



**TUARTRISE**

Primary School

*Belong and Become*

ANNUAL REPORT – 2018





## From the Principal

It is with great pleasure that I present the 2018 Annual Report for Tuart Rise Primary School.

2018 was the final year of our first planning cycle and this report provides a summary of our actions and achievements in respect to the 2016-2018 School Business Plan. It also provides a summary of the information we are learning about our Community which will help us to better cater for the needs of our students as we move forward.

An Independent Public School Review was conducted last year. The purpose of this review was to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

The reviewers reached the following conclusion about our school:

The school's leaders and community are commended for having established a strong and valued school community in only three years. The goal of establishing a school with 'a happy, optimistic feel' has been achieved.

The school has experienced rapid growth from its commencement including the significant doubling of student enrolment since 2015. At the same time, there has been focus on establishing a positive culture and identifying and attending to issues of student achievement and wellbeing. The school has placed an emphasis on developing quality positive and collaborative relationships. This was confirmed for the reviewers through observation and discussion with staff, students and parents.

Effective processes are in place to focus on student learning outcomes through a committed approach to continual improvement. The review of implementation of DPA responsibilities and achievement of business plan targets was systematic, meticulous and transparent providing confidence the school is meeting its commitments and addressing the targets of the business plan.

Staff demonstrated there is an embedded collegial culture of review and improvement which provides for a holistic response to student learning and developmental needs. In keeping with its motto 'Belong and Become', the school culture is highly relational through empowering relationships, a commitment to excellence and promotion of high expectations. There is a strong sense of collective responsibility.

Survey data and conversations with parents and students show there is a high level of trust in, and support for, the school from its community. Parents expressed high levels of confidence in the school through its provision of a well-rounded education in a caring and nurturing environment.

A full copy of the report can be accessed on Schools Online.

As an Independent Public School, the Tuart Rise Primary School Board was responsible to oversee the implementation of all the requirements of the 2018 Funding Agreement.

I continue to appreciate the endeavours of our school community and, in particular, the School Board and P&C for working to provide the community perspective in many significant decisions.

Finally, I thank the staff. I really appreciated the commitment and passion they demonstrated in creating a positive school culture.

Gary Crocetta, Principal  
April 2019



## From the School Board

Firstly, I would like to thank and acknowledge the contributions of the members of the School Board during 2018. Parents, teachers and staff alike volunteer their time, skills and experience to fulfil the purpose of the Board.

The fundamental purpose of the School Board is to enable parents and members of the community to engage in activities that are in the best interest of students and that enhance the education provided by the school.

The Tuart Rise Primary School Board was established in July 2015, shortly after the school opened. Since that time, the Board has played an important role contributing to the growth of the school. Many parents have participated as representatives of the School Board through this time and I would like to take this opportunity to encourage parents to consider being part of the School Board.

The School Board has matured since inception and is now becoming more business-like. A significant body of work, a revision of the Board's Terms of Reference and Code of Conduct, commenced in the second half of 2018 to strengthen the governance arrangements applicable to the Board. These important documents form the foundation to support decision making in the context of compliance and performance and will come into effect in Term 2 of 2019.

I believe the School Board is in a very strong position moving forward. I also believe that what the School becomes is what the school community wants it to be and moving into 2019 and beyond, a better understanding of community expectations and strengthening of these partnerships is essential. Finally, I would like to thank all students, families and staff for their contributions to the Tuart Rise Primary School community in 2018.

Craig Hill  
School Board Chair  
For and on behalf of the School Board





## School Vision

We are a school where children are at the forefront of everything we do. We value the whole child and believe children have a voice that should be heard. We believe in the importance of addressing both the academic needs and social emotional well-being of our students.

We actively involve our community and believe strong home and school partnerships lead to improved student learning.

We are staffed by a community of professionals. We value and respect the diversity of skills and knowledge we each bring to the school. We challenge and support each other to be effective educators who impact positively on the lives of all students within our school.

At Tuart Rise Primary School we believe it is important for students to:

- Respect everyone
- Work together
- Be present
- Choose their attitudes
- Make someone's day





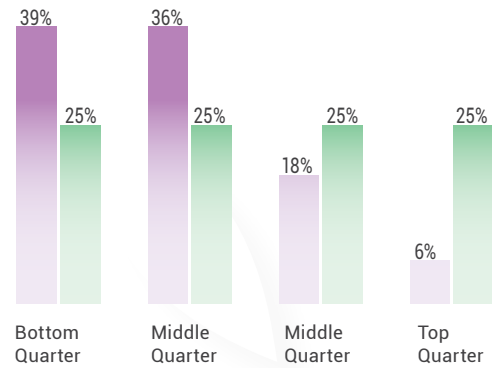
## Our Community Student Background

### Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA Value: 976

Average ICSEA Value: 1000

Data Source: Parent Information



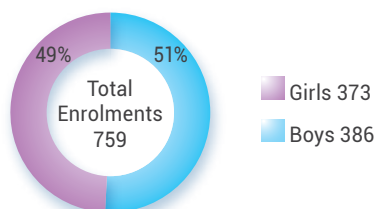
#### Distribution of Students

■ School distribution ■ Australian distribution

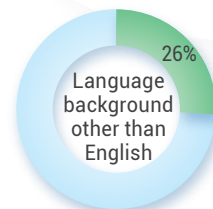
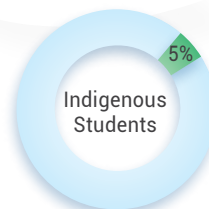
Percentages are rounded and may not add to 100

TUART RISE ICSEA VALUE			
2015	2016	2017	2018
998	984	984	976

### Students



Full-time equivalent enrolments: 706.6



## Student Enrolment

YEAR LEVEL	FEBRUARY 2015	DECEMBER 2015	FEBRUARY 2016	DECEMBER 2016	FEBRUARY 2017	DECEMBER 2017	FEBRUARY 2018	DECEMBER 2018
Kindergarten	100	99	108	117	112	109	130	129
Pre-Primary	74	78	90	94	114	119	106	112
Year 1	51	60	82	85	95	99	119	114
Year 2	48	57	66	64	86	88	96	97
Year 3	43	54	62	67	70	73	89	88
Year 4	41	54	58	62	73	73	68	76
Year 5	29	32	57	59	65	70	70	72
Year 6	24	23	35	44	59	61	68	71
<b>TOTAL</b>	<b>410</b>	<b>459</b>	<b>558</b>	<b>592</b>	<b>675</b>	<b>692</b>	<b>747</b>	<b>759</b>

## Attendance

	NON-ABORIGINAL			ABORIGINAL			TOTAL		
	TUART RISE	LIKE SCHOOLS	WA PUBLIC SCHOOLS	TUART RISE	LIKE SCHOOLS	WA PUBLIC SCHOOLS	TUART RISE	LIKE SCHOOLS	WA PUBLIC SCHOOLS
2016	92.9%	93.2%	93.7%	89%	86.5%	80.7%	92.8%	92.8%	92.6%
2017	92.7%	93.1%	93.8%	91%	84.2%	81.2%	92.6%	92.4%	92.7%
2018	92%	93.3%	93.7%	89.1%	86.1%	80.8%	91.8%	92.8%	92.6%

	ATTENDANCE CATEGORY			
	REGULAR	AT RISK		
		INDICATED	MODERATE	SEVERE
2016 TUART RISE	74.3%	19.2%	5.8%	0.6%
2017 TUART RISE	71.6%	21.6%	5.8%	1.0%
2018 TUART RISE	69.5%	23.8%	5.9%	0.8%
LIKE SCHOOLS 2018	76.4%	17.3%	5.0%	1.3%
WA PUBLIC SCHOOLS	77.0%	15.0%	6.0%	2.0%

		REGULAR	AT RISK INDICATED	AT RISK MODERATE	AT RISK SEVERE
PPR	TUART RISE	72%	14%	12%	2%
	WA PUBLIC SCHOOLS	73%	18%	7%	2%
Y01	TUART RISE	70%	22%	8%	0%
	WA PUBLIC SCHOOLS	77%	16%	6%	2%
Y02	TUART RISE	72%	24%	3%	2%
	WA PUBLIC SCHOOLS	78%	15%	5%	2%
Y03	TUART RISE	67%	30%	3%	0%
	WA PUBLIC SCHOOLS	79%	14%	5%	2%
Y04	TUART RISE	64%	31%	5%	0%
	WA PUBLIC SCHOOLS	78%	15%	5%	2%
Y05	TUART RISE	71%	24%	4%	1%
	WA PUBLIC SCHOOLS	79%	15%	5%	2%
Y06	TUART RISE	69%	28%	3%	0%
	WA PUBLIC SCHOOLS	78%	15%	5%	2%

(As at Semester 1, 2018)

## Student Transiency

The school's enrolment continued to grow. An additional three transportable classrooms were installed during the summer holidays to accommodate this.

The degree of student transiency has continued to fall since peaking at 31.2% in 2016. In 2018 it was 16.5% of the school population. This equates to approximately one out of every six students at the school changing during the school year.

TRANSCIENCY RATE	
2015	22.8%
2016	31.2%
2017	19.4%
2018	16.5%



## Staff

ADMINISTRATION STAFF	NO	FTE	AB'L
Principals	1	1.0	0
Deputy Principals	3	2.0	0
<b>Total Administration Staff</b>	<b>4</b>	<b>4.0</b>	<b>0</b>

TEACHING STAFF	NO	FTE	AB'L
Level 3 Teachers	1	1.0	0
Other Teaching Staff	42	35.9	1
<b>Total Teaching Staff</b>	<b>43</b>	<b>36.9</b>	<b>1</b>

SCHOOL SUPPORT STAFF	NO	FTE	AB'L
Clerical / Administrative	4	3.6	0
Gardening / Maintenance	2	0.8	0
Other Non-Teaching Staff	24	17.6	1
<b>Total School Support Staff</b>	<b>30</b>	<b>22.0</b>	<b>1</b>

<b>TOTAL</b>	<b>71</b>	<b>62.9</b>	<b>2</b>
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All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

## Achievement of 2018 Business Plan Targets

■ Target Achieved
 ■ Progressing towards Target
 ■ No Progress

### Attendance Targets

- By the end of 2018 increase from 74.9% to 90% of students attending 90% of the time

	ATTENDANCE RATES PP-YEAR 6	TARGET
2018	69.5%	90%

Students who were in the 'Moderate Risk' category - <75% were continually monitored and targeted. Strategies included fortnightly monitoring/reporting for analysis, targeted students' attendance recorded and monitored in data spreadsheet, parents contacted where necessary and attendance case conferences held with relevant parties present to address contributing factors and implement appropriate course of action. In addition to this, students who were in the 'Indicated Risk' category - 80% - 90% were targeted in Term 2. The strategy of sending letters to parents of students in this category instigated conversations with many families but did not necessarily result in an increase to the number of students in the 'Regular Attendance' category - >90%. In excess of 70 phone conversations took place and 5 case conferences were held for attendance throughout the year.

- Reduce the number of instances of students being late to school from an average of 3.8 per child to an average of 2 per child

	AVERAGE NUMBER OF 'LATES' PER CHILD PER YEAR	TARGET
2018	4	<2

In 2018 there was a focus on monitoring of students who were repeatedly arriving late to school. Similar to the attendance strategy, a fortnightly monitoring/reporting cycle was introduced. Early detection of patterns of lateness was addressed via letter and phone contact with parents. Case conferences were held when necessary. Approximately 500 letters were sent home to address students arriving late throughout the year.

The data is skewed as a result of a small number of students being chronic late attenders. By not including these families, the average 'lates' per student for the school was reduced to 3.5.



- Reduce the number of unauthorised absences from 30% to less than 10%

	PERCENTAGE OF UNAUTHORISED ABSENCES	TARGET
2018	20%	<10%

In 2018 the percentage of unauthorised absences was maintained at 20%. This was a result of classroom teachers being vigilant and communicating with parents, coupled with a rigorous effort from office staff to follow up via text messaging and telephone calls with parents.

In response to current attendance data, recommendations for 2019 will be to maintain attendance as an area of priority within the School Business Plan. The focus will be on strengthening strategies implemented to target poor attendance across the board.

In the areas of 'lateness' and 'unauthorised absences', it is recommended that processes developed be maintained.



### Reading Targets

- By the end of 2018, 65% of Year 3 students to be at or above Band 4 as reported in NAPLAN Reading

	% OF YEAR 3 STUDENTS AT OR ABOVE BAND 4	TARGET
2018	57%	65%

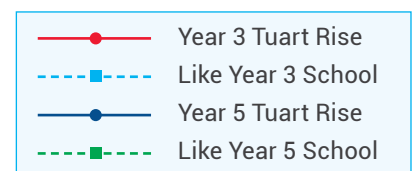
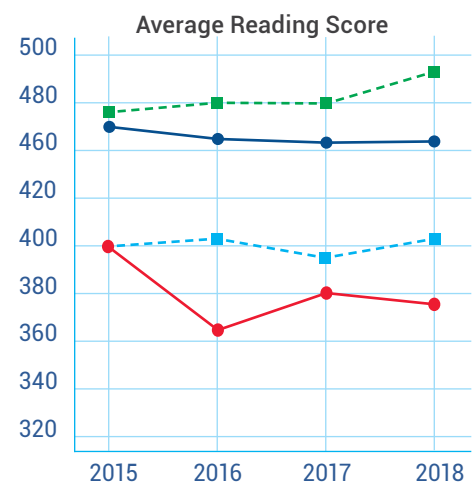
- By the end of 2018, 75% of Year 5 students to be at or above Band 5 as reported in NAPLAN Reading

	% OF YEAR 5 STUDENTS AT OR ABOVE BAND 5	TARGET
2018	69%	75%

- By the end of 2018, 90% of Year 3 and 5 students at or above the minimum standard as reported in NAPLAN Reading

	% OF YEAR 3 STUDENTS AT OR ABOVE MINIMUM STANDARD	TARGET
2018	87%	90%

	% OF YEAR 5 STUDENTS AT OR ABOVE MINIMUM STANDARD	TARGET
2018	86%	90%



## Writing Targets

- By the end of 2018, 75% of Year 3 students to be at or above Band 4 as reported in NAPLAN Writing

	% OF YEAR 3 STUDENTS AT OR ABOVE BAND 4	TARGET
2018	52%	75%

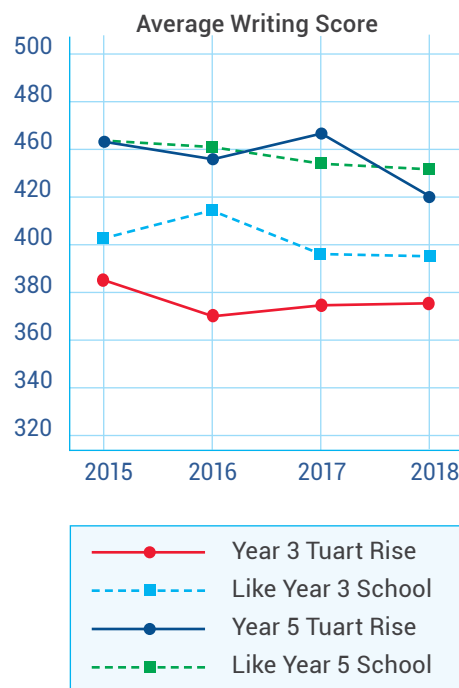
- By the end of 2018, 80% of Year 5 students to be at or above Band 5 as reported in NAPLAN Writing

	% OF YEAR 5 STUDENTS AT OR ABOVE BAND 5	TARGET
2018	57%	80%

- By the end of 2018, 90% of Year 3 and 5 students at or above the minimum standard as reported in NAPLAN Writing

	% OF YEAR 3 STUDENTS AT OR ABOVE MINIMUM STANDARD	TARGET
2018	92%	90%

	% OF YEAR 5 STUDENTS AT OR ABOVE MINIMUM STANDARD	TARGET
2018	65%	90%



During 2018 the following actions and strategies were implemented to support the achievement of our targets:

- Creation and implementation of an English Assessment Schedule for all year levels and the use of disciplined dialogues to inform planning.
- Ongoing maintenance and refinement of the school wide approaches:
- Improving the quality of teacher planning through increased effectiveness in collaboration.
- The process of using 'data walls', moderation activities and 'disciplined dialogues' was continued to develop and support teachers in monitoring student progress, inform planning and improve consistency in the allocation of grades.

- 'Brightpath' continued as an approach for assessing student progress in Writing and informing teacher planning
- Ongoing staff training, including the induction of new staff, in the use of the 'Words Their Way' program, 'Promoting Literacy Development' approach in K – PP, the Literacy Frameworks, Oxford Link and PROBE running records tools.
- Oxford Online was introduced as a resource to support teacher planning.
- Case conference approach involving parent/carers, teachers and the School psychologist to support differentiating the curriculum for our Students at Educational Risk was embedded.
- The expertise of staff was used to provide professional learning and support for others.
- The 'Reading Mastery' program was expanded.

In response to this data the recommendations for 2019 are that:

- Reading and Writing remain areas of priority within the 2019-2021 School Business Plan with a focus on continuing to embed whole school approaches introduced during the previous business plan cycle.
- Reading Mastery program is maintained.
- Punctuation, Grammar and Spelling to be included as additional priority areas in the 2019-2021 School Business Plan with a focus on developing and implementing a whole school approach in these areas.
- Approaches to differentiating the curriculum be systematically introduced in order to extend higher achieving students.
- Scope and sequence documents are reviewed.
- A cohesive approach to the use of Digital Technology to support and enhance student learning is integrated into regular classroom practice.

## Numeracy Targets

- By the end of 2018, 65% of Year 3 students to be at or above Band 4 as reported in NAPLAN Numeracy

	% OF YEAR 3 STUDENTS AT OR ABOVE BAND 4	TARGET
2018	52%	65%

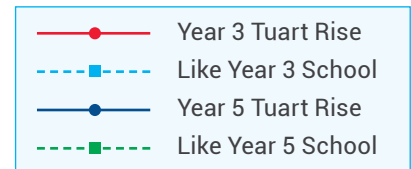
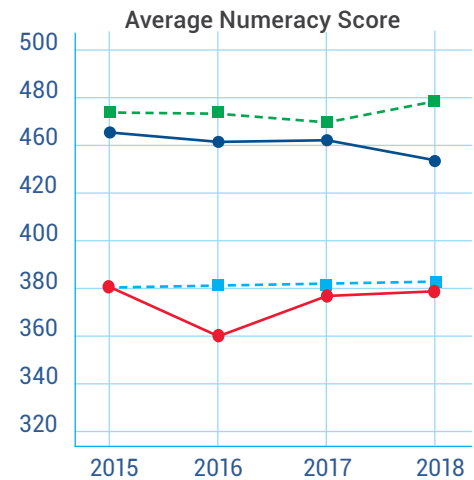
- By the end of 2018, 70% of Year 5 students to be at or above Band 5 as reported in NAPLAN Numeracy

	% OF YEAR 5 STUDENTS AT OR ABOVE BAND 5	TARGET
2018	70%	70%

- By the end of 2018, 80% of Year 3 and 5 students at or above the minimum standard as reported in NAPLAN Numeracy

	% OF YEAR 3 STUDENTS OR ABOVE MINIMUM STANDARD	TARGET
2018	99%	80%

	% OF YEAR 5 STUDENTS AT OR ABOVE MINIMUM STANDARD	TARGET
2018	93%	80%



During 2018 the following actions and strategies were implemented to support the achievement of our targets:

- Creation and implementation of a Maths Assessment Schedule for all year levels and the use of disciplined dialogues to inform planning.
- Ongoing maintenance and refinement of the school wide approaches:
- Improving the quality of teacher planning through increased effectiveness in collaboration.
- The process of using 'data walls', moderation activities and 'disciplined dialogues' was continued to develop and support teachers in monitoring student progress, inform planning and improve consistency in the allocation of grades.
- The RESOLVE: Mathematics by Inquiry approach and resources were introduced.
- The expertise of staff was used to provide professional learning and support for others.
- Oxford Online was introduced as a resource to support teacher planning.

In response to this data the recommendations for 2019 are that:

- Mathematics remains as an area of priority within the 2019-2021 School Business Plan with a focus on continuing to embed whole school approaches introduced during the previous business plan cycle.
- The scope and sequence documents are reviewed.
- The application of RESOLVE as an approach is extended across all year levels.
- A more cohesive approach to the use of Digital Technology to support and enhance student learning is integrated into regular classroom practice.
- Approaches to differentiate the curriculum be more systematically introduced in order to extend higher achieving students.



2016

Teachers at this school expect my child to do his or her best	4.4
Teachers at this school provide my child with useful feedback	4.2
Teachers at this school treat students fairly	4.3
This school is well maintained	4.7
My child feels safe at this school	4.4
I can talk to my child's teachers about my concerns	4.6
Student behaviour is well managed at this school	4.0
My child likes being at this school	4.6
This school looks for ways to improve	4.4
The school takes parents' concerns seriously	4.2
Teachers at this school motivate my child to learn	4.3
My child is making good progress at this school	4.2
My child's learning needs are being met at this school	4.1
This school works with me to support my child's learning	4.3

The school has a strong relationship with the local community	4.1
The school is well led	4.6
I am satisfied with the overall standard of education achieved at this school	4.4
I would recommend this school to others	4.5
My child's teachers are good teachers	4.4
Teachers at this school care about my child	4.4



## Community Opinion Surveys 2016-2018

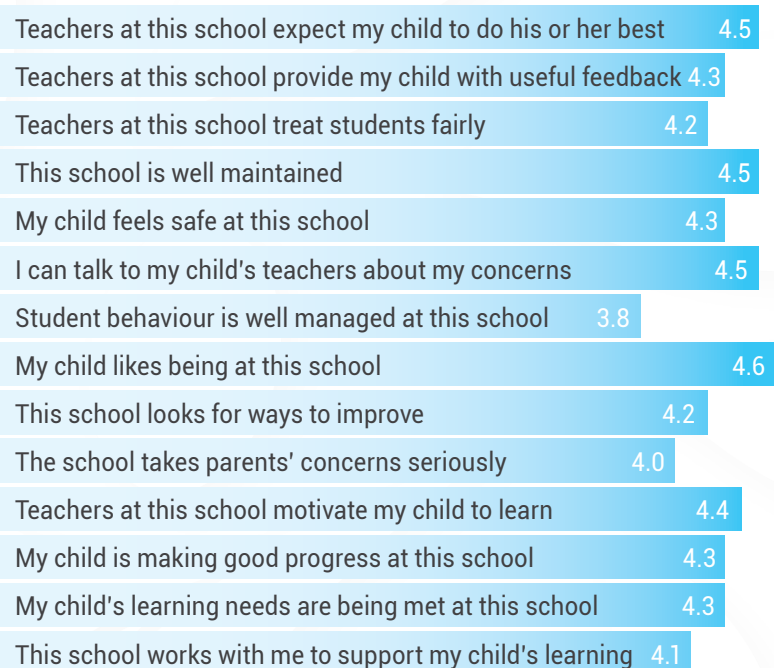
### Parent Opinion Surveys

#### 2016 Survey

The school's first set of opinion surveys were conducted in 2016. 59 people responded.

In 2018, 107 responses were received.

Their responses – from a possible score of 5, follow





## Student Opinion Surveys

In 2016, 70 of our Year 5 and 6 students responded.

In 2018, 121 Year 5 and 6 students responded.

Their responses – from a possible score of 5, follow:

2016

My teachers expect me to do my best	4.5
My teachers provide me with useful feedback	4.1
Teachers at my school treat students fairly	3.9
My school is well maintained	4.2
I feel safe at my school	4.0
I can talk to my teachers about my concerns	3.6
Student behaviour is well managed at my school	3.6
I like being at my school	4.0
My school looks for ways to improve	4.3
My school takes students' opinions seriously	3.8
My teachers motivate me to learn	4.2
My school gives me opportunities to do interesting thing	4.2
My teachers are good teachers	4.3
My teachers care about me	4.1

2018

My teachers expect me to do my best	4.5
My teachers provide me with useful feedback	4.1
Teachers at my school treat students fairly	4.0
My school is well maintained	4.2
I feel safe at my school	4.2
I can talk to my teachers about my concerns	3.7
Student behaviour is well managed at my school	3.6
I like being at my school	4.1
My school looks for ways to improve	4.1
My school takes students' opinions seriously	3.8
My teachers motivate me to learn	4.1
My school gives me opportunities to do interesting things	4.0

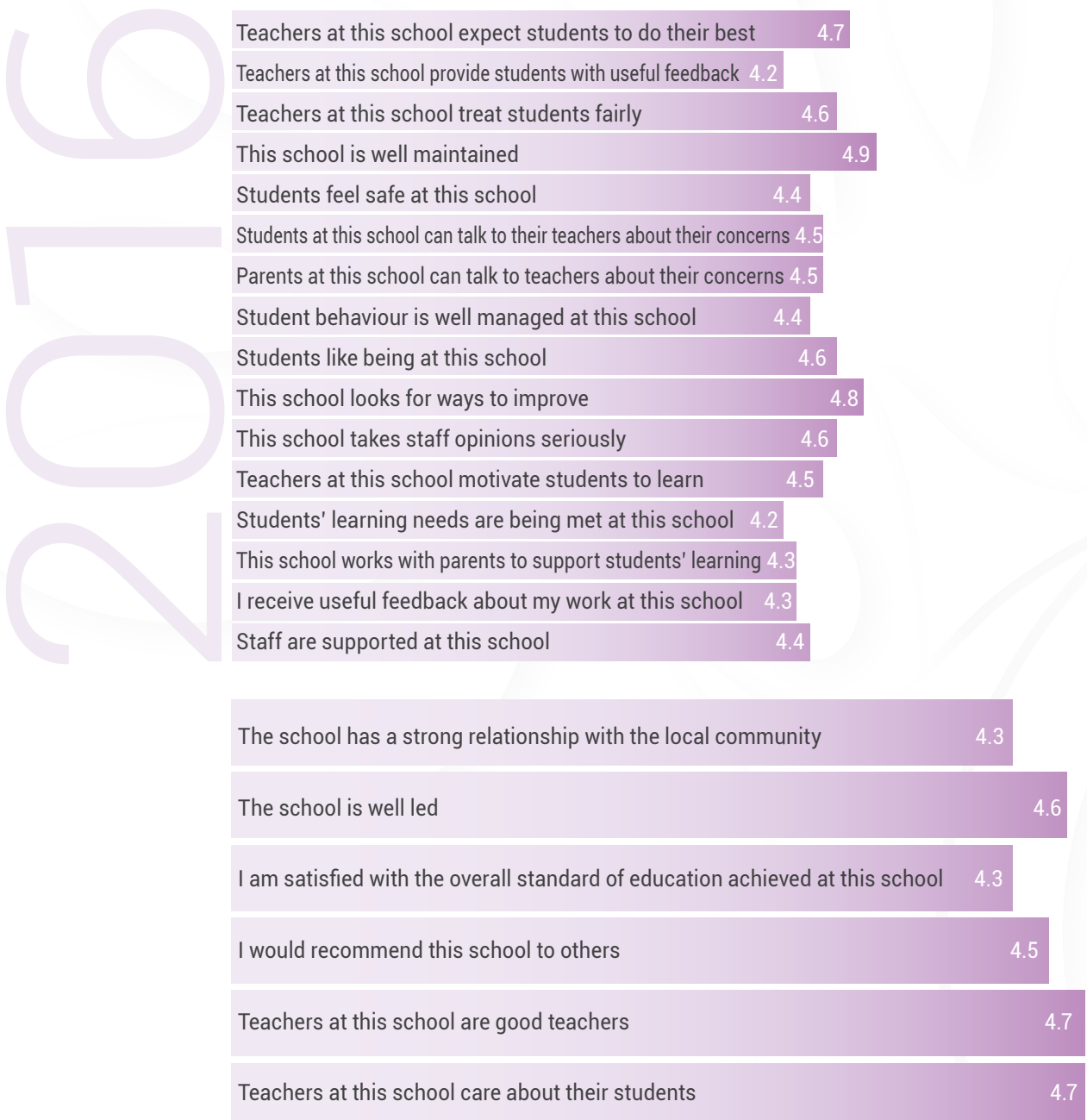
My teachers are good teachers	4.3
My teachers care about me	4.2





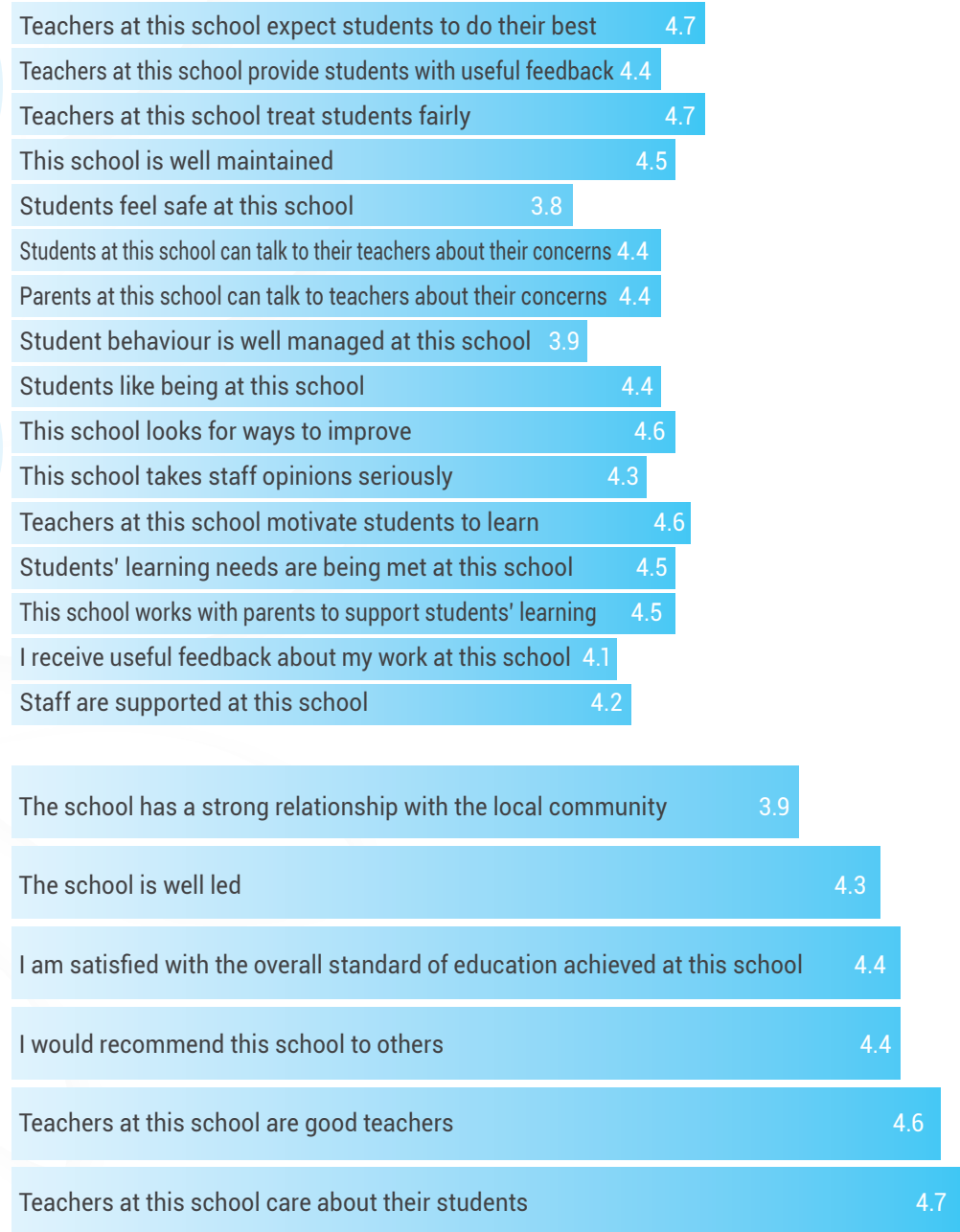
## Staff Opinion Surveys

In 2016, 19 staff members provided the following responses – from a possible score of 5:





In 2018, 33 staff responded



In summary, very little has significantly changed since the school's first set of opinion surveys. Two areas have been identified as focus areas for our 2019-2021 School Business Plan.

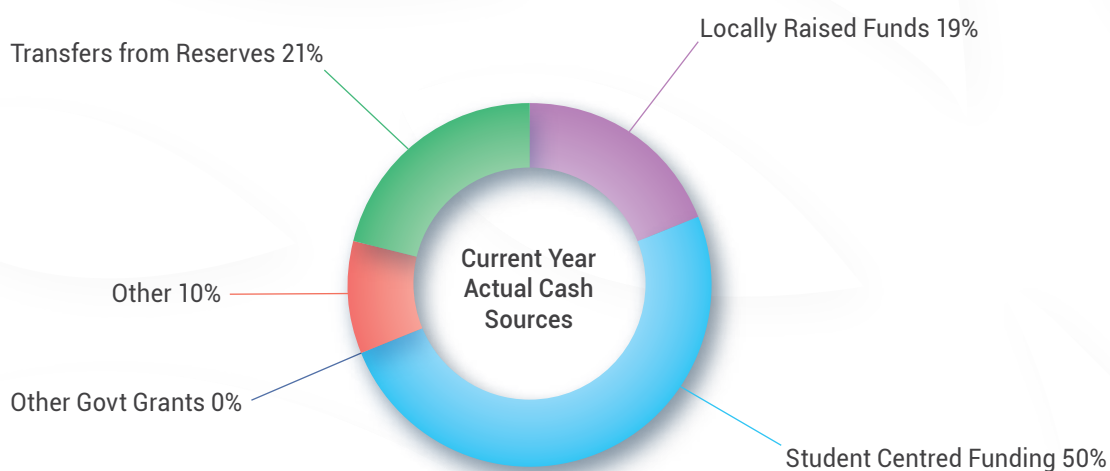
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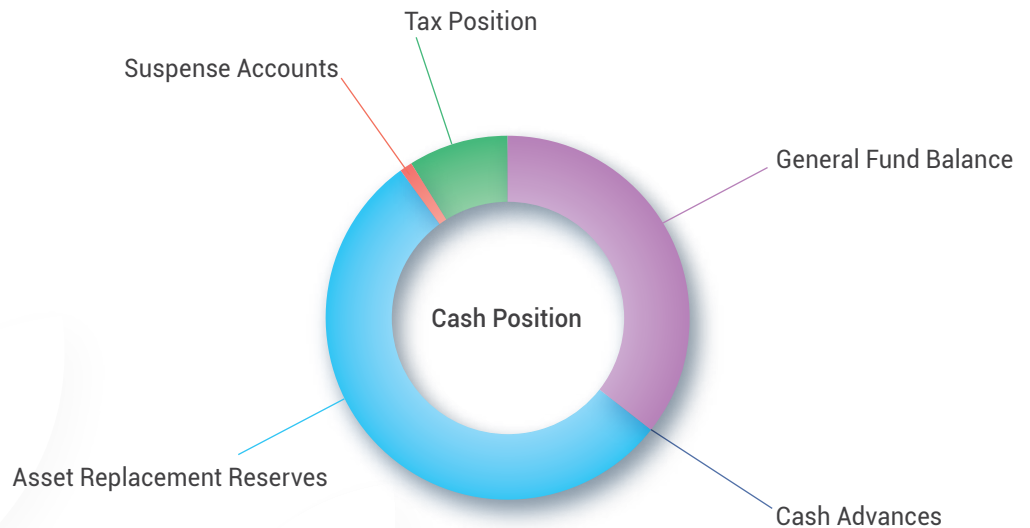
- strengthening of the relationship with the local community
- management of student behaviour

# Financial Summary

Financial Summary as at 31 December 2018

REVENUE – CASH & SALARY ALLOCATION	\$ BUDGET	\$ ACTUAL
Voluntary Contributions	20,699.00	21,199.50
Charges and Fees	55,143.00	56,017.06
Fees from Facility Hire	39,708.00	40,621.27
Fundraising / Donations / Sponsorships	30,328.00	32,328.37
Commonwealth Govt Revenues	3,663.00	3,663.46
Other State Govt / Local Govt Revenues	1,100.00	1,100.00
Revenue from CO, Regional Office and Other Schools	-	-
Other Revenues	76,262.00	80,320.30
Transfer from Reserve of DGR	166,066.00	166,066.00
Residential Accommodation	-	-
Farm Revenue (Ag and Farm Schools only)	-	-
Camp School Fees (Camp Schools only)	-	-
<b>Total Locally Raised Funds</b>	<b>392,969.00</b>	<b>401,315.96</b>
<b>Opening Balance</b>	<b>58,231.40</b>	<b>58,231.40</b>
<b>Student Centred Funding</b>	<b>397,880.00</b>	<b>397,880.42</b>
<b>Total Cash Funds Available</b>	<b>849,080.40</b>	<b>857,427.78</b>
<b>Total Salary Allocation</b>	<b>-</b>	<b>-</b>
<b>Total Funds Available</b>	<b>849,080.40</b>	<b>857,427.78</b>





CASH POSITION	
<b>Bank Balance – made up of</b>	<b>343,458.10</b>
General Fund Balance	148,461.81
Deductible Gift Funds	-
Trust Funds	-
Asset Replacement Reserves	226,359.00
Suspense Accounts	4,930.55
Cash Advances	100.00
Tax Position	36,193.36
<b>Total Bank Balance</b>	<b>343,458.10</b>

EXPENDITURE – CASH & SALARY	\$ BUDGET	\$ ACTUAL
Administration	64,995.00	56,444.23
Lease Payments	116,150.00	116,322.42
Utilities, Facilities and Maintenance	131,410.00	127,805.01
Buildings, Property and Equipment	121,040.00	118,401.81
Curriculum and Student Services	251,544.00	206,881.22
Professional Development	37,367.00	27,645.05
Transfer to Reserve	31,445.00	31,445.00
Other Expenditure	16,927.00	9,699.35
Payment to Co, Regional Office and Other Schools	32,485.00	14,321.88
Residential Operations	-	-
Residential Boarding Fees to Co (Ag Colleges only)	-	-
Farm Operations (Ag and Farm Schools only)	-	-
Farm Revenue to Co (Ag and Farm Schools only)	-	-
Camp School Fees to Co (Camp Schools only)	-	-
<b>Total Goods and Services Expenditure</b>	<b>803,363.00</b>	<b>708,965.07</b>
<b>Total Forecast Salary Expenditure</b>	<b>-</b>	<b>-</b>
<b>Total Expenditure</b>	<b>803,363.00</b>	<b>708,965.07</b>
<b>Cash Budget Variance</b>	<b>45,717.40</b>	



**TUARTRISE**

Primary School

*Belong and Become*

TUART RISE PRIMARY SCHOOL

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