

Yuluma

Primary School

An Independent Public School



ANNUAL SCHOOL REPORT 2018



The 2018 Yuluma Primary School (YPS) Annual Report reflects the school's progress in the first year of the 2018 – 2021 Business Plan.

A new Business Plan was ratified by the School Board for 2018 – 2021 which identifies our school's key areas of focus for the next four years. The plan has a strong focus on enhancing the students' achievement in the areas of literacy, numeracy and science. Strong focuses on the areas of mental health and wellbeing, positive behaviour, attendance and values have been identified.

Term One, 2018 saw YPS participate in our first IPS School Review. Strengths of YPS that the reviewers identified included: that YPS had a strong collaborative culture and supported student learning with appropriate resources and strategies; and that the School Board is united in their commitment to supporting the school improve the quality of teaching, learning and the learning environment. Areas for improvement included: further focus on improving the achievement of the NAPLAN scores (Years 3 & 5 students) to be similar or better than 'Like Schools'; to implement a distributed leadership model; and to further refine areas of school planning, staff structures, and teacher judgements.

At the conclusion of 2018, Principal, Mr Kim Pitts-Hill, retired. Ms Janine Moses was appointed substantively, beginning at the commencement of the 2019 school year.

YPS is a level four (student population of between 100 – 300 students), Independent Public School for K – 6 students with an enrolment of 224 students. The catchment area is the suburb of Innaloo with its diverse cultural and socio-economic background that enriches the student base. Our staff consists of skilled and experienced educators who are all committed to our vision and school motto 'Learning and Growing Together'. YPS was the result of the amalgamation of Birralee PS and North Innaloo PS in 1996. 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 renamed Yuluma, meaning 'the land between the waters' 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, and Japanese as well as a library, chaplaincy and classrooms. A versatile covered assembly area, canteen and hard court area complement the facility for the education of students. Informal and formal (licenced) community use of the cricket pitches, grassed areas and hard courts, 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 school site also hosts Primary Extension and Challenge (PEAC) in the North Metropolitan Education Region which caters to the special learning needs of gifted and talented students in Years 5 and 6.

SCHOOL ACHIEVEMENTS 2018

- YPS was selected as a Teacher Development School (TDS) in Japanese.
- Conversion of a classroom into a science laboratory and \$25 000 DOE grant for science resources
- Two aspirant teacher leaders were identified and attended professional learning through the Churchlands Regional Network.
- Positive Parenting Program was presented by the school psychologist during Term Three.
- Year 5 and 6 camp to Bickley Recreational Camp and Year 4 Zoo camp
- Championship achievement at the Interschool Cross Country
- YPS was a part of the 3D Circuit Breakers Printer Project with Western Power.

Staff Profile 2018

	Total	FTE
Principal and Deputy Principal	2	2
Total teaching staff	14	10.7
Clerical/Administrative	6	2.4
Gardening/Maintenance	1	0.6
Other non-teaching staff	7	6
Total Support Staff	14	9
TOTAL STAFF	30	21.7

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.

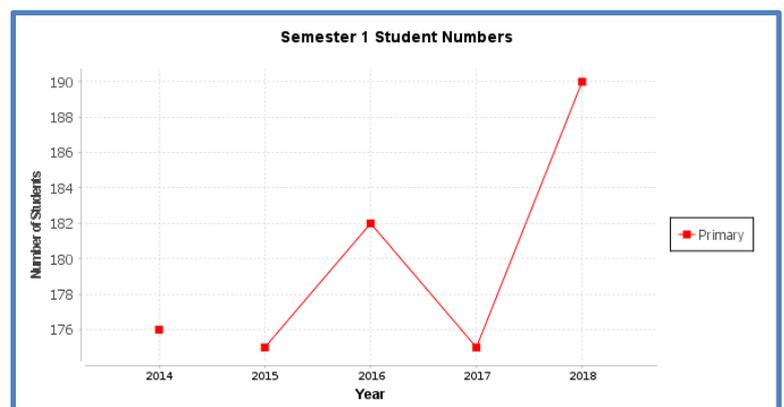
The school focussed PL included: the Western Australian Curriculum Digital Technologies, Talk For Writing, Brightpath (English Assessment and Recording Tool - an approach of assessing student progress in Writing), Aboriginal Cultural Standards Framework, AITSL Standards, and National Quality Standards.

Support staff and administration staff undertook training, support and network opportunities including curriculum areas, finance, office systems. Succession plans were promoted and ongoing support within the front office was readily available.

Student Enrolment Data

Enrolments increased in 2018 to 190, with an additional 35 kindergarten students.

Improved public communication and positive feedback in regard to our early childhood programs, combined with an increase in suburban redevelopment, suggested an increasing trend. 2018 showed increasing enrolment for Kindergarten and Pre-primary programs.



Primary aged students enrolled at Semester 1 2018 (excluding Kindergarten)

Student Destination Data

Churchlands SHS	12
Carine SHS	7
Newman College	4
Other	5



Student Attendance Data

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	76.3%	15.0%	6.0%	2.5%
2017	74.7%	15.1%	7.0%	3.2%
2018	74.3%	12.1%	8.7%	4.9%
Like Schools 2018	78.4%	15.7%	4.9%	1.0%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2016	94%	94%	93%	90%	93%	90%	92%
2017	93%	93%	93%	94%	94%	90%	90%
2018	88%	92%	91%	91%	96%	93%	90%
WA Public Schools 2018	92%	92%	93%	93%	93%	93%	93%

Attendance rates have continued to decline in 2018 to 74.3% of students having regular attendance, with an overall attendance rate for YPS being 91.3% which is just below WA Public Schools and lower than Like Schools. Regular attendance is considered to be 90% or missing no more than one day a fortnight. Levels of 'At Risk' categories showed data better than 'Like Schools' in the Indicated category, but higher in the Moderate and Severe categories.

Incidents of high absence were managed on a case by case basis. Attendance monitoring will be maintained in 2019.

Attendance was strongest at Year Four with improvement on previous years and was above WA Schools data; Year One and Year Five remained the same as 2017. Pre-Primary, Year Two, Year Three and Year Six decreased from 2017 and were below that of WA Schools data.

Attendance for Aboriginal students dropped compared to 2017. Rates for Non-Aboriginal student attendance was slightly below when compared to that of WA Schools and Like Schools. Combined, the student body demonstrated a decline in whole school attendance compared to WA Schools and Like Schools.



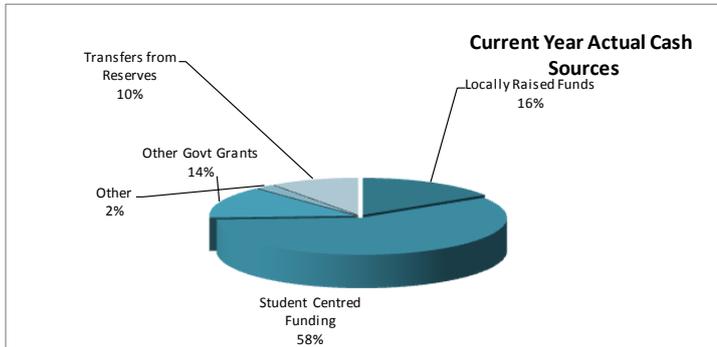
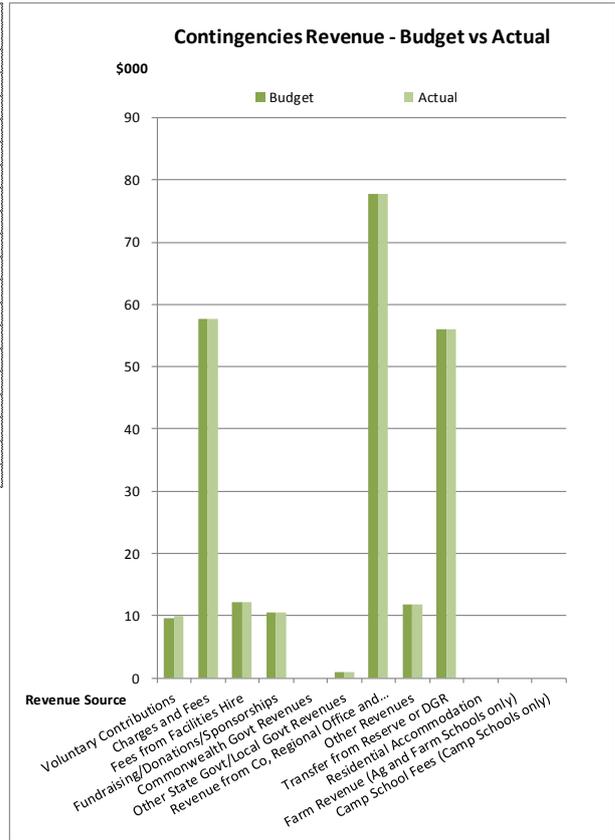
Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	94.3%	93.1%	93.7%	79.1%	87.2%	80.7%	92.5%	92.8%	92.6%
2017	93.8%	93.8%	93.8%	82.8%	88.8%	81.2%	92.7%	93.6%	92.7%
2018	93.1%	93.5%	93.7%	76.9%	87.7%	80.8%	91.3%	93.2%	92.6%

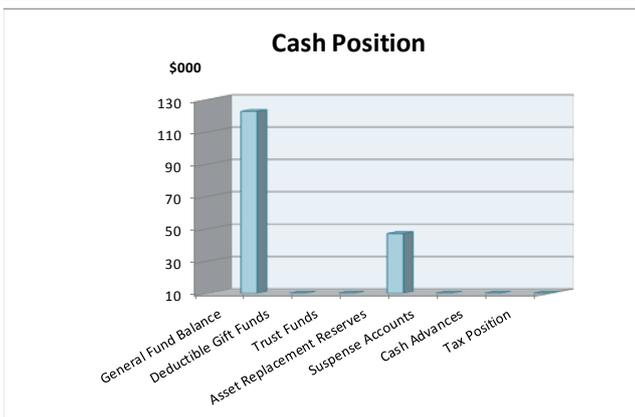
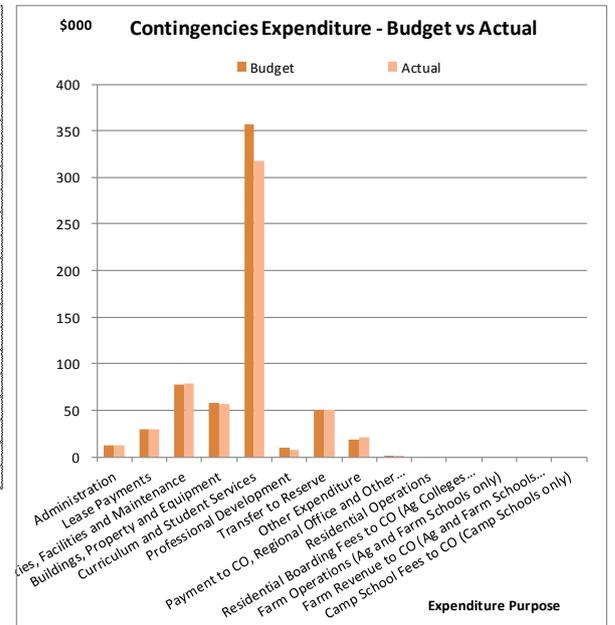


Yuluma Primary School
Financial Summary as at
31 December 2018

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 9,612.00	\$ 9,889.00
2	Charges and Fees	\$ 57,725.66	\$ 57,726.02
3	Fees from Facilities Hire	\$ 12,272.91	\$ 12,272.71
4	Fundraising/Donations/Sponsorships	\$ 10,483.50	\$ 10,483.50
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 77,768.00	\$ 77,768.00
8	Other Revenues	\$ 11,757.35	\$ 11,758.44
9	Transfer from Reserve or DGR	\$ 56,000.00	\$ 56,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 236,619.42	\$ 236,898.00
	Opening Balance	\$ 48,163.00	\$ 48,163.18
	Student Centred Funding	\$ 330,055.00	\$ 330,055.00
	Total Cash Funds Available	\$ 614,837.42	\$ 615,116.18
	Total Salary Allocation	\$ 2,254,203.06	\$ 2,254,203.06
	Total Funds Available	\$ 2,869,040.48	\$ 2,869,319.24



	Expenditure	Budget	Actual
1	Administration	\$ 12,455.55	\$ 11,775.84
2	Lease Payments	\$ 29,966.92	\$ 29,033.80
3	Utilities, Facilities and Maintenance	\$ 77,318.26	\$ 78,765.04
4	Buildings, Property and Equipment	\$ 57,864.00	\$ 56,673.29
5	Curriculum and Student Services	\$ 357,499.16	\$ 318,001.66
6	Professional Development	\$ 9,241.36	\$ 7,979.38
7	Transfer to Reserve	\$ 50,000.00	\$ 50,000.00
8	Other Expenditure	\$ 17,914.29	\$ 20,355.38
9	Payment to CO, Regional Office and Other Schools	\$ 212.00	\$ 425.00
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	\$ 612,471.54	\$ 573,009.39
	Total Forecast Salary Expenditure	\$ 2,254,203.00	\$ 2,254,203.00
	Total Expenditure	\$ 2,866,674.54	\$ 2,827,212.39
	Cash Budget Variance	\$ 2,365.88	\$ 2,643.00



Cash Position as at:

Bank Balance	\$ 163,461.82
Made up of:	\$ -
1 General Fund Balance	\$ 122,567.78
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 46,972.18
5 Suspense Accounts	\$ 310.44
6 Cash Advances	\$ -
7 Tax Position	\$ 5,767.70
Total Bank Balance	\$ 163,461.82

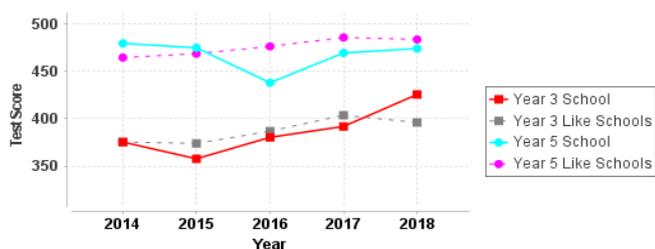
MEETING THE SCHOOL PRIORITIES OF OUR 2018 – 2021 BUSINESS PLAN

Achievement of Business Plan Targets

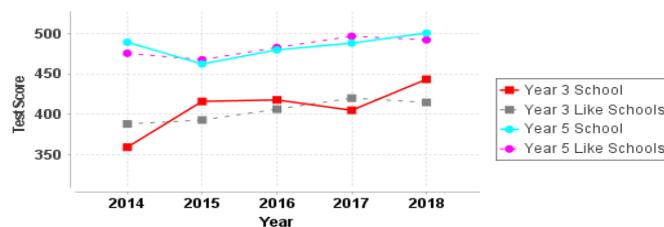
✓ On track # Partially x Not on track LS Like schools

NAPLAN Test	Target	✓ # x	Comments
Maths	Year 3 and 5 student achievement in Mathematics will be equal or better than that of like schools.	✓	Year 3 achieved higher result than LS, with Year 5 result being just 10 points below LS
Reading	Year 3 and 5 student achievement in English will be equal or better than that of like schools.	✓	On track with continuing to improve result to be comparable to LS. Y3 was 29 points above LS and Y5 was four points above LS
Writing	Year 3 and 5 student achievement in English will be equal or better than that of like schools.	✓ #	Y3 results were just above those of LS Y5 results were 21 points below LS and are closing the gap between YPS and LS.
Spelling	Year 3 and 5 student achievement in English will be equal or better than that of like schools.	✓ #	Y3 results were 46 points above LS Y5 results were just below those of LS
Punctuation and Grammar	Year 3 and 5 student achievement in English will be equal or better than that of like schools.	✓ #	Y3 results were 50 points higher than LS Y5 results were below those of LS but made improvement against 2017 results.

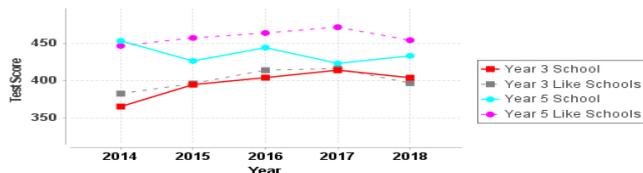
Average Numeracy Score



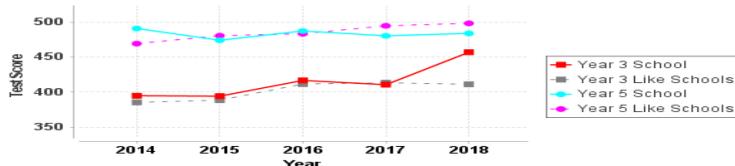
Average Reading Score



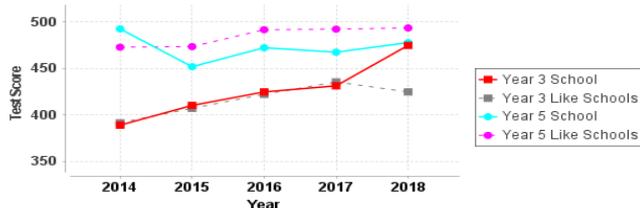
Average Writing Score



Average Spelling Score



Average Grammar & Punctuation Score



In May 2018, all of our Year 3 and 5 students participated in National Assessment Program Literacy and Numeracy (NAPLAN) testing 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.

The following tables show how Yuluma students compared with **like schools** (schools with a similar index of community, social and educational assessment).

Year Three students achieved well on all of the NAPLAN tests, with results above Like Schools and a rising trend line. Year Five students made gains when compared against the 2017 cohort. Numeracy and Writing requires further intervention in an attempt to increase performance as it is just below that of Like Schools. Year Five Reading results indicate great improvement as performance was above Like Schools.

English

YPS NAPLAN results show a positive trend of improvement. During 2018, the following actions and strategies were implemented to support the achievement of our English targets:

- Brightpath English Assessment and Recording Tool was introduced to staff and implemented as an approach of assessing student progress in Writing;
- Talk for Writing professional learning was delivered to staff and this program was implemented into all classes from Kindergarten to Year Six developing consistent pedagogy;
- Teacher collaborative planning opportunities were enabled for all year levels;
- Phase Leaders were introduced to lead two teacher collaborative groups – K – Y2, Y3 – Y6 led by two classroom teachers;
- 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

During 2018, 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.

Science

- Room 15 was converted to a purpose built Science Room through funding from the Department of Education and a grant of \$25 000 was used to fit the room out with science equipment.



RELATIONSHIPS AND STRONG PARTNERSHIPS

The National School Opinion Survey

*School survey results show
parent satisfaction remains
above 85%*

*School survey results show
staff satisfaction remains
above 80%*

*School survey results show
student satisfaction remains
above 85%*

Students

Student feedback was collected from years 3 to 6 students from the ACER Social-Emotional Wellbeing Survey. This was a new survey for students to complete. Due to a low number of Year 5 female students, their responses weren't calculated into the results. High responses (90% and above) were recorded for such questions as: I like the kind of person I am; I am a happy person; I get along with my teacher; I love to learn; I try very hard to complete all of my work; and I can behave well and follow rules.

44% of students surveyed that they worry a lot about school work or what others think of me; 56% of students get nervous a lot; and 67% claim to lose their temper a lot.

Parents

37 parents responded to the survey; it is difficult to determine whether it was one parent from a family or both. 30% were male and 70% female. 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.

Across all fields there was an average of 87% satisfaction with lowest scores of 4.2 [out of 5] focussed on taking parents opinions seriously; student behaviour is well managed; and my child is making good progress. Among the highest scored items 4.6 was that the school is well maintained; teachers expect my child to do their best; and parents feeling they could talk to their child's teacher. 94% of parents would recommend the school to others and 81% thought it was a good idea having a Chaplaincy program.

Staff

11 staff responded to the survey. Across all fields there was an average of 83% satisfaction with lowest scores of staff receiving useful feedback about their work at this school; staff are well supported at this school; and the school takes staff opinions seriously. Highest scored items included: teachers at this school care about their students; teachers at this school treat students fairly; and teachers at this school expect students to do their best.

Our YARCS



We are responsible, respectful, we care and we strive.

Janine Moses

Principal

March 2019