

Yale Primary School Annual Report 2020

SERVICE • CONSIDERATION • CO-OPERATION



Be the Best You Can Be

AN INDEPENDENT PUBLIC SCHOOL



Our Motto and Values

As a school community, our Motto is:
“Be the Best You Can Be “

Our Values are we will be:

- Our best
- Be Caring
- Responsible
- Respectful

Welcome

Dear Parents, Carers and Community Members

It is with great pleasure that I present the 2020 Annual Report to the Yale Primary School Community. This Annual Report is a summary of the schools' key achievements over the course of 2020.

Yale Primary School is continuing to go from strength to strength focusing on the milestone and targets that we set in our business plan. During 2020 as you would know the school continued to operate as best it could in the face of the Covid-19 pandemic. The staff at Yale did an outstanding job of staying in touch with parents and families as many families withdrew their children from the school while schooling them at home.

The teaching staff did a great job of, surveying the parents regarding their ability to school at home, staff organizing work packages, contacting families, and while we had to be physically distanced at school we didn't want to be socially disconnected from our community.

The school canteen sales were badly affected by the pandemic however, the P&C boxed on and did a sterling job of supporting our students with recess and lunch orders.

During 2020 we relied on the Connect website to communicate electronically with our families and many more parents availed themselves of that service which was great to see.

Towards the end of 2020 we were able to run a Covid safe event like the sports carnival and the organizers of the Carnival did a fantastic job of setting up sanitizing stations, and alike to make sure the school conformed to phase 4 guidelines.

Our P&C and School Board did a terrific job of supporting the school throughout 2020, and I thank them for all they did. Even though the P&C's fundraising efforts were curtailed the P&C did all they could to keep supporting the school.

The 50th Year Celebrations had to be postponed and we hope that we will be able to go ahead with that event in 2022.

The following are other programs that Yale Primary School runs:

- Fogarty Foundation and partnership
- School Chaplaincy
- Waste Wise
- Talk for Writing
- Synthetic Phonics Letters and Sounds, Sound Waves Spelling program
- Back to Front Maths
- NAIDOC Week
- Interschool Carnivals, Summer, Winter, Cross Country, and Athletics programs both school and interschool.
- Book Week
- Positive Behaviour in Schools (PBS)
- Year 6 Camp
- Breakfast Program
- Rewards Room
- Year 6 Graduation ceremony

Thank you, staff, students, parents, and community members who made it such a successful year despite the challenging times we faced.

Glen Read - Principal

Yale Primary School

Science

Students at Yale are enthusiastic about science classes and demonstrate this by engaging and recording their class work in a clear and accurate way and by visiting the Science Room during break times. Ms Donaldson uses science Investigations as a strategy for the Science . However, to offer students additional support Ms Donaldson also introduces students to Science spelling and vocabulary for each year level.

Students demonstrate their understanding of tasks and knowledge in a number of ways such as story maps, recounts, diagrams, picture boards, power point, tables graphs and aurally.

WA curriculum, SCISA , also support student's engagement with ideas. During 2020 as part of a group of primary science specialist, START , Ms Donaldson has developed a system to more fully assess our students' investigative skills, understanding and knowledge in a classroom activities scenario.

The Science is also affiliated with the following to support students learning

- REMIDA
- STAWA
- As a school we strive to ensure students have an opportunity to participate in the Science Talent Search each year.

We worked closely with experts from the Dyslexia Speld Foundation to upskill staff in the Talk 4 Writing program and created a two year rolling plan across the school that will see teachers teaching and planning collaboratively to achieve our goals.



Waste Wise

The program needed “muscle” in 2020 so the Year 5 students continue the tradition of collecting recyclable paper bins from all school areas weekly and put in recycling skips. This was overseen by Ms Donaldson during DOTT and the requirements of identifying paper products and procedures for allocation taught in Science classes. This was done in concert with Ms Wood, Mrs Hardman and Ms Donaldson as an ongoing teaching topic in both classrooms.

Yale continues to collect used batteries and dental packaging to send to TerraCycle Gosnells Council and Landcare

Year 6 students continue to participate as part of the Sustainability curriculum and in aiding the regeneration of Aylesford Reserve, an ‘A’ class Reserve, located to the NE of the school. This complements the sustainability area of the Curriculum for year 6. Students begin a transect study throughout the year to note changes to condition of plant and animal/bird activity over the time.

Planting of seedlings in Aylesford Reserve continued with an emphasis on increasing Banksia population and ground cover in the Reserve. The regular planting and over planting has seen a reduction in weed growth over the years and a strengthening of the Banksia woodland including habitat for many animals and birds, some of which are endangered. Well done Year 6 students! Thank you to Gosnells Council and Landcare for continuing to support our students in this worthy community project!

Term 3 has Landcare providing seedlings needed for the regeneration of the Reserve, students participate during science class times. Friends of Aylesford activates at this time, during lunch times, as students with Ms Donaldson ensure seedlings are watered and surviving.

The following are additional programs that Mrs Donaldson ran during 2020:

- Successful hatching of a dozen Isa brown chick eggs. We were able to offer for sale the chicks, some of our families took up the offer with ‘eggcellent’ results.
- Dr Kari Pitts presented a Forensic Chemistry incursion to the whole school. She highlighted explosions and fire investigation. Our students were alight with delight with their new knowledge.
- SciTech also presented a Chemistry Science show, again with wonderful reactions from our students.
- Our entrants in Science Talent Search in 2020 received an Award of Excellence for their work investigating the preferred eucalyptus leaves for eating of Curly Leaf Phasmids raised from eggs. Congratulations go to Narnia Alford and Gabriella Hooper for a solid science investigation. SciTech and Woodside continue to donate the Science Award prize for our graduating year 6 recipients.
- All of our students investigated plant growth, Force, the Solar System, animal and plant systems, chemical reactions, inventing, Waste Wise and so much more. There is such positive energy from our students who engage whole heartedly in all activities.
- Yale PS Science continues to be involved with the research and development and implementation of curriculums with STAWA and SCSA support for Science teaching staff across the State and recently Australia. This takes the form of START – science teaching and recording tracker.
- Yale PS continues its collaboration with Waste Wise (working with year 5s and Ms Woods), KAB, STAWA, Curtin University and other schools in our District.
- Max Rees will be working in the Science Lab in 2021 and Kay Walker continues collaboration with Curtin with Science in a Bag and STEM programs in the Senior classes will continue in 2021.



English

In 2020, we continued to utilise an explicit teaching framework which ensured that all students at Yale Primary School were actively engaging in various Literacy lessons. All teachers are focused on the goal of encouraging lifelong learners and lovers of literacy. The school has an English business plan that aims to produce students who are confident and articulate speakers, attentive and active listeners, accomplished and critical readers and confident writers.

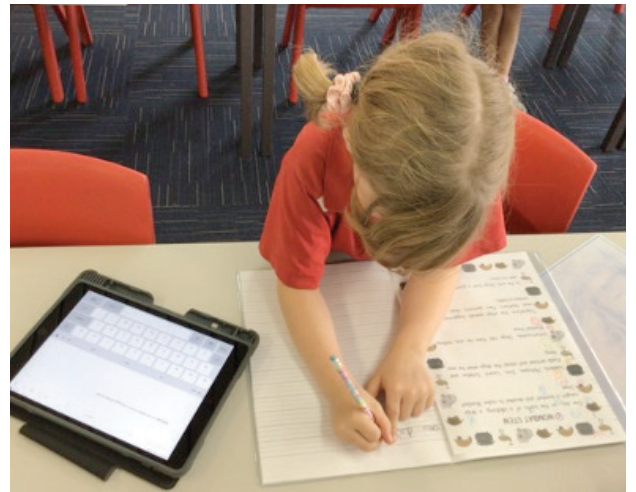
During the year the teachers worked collaboratively to analyze student data, plan interventions and design specific teaching and learning cycles. Professional Learning was partaken in key areas, such as the use of Brightpath tools to level writing samples and determine the next teaching steps for individuals, in using Pats Grammar and Reading assessment data to help set learning targets for individuals and making learning visible by setting Learning Objects for each series of lessons so that students know what is expected of them. We use our NAPLAN data to extrapolate and back-track targets and standards for K-6 to inform us of our challenges and set priorities.

Students in the Early Years begin their literacy education with a focus on the development of oral language skills, the necessary precursor for the development of all literacy skills. In years 1 to 6 we have embedded a synthetic phonics program across the whole school, using the Soundwaves program and Letters and Sounds program to help cater for individual and group literacy needs.

Students learn about narrative, conversational conventions, vocabulary development, phonological awareness and semantics through explicit small group teaching and regular practise through games and role plays. Our Talk 4 Writing program relies on extensive collaboration between all teachers and Dyslexia Speld Foundation, which in turn provides students a progression towards formal reading and writing through the use of an eclectic approach that includes language experiences, modelled and shared reading and writing with a focus on the development of a love of language and literature.

There has been a lot of work towards implementing a Home Reading Program across all year levels. This program is based around individual needs, assessing each child in a one-on-one format and allocating them a reading level. Each child then has a folder to take home and read a book suitable for them.

An increased emphasis on evidence-based assessment and programs has refined our curriculum delivery and resulted in significant improvements in Literacy across the school.



Mathematics

Focus areas in Mathematics during 2020 at Yale Primary School included continued implementation of a whole school approach to Mathematics using the Primary Maths program, fixing misconceptions in the 5 Key Number Concepts using the Interventions in Mathematics – Fixing Misconceptions series and beginning to develop a Guaranteed and Viable curriculum across the school.

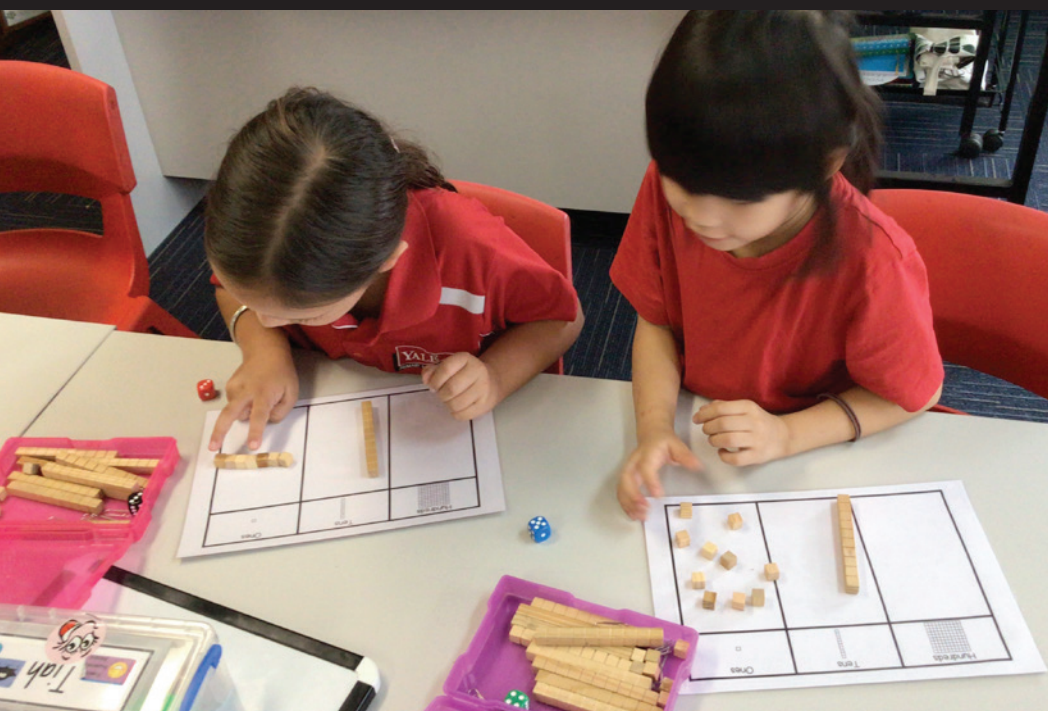
The Primary Maths program is directly linked to the West Australian curriculum and is based on the philosophy that students learn mathematical skills and concepts in everyday life as they interact with their environment and the people around them. It encourages students to think about situations and problems, talk to others about their ideas and develop their own strategies as confident learners.

The Interventions in Mathematics – Fixing Misconceptions series is a program which exposes students' misconceptions about the 5 Key Number Concepts (quantity, partitioning, relative size, multiplicative thinking and proportional reasoning) and gives teachers the tools to help students abandon those misconceptions. To fix misconceptions, we need to help a child realise the illogicality of their idea – and to change their own mind. We do this by encouraging a child to make a prediction, try their own idea to solve a problem, then draw their attention to the bit that didn't work (called the discrepancy). Often it takes a lot of discrepancy for a child to work out that their idea will not work, leading to them changing their own mind. Once a child has changed their mind, they can begin to connect the initial problem to what they have worked out, thereby moving past the misconception and growing in conceptual understanding.

A Guaranteed and Viable Curriculum is the intersection of Opportunity to Learn and Time. Guaranteed means that all teachers are aware of the content they are responsible for teaching and are, in fact, teaching that content. Viable means that the amount of content is teachable in the time available for instruction. Staff worked collaboratively in year levels to begin developing a Guaranteed and Viable Curriculum for Mathematics that fits the Yale Primary School context. The development of the Guaranteed and Viable Curriculum will continue into 2021.

Staff will continue to monitor the effectiveness of all programs and will analyse the outcomes and data of whole school and individual standardised assessments in Maths. Yale Primary School is heavily invested in improving the outcomes of all students in Mathematics and staff work consistently and collaboratively to help students achieve conceptual understanding in all maths proficiencies.

Primary Maths is based on the philosophy that students learn mathematical skills and concepts in everyday life as they interact with their environment and the people around them.





Be the Best You Can Be

Physical Education

Physical Education at Yale during 2020 continued to improve the health and wellbeing of all students, with a focus on celebrating community links and involvement with the school.

Despite COVID Yale was successful in hosting faction athletics, interschool athletics and cross country carnivals. The school based athletics and cross country carnivals involved all students, and feedback from parents was extremely positive.

Yale continues to provide effective leadership of the Southern River Sports Association (SRSA), initiating the inception of Volleyball as a discipline at the Summer Interschool Carnival. This will provide even more terrific opportunities for hundreds of students across the district to participate in a safe and challenging sport.

The Physical Education program at Yale in 2020 was enhanced with successful funding applications for specialist coaching in tennis, table tennis and dance. Feedback received from the students, parents and teachers about these courses was outstanding.

Music

At Yale Primary School during 2020 students from years P-6 were provided with One hour session of music per week.

Yale uses a developmental learning approach to Music and the Arts. In 2020 students participated in a variety of programs including Upbeat, Koday, Orff, Black Belt Recorder and Ukulele.

The Music program provides opportunity for moving, creating, reading, playing, singing and responding to different genres of music. The focus is on enjoyment, participation and performance while developing the musical elements of beat, rhythm, pitch, tone, dynamics, melody, tempo, form, style and texture.

At Yale we believe the benefits from music education are reflected in the students' self-confidence, self-discipline, team work, auditory judgements and application to other subject areas.

Research continues to clearly show that learning music can help students engage in school and learning in other areas, improve school attendance and even help students make healthy life choices.

The Year 1 and 2 students cultivate an appreciation of Music as they develop their skills through beat, rhythm, pitch and movement activities. They learn how perform as part of a team.

In Years 3 and 4 the students develop their Music reading skills and musicianship as they learn to play the recorder and djembre. Their playing is enriched by backing tracks, provided by our music specialist.

Students in years 5 and 6 play recorder, ukulele, djembre and/or cajon drums. Students in Year 6 who successfully enter the SIM program, again choose lessons on either guitar or flute. Yale continues our long-term association with the national "Music Count Us In" program and has done so since the start of the program in 2006.

Music 2020 will see a continued focus on developing movement as we focus on Dance during the first semester, while striving to expand and enhance our curriculum for our students as we continue the implementation of I.C.T with the use of Electric Bass, Launch Pad, XO computers, ipads and other electronic midi controllers in this learning area.



Chaplaincy

At Yale Primary School we have a school Chaplaincy program which supports the students at the school to be supported emotionally, intellectually and socially. Our School Chaplain has done a fantastic job supporting the school and the community.

The programs that Colette has been involved in are as follows:

- Breakfast Club
- Smith Family Scholarships
- Ed-Connect Mentors and Learning Support Volunteers
- Financial support through donations
- In-class assistance
- One Box
- Year 6's camps
- Second hand Clothing

Breakfast club operates two mornings each week providing breakfast to many students.

In collaboration with the administration team the school chaplain identifies students who qualify for and are eligible for The Smith Family to obtain support. Colette organises mentors and learning support volunteers through the Ed-Connect program.

On Mondays and Tuesdays, the Hive a room near the Chaplain's office is open for students to come in and participate in arts and crafts activities.

The Chaplain also assists teachers in-class which enables students to build better relationships with their peers and teachers, so that they flourish at our school.

Colette coordinates the delivery of fresh fruit, vegetables, bread and milk to the school for distribution to needy families.

The Chaplain accompanies year six classes on their day camps, strengthens relationships through social interaction and enables students to transition from primary school to high school.

What a great asset our school chaplain is to our school community.

Aboriginal Education

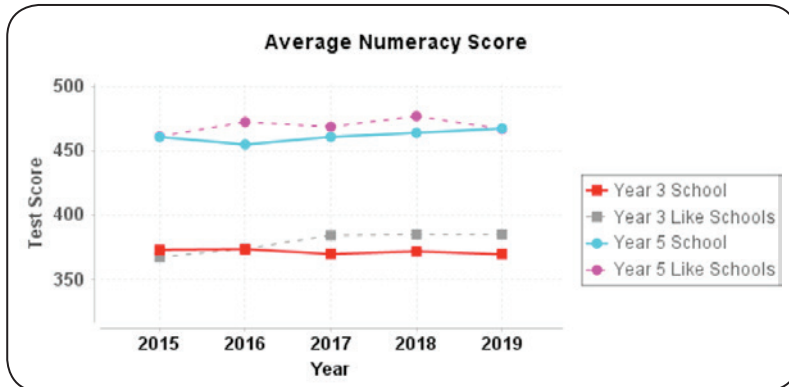
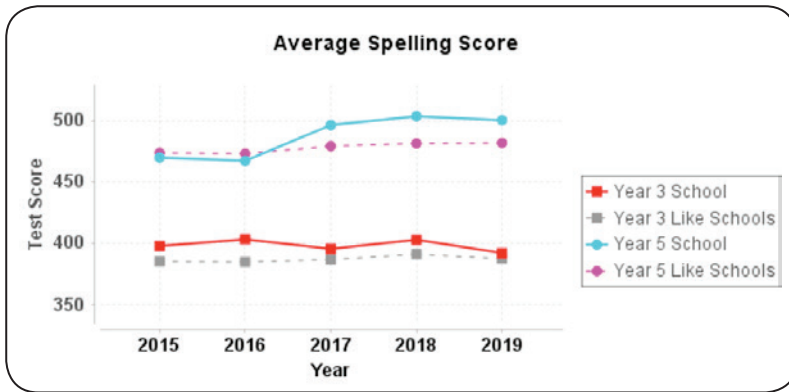
In 2020 our long standing AIEO transferred to another local school. NAIDOC week was originally intended to be held in July however due to COVID restrictions it was celebrated in November.

NAIDOC 2020 theme was 'Always Was, Always Will Be' and recognised that First Nations people have occupied and cared for this continent for over 65,000 years. Yale students participated in various art projects across the school where they designed and created their own individual art works which were displayed throughout the school. School staff also decided to reproduce a selection on to canvas and display these explicitly in the school Admin building for visitors to admire student work related to this important event.

PALS funding supported this project by purchasing the materials needed for the art projects.

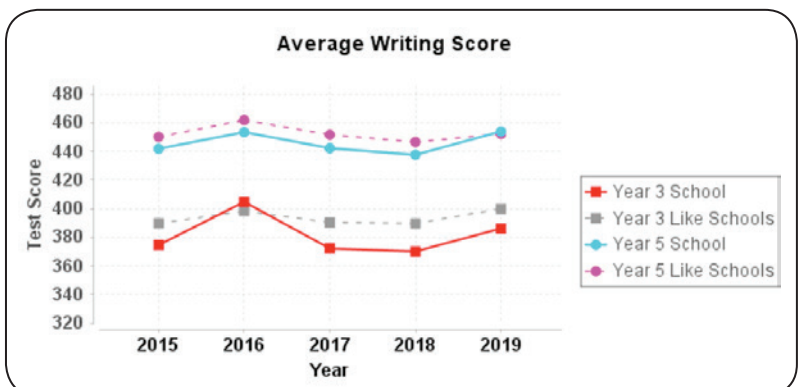
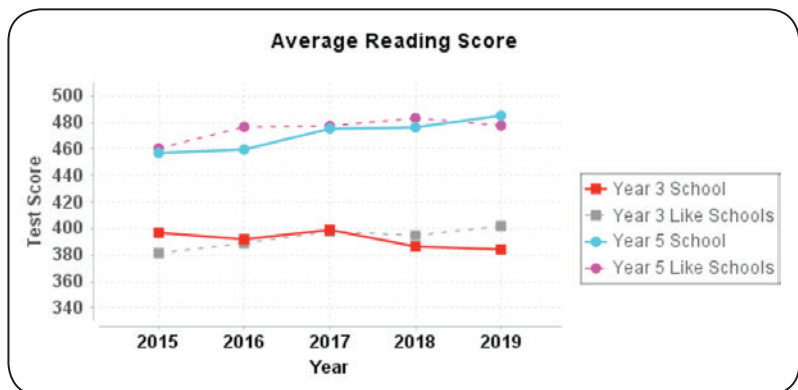
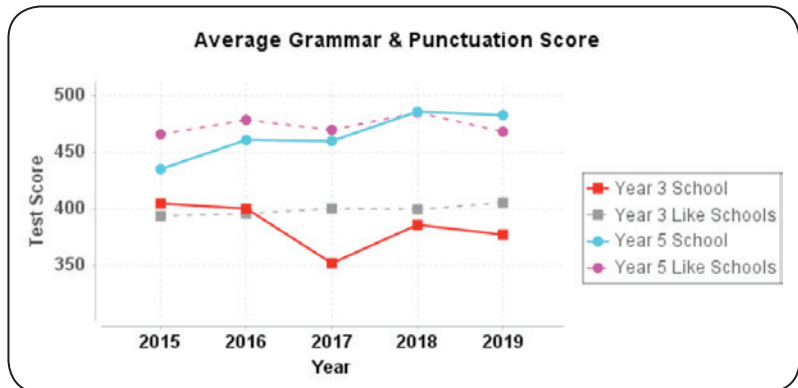
During 2020 school staff participated in group discussions where they reviewed the Aboriginal Standards Framework Policy to improve our understanding of how it can be applied to improve student outcomes across the school and in the community. These sessions were informative and enlightening for all staff.

Be Respectful



Naplan Scores

The following graphs show the average NAPLAN scores trends over time as compared to like schools for Spelling, Numeracy, Grammar and Punctuation, Reading and Writing for Years 3 and 5.



Survey Data - Our Community

Parents Feel Welcome	2020	2019	2018	2017
School Average	7.4	7.1	7.1	7.3
I feel welcome when I visit the school	8	7.1	7	7.8
I can easily speak with my child's teachers	7.9	7.8	8.1	8.5
I am well informed about school activities	7.4	7.1	7.2	7.3
Teachers listen to concerns I have	7.4	7.4	7.6	7.6
I can easily speak with the school principal	7	6.2	6.2	6.3
Written information from the school is in clear, plain language	8.1	7.8	7.7	8.1
Parent activities are scheduled at times when I can attend.	6.3	6.1	5.7	6
Parents are Informed	2020	2019	2018	2017
School Mean	6.7	6.2	6.4	6.8
Reports on my child's progress are written in terms I understand	7.6	6.9	6.3	7.8
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.	7.5	6.8	7.3	7.7
I am informed about my child's behaviour at school, whether positive or negative	6.5	6.3	6.8	6.9
The teachers would inform me if my child were not making adequate progress in school subjects	6.7	6	6.5	7.3
I am well informed about my child's progress in school subjects	6.2	5.8	6.2	6.6
I am informed about opportunities concerning my child's future.	5.9	5.4	5.6	5.7
I am informed about my child's social and emotional development	6.1	5.7	5.6	6.2
Parents support learning	2020	2019	2018	2017
school mean	7.1	7.1	7.1	7.5
Discuss how well your child is doing in his or her classes	6.2	6.2	5.8	7
Talk about how important schoolwork is	6.7	6.8	6.5	6.8
Ask about any challenges your child might have at school	6.4	6.4	6	6.6
Encourage your child to do well at school	8.1	7.7	8.4	8.7
Praise your child for doing well at school	8.1	7.5	8.3	8.4
Talk with your child about feelings towards other children at school.	7.2	7.1	7.2	7.3
Take an interest in your child's school assignments	7.6	7.2	7.4	7.6
School supports learning	2020	2019	2018	2017
School mean	7.2	7	6.8	7.4
Teachers have high expectations for my child to succeed	6.6	6.8	6.8	7.1
Teachers show an interest in my child's learning.	7.3	7	6.2	7.6
My child is encouraged to do his or her best work.	7.9	7.4	7.4	8.1
Teachers take account of my child's needs, abilities, and interests	6.6	6.2	6.2	6.9
Teachers expect homework to be done on time.	7.3	7.5	6.9	7.3
Teachers expect my child to work hard.	7.3	7	7.2	7.4
School Support positive behaviour	2020	2019	2018	2017
School mean	7.4	7.4	7.1	7.4
Teachers expect my child to pay attention in class.	7.9	8.1	7.7	8
Teachers maintain control of their classes.	7.3	7.8	7.1	7.6
My child is clear about the rules for school behaviour.	8.3	7.8	8.1	8.3
Teachers devote their time to extra-curricular activities.	6.4	6.3	6.3	6.4
The school helps prevent students from smoking.	7.2	7.1	6.8	7
The school helps prevent students from using drugs	7.4	6.9	6.8	7.2
Safety at School	2020	2019	2018	2017
School mean	7.3	6.7	6.8	7
Behaviour issues are dealt with in a timely manner	6.6	5.9	5.5	6.1
My child feels safe at school.	8	6.7	6.8	7.8
My child feels safe going to and from school.	8.1	7.9	7.6	7.6
Gangs are not a problem at our school	6.9	6.3	6.9	7
There are no racist or ethnic tensions at our school.	7	6.3	6.8	6.7

Spoke with a Teacher	2020	2019	2018	2017
zero	23	38	26	22
once	25	14	23	22
2 to 3	35	33	32	26
more than 3	17	14	19	30

parent attended meeting	2020	2019	2018	2017
zero	43	63	52	56
once	32	21	26	14
2 to 3	17	16	17	11
more than 3	8		5	9

involved in a committee	2020	2019	2018	2017
yes	17	20	16	12
no	83	80	84	88

Inclusive school	2020	2019	2018	2017
school mean	6.7	6.8	6.6	6.9
Teachers help students who need extra support	6.5	6.5	6.7	6.8
school staff create opportunities for students who are learning at	6.1	6.4	6.1	6.6
Teachers try to understand the learning needs of students with s	6.7	6.8	6.8	6.7
staff take an active role in making sure all students are included	7	7.2	6.8	7.2
Teachers help students develop positive friendships	7	7	6.7	7

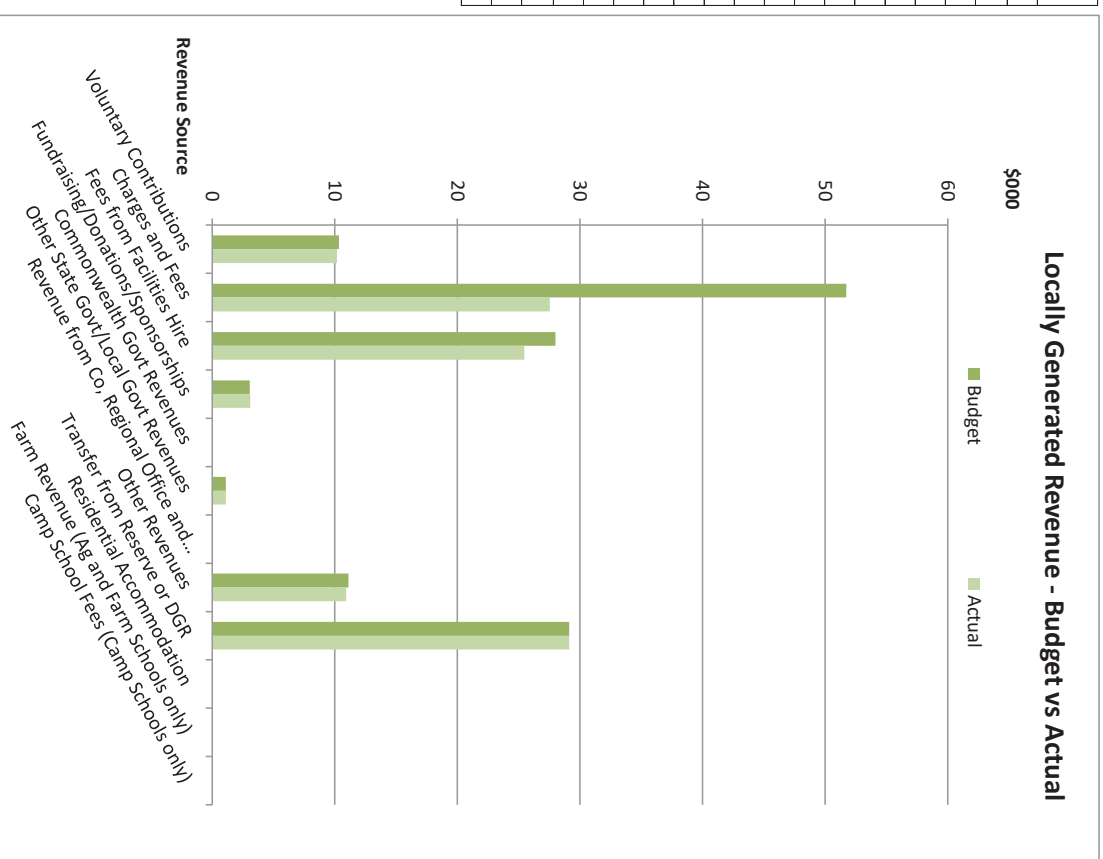
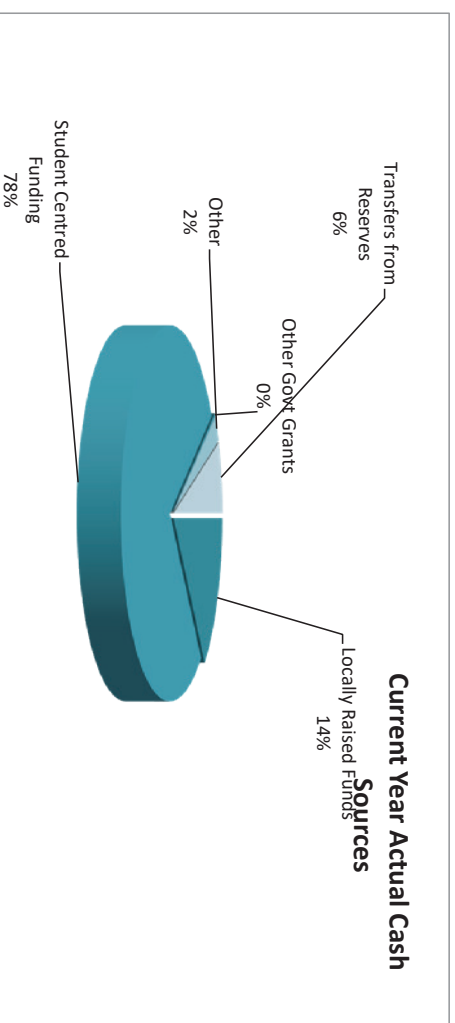
Bullying	2020	2019	2018	2017
Severe	5.1	6.8	9.4	14.9
Moderate	14	18.2	29.7	13.8





Yale Primary School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 10,344.00	\$ 10,177.95
2 Charges and Fees	\$ 51,717.00	\$ 27,536.16
3 Fees from Facilities Hire	\$ 28,000.00	\$ 25,454.55
4 Fundraising/Donations/Sponsorships	\$ 3,057.00	\$ 3,106.95
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 11,115.00	\$ 10,933.20
9 Transfer from Reserve or DGR	\$ 29,123.00	\$ 29,123.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 134,456.00	\$ 107,431.81
Opening Balance	\$ 122,349.70	\$ 122,349.70
Student Centred Funding	\$ 366,079.74	\$ 366,080.16
Total Cash Funds Available	\$ 622,885.44	\$ 595,861.67
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 622,885.44	\$ 595,861.67



Financial Summary



Our Vision

At Yale Primary School we seek to develop the whole student and give them equal access to a range of learning opportunities enabling every student to experience success. We are guided by our core values of respect, responsibility, caring for others and being our best. Staff and community members aim for all students to be empowered to set and reach their goals through actively engaging in the pursuit of knowledge and committing to achieving their potential now and in the future.

Be the Best You Can Be



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