



ANNUAL SCHOOL REPORT 2020

Yuluma

Primary School

An Independent Public School

From the Principal

Welcome to the Yuluma Primary School Annual Report for 2020.

Yuluma Primary School has positive relationships with the local community and a proactive and strong School Board led by Sonja Roeterdink. The efforts of our supportive and energetic Parents and Citizens Association, led by Tara Christides, is a credit to our school. We benefit greatly by having such a strong and connected group of parents and caregivers who are serious about children's education.

I lead a group of highly skilled and motivated educators. The dedication and commitment of each of them, regardless of their role, enables students to make improvements in the learning, behaviour, emotional and social efficacy. Our staff are highly effective in delivering programs that make a difference to our students.

We are proud of our improvements, but we know that to move forward we need to keep challenging our students and ourselves.

2020 was a year heavily affected by COVID-19. In term two, parents weren't permitted on site and it was fabulous that everyone dropped their children off at the boundaries with our staff out and about to greet our students and escort them to their classrooms. We found our students to be resilient, independent and accepting of the changes, and our parents a fabulous support to our staff and each other.

We had a lot of works carried out, funded by the federal government as well as utilising our own school funding. We had our tennis/netball courts upgraded as part of the government's stimulus package. Classrooms were recarpeted, new lino in wet areas and ECE classrooms, rooms repainted, the sports shed was extended, new shelving in the library, signage around our site, as well as our ongoing maintenance. The nature play areas were installed, tirelessly led by Ms Barnes. We updated the popular mud kitchen with new equipment and it also received a makeover. These areas have been a fabulous addition to our school and appreciated by our students.

Our staff and School Board worked tirelessly to produce our 2021- 2023 Business Plan; with the following identified as priorities: Key Focus Area 1: Success for all Students promotes high achievement and excellence through providing enriching opportunities. We encourage and celebrate success for all. Key Focus Area 2: Quality Teaching and Leadership. Key Focus Area 3: Families and Community Engagement values positive engagement with students, staff and our community; allowing individuals to be heard and respected through strong partnerships. Thank you for your ongoing support.

Yours sincerely

Janine Moses

Principal.

SCHOOL ACHIEVEMENTS 2020

- YPS continued as a Language Support School in Japanese.
- Year 6 camp to Bickley and Year 4 Zoo camp
- Inaugural Spelling Bee competition
- Running Club
- TAIKO Drumming Squad
- Gardening Club
- Y1/2 Tech Club and Y6 Critical Thinking Club
- Scarborough Rotary Club partnership - \$20,000 student scholarships awarded to three Y6 students
- Implementation of Friendly Schools Health and Wellbeing program

Staff Profile 2020

| | Total | FTE |
|--------------------------------|-------|------|
| Principal and Deputy Principal | 2 | 2.0 |
| Total teaching staff | 17 | 13.8 |
| Clerical/Administrative | 5 | 1.8 |
| Gardening/Maintenance | 1 | 0.6 |
| Other non-teaching staff | 6 | 5.4 |
| Total Support Staff | 12 | 7.8 |
| TOTAL STAFF | 31 | 23.6 |

All teaching staff at Yuluma PS met the professional requirements to teach in Western Australian public schools, were registered with the “*Western Australian Teachers Registration Board*” and held current Working with Children Checks.

Teacher Professional Learning

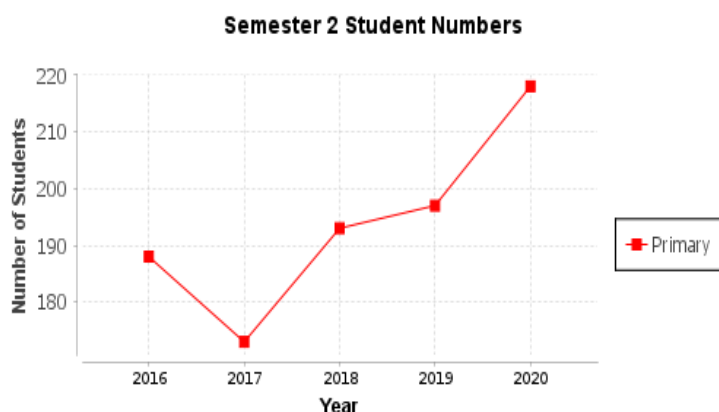
All staff at YPS engaged in professional learning (PL) that took place on School Development Days at the commencement/end of each term, as well as out-of-hours sessions. PL sessions were based on the planning and accountability process for the school as well as specific areas of need as identified.

The school focussed PL included: development of 2021 – 2023 Business Plan, Accountable and Ethical Decision Making, Friendly Schools Plus (whole school program to enhance students’ social and emotional learning and to reduce bullying), Records Management in Schools, Classroom Management Strategies focusing on peer observation and self reflection, and Aboriginal Cultural Standards Framework.



Enrolment

Excludes Kindergarten student enrolment



Enrolments

Enrolments increased in 2020 to 262, a growth of 13%, inclusive of kindergarten students. Positive feedback in regard to our early childhood programs, combined with an increase in suburban redevelopment, suggested an increasing trend. 2020 showed increasing enrolment for Kindergarten and Pre-primary programs.

Student Destination Data

2021 school destinations of the 2020 student cohort

| | |
|----------------------------|----|
| Churchlands SHS | 22 |
| Carine SHS | 7 |
| Bob Hawke College | 1 |
| Perth Modern School | 1 |
| Warwick SHS | 1 |
| Shenton College | 1 |
| Dianella Secondary College | 1 |

Student Attendance Data

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



MEETING THE SCHOOL PRIORITIES OF OUR 2018 – 2021 BUSINESS PLAN

Yuluma Primary School's Business Plan has a strong focus on English and writing, Mathematics and Science.

Our Business Plan is reviewed regularly and produced tri-annually. Part of the Business Planning process is to set challenging and aspirational targets around student achievement, process and engagement.

Achievement of Business Plan Targets

✓ On track # Partially x Not on track LS Like schools

2020, students in Australia did not sit NAPLAN in response to the impact of COVID-19 on schooling. Our school standardised assessments were carried out at the beginning of Term Four in the learning areas of:

English

Goal — Year 3 and Year 5 student achievement in English will be equal to or better than that of like schools. ✓

Reading: Students from years one to six sat the PAT Reading test in October 2020. All year groups performed above the Australian median, with Year One and Year Three students' results just below. All year groups achieved higher than the Australian average standardised growth.

Spelling: Students from years one to six sat the PAT Spelling test in October 2020. All year levels improved in the area of spelling, and all were well above the Australian median. All year group cohorts exceeded the standardised expected growth, bar Year 4 to Year 5. This year's Year 5 cohort still performed in excess of 13.5 points above the Australian median. The explicitness of the Sound Waves programme has contributed to the school's improvement in teaching spelling.

Grammar and Punctuation: Students from years three to six sat the PAT Grammar and Punctuation test in October 2020. Grammar and punctuation results were all above the Australian median. All year levels showed improvement when compared against the same year level in 2019. The strongest performance was from the Year 4 cohort, closely followed by the Year 3 cohort.

Vocabulary: All students from years four to six sat the PAT Vocabulary test October 2020. Vocabulary results were all above the Australian median. All year groups achieved higher than the Australian average standardised growth.

During 2020, the following actions and strategies were implemented to support the achievement of our English targets:

- STARS and CARS reading program introduced to Year Two and Year Four students which explicitly identifies and teaches the twelve reading and comprehension strategies;
- MultiLit programs continued as an intervention program and was delivered by two of our education assistants to students at academic risk in English. MiniLit is specifically aimed at struggling Year One and Year Two students and supports the teaching of reading. The Reading Tutor Program (RTP) caters for students who have not acquired the basic skills needed to become functional readers from Year Three;
- Brightpath English Assessment and Recording Tool was utilised by our staff as an approach of assessing student progress in Writing;
- Fortnightly collaborative planning sessions were carried out, led by DP or Principal, and then by aspirant Level Three teachers – K – Y1, Y2 and 3, Y4 – 6.
- Scope and sequence documents were fine-tuned throughout the year, aligning the WA Curriculum with YPS whole school programs.
- Discussions with staff around common elements occurring in classrooms and the identified practice that is making a difference focusing on low variation across the classes.
- Professional Learning on High Impact Teaching Strategies in the classroom.

- Case conference approach involving parent/carers, teachers, deputy principal and the school psychologist to support differentiating the curriculum for our students at educational risk was embedded/continued.

Mathematics Goal - Year 3 and Year 5 student achievement in Mathematics will be equal to or better than that of like schools. ✓

All students from years one to six sat the PAT Maths test in October 2020. All year levels were above the Australian median, bar Year 3. The Year 3 cohort did achieve growth from 2019, exceeding standardised expected growth. All year groups, bar Year 2 who were just below, exceeded expected standardised growth from 2019.

During 2020, the following actions and strategies were implemented to support the achievement of our Mathematics targets:

- Gradual release model of *I do, We do, You do* continued to support the implementation of the WA Curriculum from our teachers;
- Continued refinement of the Oxford Maths program during staff meetings was delivered by phase leaders to ensure low-variation on the pedagogical approach to delivering this program.

Science Goal — Student Achievement in years 3 to 6 will be similar to or better than that of the comparison schools within PAT Normative data.

All students from years three to six sat the PAT Science test in October 2020. Of the PAT testing undertaken, Science results indicate that this learning area requires a whole school targeted focus: audit of current content being taught, resources used, explicit teaching being delivered, and student work assessment practices.

On-Entry Assessment 2020 – Assessments are carried out individually on all students in PP and Year One in the first four weeks of the school year.

The median value is the middle value - 50% of students at or below and 50% at or above - and is not affected by unusually high or low achievement.

Students in pre-primary performed above our like schools and made positive gains when compared to the previous year's data in all assessed areas – numeracy, writing and reading. Data representation prior to 2018 is not reflected here as there was significant change which does not make comparison easy to document. Our Year One students performed above our like schools in all assessed areas.

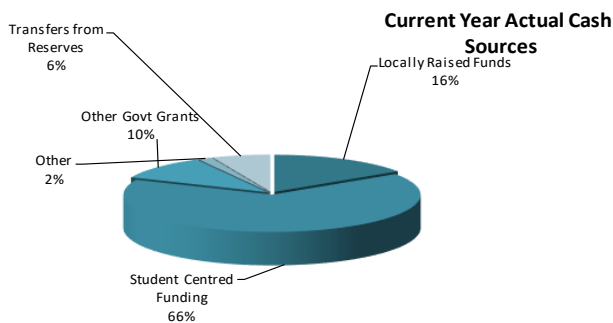
| Module 1 - PP | | |
|----------------------|-------------|--|
| Reading | 2020 | 2019 |
| Like school median | 462 | 467 |
| YPS median | 475 | 450 |
| Writing | | |
| Like school median | 210 | 210 |
| YPS median | 210 | 176 |
| Numeracy | | |
| Like school median | 442 | 435 |
| YPS median | 435 | 422 |
| Module 2 - Y1 | | |
| Reading | 2020 | 2019 |
| Like school median | 515 | <i>Unable to compare with 2019 as not all Y1 students were tested.</i> |
| YPS median | 532 | |
| Writing | | |
| Like school median | 489 | |
| YPS median | 541 | |
| Numeracy | | |
| Like school median | 513 | |
| YPS median | 529 | |

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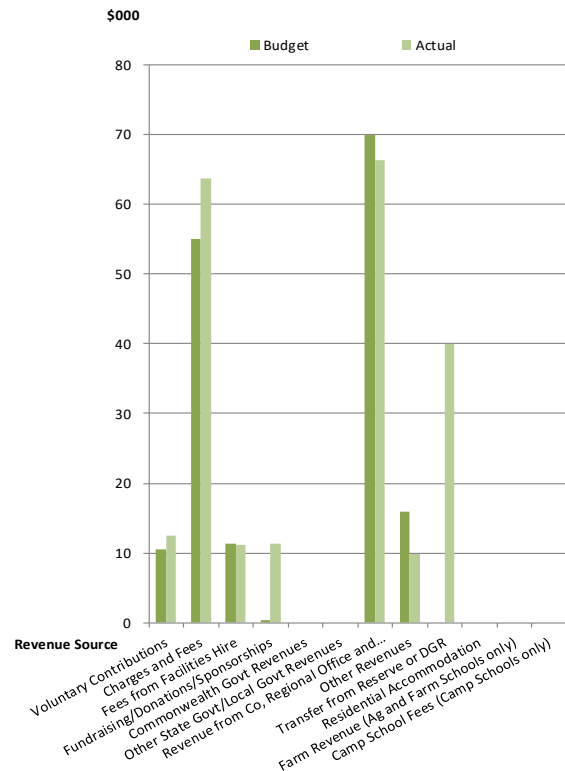
Yuluma Primary School

Financial Summary as at 31 December 2020

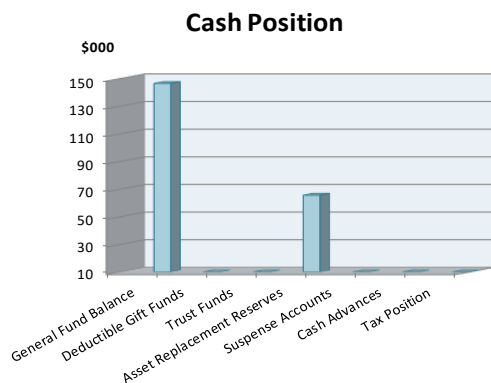
| | Revenue - Cash & Salary Allocation | Budget | Actual |
|----|--|----------------------|----------------------|
| 1 | Voluntary Contributions | \$ 10,500.00 | \$ 12,395.50 |
| 2 | Charges and Fees | \$ 55,088.00 | \$ 63,664.56 |
| 3 | Fees from Facilities Hire | \$ 11,309.00 | \$ 11,162.26 |
| 4 | Fundraising/Donations/Sponsorships | \$ 400.00 | \$ 11,309.50 |
| 5 | Commonwealth Govt Revenues | \$ - | \$ - |
| 6 | Other State Govt/Local Govt Revenues | \$ - | \$ - |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ 70,000.00 | \$ 66,275.00 |
| 8 | Other Revenues | \$ 15,950.00 | \$ 9,820.17 |
| 9 | Transfer from Reserve or DGR | \$ - | \$ 40,000.00 |
| 10 | Residential Accommodation | \$ - | \$ - |
| 11 | Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 | Camp School Fees (Camp Schools only) | \$ - | \$ - |
| | Total Locally Raised Funds | \$ 163,247.00 | \$ 214,626.99 |
| | Opening Balance | \$ 92,406.54 | \$ 92,406.54 |
| | Student Centred Funding | \$ 251,135.00 | \$ 414,907.89 |
| | Total Cash Funds Available | \$ 506,788.54 | \$ 721,941.42 |
| | Total Salary Allocation | \$ - | \$ - |
| | Total Funds Available | \$ 506,788.54 | \$ 721,941.42 |



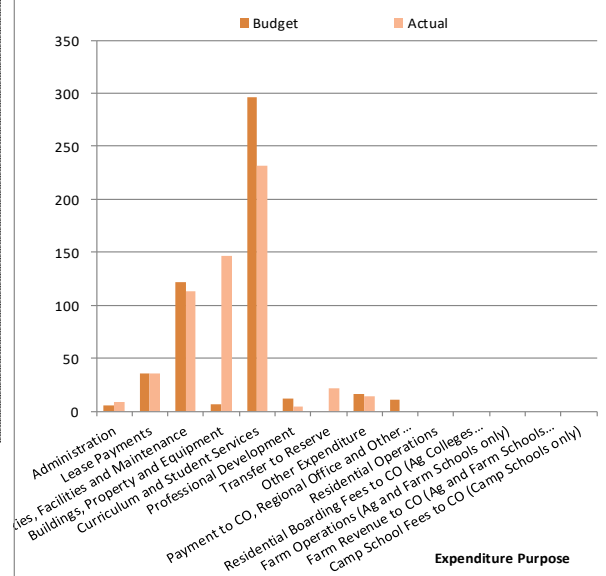
Locally Generated Revenue - Budget vs Actual



| | Expenditure - Cash and Salary | Budget | Actual |
|----|--|----------------------|----------------------|
| 1 | Administration | \$ 5,630.00 | \$ 8,492.69 |
| 2 | Lease Payments | \$ 35,341.00 | \$ 35,019.01 |
| 3 | Utilities, Facilities and Maintenance | \$ 121,528.00 | \$ 112,897.14 |
| 4 | Buildings, Property and Equipment | \$ 6,820.00 | \$ 146,482.46 |
| 5 | Curriculum and Student Services | \$ 295,872.00 | \$ 231,718.21 |
| 6 | Professional Development | \$ 12,200.00 | \$ 4,779.62 |
| 7 | Transfer to Reserve | \$ - | \$ 22,000.00 |
| 8 | Other Expenditure | \$ 15,801.00 | \$ 13,961.39 |
| 9 | Payment to CO, Regional Office and Other Schools | \$ 10,820.00 | \$ - |
| 10 | Residential Operations | \$ - | \$ - |
| 11 | Residential Boarding Fees to CO (Ag Colleges only) | \$ - | \$ - |
| 12 | Farm Operations (Ag and Farm Schools only) | \$ - | \$ - |
| 13 | Farm Revenue to CO (Ag and Farm Schools only) | \$ - | \$ - |
| 14 | Camp School Fees to CO (Camp Schools only) | \$ - | \$ - |
| | Total Goods and Services Expenditure | \$ 504,012.00 | \$ 575,350.52 |
| | Total Forecast Salary Expenditure | \$ - | \$ - |
| | Total Expenditure | \$ 504,012.00 | \$ 575,350.52 |
| | Cash Budget Variance | \$ 2,776.54 | |



Goods and Services Expenditure - Budget vs Actual



| | |
|------------------------------|----------------------|
| Cash Position as at: | |
| Bank Balance | \$ 199,603.23 |
| Made up of: | |
| 1 General Fund Balance | \$ 146,385.90 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 65,512.18 |
| 5 Suspense Accounts | \$ 3,277.15 |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ (15,572.00) |
| Total Bank Balance | \$ 199,603.23 |

SCHOOL BOARD

At the end of 2020, Board elections were held with an existing member re-elected and a new member to the Board elected. The Board meets once a term and examines aspects of the school's operations as per the board planner. The Board will commence working the new business plan which was developed at the end of 2020.

PARENT SURVEY

A National School Opinion parent survey was conducted in 2019. Some 27 parents completed the survey and a further 11 partially completed the survey representing 21% of families. It is difficult to determine whether it was one parent from a family or both. Parents surveyed represented all year levels although parents were only able to nominate one year level regardless of how many children they have enrolled at YPS.

The survey revealed an overall satisfaction with the teaching and learning programme conducted at YPS. The highest scored item at 4.3 [out of 5] was that teachers at the school treat students fairly; with 4.2 rated items including: that the school is well maintained, my child feels safe at school, my child likes being at the school, the school looks for ways to improve, I would recommend this school to others and my child's teachers are good teachers.

78% of parents thought it was a good idea having a Chaplaincy program.

The next survey will be conducted in 2021.

