



Department of
Education

Shaping the future

Tuart Hill Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Tuart Hill Primary School is situated within the North Metropolitan Education Region, seven kilometres north of the Perth central business district. Established in 1910, the school was granted Independent Public School status in 2012.

The school has an onsite dental clinic, accessed by students from neighbouring schools, and the Tuart Hill Community Kindergarten is located 800 metres offsite. The school community is multicultural, with approximately 40 per cent of students having a language background other than English and over 33 different first languages spoken.

There are currently 473 students enrolled at the school ranging from Kindergarten through to Year 6. The school has an Index of Community Socio-Educational Advantage of 1060 (decile 2).

Support for the school is provided through the work of the School Board, which has oversight over the school's strategic direction, and the Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- An invitation was offered to all staff to contribute to the preparation of the Public School Review. Staff who nominated were placed into teams, with each team responsible for preparing a submission for one domain of the Standard.
- Preparation for the Electronic School Assessment Tool (ESAT) included discussions with, and feedback from, staff with the final agreed evidence submitted by the Principal.
- Parents representing the School Board and P&C engaged openly in the validation visit, providing insights to enhance the review process.
- There was alignment between the performance evidence and the broad range of actions planned for the future.
- The school visit yielded information that added value to the school self-assessment and assisted with the validation phase.
- The Principal reported that the review process reaffirmed the school's direction and commitment to working together to support students.

The following recommendations are made:

- Continue to use student performance information to monitor the impact of whole-school approaches and teaching practice on student progress and achievement.
- Consider using the ESAT on an ongoing basis to record performance evidence as part of the school self-assessment process giving consideration to the selection of evidence that best supports the judgements for each domain.

Public School Review

Relationships and partnerships

Together, the school and community work in partnership to cultivate a climate of trust and respect. There is an acknowledgement that everyone's role is important and contributes to the successful operation of the school.

Commendations

The review team validate the following:

- A proactive P&C, focused on building community, provides a multitude of services to the school including the canteen, uniform shop and Mother's and Father's Day stalls. The P&C creates significant fundraising opportunities, which involve the school community and ensure funds are raised to support school initiatives.
- The School Board builds purposeful relationships and fosters partnerships with the City of Stirling, State Government bodies and Local Government representatives and businesses. This effectively supports the school's educational programs and enhances outcomes for students.
- Over the years, the partnerships and relationships between the school, parent body and community have matured, with a greater focus being placed on promoting the value of education and learning.
- The community view the school as inclusive, with all members of the school community encouraged to share their culture. Office staff are welcoming and the school is described as a kind and caring place.
- The introduction of Connect has improved communication between staff and families. Parents reported feeling better informed about what is happening in the classroom.
- The employment of a dedicated, school-based, community liaison officer has enabled the establishment of partnerships with a range of institutions and organisations, providing access to additional support for families and students.

Recommendations

The review team support the following:

- Reflect on the Aboriginal Cultural Standards Framework and strengthen staff cultural understanding and appreciation of Aboriginal culture through engagement with Aboriginal community members.
- Continue to work towards building and strengthening collaborative teams.

Learning environment

Tuart Hill Primary School creates a safe, caring, inclusive and culturally responsive learning environment for every child through the provision of programs that meet individual student needs.

Commendations

The review team validate the following:

- The school offers a wide range of support for students of all abilities focused on promoting excellence and opportunities for students to achieve their potential. Short-term intervention is also offered through the MiniLit program.
- The introduction of a learning support coordinator is seeing a shift towards a coaching model to support staff with the implementation of Individual Education Plans and Special Educational Need planning.
- Established handover processes and the introduction of SAER¹ profiles support teachers with planning at the commencement of the year.
- The school grounds are well utilised and include areas and displays that add value and enhance the school's learning program, whilst promoting sustainability practices.

Recommendation

The review team support the following:

- Continue with the implementation of the lead teacher support model to build teachers and education assistants' capacity in providing in-class support for EALD² students.

Leadership

The school leadership team are described as informative and supportive, demonstrating a unified purpose. There is a collective belief that what is best for an individual student guides decision making.

Commendations

The review team validate the following:

- All Year 6 students are provided with opportunities to lead within the school. Multi-layers of leadership enable students to take on a range of roles, including faction captains, student leaders, ambassadors, mentors, roadies and event coordinators. Students value their roles and state that they have an authentic voice in decision making.
- The leadership team make a concerted effort to be highly visible around the school. They are viewed by students and parents as approachable and concerns are addressed constructively and promptly.
- A distributed leadership model provides opportunities for collaboration. Staff meet regularly in teams to develop, implement, monitor and review operational plans.
- Staff view leaders as supportive and responsive to their needs and students' needs, authentically engaging with teachers and students in the classroom.

Recommendations

The review team support the following:

- Continue to privilege the expertise of teacher-leaders and further strengthen teacher support through the provision of feedback on teacher practice.
- Investigate the Western Australian Future Leaders Framework to guide selection and development of staff leadership capabilities.

Use of resources

Resources are managed through formalised procedures by the Principal, manager corporate services and Finance Committee. These processes ensure appropriate oversight of resource allocation.

Commendations

The review team validate the following:

- The Principal and manager corporate services, in consultation with the Finance Committee, set the preliminary budget. Finance Committee members provide oversight of the budgetary process.
- Targeted initiatives and student characteristics funding is deployed to maintain a range of support strategies and enrichment programs for identified students.
- Education assistant support is allocated on a needs basis and reviewed to meet programs and student requirements.
- Cost Centre managers provide submissions for subject areas to the Finance Committee which reviews submissions in alignment with the school operational plan.
- Individual, targeted support for students has been achieved by employing additional education assistants to lead the Targeted Achievement Program (TAP), and to provide additional support for Aboriginal and EALD students.

Recommendations

The review team support the following:

- Review reserve account planning to maintain resourcing for school initiatives and long-term resourcing requirements.
- Develop a long-term Information and Communications Technology Strategic Plan to ensure technologies remain current and device to student ratios are maintained or increased.

Teaching quality

The leadership team demonstrates a clear focus on developing and consolidating, with staff, shared beliefs about teaching and learning aimed at supporting school-wide consistency in practices.

Commendations

The review team validate the following:

- To support and guide the implementation of whole-school programs and consistency of practices, all teachers are provided with the 'Tuart Text'. The text describes the school's explicit teaching model, curriculum expectations and operational policies.
- Lead teachers and committees guide and support staff in driving whole-school programs such as: Talk for Writing; Heggerty Phonemic Awareness; Springboards; Kaplan Depth; and Letters and Sounds and Words their Way.
- Catering for the diverse needs of students is supported through the use of High Impact Teaching Strategies. A lead teacher works with staff in the classroom to build teacher capacity in implementing strategies to extend and challenge gifted students.
- All teachers participate in professional learning related to whole-school practice. Education assistants are offered the opportunity to participate, and build their own understanding, so they can support the students to achieve their full potential.

Recommendations

The review team support the following:

- Work with staff to develop quality assessment tasks that provide students with the opportunity to demonstrate their learning and inform teaching programs.
- Continue to provide teachers with opportunities to participate in classroom observations around the Explicit Teaching Model.
- Consolidate and embed a Teaching Framework to strengthen consistency in practice across all classrooms and year levels.

Student achievement and progress

The school collects systemic and school-based data, which informs reflection against school targets, teachers' planning and strategic planning.

Commendations

The review team validate the following:

- The school has established a whole-school assessment schedule. Refining assessment practices and establishing a data hub to provide staff with timely access to data to guide and inform planning, is a continued focus for the school.
- Whole-school data is analysed and shared with all staff to provide an insight into whole-school and cohort progress and achievement information.
- All students from Year 2 to Year 6 are assessed against the AGAT³ and results shared with classroom teachers informing them of students' abstract, verbal and numeral reasoning abilities.
- The school has commenced using common assessment tasks to support teacher moderation processes.

Recommendations

The review team support the following:

- Finalise the development of a data hub and continue to build staff data literacy through the implementation of a disciplined dialogue process enabling staff to utilise data to inform planning.
- Strengthen school moderation processes through collaboration with colleagues and teaching teams to build consistency in teacher judgement and grade allocation.

Reviewers

Lou Zeid
Director, Public School Review

Rebecca Stewart
Principal, Excelsior Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Students at educational risk
- 2 English as an Additional Language or Dialect
- 3 ACER (Australian Council for Educational Research) General Ability Tests