

Tuart Hill Primary School

BUSINESS PLAN



2021-2023

About Our School

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, Oral Language, Gifted and Talented 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 & 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.



Our Vision & Mission



Our Mission:

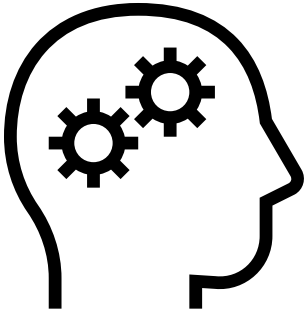
At Tuart Hill Primary School, we:

- 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.

Our Vision:

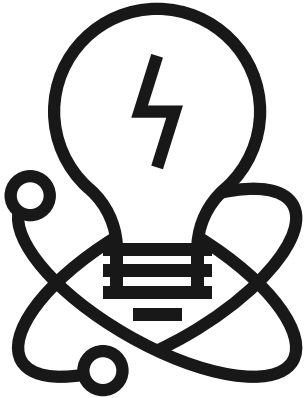
To provide a safe and caring environment in which we are constantly striving for excellence, while preparing our students for the challenges of an ever-changing world.

Our Core Values



Learning

- all students have the capacity to learn.
- quality teaching is one key way to learning achievement.
- a whole school approach to curriculum areas is the best way to achieve positive outcomes.
- sustainability and ICT should be meaningfully embedded in our teaching and learning practices.
- using quality data to drive school planning helps improve student achievement



Excellence

- setting high expectations for staff, students and the school community 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, staff and community.



Care

- 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 the whole child achieve.
- fostering clear and open lines of communication between parents, students and teachers to provide better outcomes for everyone.
- A high level of professionalism including observing a community wide code of conduct.



Equity

- ensuring an equitable school that respects the individuality of all children and adapts teaching to their needs.
- celebrating the rich environment of our culturally diverse school and allowing all voices to be heard with respect.
- always following the professional standards in our staff code of conduct.
- always abiding by the student code of conduct as outlined in the Positive Behaviour Schools process.
- fostering positive relationships and partnerships that enable our school community to achieve the very best outcomes for everyone.

Our Business Plan

All educators will demonstrate a relentless focus on enhancing and developing the best possible teaching practice.

- All teachers will use the Explicit Lesson Plan to teach 85-100% of learning activities across their timetable.
- High Impact Teaching Strategies will be evident in all teaching pedagogy as qualitatively indicated during teaching Team Summary Meetings
- All teachers will implement whole school approaches as outlined in Operational Plans and assessments as detailed in the yearly Assessment schedule.
- 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 yearly.

Indoor and outdoor environments will promote positive learning opportunities.

- All Educators will implement Positive Behaviour Support for all students.
- The Buildings and Facilities Plan will be completed, enacted and reviewed each year.

Strong parent and community partnerships support our students.

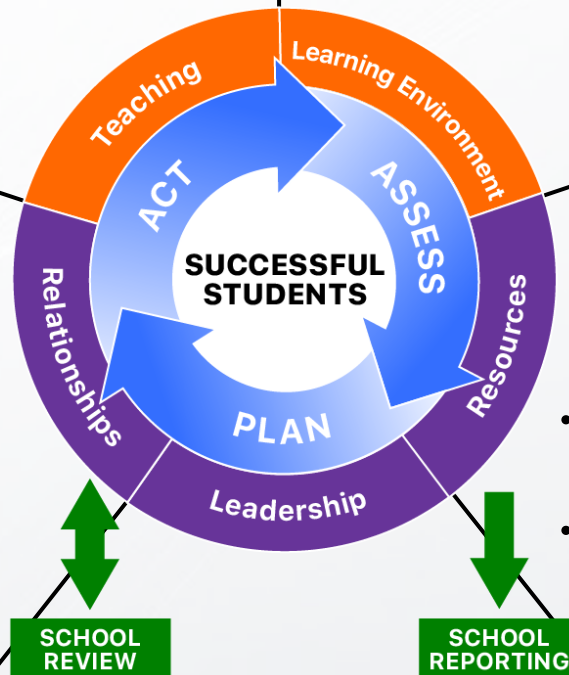
- Our school community demonstrates awareness of the positive behaviour support values through an increasing mean on specific yearly survey responses.
- Communication processes across the school are monitored, reviewed and refined
- The mean of parent satisfaction data in relation to the school's capacity to effectively meet the needs of the whole child will be positive when measured each year.
- Student Surveys at year 4 and 6 levels using National Student Opinion surveys each year prior to Week 5 Term 3 indicate that students feel valued and supported by school staff.

Each year, human, financial and physical resources are allocated to address data-informed point of need in order to allow equity.

- A positive one-line budget is planned, allocated, interrogated, reviewed and reported in a regular cycle.
- Budgets are allocated to positively address identified student characteristics of aboriginality, disability, EAL/D and social disadvantage.
 - Targeted Initiatives are expended as audited.
 - Technology ratios, renewal and replacement will be audited, planned, reviewed and reported annually.

Strong and empowering leadership opportunities exist at all levels of our school community.

- The Organisational Chart is updated as needed.
- All members of the Tuart Hill School Community are empowered to lead at any level of individual interest through transparent, fair processes.



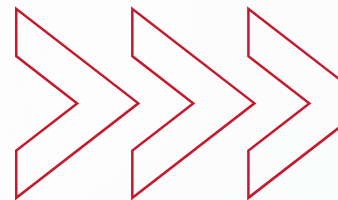
The Business Plan 2021- 2023 is the school's long term strategic plan which outlines the direction of the school in broad terms describing key focus areas of development.

Successful Students

Every student will make progress and achieve across all learning areas.

Area	Targets
Student Attendance	<p>Regular attendance at or above WA Public School percentages</p> <p>Late arrivals when monitored 2021 -2023 reduced each year from 1.71% in 2020</p> <p>Unauthorised absences when monitored 2021 -2023 reduced each year 0.04% in 2020</p>
ACER PAT Testing	<p>Tuart Hill Year PP-6 students will participate in ACER PAT in 2021, 2022 and 2023 to maintain or improve mean scores when compared to like schools in Mathematics & Comprehension.</p> <p>Tuart Hill Year 3-6 students will participate in ACER PAT in 2021, 2022 and 2023 to maintain or improve mean scores when compared to like schools in Vocabulary and Science.</p>
NAPLAN Testing	<p>Tuart Hill Year 3 and 5 students will participate in NAPLAN Online in 2021, 2022 and 2023 to maintain or improve stable cohort mean scores when compared to like schools in Numeracy, Reading and Writing.</p> <p>Tuart Hill Year 3 and 5 students will participate in NAPLAN Online in 2021, 2022 and 2023 to maintain or improve stable cohort top three proficiency band percentages when compared to like schools in Numeracy, Reading and Writing.</p>
Grade Allocation	<p>Student grades allocated by teacher judgement across all other learning areas will be compared with system data.</p>

Provide every student with a pathway to a successful future. Ref 1 2.
 Strengthen support for teaching and learning excellence in every classroom.
 Ref.1. 6. Use evidence to drive decision making at all levels of the system. Ref 1



Strategies

- 2021 – 2023 Attendance Plan will be constructed by the end of Term One 2021.
- Steps indicated for students identified in the at risk attendance categories will be followed each Term.

- Kindergarten Achievement Tests and Pre Primary On- Entry tests will inform K,PP class and individual teaching plans with key class strength and challenge teaching points being shared
- Research-based and recommended whole school programs will be introduced, supported with Professional Learning presented by contracted presenters, school-based expert teachers and /or inter school experts.
- All teachers will use the West Australian Curriculum guides to plan learning experiences as demonstrated through scope and sequence documents discussed and shared at Teaching Team level to plan for current cohorts.

- Teachers will be supported to interrogate data in Teaching Teams to identify and share class and individual results, trends, student strengths, common and unique challenges to inform future programming directions and foci.
- All teachers will implement the agreed Assessment, Reporting and Data Collection Schedule.
- Student achievement across all other learning areas will be validated through teaching team moderation and interrogation of SAIS Data.
- Students at educational risk will be identified during yearly Transition processes.
- All teachers will implement the agreed Assessment, Reporting and Data Collection Schedule
- Teaching Teams will timetable discussions to share class and individual results, trends, student strengths, common and unique challenges to inform future programming directions and foci.

- Student achievement across all other learning areas will be validated through teaching team and/or inter school moderation.
- All teachers will use the West Australian Curriculum guides and judging standards to plan learning experiences as demonstrated through scope and sequence documents discussed and shared at Teaching Teams
- Teachers will effectively participate in inter and intra school moderation processes to validate assessments, identify specific teaching points and inform planning.

Improvement Indicators

- Plan is drafted, reviewed and endorsed by the Staff and the School Board by the end of Term Two 2021.
- Student attendance identified as at risk from the termly Percentage Attendance Report will increase OR will be addressed as per the Plan.
- Student late arrivals will be addressed as per the plan and incidences of late arrival will reduce OR suitable interagency referrals will be made for family support as per the Plan.
- Unauthorised absences will be followed up daily, weekly and incidentally by teachers and front office staff as per the Plan.

All teachers will implement:

- The Explicit Teaching Lesson Instruction
- High Impact Teaching Strategies
- Explicit teaching of vocabulary
- Talk for Writing
- PM Benchmarks/ Lexiles
- Springboards for Comprehension
- Heggerty/Letters and Sounds/ Words their Way
- RUCSAC problem solving process

PAT data will indicate expected progress or better.

PAT data will indicate focus areas for operational planning.

- NAPLAN data will indicate expected progress or better.
- NAPLAN data will indicate focus areas for operational planning.
- Teaching teams will self-assess as effective.
- Students who score significantly below or above school and state means will be managed through group or individual education plans and /or be assessed on EAL/D Progress Maps.
- Kindergarten Achievement Tests and Pre Primary On- Entry tests will inform K,PP class and individual teaching plans with key class strength and challenge teaching points being shared.
- Students with scores that indicate significant educational risk will be retested in November of each year.
- Staff will find that yearly handover processes are effective.

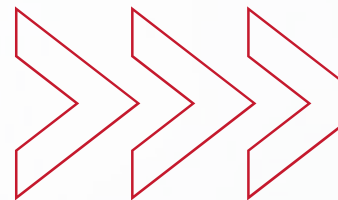
- System Data will indicate comparability in grade allocation when compared to like schools.
- Teaching teams will discuss system data for teacher information.
- Specialist teachers will moderate with colleagues at least once per year.
- Specialist teachers will network at least once per year with like teachers through professional opportunities. Specialist teachers will have opportunity to moderate grades with respected colleagues.
- Specialist teachers will have opportunity to join professional networks.

Teaching

All educators will demonstrate a focus on enhancing and developing the best possible teaching practice

Area	Targets
Explicit Teaching Model	All teachers will use the Explicit Lesson Plan to teach 85-100% of learning activities across their timetable.
HITS	High Impact Teaching Strategies will evident in all teaching pedagogy as qualitatively indicated during teaching Team Summary Meetings
Operational Planning	All teachers will implement whole school approaches as outlined in Operational Plans.
Assessments	All teachers will implement assessments as detailed in the yearly Assessment schedule.
Staff Satisfaction	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 yearly.

DoE Strategic Links 1. Provide every student with a pathway to a successful future.
 Ref 1 2. Strengthen support for teaching and learning excellence in every classroom.
 Ref.1. 6. Use evidence to drive decision making at all levels of the system. Ref 1



Strategies

Improvement Indicators

- Aspects of the explicit Lesson Instruction will be implemented as a focus directly linked to Performance Management and self-reflection goals.
- Teachers will receive feedback around identified aspect/s of the Explicit Teaching Lesson Plan during collegial observations.

- Teachers are observed to use the Explicit Lesson Plan to teach 85-100% of learning activities across their timetable.

- Ongoing explicit presentation of High Impact Teaching Strategies will continue.
- High Impact Teaching Strategies will continue to be demonstrated through shoulder to shoulder mentoring.

- Teachers can identify specific high impact teaching strategies that they employ as they present learning activities across their timetable.

- Research-based and recommended whole school programs will be introduced, supported with Professional Learning presented by contracted presenters, school based expert teachers and /or inter school experts.

All teachers will implement:

- The Explicit Teaching Lesson Plan
- Explicit teaching of vocabulary
- Talk for Writing
- PM Benchmarks/ Lexiles
- Springboards for Comprehension
- Heggerty/Letters and Sounds/ Words their Way
- RUCSAC problem solving process
- Concrete-Pictorial-Abstract approach

- Teaching Teams will timetable discussions to share class and individual results, trends, student strengths, common and unique challenges to inform future programming directions and foci.
- Inter- and intra-school moderation will be planned at Operational level and validated by the Curriculum Team.
- Students at educational risk will be identified during yearly Handover processes.

- All teachers will implement the agreed Assessment, Reporting and Data Collection Schedule.
- Students who score significantly below or above school and state means will be managed through group or individual education plans and /or be assessed on EAL/D Progress Maps.
- Staff will find that Handover process are effective.

- National Schools Staff Satisfaction Survey implemented and compared yearly.

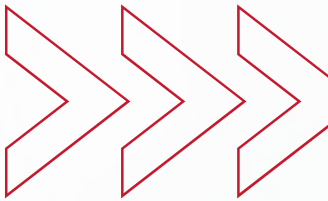
- The mean of staff satisfaction data in relation to the school's capacity to effectively meet the needs of the whole child will be positive when measured.

Relationships

Strong parent and community partnerships support our students.

Area	Targets
Values	Our school community demonstrates awareness of the positive behaviour support values through an increasing mean on specific yearly survey responses.
Communication	Communication processes across the school are monitored, reviewed and refined
Parent Satisfaction	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 each year.
Student Surveys	Student Surveys at year 4 and 6 levels using National Student Opinion surveys each year prior to Week 5 Term 3 indicate that students feel valued and supported by school staff.

Partner with families, communities and agencies to support the educational engagement of every student. Ref 1.



Strategies

Improvement Indicators

<ul style="list-style-type: none">• The Positive Behaviour Support Team presents to the School Board for feedback and the P&C for information each year to outline intentions, actions and achievements.• The Student Engagement Plan is shared electronically with the wider school 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.• Reduced Tier Three interactions at Administration level with students as measured each Term.
<ul style="list-style-type: none">• The school will move to Connect as the primary communication platform. Other communications will be completed through professional email, phone calls or in person.• Consciously highlight how documents can be translated into a family's home language.• Communication remains a School Board Portfolio.• Communication is highlighted as a School Officer Level 2 role.	<ul style="list-style-type: none">• The mean of parent satisfaction data in relation to the school's capacity to effectively communicate will be positive when measured.• Data analysis of Website traffic is presented to the Board once per semester.
<ul style="list-style-type: none">• National Schools Parent Satisfaction Survey implemented via Forms and compared.• Teaching staff will communicate with parents as per the Reporting to Parents schedule.• Communication protocols and processes will be observed by all teaching staff.• The Administration will involve parents to encourage families to complete surveys	<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 each year.
<ul style="list-style-type: none">• National Schools Student Satisfaction Survey implemented via Forms and longitudinally compare the data.	<ul style="list-style-type: none">• The mean of student satisfaction data in relation to the school's capacity to effectively value and support students will be positive when measured.

Resources

Human, financial and physical resources are allocated to address data-informed point of need in order to allow equity.

Area

Targets

Budgets

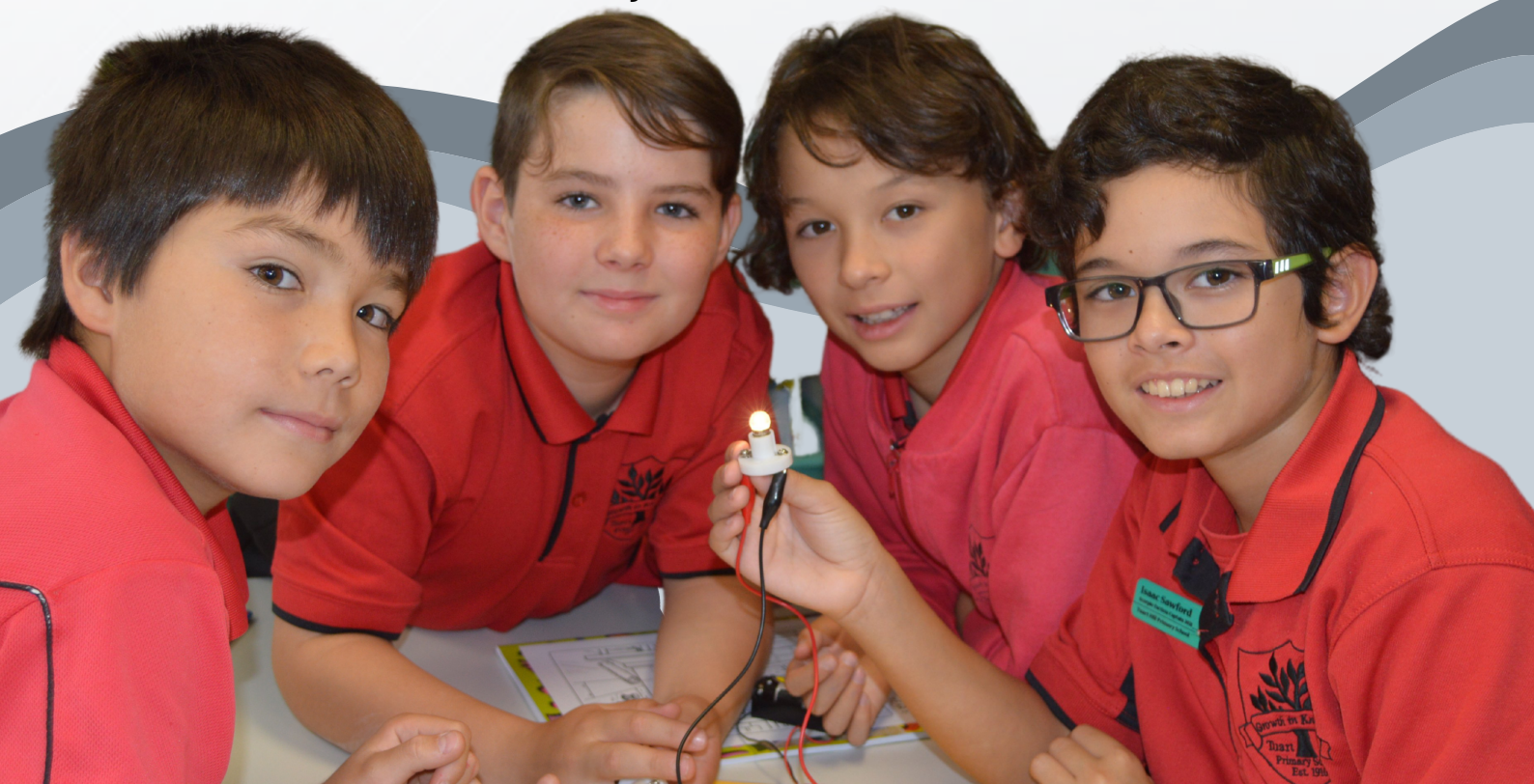
Budgets are allocated to positively address identified student characteristics of aboriginality, disability. EAL/D and Social disadvantage.

Initiatives

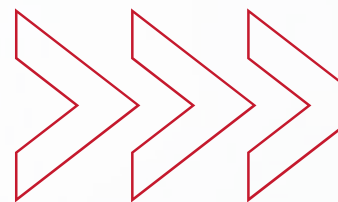
Targeted Initiatives are expended as audited.

Technology

Technology ratios, renewal and replacement will be audited, planned, reviewed and reported annually.



DoE Strategic Links 4. Support increased autonomy within a connected and unified public school system. Ref 1.



Strategies

- Clarity around valid and authentic expenditure of funds allocated to address specific student characteristics is noted by the Finance Committee and the Board.
- Student needs are met through transparent and flexible support timetabling.
- The Volunteer Program is encouraged and enhanced.
- University partnerships are managed as per the process supervised by the Student Services Associate Principal.

- Clarity around valid and authentic expenditure of funds allocated to targeted initiatives is noted by the Finance Committee and the Board.

- The Technologies Plan is reviewed and updated each year.

Improvement Indicators

- One line Budget allocations are noted and expenditure is clarified as human or physical resources across all identified Student Characteristics each year.
- Support Staff are allocated to classrooms based on National Quality Standards and identified student need.
- Volunteers who express interest in our school are inducted, welcomed and feel valued.
- University Partnerships are used to effectively make a difference for identified students and families.

- One line Budget allocations are noted and expenditure is clarified as human or physical resources across targeted initiatives each year.

- The yearly technologies ratio is maintained or improved.



Learning Environment

Indoor and outdoor environments will promote positive learning opportunities.

Area	Targets
Positive Behaviour Support	All Educators will implement Positive Behaviour Support for all students.
Initiatives	Targeted Initiatives are expended as audited.

Leadership

Strong and empowering leadership opportunities exist at all levels of our school community.

Area	Targets
Roles & Responsibilities	The Organisational Chart reflects collaborative relational leadership roles and responsibilities.
Initiatives	All members of the Tuart Hill School Community are empowered to lead at any level of individual interest through transparent, fair processes.

DoE Strategic Links 1. Provide every student with a pathway to a successful future.



Strategies

- The Positive Behaviour Support Team will be supported to develop, implement, review, refresh and replan the school's Student Engagement Plan.
- All staff will follow Positive Behaviour Support processes and protocols as indicated through regular classroom observations as per a supportive Classroom Management Strategies approach.

Improvement Indicators

- Reduced Tier Three interactions at Administration level with students as measured each Term.

- The Building and Facilities actions will be prioritised according to need at Staff, Board and P&C level each year.

- High priority actions are completed.

DoE Strategic Links 3. Build the capacity of our principals, our teachers and our allied professionals. Ref 1.



Strategies

- The Organisational Chart is developed, updated and presented to staff, the School Board and the P&C as roles and responsibilities change and evolve.

Improvement Indicators

- Staff indicate that they know who does what and how to find the information they need more than 80% of the time.

- Identification and Improvement Tools as developed by the Leadership Framework will be implemented as appropriate.
- Valid Performance Management processes are implemented.
- DoE processes to achieve Senior Teacher and Level Three Classroom Teacher as well as Level Three Administrator will be supported.
- Mentors are offered as part of new staff induction.

- Staff will self-identify through Performance Management processes.
- Staff will feel supported towards achieving their leadership aspirations at all levels across the school as indicated by survey responses.
- The number of eligible teachers achieving Senior Teacher status will increase.
- The Level Three Club will be functional and result in self-identified staff progressing toward Level Three Classroom Teacher status.
- Senior Teachers indicate a willingness to mentor.

Workforce Development and Management

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

Strategic and thoughtful workforce planning encompasses Recruitment, Performance Management, Career and Aspirant Opportunities, Occupational Safety and Health, Professional Development, Equal Opportunity and Succession Planning. The 2021-2023 Workforce Plan will ensure the school maximises its capacity to achieve strategic targets.

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

The school's capacity to deliver a curriculum of breadth and depth, along with pastoral care is determined by what each member of the team brings in experience and expertise. Through staff selection processes and development opportunities the school maximizes students' learning and maintains accountability for both system and school level projects and initiatives. Workforce planning is future directed and considers the needs of students and staff taking into account workload, staff wellbeing and system level requirements.

References

1. Building on Strength: Future directions for the Western Australian public school system <https://www.education.wa.edu.au/strategic-directions/>
2. Every Student, Every Classroom, Every Day: Strategic directions for public schools 2020 - 2024 <https://www.education.wa.edu.au/strategic-directions/>
3. Focus 2021 Department of Education WA <https://www.education.wa.edu.au/dl/ojdk6l2>
4. School Improvement and Accountability in Public Schools reviewed 31 July 2018
5. Engaging students: creating classrooms that improve learning Peter Goss and Julie Sonnemann February 2017 <https://grattan.edu.au/report/engaging-students-creating-classrooms-that-improve-learning/>
6. National Numeracy Learning Progression Australian Curriculum And Reporting Authority (ACARA) <https://www.ofai.edu.au/media/iwbecoj/national-numeracy-progression-v3.pdf>
7. National Literacy Learning Progression Australian Curriculum And Reporting Authority (ACARA) <https://www.ofai.edu.au/media/O1nixkio/national-literacy-progressions-v3-for-publication.pdf>
8. National Quality Standard Australian Children's Education and Care Quality Authority (ACECQA) February 2018 <https://www.acecqa.gov.au/nqf/national-quality-standard>
9. National School Improvement Tool Australian Council Educational Research (ACER) 2012 <https://www.acer.org/school-improvement/improvement-tools/national-school-improvement-tool>
10. Progressive Achievement Tests Australian Council Educational Research (ACER) <https://www.acer.org/au/pat>
11. National School Opinion Surveys Australian Council Educational Research (ACER) <http://www.acara.edu.au/reporting/school-opinion-information>
12. Tuart Hill Primary School 2017 Review Findings, document available on school website <https://tuarthillps.wa.edu.au/school/annual-report/>