



Tuart Hill Primary School

School Report 2021



Reviewed collaboratively with
Staff, School Board and parents.



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 – we ExCEL

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

Excellence We believe in:	Care We believe in:	Equity We believe in:	Learning We believe that:
<ul style="list-style-type: none"> • 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. 	<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 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

Prepared by Beverly Innes and endorsed by Jason Papps
Beverly Innes, Principal

at School Board Meeting **12 May 2022**
Jason Papps, School Board Chair



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.

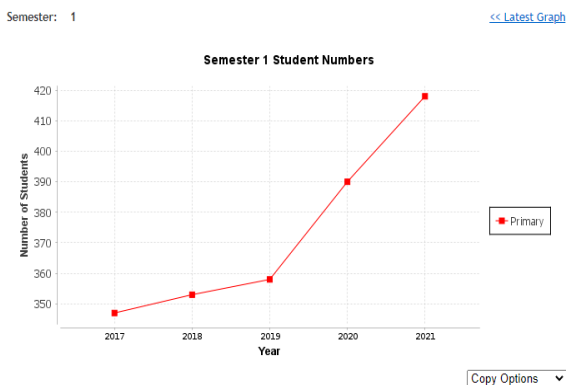
Specialist programs currently provided to students include LOTE(Spanish), Physical Education, Visual Arts, Music, Oral Language and Science as well as support being provided for environmental programs and Digital Technologies. Our staff are digitally literate and use interactive whiteboards, iPads, laptop, Chromebook and desktop computers, and a variety of coding and robotic resources, to enhance rigorous learning and teaching programs.

The school appreciates our three large play areas that include AFL and Soccer ovals, multipurpose refurbished hardcourts, natural and built 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 for students to reach their full potential. We actively promote our school in the wider community and encourage community engagement with how our school operates.

ENROLMENTS

Student Numbers - Trends



Semester 1	2017	2018	2019	2020	2021
Primary (Excluding Kin)	347	353	358	390	418

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

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 students 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**, the same as the 2020 rate. Overall, families come to our school and choose to stay at our school – a point that makes us very proud.

Destination Schools

2022 school destinations of the 2021 student cohort

Year Level : Male: 24 Female: 25 Total: 49

Destination Schools	Male	Female	Total
4004 Balcatta Senior High School	5	10	15
1178 Servite College	2	7	9
4213 Bob Hawke College	4	2	6
4012 Churchlands Senior High School		3	3
4026 John Forrest Secondary College	3		3
4036 Dianella Secondary College	2		2
4038 Mount Lawley Senior High School	2		2
4042 Perth Modern School	1	1	2
4169 Cannington Community College	1		1
4057 Carine Senior High School		1	1
4122 Greenwood College	1		1
4029 Kent Street Senior High School	1		1
4051 Morley Senior High School		1	1



BUSINESS PLAN REVIEW – on balance collated views

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.

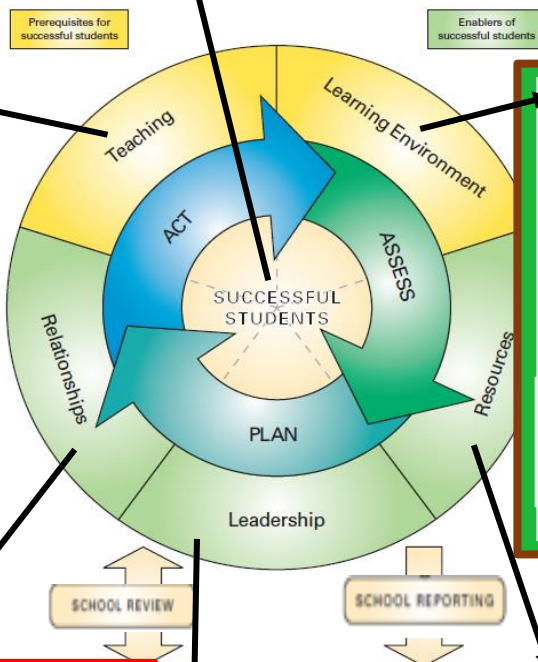
The Business Plan includes student achievement improvement targets and milestones used to monitor and make judgments about school performance in key focus areas, where highlighted colours indicate **achieved**, **in progress** or **not evident**.

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

- **Student Attendance** K-6 2021 – 2023 will be monitored and maintained to achieve:
 - Regular attendance at or above WA Public School percentages
 - Late arrivals when monitored 2021 -2023 reduced each year from 1.71% in 2020
 - Unauthorised absences when monitored 2021 -2023 reduced each year 0.04% in 2020
- 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**
- 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**
- 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**
- **Student grades allocated by teacher judgement** across all other learning areas will be **comparative** with system data.

Teaching 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.
- All teachers will implement 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. **On going**



Learning Environment

- 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.

Relationships

- 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.

Resources 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.

Leadership 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.



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

STUDENT ATTENDANCE: Student Attendance K-6 2021 – 2023 will be monitored and maintained to achieve:

- Regular attendance at or above WA Public School percentages

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2019	91%	92%	92%	92%	93%	92%	93%
2020	92%	91%	95%	95%	93%	92%	94%
2021	92%	92%	90%	94%	94%	92%	93%
WA Public Schools 2021	90%	91%	91%	92%	91%	91%	90%

Individual students with at risk attendance are identified and action taken as per the 2021 – 23 Attendance Plan.

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

Date Range: 1 FEB 2021 to: 16 DEC 2021



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	523	134462	0	0	0	0	0	2153	3	43	7821	694	10714	10714	145	51	26	222	3332

- Late arrivals when monitored 2021 -2023 reduced each year from 1.71% in 2020 2021 percentage = 0.25%

- Unauthorised absences when monitored 2021 -2023 reduced each year 0.04% in 2020 2021 percentage = 0%

ACER PROGRESSIVE ACHIEVEMENT TESTS: Tuart Hill Year PP-6 students will participate in **ACER PAT** to *maintain or improve mean scores when compared to like schools in:*

Mathematics

2023														
2022														
2021	90	NONE	107	93	107	103	114	111	127	117	127	123	132	126
PAT Maths	THPS PP	PP Norm	THPS Yr 1	Yr 1 Norm	THPS Yr 2	Yr 2 Norm	THPS Yr 3	Yr 3 Norm	THPS Yr 4	Yr 4 Norm	THPS Yr 5	Yr 5 Norm	THPS Yr 6	Yr 6 Norm

Comprehension

2023														
2022														
2021	71	NONE	90	88	101	100	112	110	124	119	125	124	133	129
PAT Comp	THPS PP	PP Norm	THPS Yr 1	Yr 1 Norm	THPS Yr 2	Yr 2 Norm	THPS Yr 3	Yr 3 Norm	THPS Yr 4	Yr 4 Norm	THPS Yr 5	Yr 5 Norm	THPS Yr 6	Yr 6 Norm

Tuart Hill Year 3-6 students will participate in **ACER PAT** to *maintain or improve mean scores when compared to like schools in:*

Vocabulary

2023								
2022								
2021	111	107	119	112	120	118	131	125
PAT Vocabulary	THPS Yr 3	Yr 3 Norm	THPS Yr 4	Yr 4 Norm	THPS Yr 5	Yr 5 Norm	THPS Yr 6	Yr 6 Norm

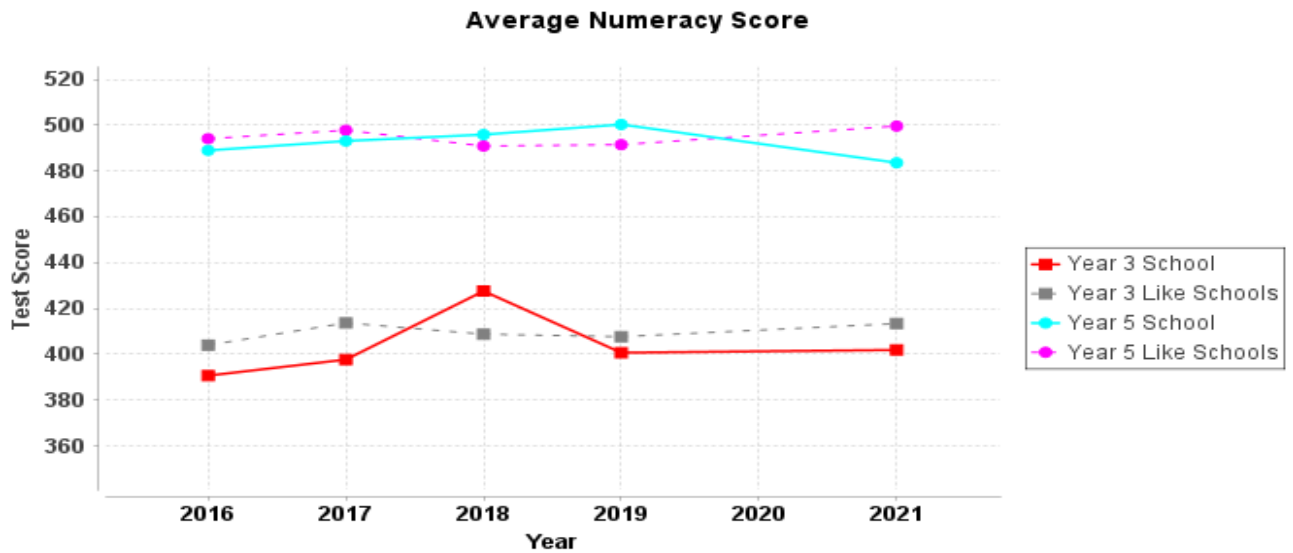
Science

2023								
2022								
2021	110	116	117	118	120	121	128	122
PAT Vocabulary	THPS Yr 3	Yr 3 Norm	THPS Yr 4	Yr 4 Norm	THPS Yr 5	Yr 5 Norm	THPS Yr 6	Yr 6 Norm

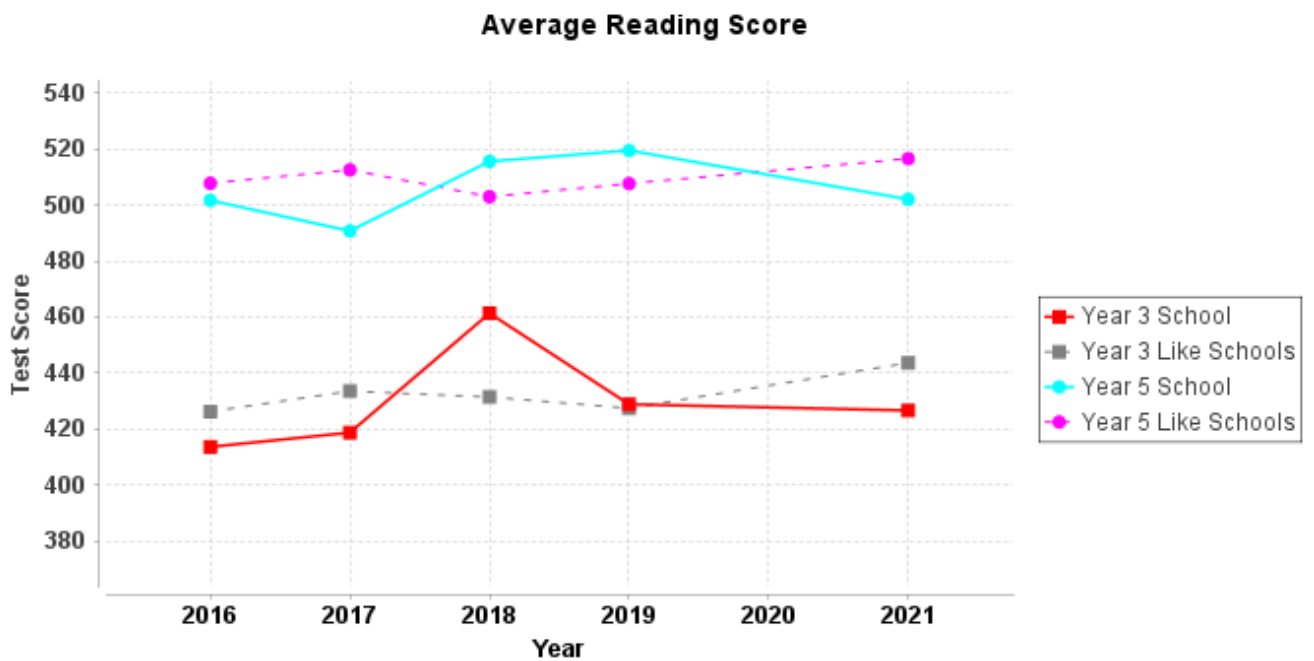
NAPLAN: Tuart Hill Year 3 and 5 students will participate in **NAPLAN Online in 2021** to maintain or improve stable cohort **mean scores** when compared to like schools in:



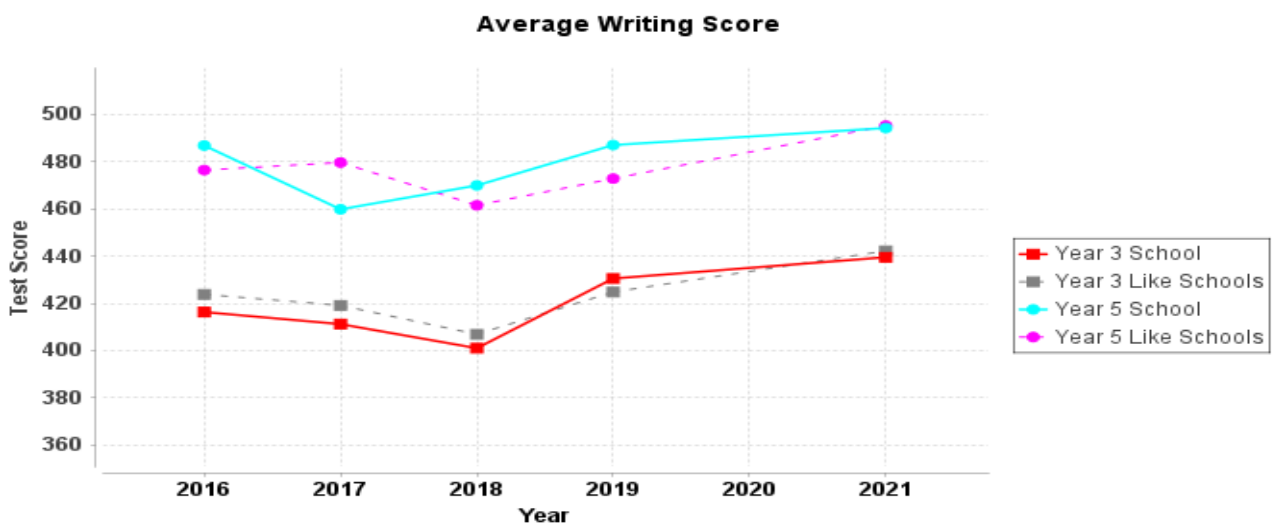
Numeracy: our average mean scores are slightly **below those of like schools**



Reading: our average mean scores are slightly **below those of like schools**



Writing: our average mean scores are **equal to those of like schools.**



Tuart Hill Year 3 and 5 students will participate in **NAPLAN Online in 2021** to maintain or improve stable cohort top three proficiency band percentages when compared to like schools in:



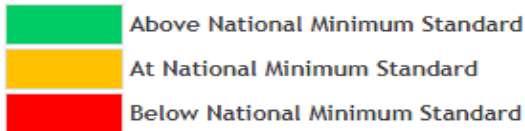
Numeracy:

Year Three
 Tuart Hill – 65%
 Like Schools – 70%
 Biggest difference - Band 6

Year Five
 Tuart Hill – 56%
 Like Schools – 62%
 Biggest difference - Band 8

Proficiency Bands Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2019		2021		2019		2021	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					12%	8%	0%	10%
7	530 - 581					20%	17%	25%	20%
6	478 - 529	9%	18%	10%	16%	37%	33%	31%	32%
5	426 - 477	26%	24%	21%	22%	17%	30%	23%	26%
4	374 - 425	37%	26%	34%	32%	10%	9%	17%	9%
3	322 - 373	17%	20%	26%	20%	5%	4%	4%	2%
2	270 - 321	9%	9%	7%	8%				
1	Up to 269	2%	3%	2%	1%				



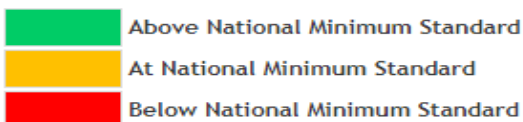
Reading:

Year Three
 Tuart Hill – 75%
 Like Schools – 81%
 Biggest difference - Bands 5 and 6

Year Five
 Tuart Hill – 61%
 Like Schools – 72%
 Biggest difference - Band 6

Proficiency Bands Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2019		2021		2019		2021	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					22%	13%	13%	14%
7	530 - 581					17%	26%	29%	29%
6	478 - 529	22%	29%	30%	33%	39%	29%	19%	29%
5	426 - 477	35%	23%	20%	23%	12%	20%	25%	19%
4	374 - 425	22%	21%	25%	25%	5%	9%	8%	6%
3	322 - 373	15%	13%	13%	12%	5%	3%	6%	2%
2	270 - 321	2%	12%	11%	6%				
1	Up to 269	4%	2%	2%	1%				





Year Three
 Tuart Hill – 92%
 Like Schools – 91%
 Biggest difference - Band 5

Year Five
 Tuart Hill – 66%
 Like Schools – 62%
 Biggest difference - Band 7

Proficiency Bands Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2019		2021		2019		2021	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					12%	4%	4%	7%
7	530 - 581					10%	12%	27%	20%
6	478 - 529	20%	15%	23%	24%	32%	32%	35%	35%
5	426 - 477	46%	42%	48%	44%	32%	36%	25%	27%
4	374 - 425	22%	28%	21%	23%	7%	12%	0%	8%
3	322 - 373	7%	8%	3%	7%	7%	5%	8%	3%
2	270 - 321	7%	5%	0%	2%				
1	Up to 269	0%	2%	5%	1%				

- Above National Minimum Standard
- At National Minimum Standard
- Below National Minimum Standard

Our writing results are responding to continued refinement and consolidation of the whole school ‘Talk for Writing’ approach.

Student grades allocated by teacher judgement across all other learning areas will compare positively with system data.

Student Academic Achievement

Teacher Judgement

Grade Allocation (A - E)	2020 (2)	2021 (2)
Overall Relative Judgement	-0.72	-0.67
- English	-0.51	-0.72
- Mathematics	-0.34	-0.80
- Science	-1.53	-0.48
- Humanities & Social Sciences	-0.51	-0.68

A-E grades for Years PPR to Year 9 in English, Mathematics, Science, and Humanities and Social Sciences are assigned numerical values 5-1 (where A=5), averaged and standardised against the school's ICSEA. Expressed as a standard deviation (SD) from the expected grade allocation, based on ICSEA.

- More than one SD above the expected grade allocation
- More than half to one SD above the expected grade allocation
- Within half SD above or below the expected grade allocation
- More than half to one SD below the expected grade allocation
- More than one SD below the expected grade allocation

Line of Enquiry Indicated: There is an indication that the alignment between Teacher Judgements and NAPLAN results for Numeracy and/or Literacy is poor - see Page Footnotes.

Overall our judgement of student grades has **improved slightly** however each area indicates grading t... standard deviation below the expected grade allocation when averaged and standardised against the schools' ICSEA of 1060. **Teachers work closely** in Teaching Teams to rigorously reference curriculum standards as outlined by SCSA when moderating Common Assessment tasks. **The Administration Team and expert teachers** share their proficiency with teachers to triangulate and interrogate data to inform teaching plans. Our **investment in Best Performance** analysis supports teachers to present Learning Sprints and to more precisely differentiate Literacy and Numeracy lessons. The **introduction of a Science Specialist** for all classes PP-Yr 6 is resulting in more accurate grading against the Standards across the school.



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

Agreed by staff that:

- All teachers work to use the Explicit Lesson Plan to teach 85-100% of learning activities across their timetable.



Tuart Hill Primary School

Learning Excellence Care Equity

Explicit teaching is a core requirement of teaching practice at Tuart Hill Primary School. Explicit teaching is an instructional strategy used by teachers to meet the needs of their students and engage them in unambiguous, clearly articulated teaching.

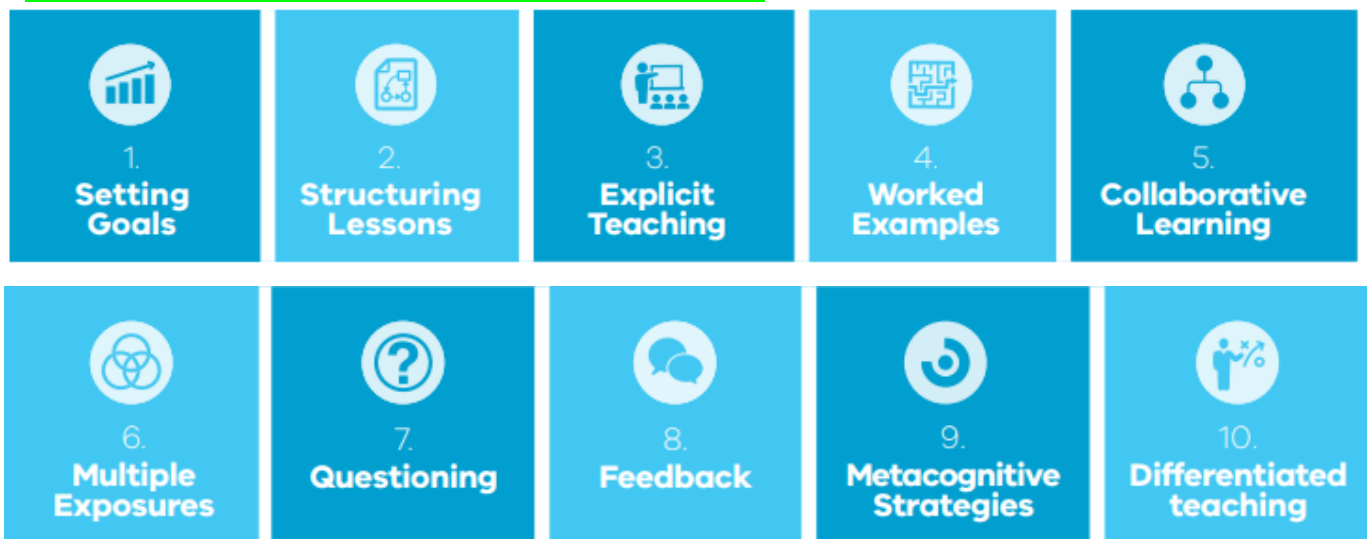


Explicit Teaching Lesson Plan

Curriculum Focus: _____

How are you going to teach this?					
RESOURCES REQUIRED					
LESSON INTRODUCTION • State concept to be taught • Define lesson purpose and goals <small>2 minutes</small>					
WARM-UP • Review prerequisite skills and knowledge • Revise or make connections to previous work • Quick and focussed <small>8 minutes</small>					
I DO Teacher explicitly demonstrates skill Teacher clearly explains skill step by step Revision and reinforcement of skill <small>10 minutes</small>					
WE DO Practice skills as whole group Practice skills in smaller groups Activities that reinforce concepts and understanding of skill Teacher guides and scaffolds, tracks <small>5 minutes</small>					
YOU DO Differentiated (TAG, SAER..) Individual activities Extension of activities Teacher monitors and provides individual feedback <small>15 minutes</small>	<table border="1"> <tr> <td>Group One (teacher focus)</td> <td>Group Two</td> </tr> <tr> <td>Group Three</td> <td>Group Four</td> </tr> </table>	Group One (teacher focus)	Group Two	Group Three	Group Four
Group One (teacher focus)	Group Two				
Group Three	Group Four				
REVIEW/Plenary • Check for understanding – ensure every student understands concept/skill <small>10 minutes</small>					
HOTS Questions/Focus	Vocabulary Focus				

- High Impact Teaching Strategies are evident in teaching pedagogy



High impact Teaching Strategies are discussed in depth by the Victorian Department of Education and Training. Our Gifted and Talented Lead Teacher Ms Harfoushian explicitly models HITS during her shared teaching time in conjunction with explicit presentations by the Admin Team. Formal and informal feedback from teachers following co-teaching indicate high to very high impact on awareness of high impact teaching strategies, increased acknowledgment of the impact that specific strategies have on the depth of individual student learning and raised levels of confidence in educator ability to integrate blended and intentional HITS into their pedagogy.



All teachers are implementing whole school approaches as outlined in Operational Plans

- 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

All teachers implement 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

National Schools Opinion Survey was not sent to school staff in 2021.

Relationships: 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.

National Schools Opinion Survey is shared electronically to all parents through Connect, via Facebook and parent champions. Responses take a five-point scale – Strongly Agree, Agree, Neither, Disagree, Strongly Disagree.

The mean is calculated by adding the percentage of responses for Strongly Agree and Agree and dividing that value by the added responses of Disagree and Strongly disagree.

Survey Question	2021 response rate – 10.3% 485 students - 50 responses	2022 response rate	2023 response rate
Teachers at this school treat students fairly.	79% / 17% Mean = 4.64		
My child feels safe at this school.	87% / 10% Mean = 8.7		
I can talk to my child’s teachers about my concerns.	86% / 13% Mean =6.6		
Student behaviour is well managed at this school.	70% / 17% Mean = 4.1		
My child likes being at this school.	85% /10% Mean = 8.5		
Teachers at this school care about my child.	79% /10% Mean = 7.9		

Student Care was a theme that was listed as something parents found supported their child/ren at our school.

Communication processes across the school are monitored, reviewed and refined

Response from the Communication Survey ratified by the School Board that was shared electronically to all parents through Connect, via Facebook and parent champions.

11. As a parent of a Tuart Hill Primary School student, how do you rate the overall communication quality from the school? One star: Poor Two stars: Not Bad Three stars: Okay Four stars: Great

[More Details](#)

[Insights](#)

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Responses

★★★★☆
3.03 Average Rating

Communication was a theme that was listed as something that supported families at Tuart Hill School and also featured as a theme when we asked for improvement suggestions. Effective, relevant, timely, targeted Communication continues to be an agile improvement priority for the Leadership Team, the Front Office Team, Teaching Teams, the School Board and the P&C.



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.

Survey Question	2021 response rate – 10.3% 485 students - 50 responses	2022 response rate	2023 response rate
Teachers at this school expect my child to do their best.	91% / 6% Mean = 15.1		
Teachers at this school provide my child with useful feedback about their school work.	72% / 14% Mean = 5.1		
Teachers at this school motivate my child to learn.	80% / 12% Mean = 6.7		
My child is making good progress at this school.	81% / 8% Mean = 10.1		
My child's learning needs are being met at this school.	77% / 15% Mean = 5.1		
This school works with me to support my child's learning.	76% / 15% Mean = 5.1		

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.

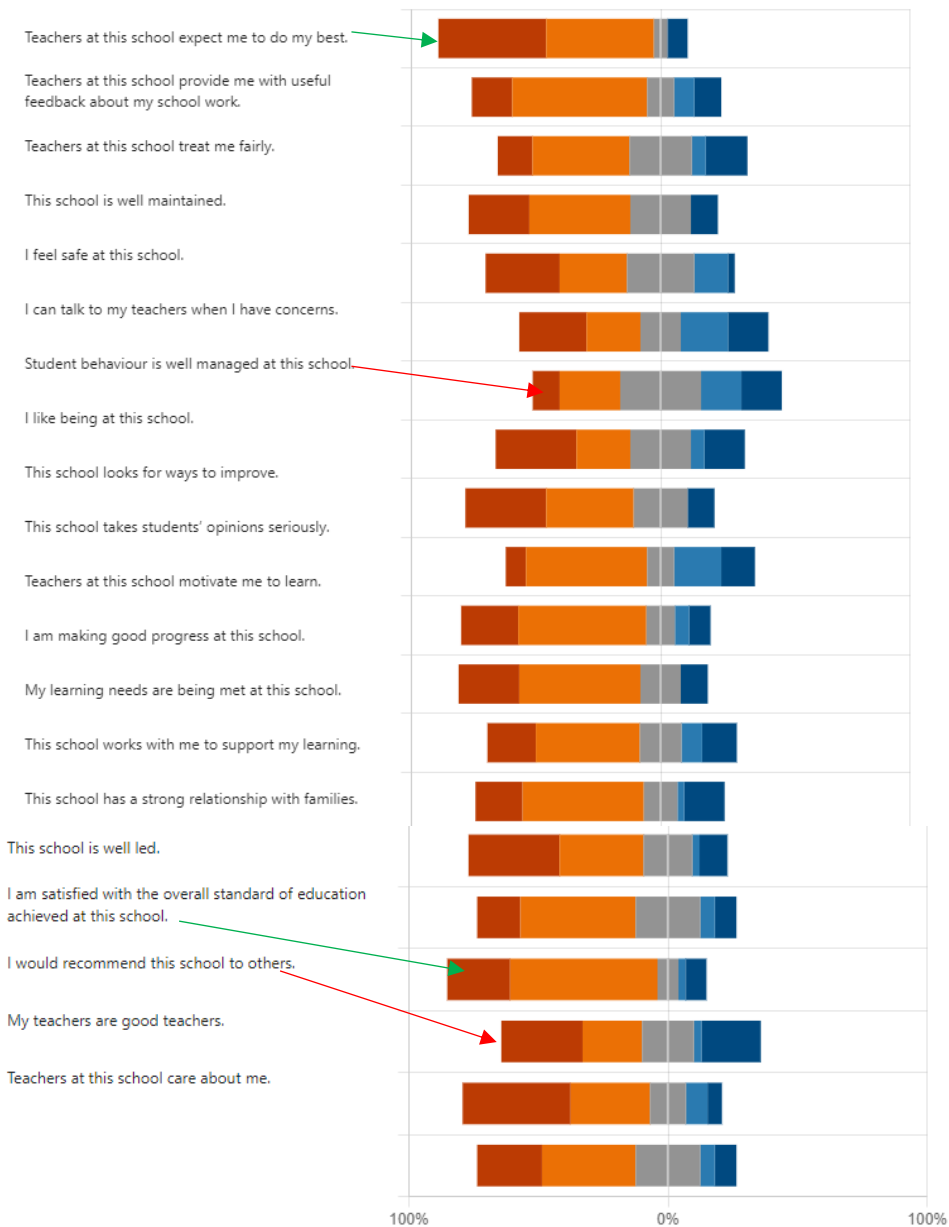
Strongest rated items:

Teachers at this school expect me to do my best.
I am satisfied with the overall standard of education achieved at this school.

Lowest rated items:

Student behaviour is well managed at this school.
I would recommend this school to others.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree





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

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

December 2021 Report	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	12.00	\$22,583.00
Disability	29.19	\$354,205.56
English as an Additional Language or Dialect	56.00	\$134,715.99
Social Disadvantage	66.70	\$57,176.01
Sub Total		\$568,680.56

Identified student characteristics	2021 Key Expenditure Points
Aboriginality	Additional support staff allocated to classrooms Consideration to student numbers in classrooms if possible Time allocated to attend case conferences Additional adhoc time for teachers to prepare individual education plans Additional adhoc time for teachers to prepare differentiated lessons and resources Completion of Aboriginal Cultural Standards Professional learning mandated – time allowed
Disability	Lead teacher time funded to coordinate school-wide responses to individual student needs Support staff allocated to classrooms equal to or above allocations Consideration to student numbers in classrooms if possible Time allocated for teachers to attend case conferences Additional adhoc time for teachers to prepare individual education plans Additional adhoc time for educators to prepare differentiated lessons and resources Opportunities to attend Professional learning for all educators Whole school programs supported with whole school professional learning External consultants engaged to support individual student needs
EAL/D	Lead teacher time funded to coordinate school-wide responses to individual student needs Support staff allocated to classrooms equal to or above allocations Consideration to student numbers in classrooms if possible Time allocated for teachers to attend case conferences Additional adhoc time for teachers to prepare individual education plans Additional adhoc time for educators to prepare differentiated lessons and resources Opportunities to attend Professional learning for all educators Whole school programs supported with whole school professional learning External consultants engaged to support individual student needs
Social Disadvantage	School Based Community Liaison Officer employed to: <ul style="list-style-type: none"> oversee, initiate and coordinate school-wide responses to individual student and family needs induct volunteers train, implement and oversee Support-A-Reader program Targeted Achievement Program funded Consideration to lower student numbers in classrooms if possible Time allocated for teachers to attend case conferences Additional adhoc time for teachers to prepare individual education plans Additional adhoc time for educators to prepare differentiated lessons and resources Opportunities to attend Professional learning for all educators Whole school programs supported with whole school professional learning External consultants engaged to support individual student needs



- Targeted Initiatives are expended as audited.

Targeted Initiatives (Detail)

December 2021 Report

	Amount
Targeted Initiative: Additional support for delivery of mental health programs	\$11,479.50
Targeted Initiative: EBA Commitment ? Curriculum Support Professional Learning	\$9,423.00
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$16,519.80
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$11,479.51
Targeted Initiative: Minor School Project Funding	\$20,000.00
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$11,479.51
Targeted Initiative: Sporting Schools Programme	\$17,900.00
Total	\$98,281.32

Targeted Initiative	2021 Key Expenditure Points
Additional Support for delivery of mental health programs	Joe Bell attended Gateway training to establish informed expertise in the school. Future funds to be allocated for implementation of considerations and additional training during 2022..
Curriculum Support Professional Learning	Teaching teams allocated time to discover, explore and apply teaching resources recently added to the SCSA extranet.
Graduate Teacher induction Program and Graduate Teacher Curriculum Materials	Salary Code 1364 / 802 covers costs of attending Graduate Modules 1,2,3,4. Budget code D 2715 tracks teacher curriculum materials reimbursement.
Level Three Classroom Teacher Additional Time	0.1 FTE Curriculum Leader J De Bellis
Minor School Project Funding	Added to school funds to install additional active play challenges in the playground
Schools with low proportion of Level Three classroom teachers	0.1 FTE Lead Teacher SAER R Price
Sporting Schools Program	Expended in line with approved applications across a variety of traditional and non-traditional sports to increase access to expert coaching and supervised experiences

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

	2021	2022	2023
Technology Committee members	Leader: Cameron Benness Team: Joe Bell, Isolette Ricci, Fiona Boath, Sophie Townsend		
Device Ratio: student numbers	170 : 418 (PP-6) Reatio is 1:2.5		

Learning Environment Indoor and outdoor environments will promote positive learning opportunities.

- All Educators will implement Positive Behaviour Support for all students.

Staff continue to teach, reinforce, reward and re-iterate expected student behaviours as guided by the Positive Behaviour Support Team. Anecdotally, 13% of 2021 staff were yet to invest in PBS lessons as expected by the Team.

Evidence collected on Reflection Sheets was that the number of students that reached Step 5 on the whole school Behaviour Responses Chart lessened significantly from Term 1 to Term 4.

- The Buildings and Facilities Plan will be completed, enacted and reviewed each year.

The Building and Facilities Plan continues to be an ongoing working document.

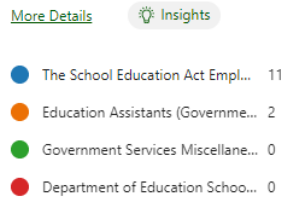


Leadership Strong and empowering leadership opportunities exist at all levels of our school community.

- The Organisational Chart is updated as needed.
- Staff indicate that they know who does what and how to find the information they need more than 80% of the time.

Survey – *How Effective is the 2021 Leadership Team* - emailed to all staff – 51 addresses
13 responses – 25% response rate.

1. Please indicate the General Agreement under which you are employed.



2023										
2022										
2021	79%	81%	83%	69%	83%	83%	79%	81%	84%	84%
	2. The Leadership Team has developed a clear strategy for improving the school	3. This strategy is effectively communicated to the staff.	4. The Leadership Team has a strong and visible presence in the school	5. The Leadership Team speaks with one voice.	6. The Leadership Team is seen as the driver of improvement in the school.	7. The Leadership Team supports staff to implement the strategy for improving the school.	8. The roles and responsibilities of the Leadership Team members are well defined and understood by staff.	9. The Leadership Team is open to constructive feedback and alternative ideas for improving the school.	10. The Leadership Team demonstrates high expectations of themselves and others.	11. The Leadership Team models behaviours that encourages staff to contribute and take on leadership roles.

Based on just a 25% response rate, there is satisfaction with the Leadership Team’s visibility (4), leadership (7), integrity (10) and encouragement (11). There is a perception that the Leadership Team communication may be divergent (5). This will be an improvement focus for the Team.

- All members of the Tuart Hill School Community are empowered to lead at any level of individual interest through transparent, fair processes.
 - 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.

Table extracted from One Line Budget/Workforce Profile (interactive Reports)/Like Schools Comparison Analysis/Pay Grade Wise Comparison

Pay Grade wise Comparison

Pay grade comparison between Tuart Hill Primary School (5441) and the average of all Primary Schools

Pay Period	Tuart Hill Primary School (5441)						Like Schools					
	L3CT Headcount	L3CT FTE	Senior Teacher Headcount	Senior Teacher FTE	Teacher Headcount	Teacher FTE	L3CT Headcount	L3CT FTE	Senior Teacher Headcount	Senior Teacher FTE	Teacher Headcount	Teacher FTE
03-May-2018	0.0%		34.5%	35.5%	65.5%	64.5%	5.0%	5.2%	28.0%	28.5%	66.9%	66.3%
02-May-2019	3.4%	4.6%	37.9%	36.1%	58.6%	59.3%	5.0%	5.2%	27.9%	28.4%	67.1%	66.5%
30-Apr-2020	3.2%	4.1%	38.7%	35.5%	58.1%	60.4%	5.0%	5.2%	28.3%	28.4%	66.7%	66.5%
29-Apr-2021	2.9%	3.7%	50.0%	49.6%	47.1%	46.7%	4.9%	5.1%	28.6%	28.8%	66.5%	66.2%
28-Apr-2022	2.9%	3.5%	45.7%	45.7%	51.4%	50.8%	4.8%	5.0%	28.0%	28.2%	67.2%	66.8%

2021 Data indicates our school hosts less Level Three Classroom Teachers but more Senior Teachers when compared with like schools.

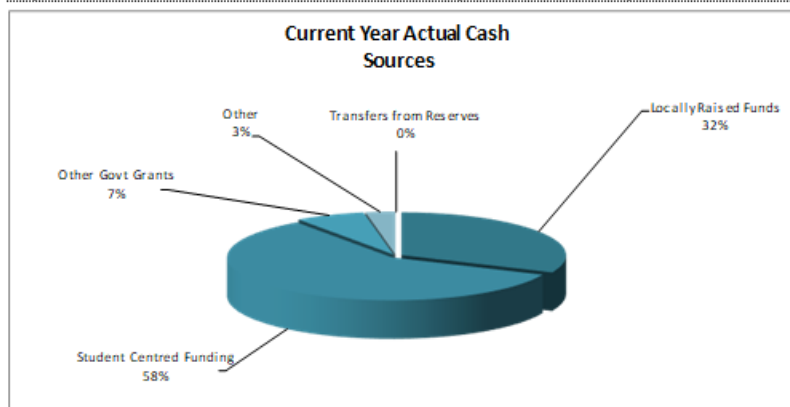
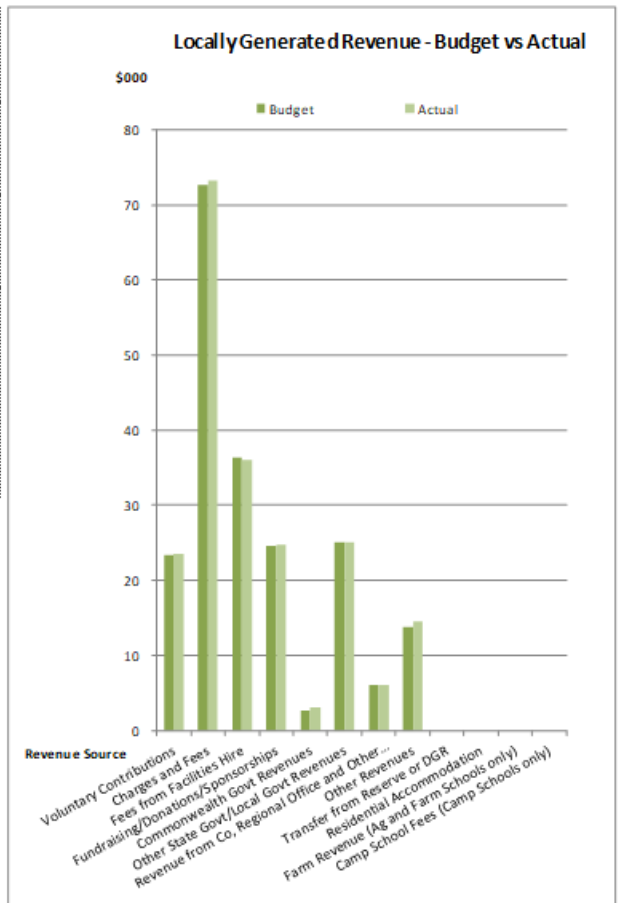
- Mentors are offered as part of new staff induction.

Teaching Teams mentor each other though Teaching Team meetings held during Common DOTT time. New staff are given an opportunity to make professional and personal links with mentors in adhoc situations. Line managers check in regularly with new staff and monitor the mentor-mentee relationship, sensitively adjusting relationships as needed, resulting in staff being supported to carry out their duties for the best benefit of our students.

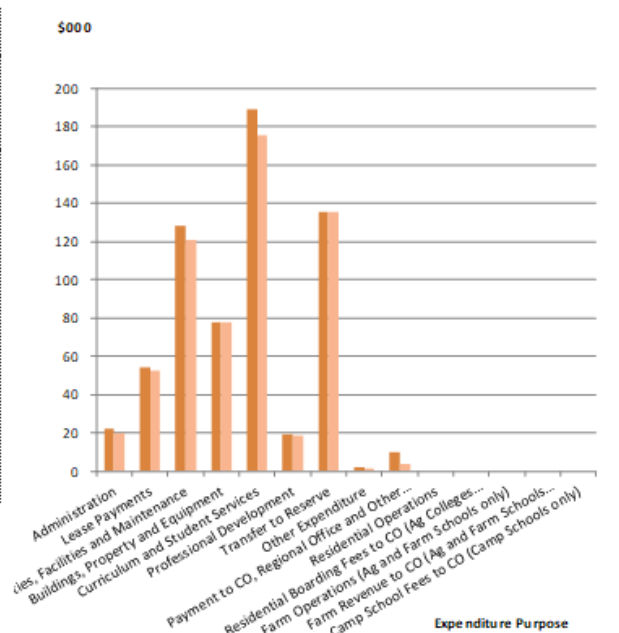


Tuart Hill Primary School
Financial Summary as at
31 December 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 23,405.00	\$ 23,468.90
2	Charges and Fees	\$ 72,618.00	\$ 73,279.16
3	Fees from Facilities Hire	\$ 36,298.00	\$ 35,962.90
4	Fundraising/Donations/Sponsorships	\$ 24,552.00	\$ 24,759.23
5	Commonwealth Govt Revenues	\$ 2,570.00	\$ 3,170.13
6	Other State Govt/ Local Govt Revenues	\$ 25,071.00	\$ 25,071.40
7	Revenue from Co, Regional Office and Other Schools	\$ 5,981.00	\$ 5,980.39
8	Other Revenues	\$ 13,776.00	\$ 14,536.06
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 204,271.00	\$ 206,228.17
Opening Balance		\$ 142,789.77	\$ 142,789.77
Student Centred Funding		\$ 291,834.22	\$ 291,834.44
Total Cash Funds Available		\$ 638,894.99	\$ 640,852.38
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 638,894.99	\$ 640,852.38



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 22,042.46	\$ 19,489.96
2	Lease Payments	\$ 54,306.00	\$ 52,038.60
3	Utilities, Facilities and Maintenance	\$ 128,232.72	\$ 120,434.75
4	Buildings, Property and Equipment	\$ 77,559.00	\$ 77,292.93
5	Curriculum and Student Services	\$ 188,659.25	\$ 175,197.97
6	Professional Development	\$ 19,064.65	\$ 18,272.46
7	Transfer to Reserve	\$ 135,167.00	\$ 135,167.00
8	Other Expenditure	\$ 1,825.00	\$ 1,393.96
9	Payment to CO, Regional Office and Other Schools	\$ 9,753.21	\$ 3,812.57
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		\$ 636,609.29	\$ 603,100.20
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 636,609.29	\$ 603,100.20
Cash Budget Variance		\$ 2,285.70	



Cash Position as at:	
Bank Balance	\$ 204,272.38
Made up of:	
1 General Fund Balance	\$ 37,752.18
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 178,847.49
5 Suspense Accounts	\$ (7,232.29)
6 Cash Advances	\$ -
7 Tax Position	\$ (5,095.00)
Total Bank Balance	\$ 204,272.38



Recommendations into 2022

We will:

- Interrogate valid **data** triangulated through Ed Companion to support student progress and achievement
- Use the **Explicit Teaching Model** and our knowledge of key elements of **High Impact Teaching Strategies** to deliver learning experiences.
- **Collaborate** in school-based and networked professional learning communities
- Embed behaviour expectations through authentic **Positive Behaviour Support** implementation
- Ensure **effective communication** with our parents to establish educational partnerships
- Continue to refresh and respond to **Student Voice**
- Clarify and develop **leadership** opportunities, roles and responsibilities at all levels of the school community

Successful Students

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

Embed effective use of triangulated data into teaching and learning through:

- manipulation of *Ed Companion* information made available at year, class and individual level
- tangible differentiation in every lesson
- implementing Learning Sprints where appropriate

Teaching

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

- All staff will use the Explicit Teaching Model to deliver lessons.
- Staff awareness of the impact of High Impact Teaching Strategies (HITS) will result in instinctive use of the key elements of *goal setting, lesson structure, explicit teaching, worked examples, collaborative learning, multiple exposures, questioning, feedback, metacognition* and *differentiation*. HITS will be explicitly and implicitly presented through focused Professional Learning, team teaching, shoulder-to-shoulder mentoring and individual consultation.
- Staff will be supported to collaborate in school-based and networked professional learning communities

Relationships

Strong parent and community partnerships support our students.

- Positive Behaviour Support will be authentically implemented across our school community
- Effective communication will be a key focus at all levels of the school
- Parent Feedback will be sought regularly and professionally responded to in a timely manner
- Student Voice will be enhanced in the school through refreshed Student Leadership roles and better timing of Student Surveys.

Resources

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

- One Line Budget Student Characteristics are noted and ethically honoured
- Support Staff and Partnerships are allocated effectively to make a positive difference for identified students and families
- Technology supports learning progression

Learning Environment

Indoor and outdoor environments will promote positive learning opportunities.

- Enhancements to the indoor and outdoor environment will promote optimal learning conditions.

Leadership

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

- All leaders respond to constructive feedback and act within policy for the benefit of our students and parents

