



Yale Primary School Annual Report 2021

SERVICE • CONSIDERATION • CO-OPERATION

Be the Best You Can Be



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 2021 Annual Report to the Yale Primary School Community. This Annual Report is a summary of the schools' key achievements over the course of 2021.

Yale Primary School is continuing to go from strength to strength focusing on the milestones and targets that we set in our business plan. During 2021 as you would know the school continued to operate as best it could in the face of the ongoing 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 continuing to seek feedback from parents regarding their ability to school at home, staff organizing work packages, contacting families, and while we had to be physically distanced as a 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.

Our P&C and School Board as always have supported the school throughout 2021, and I thank them for all they did. The P&C's fundraising efforts were curtailed slightly but, the P&C did all they could to keep supporting the school.

During 2021 as in 2020 we relied on the Connect web site to communicate electronically with our families and many more parents availed themselves of that service which was great to see.

Towards the end of 2021 we were able to run Covid safe events like the sports carnivals and the organizers of the Carnival did a fantastic job of setting up sanitizing stations, and the like to make sure the school conformed to the guidelines.

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The following are other programs that Yale Primary School runs

- Fogarty Foundation and partnership
- School Chaplaincy
- Waste Wise
- Talk for Writing and Talk for Reading.

- Synthetic Phonics Letters and Sounds, Sound Waves Spelling program
- Back to Front Maths
- NAIDOC Week
- Carnivals, Summer, Winter, Cross Country, and Athletics programs both school and interschool.
- Book Week
- Science 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



Science

We acknowledge the contributions of Indigenous Science understandings in the Science programme at Yale Primary School.

Science continues to be a busy and interactive learning area at Yale Primary School. We follow the WA Science Curriculum. As part of our investigation activities we consider the following procedures:

- Safety of self and equipment usage
- Observations
- We create investigable questions
- Consider variables

We also collect data which is presented in various ways, like discussions, we summarise our findings and have fun in the process.

The following are some of the whole school and year level learning and Citizen Science activities in which the school has participated.

A busy year and coping well with Covid 19 and Omicron variant. What a learning year!

- Dr Kari Pitts presented a Forensic Chemistry incursion to the whole school. She highlighted explosions and fire investigation. Our students were filled with delight with their new knowledge.
- SciTech also presented a Chemistry Science show, again with wonderful reactions from our students.
- Snap shot:- Year 4 trialled their simple machine toys. Year 6 made solar ovens and ate s'mores
- Science drawing
- Electric circuits, invention, growing, eating and science fun.

Thank you to all our presenters!

- SciTech and Woodside continue to donate the Science Award prize for our graduating year 6 recipients.
- Planting of seedlings in Aylesford Reserve and at Yale PS 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 bushland including habitat for many animals and birds, some of which are endangered. Well done Year 6 students! Thank you to City of Gosnells and Landcare for continuing to support our students in this worthy community project!
- 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. Containers for Change was added to our recycling list, thank you Ms Helen Hardman and the Team! We registered with Wonder Recycling to collect plastic bread bags and soft plastic.
- Yale PS Science programme continues to be involved with the research and development and implementation of curriculum programmes 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 yr 5s and Ms Wood), KAB, STAWA, Curtin University and other schools in our District.
- Mrs Kay Walker continues collaboration with Curtin with Science Backpack programme. STEM programmes in the Senior classes will continue in 2022 with the year 3's.

Our students continued to show great enthusiasm, curiosity and strengthening investigative skills.

2021 incursions and other activities were:

- Monarch butterfly eggs and chrysalis arrive Week 2 Term 1
- Dr Kari Pitts from ChemCentre at Curtin, Friday May 7th
- A Case of Emergency – Forensic Science, Friday July 23rd
- SciTech - Move It, Prove It and Beyond the Beaker, Friday Aug 20th
- Year 6 will continue their Community Science work in Aylesford Reserve as part of their normal in class Science programme.



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.

STEAM

2021 was the 2nd year of incorporating STEAM Education into our school program. This program saw students in Year 4, 5 and 6 split into 9 multi-age groups most Friday afternoons and participate in many different activities that involved STEAM elements.

In Mrs Kickett's class, students research different board games before planning then building their own. They worked cooperatively, making decisions about what they needed to include, how they needed to construct different elements of their game, write instructions on how to play and then shared their game with peers.

In Mr Parfitt's class, students explored wind power. They investigated how and why wind power is generated. They were then tasked with the investigation of making a wind turbine to see if they could design a turbine that could produce electricity.

Miss Wood's class explored and carried out various art programs over the year. She had students building dream catchers, planting flowers and herbs, designing garden beds, researching how plants survive and whether they would survive in different locations around our school and working co-operatively to paint large murals that will be continued and extended upon in 2022.

Mrs Du Plouy's class learnt the basics of sewing. They needed to show resilience in this class as many students had never done any stitching. Most students were successful at completing a book mark with their name stitched downwards on it.

Mrs Furina and Mrs Chahal completed many different cooking activities. This seemed to be a favourite for the students. They made cupcakes, pancakes, chocolate balls, vegetable sticks and dips and playdough just to name a few. Students in this activity learnt skills about cutting, hand washing, cooking with frying pans, how to read recipes and many other skills needed in a kitchen.

Mr Scotland's class focused on the skills of problem solving involving the game of chess. Here students learnt the basic skills of chess, how to move the different pieces and how to help each other out. They were able to play each other as well as playing against the computer.

Mr McNess' class was all about Animation. Students used a story board to design a story about a school topic e.g. bullying. They then had to build the characters and take 60 plus photos where only a tiny feature was changed/alterd before putting the photos into an iPad app called Stop Motion where they were able to create their own animated video.

Mr Riley's class linked to Mr McNess'. Mr Riley explored creating music on the iPads in Garage Band and then adding this created music to the animations created with Mr McNess.

Mr Rees's class investigated robotics. They learnt the basics of coding using the laptops and various programs before putting this knowledge into practise and coding Sphero Bolts or Bee and Blue Bots. The students really enjoyed seeing what they were able to program the robots to do.

Students enjoyed all the different activities. They got to explore new ideas, investigate Science based questions and experience construction using their own imaginations. Students are very excited about what activities are ahead of them in STEAM 2022.



Mathematics

In 2021, Yale Primary School continued the implementation of the Primary Mathematics Program, created by Cambridge Education, embedded across the whole school. This program 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.

The program, which is directly linked to the Western Australian Mathematics Curriculum, focusses on actively engaging students in classroom mathematics, using a variety of instructional resources and manipulatives. It encourages students to talk about their ideas and share their mathematical findings with others.

Intervention Mathematics at Yale Primary School is referred to as 'Back to Front Friday'.

The Fixing Misconceptions Program, devised by Tierney Kennedy, is implemented across the whole school and provides teachers with step-by-step instructions, questions and activities to fix underlying problems and misconceptions that occur in mathematics. The program encompasses misconceptions about the 5 Key Number Concepts (quantity, partitioning, relative size, multiplicative thinking and proportional reasoning). It encourages students to identify the discrepancies in their own understanding which leads them to changing their own mind about mathematical concepts.

To ensure that Yale Primary School has a consistent, pedagogical approach to Mathematics, teachers have worked collaboratively at each year level to adapt the Primary Mathematics Program and Fixing Misconceptions Program to a Guaranteed and Viable Curriculum. This means that each year level will be learning the same mathematical content on the same day of the week, enabling students of all ability levels to be catered for, with the opportunity of streaming ability levels.

To enhance Mathematical understanding in the classroom, new Mathematics resources are purchased every year. It is our goal at Yale Primary School to keep our resources updated and to provide essential equipment for each classroom so that teachers and students can have mathematics resources on hand to support planned and incidental learning opportunities throughout the school day.

Mathematics at Yale Primary School is given significant time and importance. It is our aim to have each student actively engaged in Mathematics on a daily basis.

In an effective mathematics classroom, an observer should find that students are (Protheroe, 2007): Actively engaged in doing mathematics. Students should be metaphorically rolling up their sleeves and "doing mathematics" themselves, not watching others do the mathematics for them or in front of them.

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Arts

At Yale Primary School during 2021 students from years P-6 were provided with one 55-minute session of music per week. Yale uses a developmental learning approach to Music and the Arts.

All year levels cover singing and movement. In 2021 students participated in the following programmes, Upbeat, Kodaly, Orff, Black Belt Recorder (yrs. 3-6) and Ukulele (yrs. 5/6).

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, teamwork, 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 to 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 djembe. Their playing is enriched by backing tracks in PowerPoints, provided by our music specialist. Students in years 5 and 6 play recorder, ukulele, djembe and/or cajon drums. Students in Year 6 who successfully enter the SIM program, again choose lessons on either guitar or flute. Music 2022 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 integration of I.C.T with the use of Electric Bass, Launch Pad, Ableton Push, Xo computers- (Caustic), iPad- (Garage Band) and other electronic midi controllers in this learning area.



English

Academic achievement is celebrated and recognized at Yale Primary School. We aspire to improve the academic performance of students to be above like schools in both Literacy and Numeracy, by improving the quality of teaching practice across the school, improving the achievement of academic outcomes and engaging the community.

In the core learning area of Literacy, the school has implemented an explicit teaching framework which includes Talk for Writing, Letters & Sounds and Soundwaves. Our teachers have attended the Professional Development Day and they will have access to a mentor from Dyslexic Speld who will help the school implement the best practice in this new curriculum area.

Synthetic Phonics

We have continued to consolidate and implement Synthetic Phonics across all learning areas using both the Soundwaves Program, for Year 3 – Year 6 and the Letters and Sounds program in the early years, from Kindergarten to Year 2. Additional assistance is provided to EAL/D (English as an Additional Language/Dialect) students and students with learning support needs. Soundwaves have overhauled their program and with the new layout, teachers are able to implement Soundwaves using Explicit Direct Instruction which encompasses research based instructional practices and is characterized by the carefully planned and sequenced lesson found on Soundwaves online.

Spelling Bee

In 2021, Yale Primary School held our first Spelling Bee competition. Students from Year 1 to Year 6 had an opportunity to showcase their spelling prowess and it was amazing to see all the finalists use the spelling skills they were taught in their respective classrooms put to good use.

It was an exciting competition and all our finalists received an engraved medal each and the champions received an awesome bee trophy.

Book Week

In Term 3, Yale Primary School held our annual book week parade and the school celebrated book week 2021 with plenty of fun filled activities and we had a visit from a very special local author Frane Lessac. The book parade showcased all the wonderful costumes that the students wore and celebrated their favorite book characters coming to life. The teachers and EA's from each block had dressed up in a fun theme for 2021

Early Childhood staff were dressed up as fairies, A block teachers were dressed as characters from the book "The Day the Crayons Quit", B Block staff were dressed as Pac Man World characters and C Block Staff wore Sesame Street costumes. The students, community members and the staff had a wonderful day celebrating the Book Parade.

Local author Frane Lessac did a wonderful reading for each year group and she had planned amazing activities for the children to partake in. She was kind enough to sign all her books in our library and many students enjoyed borrowing her books to read afterwards.



SaER

Positive behavior and academic achievement are celebrated and recognised at Yale Primary School

Office superstars

Our students continue to shine at Yale Primary School. Classroom walk-throughs consistently show and support the view that Yale Primary School is a great school with amazing students and staff. Students celebrate their positive behavior token in the areas of academic achievement, responsibility, respectfulness and caring. This initiative has been a great success and is promoted through our school newsletter each fortnight

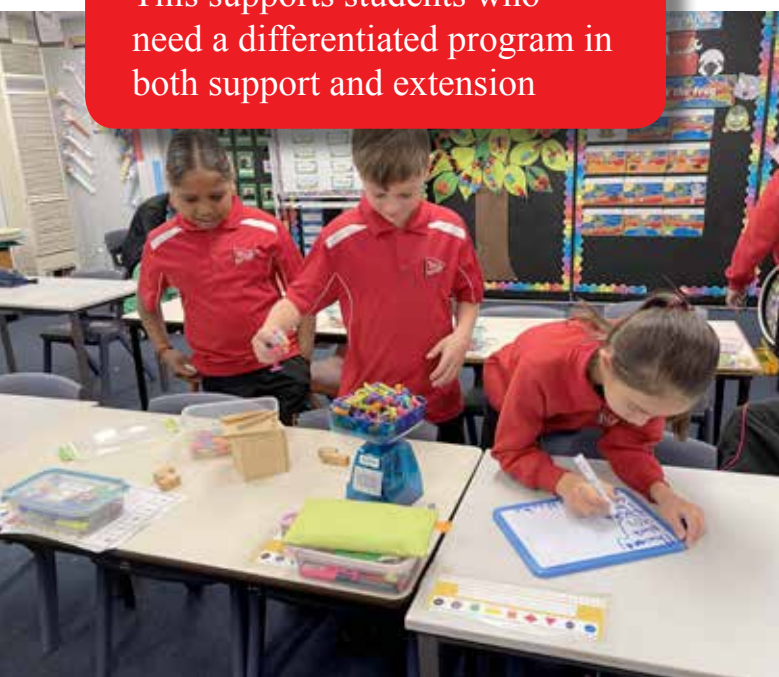
Teaching with differentiation

Explicit Direct Instruction encompasses research-based instructional practices and is characterized by carefully planned and sequenced lessons. Streaming students in 2021 in the area of spelling has yielded significant improvements. Year 2, 3 and 6 exceeded the Australian PAT spelling mean, with remaining cohorts close to achieving this milestone. In terms of progress Yale cohorts made similar progress to the Australian PAT mean, with the exception of year 6 who doubled in their mean score when compared to the Australian PAT mean

Table of PAT Spelling Results 2021

Spelling	Average of T2 Spelling Scale Score	Average of Term 4 Spelling Scale Score	Average of AUS Mean
Year 2	91	97	82
Year 3	94	102	97
Year 4	104	108	112
Year 5	117	123	124
Year 6	131	139	132
Progress	Yale 6 Month Progress	Australian Average 6 Month Progress	
Year 2	6		
Year 3	7	8	
Year 4	5	8	
Year 5	5	6	
Year 6	8	4	

Students are now grouped according to current achievement level. This enables students to progress at level. This supports students who need a differentiated program in both support and extension



SEN planning and accessing school support

In 2022 the FTE (Full time equivalent) for our school psychologist will be increased to 0.4 and the Learning Support Coordinator support role will increase to one day per week. This will enable more effective targeting for students who have been identified as needing psychological assessment and/or learning support. A running list of active cases identifies students who are at either or both academic and behavior risk. This has resulted in a faster response time in the SaER process. The LSC (Learning Support Coordinator) role enables greater support for tracking students and assisting teachers with SEN (Special Education Needs) planning. All teachers use ABLEWA (Abilities Based Learning Education Western Australia) to complete documented plans. ABLEWA is a program that uses curriculum materials and an assessment tool that enhances the resources available to teachers to support the teaching and learning of students with disability and additional learning needs. These plans are attached to the formal reporting twice per year.

Attendance

At Yale Primary School we value attendance and this is promoted through our fortnightly newsletter. Weekly tracking records are kept to ensure we can provide a targeted response for students 'at risk' due to non-attendance. Severe non-attendance results in documentation compiled and sent to Regional Office. The parent response to notifying the school of an absence has increased significantly and we maintain our successful record of unexplained absences being at or below 15%.

The introduction in 2021 of recognising classes with the highest attendance percentage rate for the fortnight continues to thrive.

EALD - English as an additional language/ Dialect

Our EALD students continue to shine as reflected in the data from our Brightpath assessment in writing. Results demonstrate that all our EALD students are scoring on average better than non-EALD students.

- Students are identified as EALD upon enrolment.
- Funding is provided for EALD students up to level 2
- EALD students are placed on Progress Map after Kindy/PP
- School funding is utilised to ensure tracking of students with teaching and assessment at an individual and small group level
- 2022 implementation of EALD Progress Map for all EALD students to replace SEN Reporting unless there is a disability diagnosis.



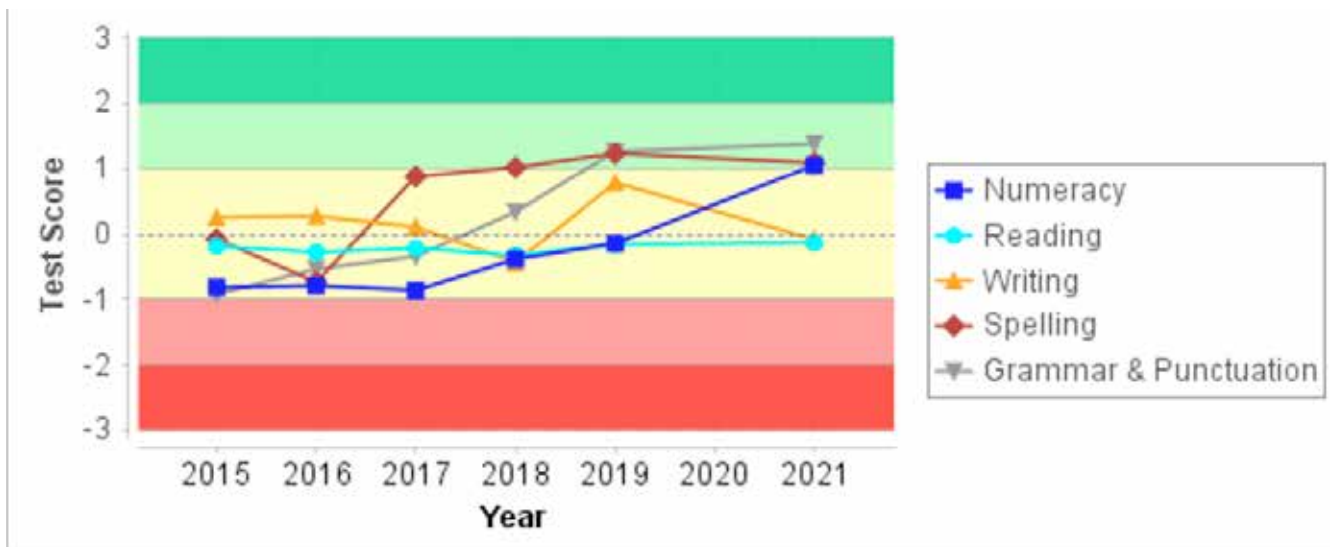
Naplan Comparative Performance for Year 5

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 5.

Year 5	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Numeracy	-0.8	-0.9	-0.4	-0.8	1.0	61	59	71	43	54
Reading	-0.3	-0.2	-0.3	-0.2	-0.1	63	59	71	45	56
Writing	-0.3	-0.1	-0.4	-0.8	-0.1	63	60	72	45	56
Spelling	-0.7	-0.9	1.1	1.2	1.1	64	60	72	44	55
Grammar & Punctuation	-0.5	-0.3	-0.3	1.3	1.4	64	60	72	44	55

<div></div>	Above Expected - more than one standard deviation above the predicted school
<div></div>	Expected - within one standard deviation of the predicted school mean
<div></div>	Below Expected - more than one standard deviation below the predicted school mean
<div></div>	If blank, then no data available or number of students is less than 6

Year 5 Performance



Be Respectful

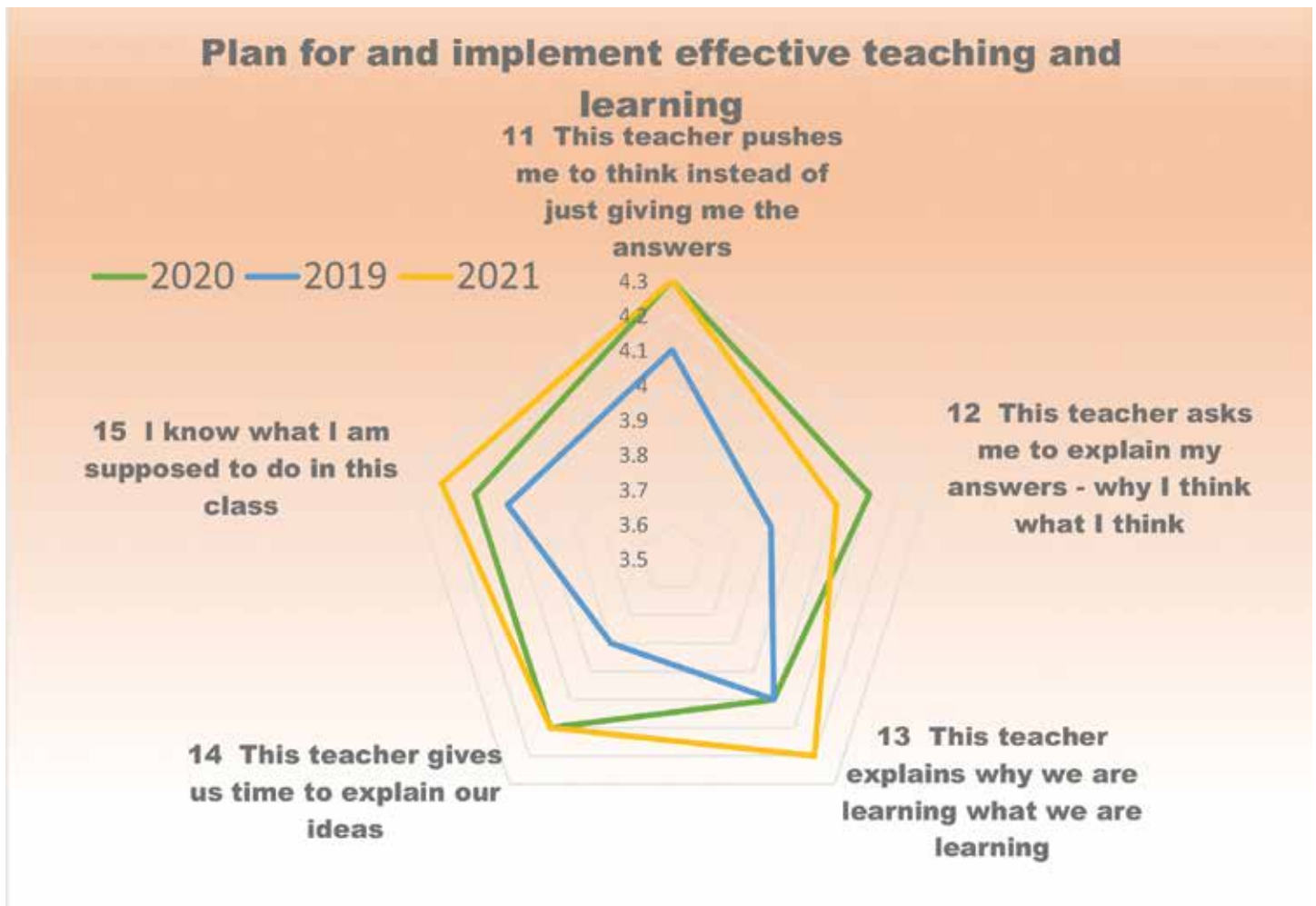
Survey Date

The 3 year Yale School Improvement Plan has three areas of focus – Quality Teaching, Student Success and Engaged Community. In order to generate informed initiatives in each of these focus areas, the school uses a suite of surveys to collect perception data from all members of the school community.

The Pivot student survey revealed whole school quality teaching initiatives such as Explicit Direct Instruction (EDI) and Teach Well have clearly had a positive impact on the students' perception of their learning. Student perceptions of effective teaching were the greatest in 2021 over three years of sampling, in all aspects of the standard;

“Plan for and implement effective teaching and learning”.

Plan for and implement effective teaching and learning



The questions are asked on a 5 point scale and the average response has been charted as a distance from the origin (zero). A score of one represents “never” and a score of 5 would be “always”. In 2019, average responses were as low as 3.8 on this measure, while in 2021 the average has shifted as high as 4.3.



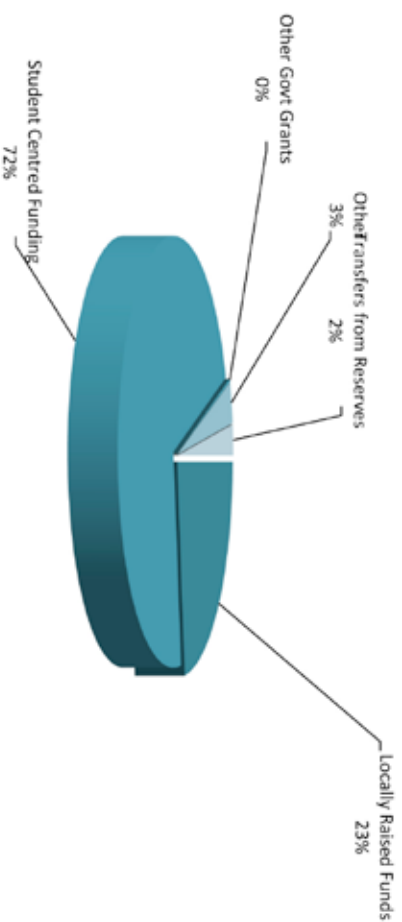
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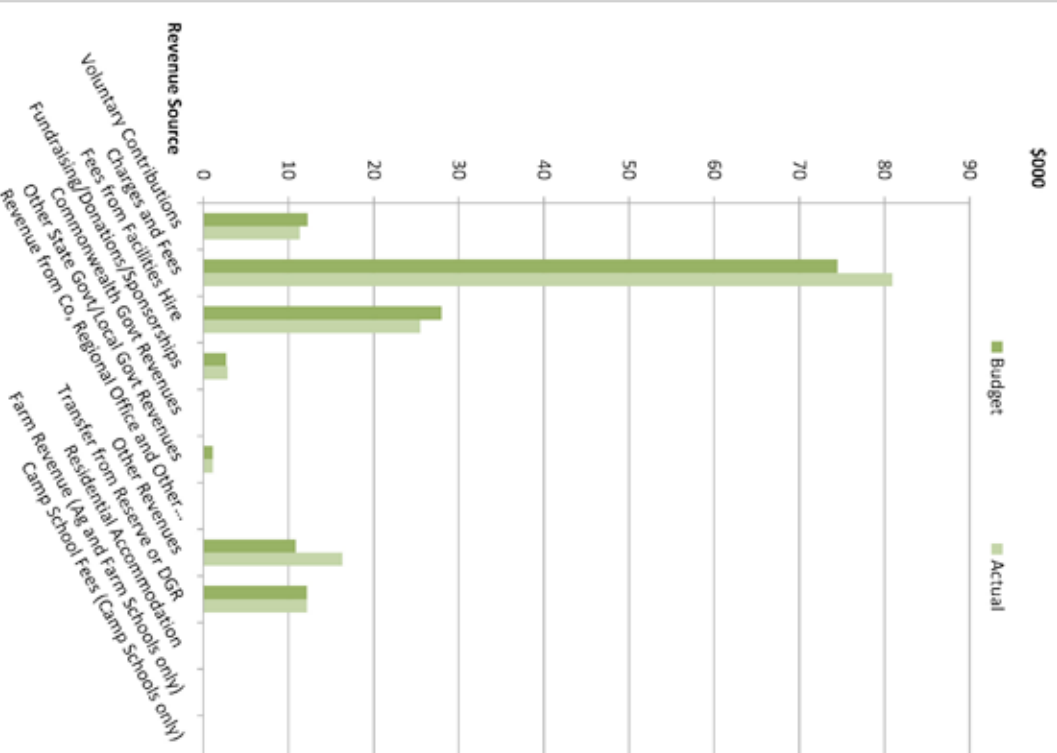
Yale Primary School Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation			
	Budget	Actual	
1 Voluntary Contributions	\$ 12,231.00	\$ 11,315.50	
2 Charges and Fees	\$ 74,477.00	\$ 80,973.66	
3 Fees from Facilities Hire	\$ 28,000.00	\$ 25,454.56	
4 Fundraising/Donations/Sponsorships	\$ 2,683.00	\$ 2,826.90	
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	\$ 10,860.18	\$ 16,309.28	
9 Transfer from Reserve or DGR	\$ 12,183.00	\$ 12,183.00	
10 Residential Accommodation	\$ -	\$ -	
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -	
12 Camp School Fees (Camp Schools only)	\$ -	\$ -	
Total Locally Raised Funds	\$ 141,534.18	\$ 150,162.90	
Opening Balance	\$ 97,391.45	\$ 97,391.45	
Student Centred Funding	\$ 377,967.11	\$ 377,992.31	
Total Cash Funds Available	\$ 616,892.74	\$ 625,546.66	
Total Salary Allocation	\$ -	\$ -	
Total Funds Available	\$ 616,892.74	\$ 625,546.66	

Current Year Actual Cash Sources



Locally Generated Revenue - Budget vs Actual



Financial Summary

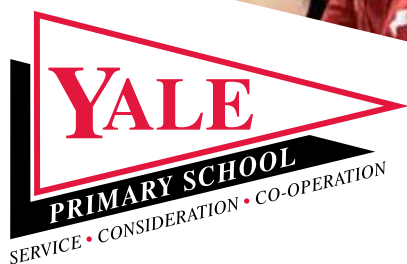


Our Values

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- Our best
- Be Caring
- Responsible
- Respectful

Be the Best You Can Be



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AN INDEPENDENT PUBLIC SCHOOL