for your efforts. There will be some more things coming in 2021 with us qualifying for grants by being so active with this.

All the parents and community members that helped out as well as those who have filled the required roles within the P&C have done an amazing job and we have had a great team. We have said goodbye to long term members as they are moving on with their children going into high school.

We would love to see some new faces and encourage some younger families to get involved. Many hands make light work so looking forward to meeting and getting to know more families.

It's fun and rewarding to be a part of this school community. Whether it's helping out in the school canteen or coming to a meeting or helping with an event. May 2021 be a happy, healthy, COVID free, productive and progressive year for us all. **Jodie Willis**



Top themes included communication, positive diversity and inclusive community.

- *Please offer one or two improvement suggestions that would help continue to build our school as a place of educational excellence.*

Improvement suggestions clustered around homework and home learning options and communication, with other suggestions being worthy of discussion but individual views/requests from one or two respondents only.

- Positive feedback regarding self-assessment and the performance of school as measured by School Board meeting minutes, and survey results. **Achieved**

**Provide teaching and learning opportunities which celebrate difference and diversity, and recognise, respect and respond to identity and cultural background.**

- Inclusive practices reflecting the school's diversity are demonstrated by all staff and measured via performance and development processes. **Achieved**

**Use a range of strategies to communicate, connect and inform parents and the broader community.**

- 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 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. **Working towards** through volunteers, planned events, incursions, excursions. Expand where possible.

**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. **Not achieved** in 2020, due to the deep focus on Literacy and Numeracy during COVID.

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

- Strong connections with tertiary institutions enhance student wellbeing, 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**



- 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 available for 2020**



#### 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 available for 2020** *Recommendation: Ensure 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.*
- Staff wellbeing is addressed in collaboration with the OSH Committee **Working Towards** *Recommendation: formal meetings once per semester occur with the OSH Committee and Staff Wellbeing is a consistent agenda item.* and the Curriculum Team **Working Towards** *Recommendation: The role of the Curriculum Committee in regard to Workforce Oversight is highlighted, strengthened and honoured*
- Assess the School Psychology service delivery annually. **Achieved**

#### Support students to increase student ownership and accountability for learning

- 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** *Recommendation: 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.*

#### Redesign physical spaces to engage and promote learning and social opportunities.

- 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** *Recommendation: 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.*

#### Explicitly teach and apply social and ethical protocols and practices when using ICT.

- Explicitly teach and apply social and ethical protocols and practices when using ICT **Achieved**
- Target skills in digital technologies in the primary years to prepare for future needs **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**





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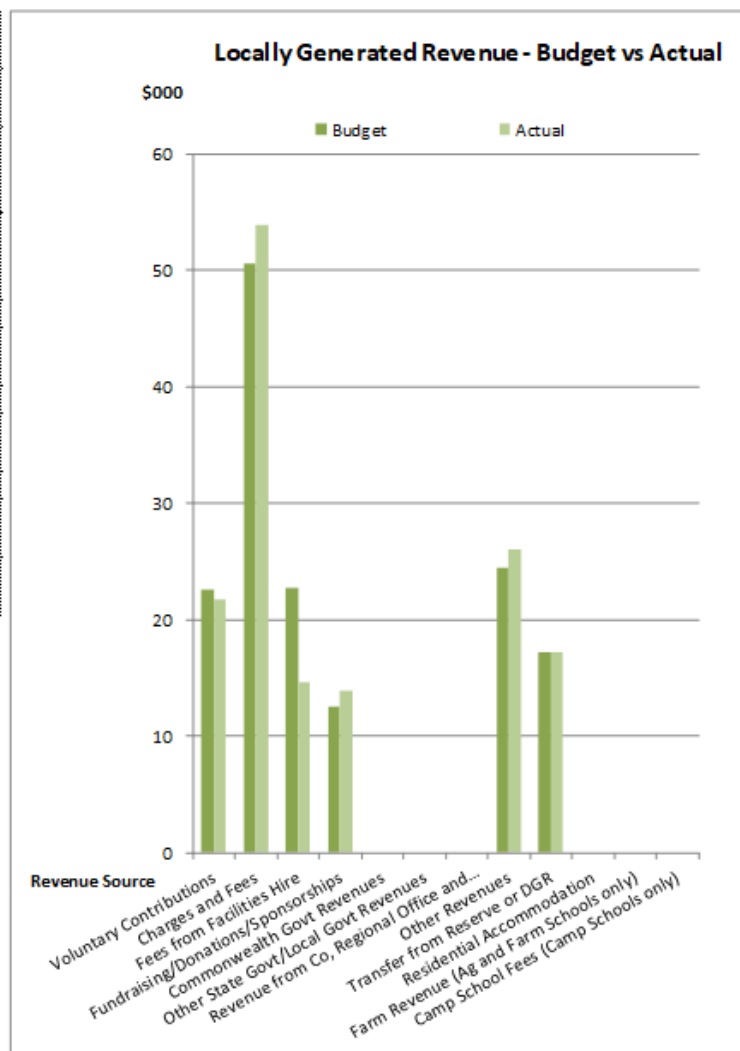
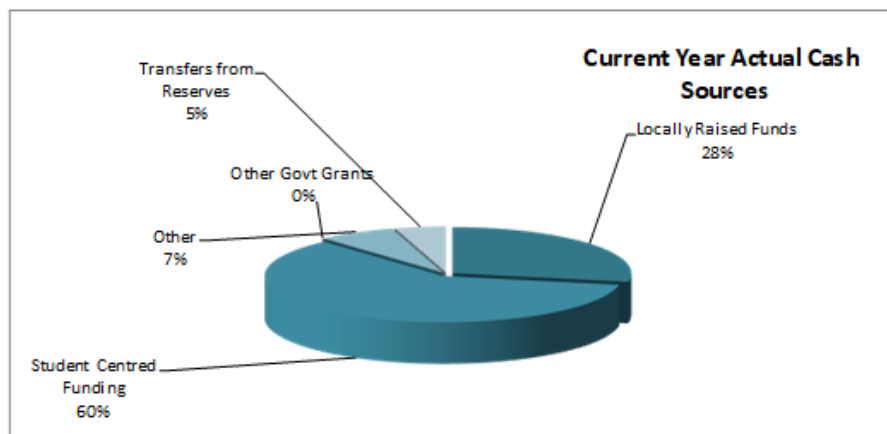


## Tuart Hill Primary School

Financial Summary as at

31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 22,635.00	\$ 21,763.25
2 Charges and Fees	\$ 50,655.00	\$ 53,947.17
3 Fees from Facilities Hire	\$ 22,705.00	\$ 14,591.00
4 Fundraising/Donations/Sponsorships	\$ 12,571.00	\$ 13,931.71
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 24,406.00	\$ 26,094.53
9 Transfer from Reserve or DGR	\$ 17,244.00	\$ 17,244.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 150,216.00</b>	<b>\$ 147,571.66</b>
<b>Opening Balance</b>	<b>\$ 156,160.00</b>	<b>\$ 156,160.44</b>
<b>Student Centred Funding</b>	<b>\$ 224,491.00</b>	<b>\$ 224,491.30</b>
<b>Total Cash Funds Available</b>	<b>\$ 530,867.00</b>	<b>\$ 528,223.40</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 530,867.00</b>	<b>\$ 528,223.40</b>



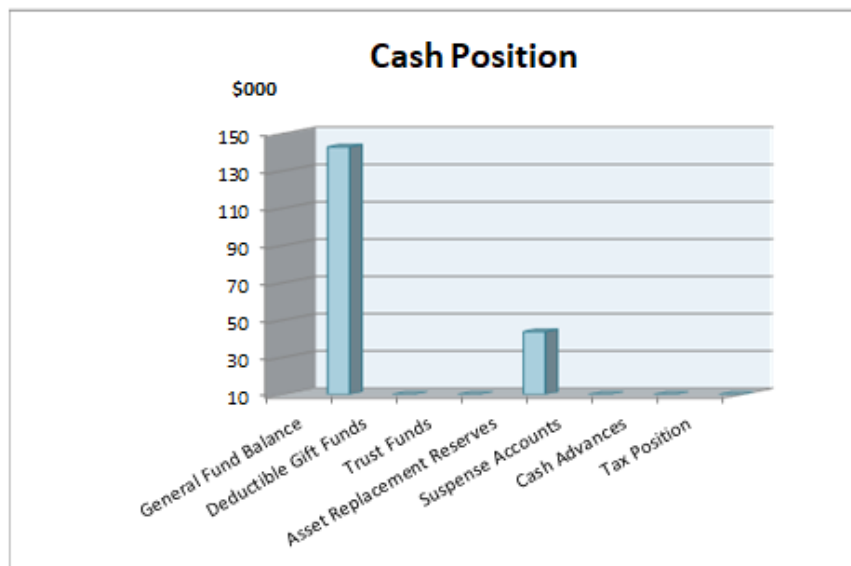
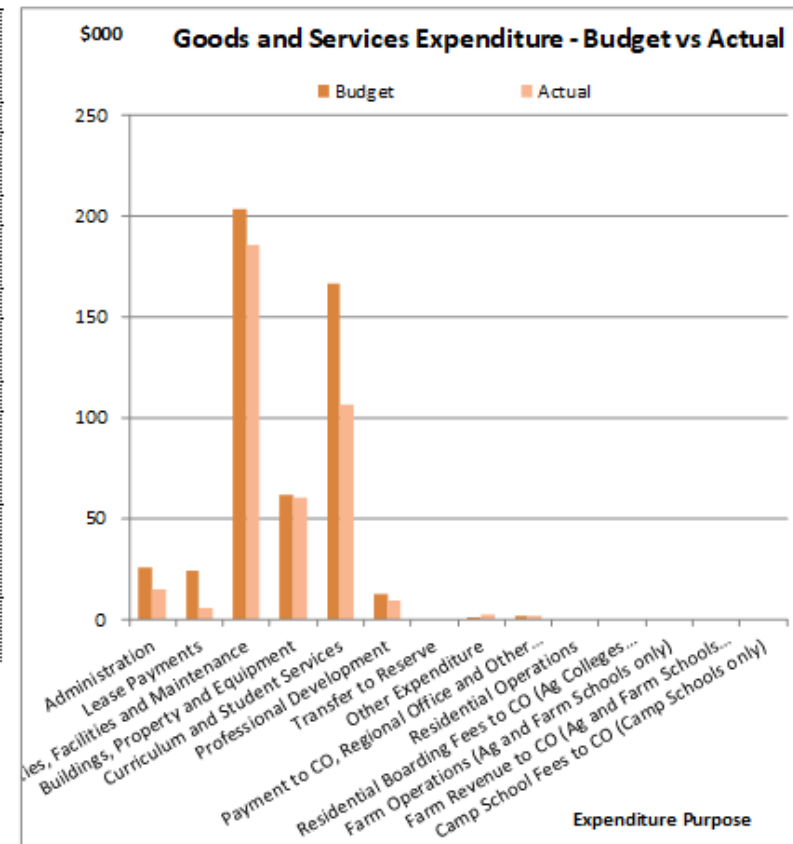


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	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 25,528.00	\$ 14,809.39
2	Lease Payments	\$ 24,000.00	\$ 5,602.46
3	Utilities, Facilities and Maintenance	\$ 202,897.00	\$ 185,271.16
4	Buildings, Property and Equipment	\$ 61,860.00	\$ 60,123.03
5	Curriculum and Student Services	\$ 166,329.00	\$ 106,475.05
6	Professional Development	\$ 12,150.00	\$ 9,486.14
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 700.00	\$ 2,086.40
9	Payment to CO, Regional Office and Other Schools	\$ 1,265.00	\$ 1,580.00
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 494,729.00</b>	<b>\$ 385,433.63</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 494,729.00</b>	<b>\$ 385,433.63</b>
	<b>Cash Budget Variance</b>	<b>\$ 36,138.00</b>	



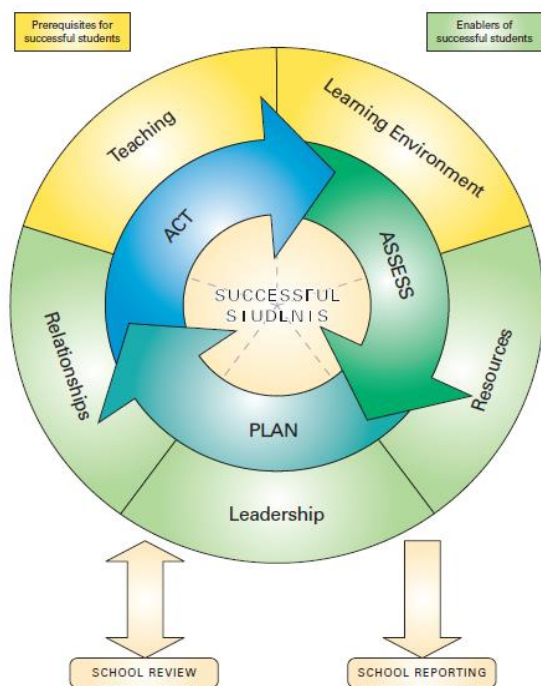
<b>Cash Position as at:</b>		
<b>Bank Balance</b>	\$	<b>173,833.72</b>
Made up of:	\$	-
1 General Fund Balance	\$	142,789.77
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	43,680.49
5 Suspense Accounts	\$	(6,277.54)
6 Cash Advances	\$	-
7 Tax Position	\$	(6,359.00)
<b>Total Bank Balance</b>	<b>\$</b>	<b>173,833.72</b>



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

## Recommendations: Throughout 2021 and beyond:

1. **Data will inform decisions.** Our school analyses and triangulates valid data to inform learning and teaching decisions at all levels of school operations. Improvement strategies will be measured.
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.
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.
9. Parent and community **communication with the school** will be facilitated, valued, encouraged, responded to and improved based on feedback.
10. Our school will continue to actively appreciate **parents as partners** who support positive student attendance, engagement, progress and achievement.



2 April 2021

Date

Mr Jason Papps School Board Chair

Beverly Innes Principal