



Yuluma

Primary School

An Independent Public School



ANNUAL SCHOOL REPORT 2019



From the Principal

Welcome to the Yuluma Primary School Annual Report for 2019.

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

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

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

Thank you for your ongoing support.

Yours sincerely

Janine Moses

Principal.



SCHOOL ACHIEVEMENTS 2019

- YPS selected as a Language Support School in Japanese.
- Year 5 and 6 camp to Rottnest Island and Year 4 Zoo camp
- Championship achievement at the Interschool Cross Country and Athletics carnivals

Staff Profile 2019

	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.

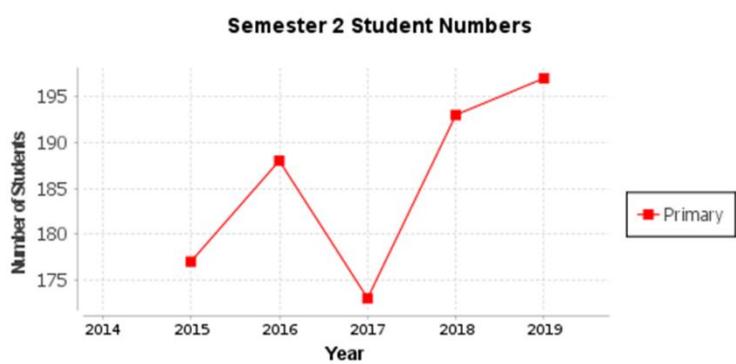
Teacher Professional Learning

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: Talk For Writing, Brightpath (English Assessment and Recording Tool - an approach of assessing student progress in Writing), iStar – a pedagogical framework for consistent lesson delivery across all year levels. Our Ocean Net Cell held a one day conference whereby staff participated in a variety of concurrent sessions which included: Primary Behaviour Support, cooperative learning, Trauma and its Impact which was delivered by our school psychologist.

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.

Enrolment



Student Destination Data

Churchlands SHS	10
Carine SHS	7
Other government schools	4
Non-government schools	2
Interstate	1

Enrolments

Enrolments increased in 2019 to 228, inclusive of 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. 2019 showed increasing enrolment for Kindergarten and Pre-primary programs.

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2017	92.7%	92.7%
2018	91.3%	92.6%
2019	92.5%	91.6%



Attendance rates improved in 2019 when compared with the previous year and was just above like school comparison. 75.2% of students had regular attendance with an overall attendance rate for Yuluma Primary School being 92.5%. Regular attendance is considered to be 90% or above, which equates to missing no more than one day per fortnight. Levels of 'At Risk' categories showed data better than like schools, except for the category of 'Severe'.

Incidents of students with high absences were managed via case management process.

Attendance was strongest in Year Two with improvement in all year groups when compared with their year cohort in 2018, except for Year Five, whilst Year One remained at 88% as when the cohort were in PP.

Attendance for Aboriginal students increased and was above WA public schools, but below our like schools. Rates for Non-Aboriginal student attendance was above both WA public schools and our like schools.

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2019	93.7%	92.7%	92.7%	80.6%	84.1%	79.5%	92.5%	92.4%	91.6%

Attendance % - Primary Year Levels

	PP	Y1	Y2	Y3	Y4	Y5	Y6
2017	93%	93%	93%	94%	94%	90%	90%
2018	88%	92%	91%	91%	96%	93%	90%
2019	93%	88%	95%	92%	93%	94%	94%
WA Public Schools 2019	91%	91%	92%	92%	92%	92%	92%

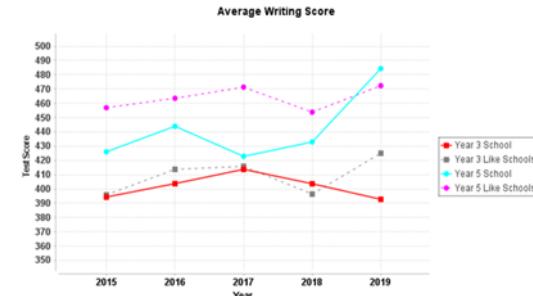
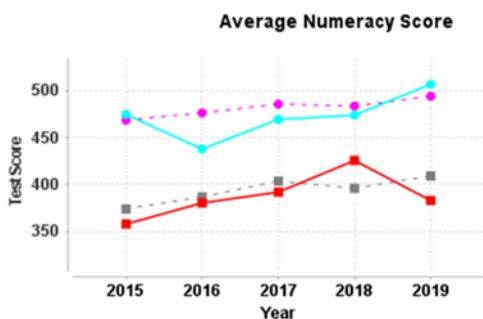
MEETING THE SCHOOL PRIORITIES OF OUR 2018 – 2021 BUSINESS PLAN

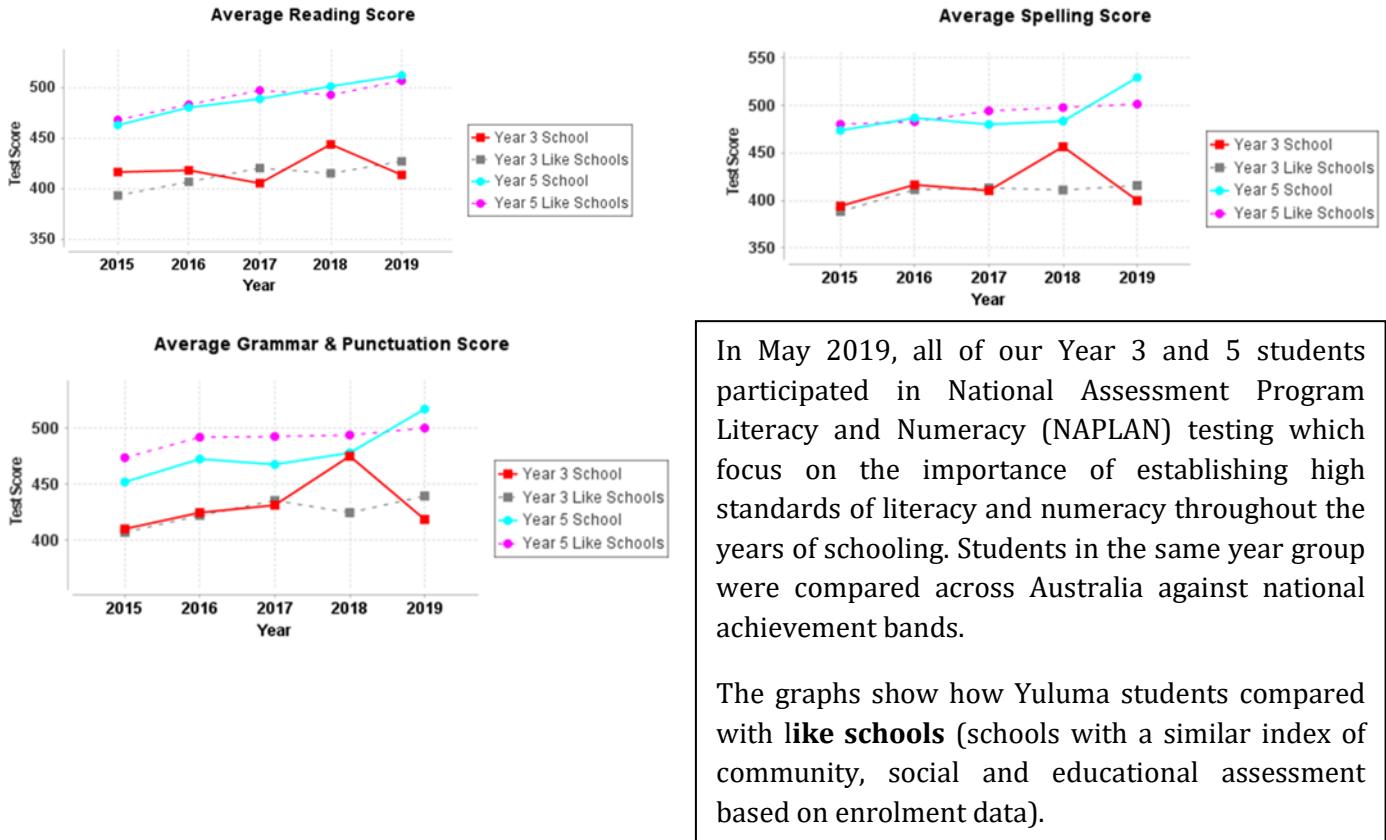
Yuluma Primary School's Business Plan has a strong focus on English and writing, Mathematics and Science.

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

Achievement of Business Plan Targets

✓ On track	# Partially	x Not on track	LS Like schools
NAPLAN Test	Target	✓ # X	Comments
Maths	Years 3 and 5 student achievement in Mathematics will be equal or better than that of like schools.	# ✓	Year 3 achieved lower results than LS, with Year 5 result being above LS
Reading	Years 3 and 5 student achievement in English will be equal or better than that of like schools.	# ✓	Y3 was 13 points below LS Y5 was above LS
Writing	Years 3 and 5 student achievement in English will be equal or better than that of like schools.	# ✓	Y3 results were below those of LS Y5 results were above LS.
Spelling	Years 3 and 5 student achievement in English will be equal or better than that of like schools.	# ✓	Y3 results were below LS Y5 results were 28 points above those of LS
Punctuation and Grammar	Years 3 and 5 student achievement in English will be equal or better than that of like schools.	# ✓	Y3 results were below LS Y5 results were above LS.
Science	Years 3 to 6 will be similar to or better than that of the comparison schools within PAT Normative data.	✓	Y3 – Y6 results were at the Australian median, with the Y5 results just 8 points below.





Year Five students achieved well on all of the NAPLAN tests, with results above Like Schools and a rising trend line. This cohort of Year Three students were below like schools. Whole school programs that have been implemented eg. Talk for Writing, Oxford Maths and Soundwaves Spelling, continue to be refined and further professional learning to teachers was delivered throughout 2019.

English

During 2019, the following actions and strategies were implemented to support the achievement of our English targets:

- MultiLit programs were introduced into the school and delivered by two of our education assistants to students at academic risk in English. MiniLit is specifically aimed at struggling Year One and Year Two students and supports the teaching of reading. The Reading Tutor Program (RTP) caters for students who have not acquired the basic skills needed to become functional readers from Year Three;
- Brightpath English Assessment and Recording Tool was embedded by our staff as an approach of assessing student progress in Writing;
- Talk for Writing professional learning was delivered to staff and this program continued to be implemented into all classes from Kindergarten to Year Six developing consistent pedagogy;
- Teacher collaborative planning opportunities were enabled for all year levels during staff meetings;
- 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 2019, the following actions and strategies were implemented to support the achievement of our Mathematics targets:

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



Science

Yuluma Primary School was one of the first primary schools in Western Australia to receive significant funding and support from the WA Government to transform an existing classroom into a Science Laboratory. This funding included the complete re-fit of a classroom to renew flooring, storage and sinks, as well as \$25 000 to be put towards resources.

Yuluma Primary School has had an effective Science program for many years, taught by our classroom teachers. We are meeting and delivering the Western Australian Science Curriculum. The Science Laboratory extends the opportunities available to Yuluma Primary School students, and, since opening in Term Three of 2018, has seen use by students from Pre-primary to Year 6.

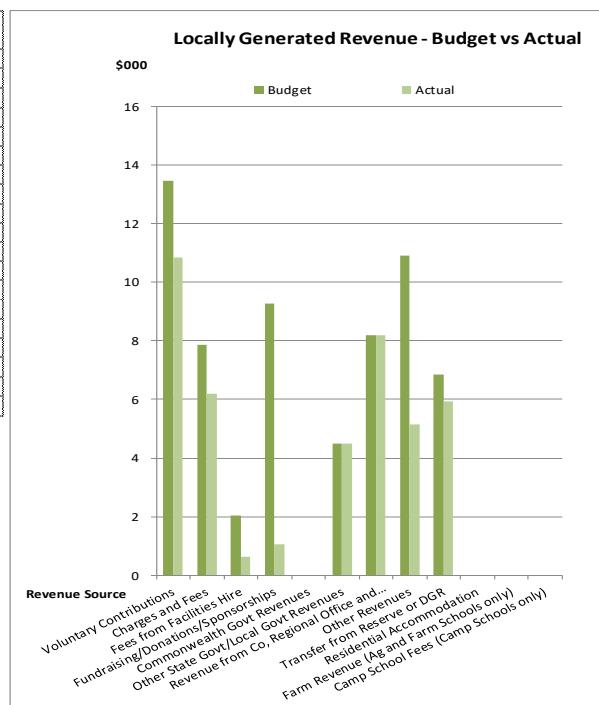
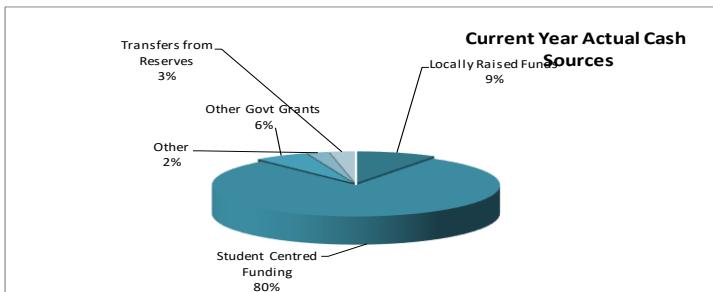
Over 92% of all students achieved at or above the minimum of a C Grade, being among the highest achievement rates in the school.



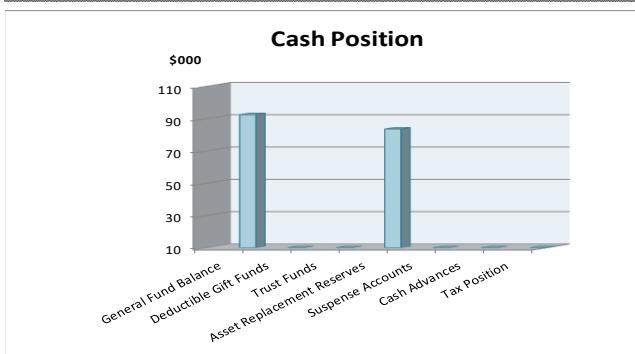
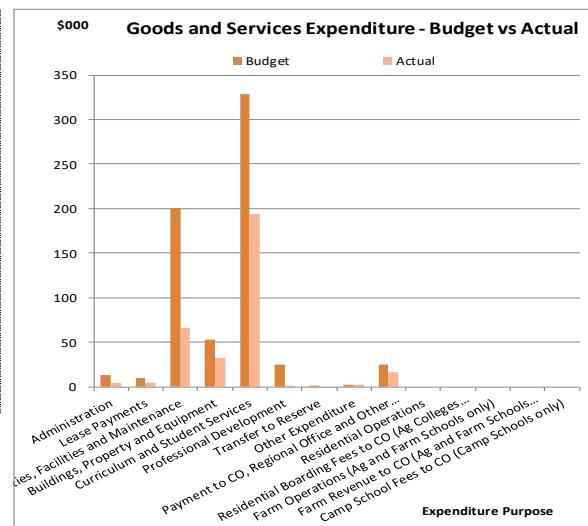


Yuluma Primary School
Financial Summary as at
31 December 2019

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,465.00	\$ 10,840.00
2	Charges and Fees	\$ 7,872.00	\$ 6,199.63
3	Fees from Facilities Hire	\$ 2,040.00	\$ 620.00
4	Fundraising/Donations/Sponsorships	\$ 9,270.00	\$ 1,051.21
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 4,500.00	\$ 4,500.00
7	Revenue from Co, Regional Office and Other Schools	\$ 8,193.00	\$ 8,193.29
8	Other Revenues	\$ 10,904.00	\$ 5,137.62
9	Transfer from Reserve or DGR	\$ 6,850.00	\$ 5,946.18
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 63,094.00	\$ 42,487.93
	Opening Balance	\$ 323,988.30	\$ 323,988.30
	Student Centred Funding	\$ 281,668.57	\$ 165,693.47
	Total Cash Funds Available	\$ 668,750.87	\$ 532,169.70
	Total Salary Allocation	\$ 2,744,410.00	\$ 2,744,410.00
	Total Funds Available	\$ 3,413,160.87	\$ 3,276,579.70



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 12,910.00	\$ 3,970.37
2	Lease Payments	\$ 10,096.00	\$ 4,661.40
3	Utilities, Facilities and Maintenance	\$ 200,372.00	\$ 65,538.25
4	Buildings, Property and Equipment	\$ 52,860.00	\$ 32,822.32
5	Curriculum and Student Services	\$ 327,969.28	\$ 194,045.26
6	Professional Development	\$ 25,000.00	\$ 675.00
7	Transfer to Reserve	\$ 1,000.00	\$ -
8	Other Expenditure	\$ 1,832.00	\$ 1,979.09
9	Payment to CO, Regional Office and Other Schools	\$ 24,800.00	\$ 16,485.00
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	\$ 656,839.28	\$ 320,176.69
	Total Forecast Salary Expenditure	\$ 2,188,173.00	\$ 2,188,173.00
	Total Expenditure	\$ 2,845,012.28	\$ 2,508,349.69
	Cash Budget Variance	\$ 11,911.59	



Cash Position as at:		31/12/2019
Bank Balance	\$	173,373.47
Made up of:	\$	-
1 General Fund Balance	\$	92,406.54
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	83,512.18
5 Suspense Accounts	\$	2,886.75
6 Cash Advances	\$	-
7 Tax Position	\$	(5,432.00)
Total Bank Balance	\$	173,373.47

School survey results show parent satisfaction at 81%

School survey results show staff satisfaction at 90%

School survey results show student satisfaction at 85%

RELATIONSHIPS AND STRONG PARTNERSHIPS

The National School Opinion Survey

Students

Student feedback was collected from years 5 and 6 students from the Education Department's National Opinion Survey. This survey was last completed by students in 2017. High responses (strongly agree and agree) were recorded for such questions as: The school gives me opportunities to do interesting things, my teachers are good teachers, my teachers expect me to be doing my best. Lower ranked items included: My school takes student opinions seriously and I can talk to my teacher about my concerns.

Parents

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

Across all fields there was an average of 80% satisfaction. The highest scored item at 4.3 [out of 5] was that teachers at the school treat students fairly; with 4.2 rated items including: that the school is well maintained, my child feels safe at school, my child likes being at the school, the school looks for ways to improve, I would recommend this school to others and my child's teachers are good teachers. The lowest rated items included: student behaviour is well managed, my child's learning needs are being met at this school, the school works with me to support my child's learning, and the school has a strong relationship with the local community. 78% of parents thought it was a good idea having a Chaplaincy program.

Staff

15 staff responded to the survey. Across all fields there was an average of 94% satisfaction with highest scored items included: the school is well maintained, students' behaviour is well managed at this school, the school looks for ways to improve, and students like being at this school. Lowest scored items included: staff are well supported at this school; and the school takes staff opinions seriously.

