

# Yuluma Primary School Annual School Report 2014

## From the Principal

I am pleased to present the Yuluma Primary School (YPS) Annual Report for 2014. The year saw a number of improvements in the organisation, student achievement and behaviour but was also a time in which significant learning took place. May I take this opportunity to thank our Deputy Mrs Barnes and all staff, including support and ancillary staff for the changes we have accomplished over the last 12 months. This is a collaborative effort with the wider school community and the support from our School Council and the P&C has been highly appreciated.

The curriculum program across all spheres of learning has been progressively and collaboratively planned to target student learning, both for individual and group needs. Broad pictures of longitudinal success showed both positive progress and achievement in the three target years (3,5, & 7) in all but two Naplan target curriculums. More comment will be made later in this document.

The virtues and values program with its many components supported students across the school. Sustainability programs were more readily apparent at the classroom level. Application for a Community Garden Grant from the City of Stirling by the P&C was successful and planning began in earnest to establish 8 above ground garden beds for access by students and the community.

The school camp took a significant step up with a highly successful 5 day 4 night train supported travel to Kalgoorlie with day excursions out. Although challenged by some organisational issues within the accommodation, all staff and students returned safely to Perth with significant social, educational and interpersonal gains. Student Leadership programs were boosted with a leadership conference early in the year, designated tasks and challenges for student leaders and complemented by end of year graduation ceremonies and Water Park excursion at the end of the year. This saw the single class of year 6 & year 7 students complete their final year of schooling in preparation for the Year 7 move to highschool. Parental concerns in relation to the change were addressed throughout the year, and no major issues were experienced.

During the year the school hosted an 8 student Japanese visitation for a week. Students from Japan, learning English, participated in the life of the school and were billeted by host families. The successful program, coordinated by Whittle Sensei, may take progressive steps forward to replicate the event in 2015.

We also had some success across a variety of fields including sporting, art and music within the school and in various interschool, district and community competitions. This included the growth of weekend netball, basketball and Community Sport after school. Mrs Maslin coordinated Running Club before school twice per week, and made strong inroads to our physical fitness levels.

Edu-dance performances again resulted in strong parent support along with the Harmony Day Luncheon and Faction Sports Carnival.

The P&C continued to strongly support the school in ICT through lease payments, camp through fund raising and direct contribution to the Shade Roof provided over the Pre Primary play equipment. Other equipment upgrades included the bore water filtration unit, electronic whiteboards for classrooms and equipment for sports areas, including basketball backboards and soccer goals.

Finally, the School Council moved and passed a motion to seek Independent School Status and following a series of submissions and presentation the school was deemed ready for IPS. Workshop, planning and training modules were completed in the last term in readiness for 2015.

Several staff retired or reduced their working hours and ongoing management of staff allowed smooth transitions during the year to manage leave entitlements and absences. The school accepted the relocation and hosting of the North Metropolitan PEAC office and provided two classrooms to accommodate the office and teaching requirements. Classes would begin in 2015.

The year was one of major preparation for 2015, and although extremely busy, students, staff and community have worked well together, Learning and Growing.

**Kim Pitts-Hill**  
**Principal**  
**March 2015**

## A. ACCOUNTABILITY FRAMEWORK REQUIREMENTS

### Our Purpose Statement + Ethos Statement Our Beliefs - "Achieving Together"

#### The purpose of YPS is to:

Promote the intellectual, social, emotional and physical development of the students at the school to prepare them for the opportunities and experiences of their future life.

#### At YPS we believe learning occurs best within a school where:

- Enjoyment & stimulation occurs and students are valued and have an opportunity to learn in a safe, secure and cooperative environment.
- Inclusivity is evident and learning opportunities that are provided are relevant to the learner's developmental needs as well as their cultural background.
- Students are motivated, reflect on and take responsibility for their learning.
- Prior learning is recognised and built on in a challenging environment.
- The important concept of "Parents as Partners" is embedded as a basis for building strong teacher-student-parent relationships.
- Programs provided are meaningful, resourced to maximise learning potential and are the basis for future growth.
- Shared core values are evident.
- Staff members are happy to be at the school and are valued by parents, students, the community and Department of Education (DoE).

### School / Community Profile

Yuluma Primary School was the result of the amalgamation of Birralee PS and North Innaloo PS in 1996. Consequently, the school is located within the original park-like setting with many shaded and grassed areas complemented by paved walkways and gardens.

The school was re-named Yuluma PS to reflect the Aboriginal heritage in the area and was officially opened in October, 1997.

The accommodation space of 19 rooms includes specialist art, music, education support and Japanese as well as library, chaplaincy/breakfast club, community room staff offices and classrooms. A versatile Under Cover Area, canteen and hard court area complement the facility for the education of students. Informal community use of the grassed areas supports shared ownership of the facility. An After Hours childcare service is provided by OSH Club on the site for before and after school care during term.

The catchment area is the suburb of Innaloo with its wonderfully diverse cultural and socio-economic background that enriches the student base.

### Programs

Curriculum provision in all four Phase 1 Australian Curriculum areas continued in English, Mathematics, Science and History. Some experimental work in Geography has begun in preparation for phase 2 subjects. All other curriculum provision was consistent with the Curriculum Framework expectations.

Staff were supportive of the Council suggestion of a minimum of 1 excursion per class in 2014. These were supplemented by the Music program including the West Coast Songfest at the Joondalup Arena within and K Mart performances the PEP program. Music also included Sims Music Lessons, Taiko Drumming performances and after school practice. Other excursions included the Sculptures by the Sea, Dyfken, Pioneer House, Government House, Zoo, East Perth Cemetery, Harmony Day to Mirrabooka, Swimming Lessons, and Interschool Competitions in Athletics, Cricket, Netball, and Soccer.

In addition to the provision of a child-centred learning program in the 8 learning areas; the Arts, English, Health & PE, Japanese (Languages), Maths, Science, Society & Environment and Technology & Enterprise, the school provided the following programs to support the students and to ensure they are working in a healthy, safe and supportive environment:

- Values and Virtues project
- Behaviour Management in Schools
- SAER (Students at Educational Risk) program
- Pastoral Care – Chaplain, Aboriginal Education Officer.
- Sustainability/Crunch 'n Sip/Recycling programs
- Fundraising – wheelchairs for kids etc
- Assemblies – 2 weekly & 2 Performances per term
- Faction (House) Shield – all school aspects.
- Breakfast Club, Parent Lounge, 0-3 Playgroup

### Priorities

**2014** –Literacy, Numeracy & Sustainability + the 5 DoE focus areas:

1. Raising standards of Literacy & Numeracy
2. Improving student behaviour & attendance
3. Supporting teachers and school leaders
4. Strengthening early childhood education
5. Enabling greater school autonomy, flexibility and innovation

**2014**

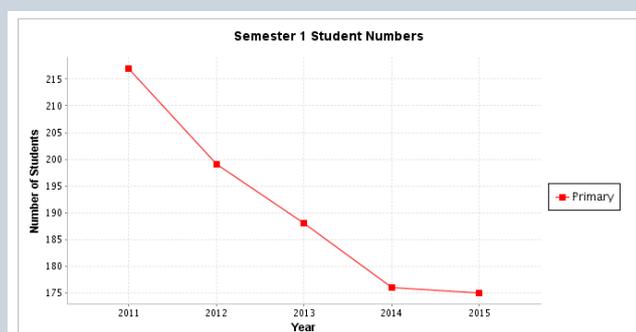
**Continuing 5 DoE priorities including**

- Literacy under the LNPP project.
- Staffing and Management of personnel
- Development of Staff teams around Phase of Learning
- Expansion of the ICT Network
- Review of the sustainability program

- Development of the Gifted and Talented programs

Discussion of these priorities is contained within the body of the document.

### Enrolment Trends



A decline in recent years, appears to have been halted. The impact of losing 2 year levels of students with the shift of Year 7 students to high school, has not only been ameliorated but student numbers have steadied. This indicates that the student population is on the increase. Positive imagery, improved parental communication, effective programs and a strong community connection seem to have supported the apparent increase in suburban redevelopment. Staff and parents are to be commended for their support in making these improvements. 2014 showed ongoing interest in and enrolment for K and P programs. Transition from 2013 programs was effective into Years 1 & 2 respectively in 2014. Voluntary reductions and retirements allowed staffing levels to be maintained appropriately over the year, resulting in less disruption to programs and classes.

### Financial Information

Annual Income		
	Budget	Actual
1. Voluntary contributions	7994	7994
2. Charges & fees	53149	53149
3. P&C Contributions	14777	14777
4. Fundraising & Donations	1474	1474
5. DoE Grants	131471	131471
6. State Government Grants	1978	1978
7. Commonwealth Gov Grants	7032	7032
8. Miscellaneous	9832	9832
9. Internal Transfers	5412	5412
<b>Total income</b>	<b>233119</b>	<b>233119</b>
Opening Balance	84361	84361
<b>Total Funds Available</b>	<b>317480</b>	<b>317480</b>
Annual Expenditure		
	Budget	Actual
1. Administration	12568	11663
2. Utilities	71013	66808
3. Repairs & maintenance	19300	17675
4. Building Fabric & Infrastructure	32700	7600
5. Assets & Resources	9531	9420
6. Leases	23205	15204
7. Salary Pool Payments	20040	0
8. Educational Programs	94217	79745
9. Student Services	6514	7380

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10. Miscellaneous	9005	8191
<b>Total Expenditure</b>	<b>298093</b>	<b>223686</b>
Transfer to Asset Resources	23500	23500
<b>Total Funds carry Forward</b>	<b>321593</b>	<b>247186</b>

Cash position as at 31/12/2014	
Bank Balance (including investment)	142030
Made up of:	
1. Carry Over Grants (Committed) LNPP	4991
2. Deductible Gift grants	
3. Trust Funds	
4. Asset Replacement Reserves	72061
5. Suspense Accounts ( Camp Deposits)	1010
6. Uncommitted Funds	63968
<b>Total Bank Balance</b>	
Other financial Information	
1. Voluntary contributions collection rate	65.31%
2. Total bad debts written off for the year	
3. Total assets/resources written off for the year	
4. Total creditors as at 31/12/2014 (ANZ C/C)	1103
5. Total debtors as at 31/12/2014	0
6. Total value of new leases for the year	5450

Collections of voluntary contributions increased again in 2014 and this year were just over 65% average across K, PP and Yrs 1- 7. Strategies across the school to increase parent engagement, understanding and recognition of the role of voluntary contributions continued through classes, P&C and were supported in follow up letters and reminders to parents. Generally, income expected was received and expenditure was cautious as the school managed the shift to IPS and the One Line Budget. Financial management across the school remained tight and accurate with no bad debts or write offs.

Parental school for booklists that requested specific texts were improved this year however costs centres still had to address the missing resources.

The Salary Pool ended the year in credit allowing rollover for the following year. The reserve fund was boosted further to cover the depreciation of areas such as electronic white boards and furniture and end the year with a healthy balance of \$72061. Finance meetings held throughout the year kept a close watch on cost centre spending, allocation for the Pre Primary Shade and new leases of ICT. Budget allocation for staff professional learning (see adjacent) contained two major components:

1. Teacher relief as allocated to the salary pool (below)
2. Contingencies including course fees, catering, presenters' costs and purchase of resources (pg 2 Cash at Bank).

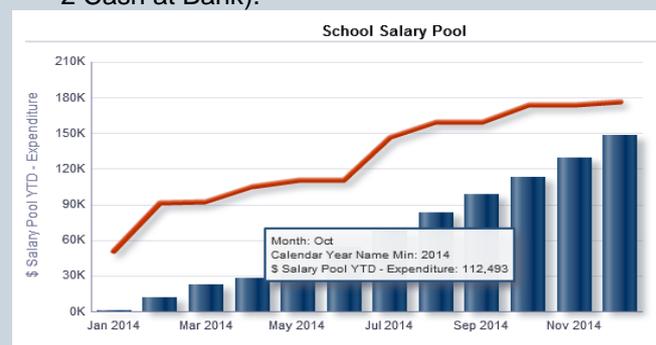


Fig. Salary Pool expenditure (blue) showing overall balance and contributions (red) to pool over the year.

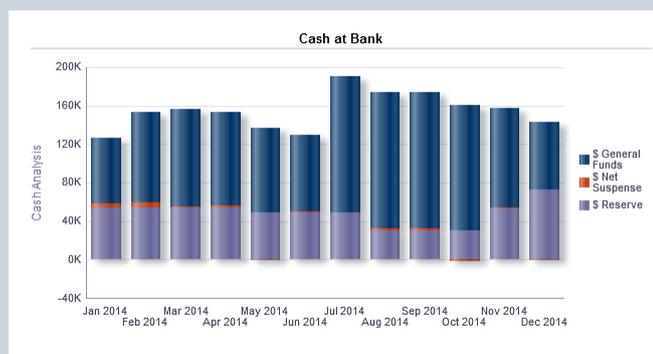


Fig. Cash at Bank breakdown by Reserve Allocation by month.

## B. PROFESSIONAL ENGAGEMENT

### Staff Retention

Total teaching staff – 2014	<b>16</b>
Teaching staff retained from previous year	<b>16</b>
<b>Staff Retention Rate</b>	<b>100%</b>

### Teacher Qualifications

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.

### Staff Professional Learning (PL)

All staff engaged in a minimum of 7 days (pro rata) professional learning (PL) that took place on School Development Days at the commencement/end of each term. These activities were based on the planning and accountability process for the school as well as specific areas of need as identified.

In addition, many staff undertook out-of-hours as well as in-school-hours Professional Learning (PL) activities within areas connected to school plans, professional development needs, Performance Development plans and cross curricular activity.

The school focussed PL in the Australian Curriculum Maths, Science, History areas targeted the teaching of explicit skills and knowledge in English. Significant use in developing computer skills either directly or indirectly with other learning occurred. Resources supporting these areas, and the development of teacher understanding in their use formed a basis of teacher development through the year.

Teachers and Education Assistants undertook PL relating to specific student needs including Autism and Behaviour Management and discipline.

Support staff undertook training, support and network opportunities including Curriculum Areas, Gardener, Head Cleaner responsibilities, Library catalogue systems, Finance and Administration, Attendance Systems, Reporting to parents and Aboriginal Education. (See Salary Pool and Cash at Bank above).

## C. KEY STUDENT OUTCOMES

### Student Attendance

Attendance has again improved over 2014 being higher than WA Schools and Like Schools for Non Aboriginal Students and higher than WA Schools for Aboriginal Students. This has been correlated with a more rigorous intolerance of poor punctuality, unexplained absence and an increased incentive to entitled participation in planned incursions and excursions.

Attendance monitoring will be maintained in 2014 in conjunction with the Behaviour Management program and Attendance policy in the school.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2012	94.0%	92.9%	93.3%	82.5%	85.3%	81.1%	92.5%	92.5%	92.3%
2013	92.8%	93.2%	93.7%	80.7%	87.3%	80.7%	91.3%	92.9%	92.6%
2014	93.6%	93.0%	93.2%	81.9%	84.8%	80.4%	92.1%	92.5%	92.1%

Work at the school over the last 12 months has resulted in the numbers of students in the regular, indicated and moderate risk attendance categories, being significantly improved, to be much closer to state averages. A small number of students (approx. 8) have contributed to significant severe attendance levels and plans in 2015 will seek to address this area.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2012	77.6%	12.9%	8.2%	1.1%
2013	67.0%	24.0%	7.3%	1.5%
2014	71.5%	17.3%	6.3%	4.7%
WA Public Schools 2014	75.0%	17.0%	6.0%	2.0%

### NAPLAN - Assessment Results

In May 2014, all of our year 3, 5 and 7 students participated in National Assessment Program Literacy and Numeracy (NAPLAN) testing as part of the “National Goals for Schooling” which focus on the importance of establishing high standards of literacy and numeracy throughout the years of schooling. Students in the same year group were compared across Australia against national achievement bands, one of which represents the minimum standards of literacy and numeracy skills considered necessary for students to progress through their schooling.

The following tables show how Yuluma students compared with: (a) **state results** (all schools) and: (b) **like schools** (schools with a very similar socio-economic index - SEI)

**NOTE:** figures are rounded and they may not = 100%  
Yellow indicates achievement equal or better than like schools.

Year 3	State 2014	Yuluma % 2014	Like Schools%
Punctuation & Grammar	Top 20%	21	19
	Middle 60%	58	60
	Bottom 20%	21	21
Spelling	Top 20%	21	17
	Middle 60%	47	61
	Bottom 20%	32	22
Writing	Top 20%	0	19
	Middle 60%	68	59
	Bottom 20%	32	22
Reading	Top 20%	15	20
	Middle 60%	45	59
	Bottom 20%	40	21
Numeracy	Top 20%	21	13
	Middle 60%	42	68
	Bottom 20%	37	19

Year 5	State 2014	Yuluma % 2014	Like Schools%
Punctuation & Grammar	Top 20%	33	15
	Middle 60%	33	65
	Bottom 20%	33	20
Spelling	Top 20%	30	14
	Middle 60%	48	62
	Bottom 20%	22	24
Writing	Top 20%	22	16
	Middle 60%	41	59
	Bottom 20%	37	24
Reading	Top 20%	30	18
	Middle 60%	48	63
	Bottom 20%	22	20
Numeracy	Top 20%	33	15
	Middle 60%	37	65
	Bottom 20%	30	20

Year 7	State 2014	Yuluma % 2014	Like Schools%
Punctuation & Grammar	Top 20%	43	14
	Middle 60%	43	70
	Bottom 20%	14	16
Spelling	Top 20%	29	19
	Middle 60%	71	64
	Bottom 20%	0	17
Writing	Top 20%	21	14
	Middle 60%	79	70
	Bottom 20%	0	16
Reading	Top 20%	29	16
	Middle 60%	64	68
	Bottom 20%	7	16
Numeracy	Top 20%	21	13
	Middle 60%	79	73
	Bottom 20%	0	14

These results indicate a strong achievement from year 7 students across all areas compared to like schools. Year 5 students similarly demonstrated a strong top end, but an equally weak lower group in

the bottom 20%. Given the makeup of the class this represents a good outcome (see progress and achievement graph). Year 3 students showed some strengths but were weaker in writing and reading compared with like schools.

**Teacher Judgements** about student performance demonstrated consistent alignment with assessments made from NAPLAN testing and was echoed in teacher allocations of grade levels particularly in Literacy. Some discrepancy was expected due to student transiency of approximately 33%, however greater attention to the alignment of Numeracy grade allocations is required in 2015. Student participation was maintained this year, and teacher understanding of specific aspects of the assessment continues to improve.

### Attitude, Behaviour and Effort

Teacher assessments of student attitude, behaviour and effort seemed to maintain a consistent profile to previous years showing improvement in the second semester, however there were improved levels of attendance and reduced suspension levels. Greater focus, on students learning appropriate behaviour, seemed to lessen the need for sanctions. Ongoing use of the class reward program, weekly care stamp and end of term rewards resulted in general improvement across the 3 areas.

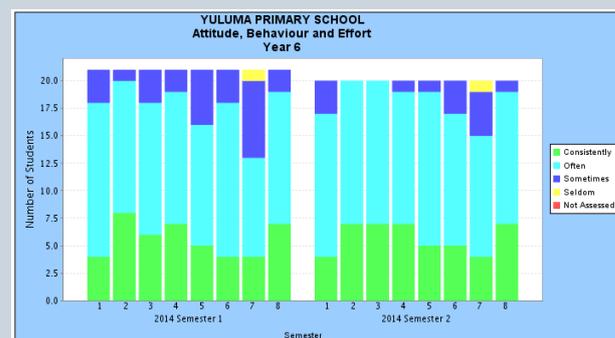


Fig. Year 6 cohort demonstrating increases in the "consistently" and "often" appropriate attitudes, behaviours and effort in the second semester.

### Suspension and Exclusions.

Suspensions once again reduced in 2014 down to 1.9% of the student population, a drop of 2.8%. Ongoing use of Care Awards and use of a reflection tool had subsequently decreased the number of suspensions later in the year. No students were excluded from the school in 2014.

Greater staff awareness to the needs of Students with Disabilities resulted from significant parental action and the school participating in mediated discussions with the Human Rights Commission. Students who were not permitted to attend specific activity were guaranteed a safe and an appropriate educational program. Significant learning has been achieved in relation to student rights and entitlements particularly for students with disability. Forward planning in relation to the needs of students with disability means that all students, when entitled to participate in an activity, do so with appropriate

resource levels and a suitable response plan to allow earlier conclusion of an activity if necessary.

## Value Added

Value adding is about identifying what the school has contributed to student outcomes over and above what the student already knows.

“My School” Website <http://www.myschool.edu.au/> data indicated that the school’s comparative position to others of a similar socio-educational demographic had improved or been maintained in some year levels and learning areas (eg. Y 5, 7, Reading, Numeracy, Persuasive writing), but slipped in others (Year 3 Reading). Although the long term average is still at acceptable, the cohort achievement from year to year seems inconsistent.

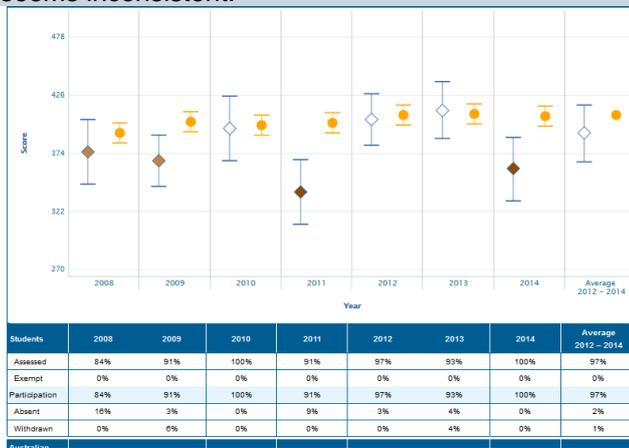


Fig. Year 3 Reading compared to similar schools over 8 years.

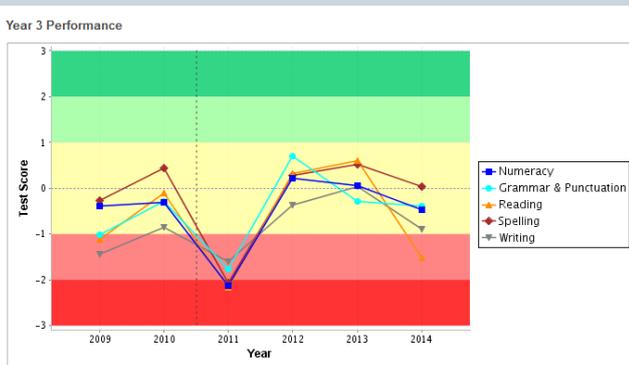


Fig. Similarly, the comparison with WA like schools showed the Yr 3 achievement to be average in all but reading which appeared to have distinct differences from the previous year cohort.

The 2014 population demographic continued to mirror the national profile with slightly stronger representation in the lower quartile.

## Distribution of students <sup>2</sup>

	Bottom quarter	Middle quarters	Top quarter
<b>School Distribution</b>	31%	22% 23%	24%
<b>Australian Distribution</b>	25%	25% 25%	25%

### 1. Student Performance:

Student performance in Yr 3 Reading showed lower levels than that of WA like schools, however progress for year 5 and 7 appeared strong over the 2 yr period. (Black line) exceeding that of Like Schools. (see below).

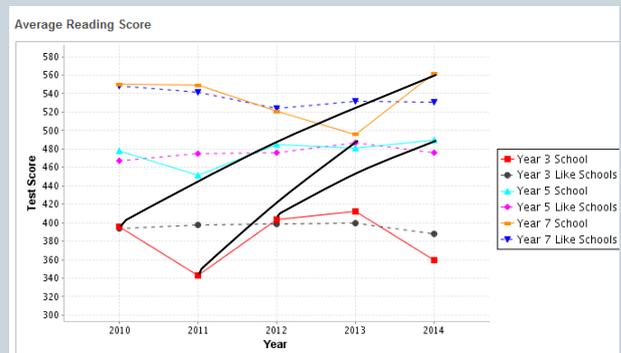


Fig. 2 year progress graphs

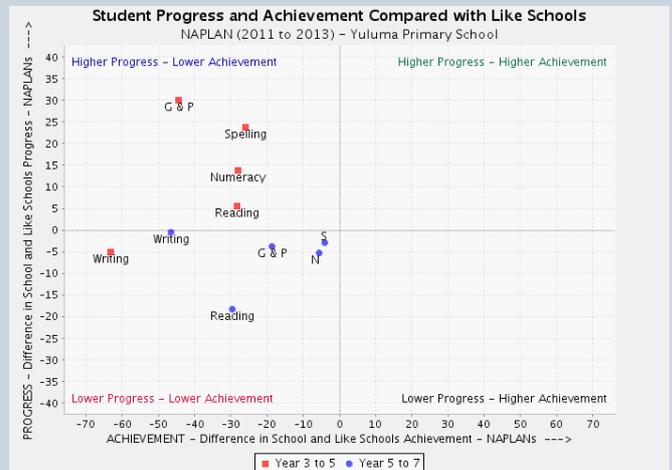


Fig. 2011 – 2013 Progress and Achievement map for years 3 – 5 and years 5 – 7.

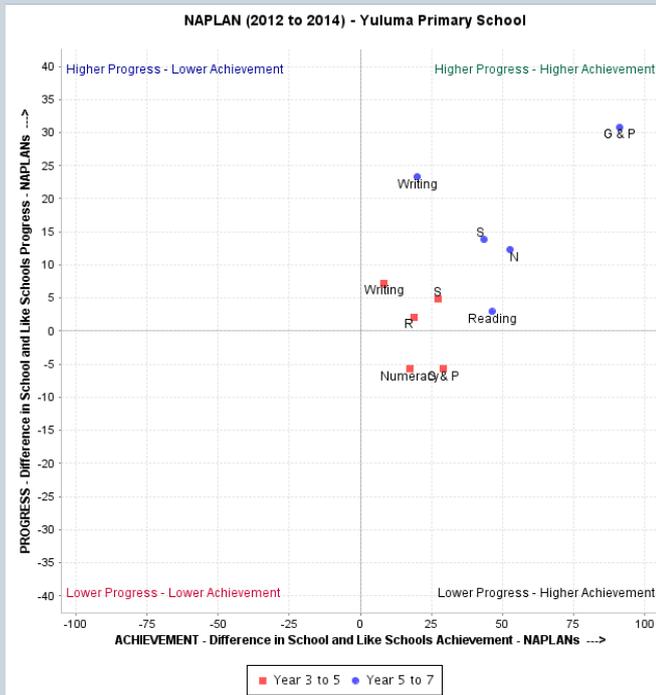


Fig. 2012 – 2014 Progress and Achievement map for years 3 – 5 and years 5 – 7.

Interestingly 2014 demonstrated very pleasing progress and achievement confirming that the school was able to build upon student progress each year. When the initial achievement levels were similar to like schools, the 2 year impact of the school program results in higher than like school achievement.

The implication is that the school’s early childhood program and provision is susceptible to cohort variations and needs to be capable of responding to the various pressures and challenges presented. Stable staffing, appropriate resource levels and consistent approaches should, when maintained, provide sufficient rigour for the program to adapt to the changes perceived in student groups.

2. Program Provision: catering for Students at Educational Risk (SAER) was implemented across all year levels and for targeted students:  
Specific Strategies included;

1. Literacy focus on phonological awareness and comprehension - maintained as a priority in the School.
2. SAER programs with teacher or assistant providing direct instruction for targeted students.
3. Staff planning for literacy held each term.

## D. SATISFACTION LEVELS

The school took every opportunity to seek parent feedback both formally and informally through administration, teaching staff, non-teaching including Chaplain, Aboriginal & Islander Education Officer as well as parent forums including P&C and School Council.

A suspension of the curriculum program for a full day allowed formal one on one teacher parent interviews to be held. In some classes, students were involved in a 3 way interview which allowed explicit open and transparent sharing of student achievement information with parents.

### Surveys on Parent Satisfaction

An annual survey of parent satisfaction held early 2014 indicated an improved level of response (32 respondents - approximately 30%) however generally similar levels of concern, support, interest and satisfaction across all survey areas to those expressed in 2012. Comparison of the correlation between parent and staff views and opinions indicated there was now a higher level of consistency and agreement between the staff and parents on where the school was performing and where there were areas requiring further work. Characteristically, some parents perceived that the school had a bullying problem (12/30) however 14 respondents did not agree.

A second survey using the National Opinion Tools and distributed via the school newsletter attracted only 6 parental responses, 5 of which were strongly supportive of the school and 1 respondent was strongly opposed or disagreed to almost every item. 5 out of the 6 respondents were female and 4 of the 6 were from 1 class with whom the school experienced particular challenges. Of these parents, there was a clear statement that they would recommend the school to others, and believed their child’s learning needs were appropriately met.

The assumption is that respondents do have enrolled students, however as the distribution is electronic, no guarantee can be assumed. A re run of the National Opinion surveys in 2015 will seek, with School Board support, a broad range of views of parents across all grades and areas of the school.

Early indications of staff satisfaction show an increasing desire for more and higher quality of feedback on performance in the teaching role. Communication across the school remains a high priority.

Surveys for staff were also distributed using the National Opinion Surveys to which there were 19 responses. The areas requiring most attention included feedback to staff on work effectiveness, improved internal communication, increased support for staff and to have staff opinions treated more seriously.

Alternative sources of feedback including parent meetings, P&C meetings, letters, phone calls and chaplain feedback suggested that the majority of parents were appreciative of the work of the school and the progress made over the year.

### Internet Communications Technology

The program of maintaining and renewing the hardware and network provision for the school

continued to be reviewed over the course of the year with Interactive Whiteboards added to the network, now covering all classrooms. The School's Parents and Citizens group again contributed significantly to this project and sporting installations.

Student permission and consent for access to the school's network was reviewed and determined to be an annual request to be made of all students. Student surveys in 2015 will be online for years 3-6 as part of the National Opinion Surveys.

The School Website continued to be maintained as was the new site from the P&C. Together the two sites provide a distinct school presence on the internet providing information and services to the community.

New leases of laptop computers and replacement

School Newsletters went to colour production in 2012 with multiple photos and increased distribution in 2013. 2014 saw the move to full online presence and distribution. Paper copies can be requested from the front office when needed.

### **Destination of Students**

Student Destinations indicated 78% of Yr 6 students followed on to yr 7 at the school and 45% of Yr 7 students went to Churchlands. Other high school destinations were Balcatta, Carine Aranmore, Perth Modern School, John Forrest Senior High School and Shenton College.

### **Concluding Comments**

By many accounts the significant step accomplished for the school over the course of 2014 was the shift to IPS status. Not simply the fact that the school met the requirements for IPS, for many schools within the system, also were granted IPS Ready status. The accomplishment was more a result of the ongoing, effective, commitment of staff and parents that together cemented the relationship of 'School Community'.

Many of the highlights of the year were accomplished within the strong professional culture that characterises the school's operating environment. Staff capacity to rise above individual differences and work together as a team is more evident, both in formal data collections as well as the anecdotal observations made by the casual observer. The ability of individuals to recognise strengths and weaknesses and make appropriate accommodations to mitigate negative effects, has grown. The need to dominate or coerce has been given over to a more open communication of steady progress forward in a rapidly changing work place. The focus is clearly on the need for students to learn. We must continually ask ourselves 'what do our students know and can do' and 'how do we best lead that learning which maximises student accomplishment.

The transparency with which change is introduced, implemented and reviewed has exhibited a higher level of effectiveness. Furthermore, the extent to which clear, consistent messages are both sent and received across the school, has been a vital factor in improving the outcomes of student learning and the output of the school as a whole.

I would like to thank the entire school community for their contribution, support and energy into creating our future citizens – we are all, as we say, Learning and Growing together.

Kim Pitts-Hill  
PRINCIPAL  
March 2015

