



Yuluma Primary School

An Independent Public School

ANNUAL SCHOOL REPORT 2023



From the Principal

Welcome to the Yuluma Primary School Annual Report for 2023.

Yuluma Primary School has positive relationships with the local community and a proactive and strong School Board led by Elizabeth Lake. The efforts of our supportive and energetic Parents and Citizens Association, led by Rick Fletcher, 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 students 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.

Yuluma Primary School is a level 4 (primary schools with 100 to 300 students) independent public school with a population of 317 students, inclusive of kindergarten students (Term 4 2023). Currently our ICSEA (Index of community social economic advantage) is 1041. (nb. The ICSEA does fluctuate each year).

Yours sincerely
Janine Moses

Principal



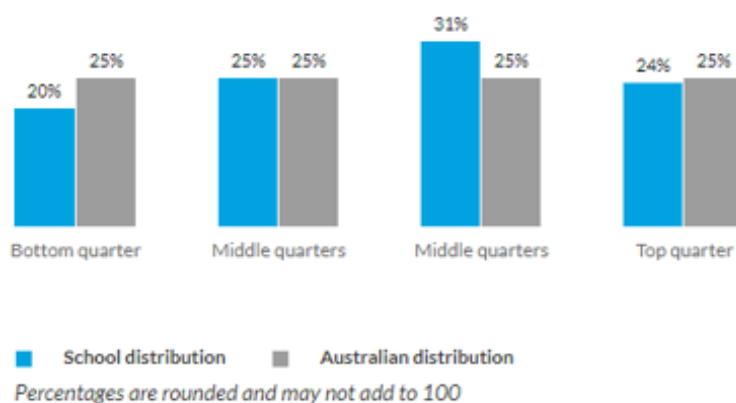
School Demographics

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1041
Average ICSEA value	1000
School ICSEA percentile	65

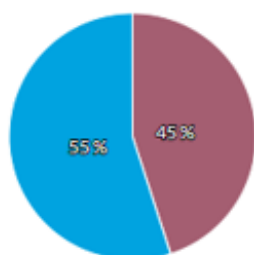
Distribution of Socio-Educational Advantage (SEA)



Students

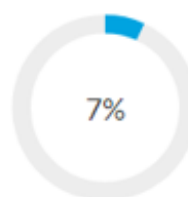
Total enrolments: 316

- Boys 173
- Girls 143



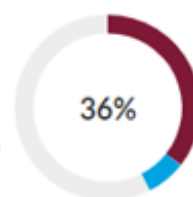
Full-time equivalent enrolments: 299.6

Indigenous students



Language background other than English

- Yes (36%)
- No (7%)
- Not stated (58%)



Staff Profile 2023

	Total	FTE
Principal and Deputy Principal	2	2.0
Level 3 Teachers	3	2.4
Other teaching staff	21	16.0
Total teaching staff	24	18.4
Clerical/Administrative	5	2.2
Gardening/Maintenance	2	0.6
Other non-teaching staff	11	8.3
Total Support Staff	18	11.1
TOTAL STAFF	44	31.5

All teaching staff at Yulumu PS met the professional requirements to teach in Western Australian public schools and are were registered with the “*Western Australian Teachers Registration Board*”. All staff hold current Working with Children Checks.

Teacher Professional Learning

All teaching 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.

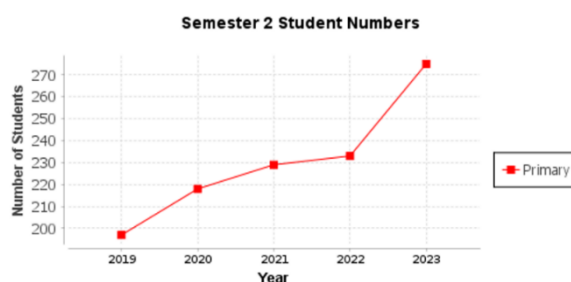
The school focussed PL included:

- Data analysis of on-entry, PAT, NAPLAN
- Asthma, anaphylaxis training
- Talk for Writing masterclass
- Protective behaviours
- EAL/D progress maps
- Real Schools
- Positive Partnerships

Enrolment

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(21)	63	40	37	32	38	37	28	296
Part Time	41								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students



Student Destination Data

2024 school destinations of the 2023 Y6 student cohort

Churchlands SHS	17	Warwick SHS	1
Carine SHS	2	Bob Hawke College	1
Balcatta SHS	4	Hampton SHS	1
		Private school	1

Student Attendance Data

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
2021	93.3%	92.9%	92.4%	75.9%	84.3%	76.8%	92.1%	92.7%	91%
2022	89.7%	88.5%	88.3%	57.1%	76.9%	69.5%	86.8%	88.1%	86.6%
2023	90.6%	90.9%	90.3%	77.2%	82.9%	74.3%	89.7%	90.7%	88.9%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	78.0%	12.3%	5.9%	3.8%
2022	62.0%	21.2%	9.0%	7.8%
2023	64.9%	20.6%	10.3%	4.1%
Like Schools 2023	66.1%	24.5%	7.9%	1.5%
WA Public Schools	61.0%	25.0%	10.0%	4.0%

65% of students had regular attendance with an overall attendance rate for Yuluma Primary School being 89.7%. Regular attendance is considered to be 90% or above, which equates to missing no more than one day per fortnight. This year’s rate is an increase on 2022.

Indicated level of ‘At Risk’ category showed data better than like schools, but not so for the ‘moderate’ and ‘severe’. Students with high absences were managed via case management process.

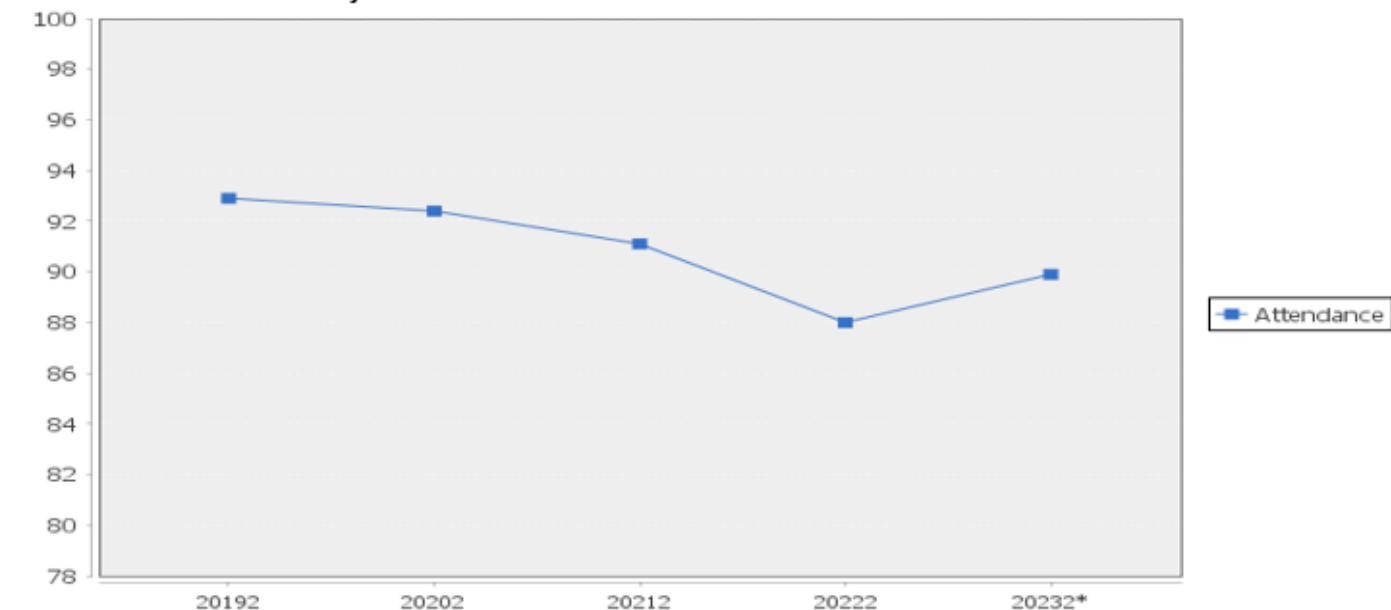


Student attendance data by year levels

	PP	Y1	Y2	Y3	Y4	Y5	Y6
2019	93%	88%	95%	92%	93%	94%	94%
2021	92%	92.5%	89%	91.7%	92%	90%	90%
2022	88%	87%	89%	85%	87%	88%	85%
2023	91%	91%	92%	89%	88%	89%	89%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

No data recorded in 2020 due to the impact of COVID on attendance

Chart 1: Attendance Rate by Collection Period for YULUMA PRIMARY SCHOOL



* indicates that data is not final.



Business Plan 2021 - 2023

2023 was the final year of our 2021 – 2023 Business Plan. We continued to implement our instructional model to ensure low variation in teaching and whole school consistency.

Our focus continues to be on developing and building teacher capacity so that every classroom has effective lesson delivery. We have focussed on embedding consistent and effective instructional strategies with our implementation of the iStar pedagogical framework. Our lesson delivery is consistent and based on evidence and research.

Our focus areas that guide our **Business Plan 2021 – 2023**:

SUCCESS FOR ALL STUDENTS	
WHAT WE WILL DO:	WHAT YOU WILL SEE:
Ensure effective implementation of the WA Curriculum.	<ul style="list-style-type: none">Engaging lessons differentiated across all curricular areas.Teachers collaboratively plan, deliver and assess all curriculum requirements.
Support students to become confident and adaptive learners where needs and aspirations are met through differentiated curriculum/learning.	<ul style="list-style-type: none">Differentiated learning in all classes to meet the varying needs of all students.A focus on promoting educational excellence.Students effectively using technology to enhance their learning.
Collaboratively promote positive social behaviour for students.	<ul style="list-style-type: none">Respectful relationships in every classroom.Students who engage in learning because they feel safe and have a sense of belonging.Regular acknowledgement of students to recognise positive behaviour at individual, class and whole-school levels.
Support students at educational risk.	<ul style="list-style-type: none">Coordinated support services for at-risk students and families on an individual case management basis.A clear, whole school process for identifying and supporting students at educational risk.
Maintain student attendance above the state average.	<ul style="list-style-type: none">Consistent strategies to address student attendance and punctuality.

Success for All Students: Our whole school approach to the explicit teaching of reading, spelling and phonics has continued to see our students experience positive achievements. Utilising the Talk for Writing program, teachers collaboratively planned cohort level writing tasks that they then measured against the Brightpath ruler. Moderation against year levels allowed teachers to better assess student writing, identify individual and collective strengths and weaknesses and determine focus areas for future teaching.

MultiLit programs continued as an intervention program and was delivered by 2 of our education assistants to students at academic risk in English. MiniLit is specifically aimed at supporting Year 1 and Year 2 students with reading. MaqLit caters for students who have not acquired the basic skills needed to become functional readers from Year 3.

Quality Teaching and Leadership:

Yuluma PS introduced a High Impact Teaching Coach utilising the expertise of our level 3 teacher, Mrs Dianne Baxter. Teachers participated in on-going coaching throughout the year with positive feedback and teaching gains.

Our students' voice continued to be heard around the school with significant leadership opportunities such throughout various committees including environment, art, library and health and well-being. Students lead our weekly assembly.

Scope and sequence documents were fine-tuned ensuring they were aligned to the WA Curriculum and with YPS whole school programs. A case conference approach involving parents, teachers, deputy principal and our school psychologist supported differentiating the curriculum for our students at educational risk was embedded/continued.

QUALITY TEACHING & LEADERSHIP	
WHAT WE WILL DO:	WHAT YOU WILL SEE:
Whole school planning is completed collaboratively.	<ul style="list-style-type: none">A whole school pedagogical framework embedded into teaching.Evidence based, whole school approaches to teaching and learning.Collaborative planning, moderated assessments and relevant resources.School operational and classroom planning is informed by the WA Curriculum and consistent data collection.
Create and embed a structure of distributed leadership and coaching.	<ul style="list-style-type: none">Distributed leadership opportunities for aspiring staff.Curriculum leaders developing and modelling best practice across the school.
Embed a culture of reflection and data analysis to improve the impact of teaching.	<ul style="list-style-type: none">School data evidencing continued academic growth for every child, every year.A whole school assessment schedule and data collection used to inform teaching and learning.
Articulate high expectations and standards of teacher performance based on AITSL's Australian Professional Standards for Teachers.	<ul style="list-style-type: none">Teachers actively using the AITSL standards to reflect, evaluate and improve their practice so they can meet the learning needs of their students.
Create a culture focusing on continuous professional development in the health and wellbeing of students and staff.	<ul style="list-style-type: none">Fair and consistent behaviour management with equitable, visible, whole school approaches.Student voice is valued and student leadership acknowledged.A whole school mental health and well-being program to support positive behaviour, intervention and bullying prevention.

FAMILIES & COMMUNITY ENGAGEMENT

WHAT WE WILL DO:

Promote an acceptance of multiculturalism within our school community.

Regular communication with parents.

Continue to implement the Aboriginal Cultural Standards Framework across our school.

WHAT YOU WILL SEE:

- Celebration of cultural diversity.
- Partnerships with community based organisations within our school.

- Clear and effective communication between our school and parents.
- Information sessions to engage our school community members.

- Our classrooms reflecting cultural diversity and all staff with effective levels of cultural responsiveness.

Families and Community Engagement:

Connect and Seesaw continued to be used to share information to parents.

Yuluma PS continues to acknowledge the multiculturalism in our school through appreciation of cultural celebrations within classrooms.

Improvement targets that have been set in our 2021 – 2023 Business Plan:

1. Perform at/above like schools in all five NAPLAN assessments – **achieved Y3 + Y5**
2. Perform at/above like schools in all on-entry assessments by beginning Year 1 – **achieved**
3. Whole school attendance rates to be at/above like schools – **working towards**



Extra-curricula activities 2023

- Year 6 camp to Point Walter
- R U OK Day – hosted by Year 6 students
- Spelling Bee school and interschool competition
- Running Club
- TAIKO Drumming Incursion
- Gardening Club
- Grow Your Mind Day
- Open Night
- Art Show
- End of year concert and awards
- Edu-dance performance
- Day for Daniel – Child safety awareness
- Harmony Day
- Numero Club
- Crochet club
- GRIT – Y6 leadership with Chaplain
- Coding club
- In-term swimming lessons

NAPLAN Summary

The graphs and tables show the school means compared to like-schools and WA public schools. Due to the new scale, comparisons between 2023 and previous years cannot be made. 2023 data are displayed separately from previous years. Longitudinal data is displayed for 2018-2022 (excluding 2020).

Our students NAPLAN results were above like schools in every assessment.

Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	423	407	502	488

Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2018	426	396	474	484
2019	383	409	507	494
2021	421	402	492	495
2022	367	398	493	482

Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	438	402	516	493

Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2018	444	415	501	493
2019	414	427	512	507
2021	469	430	503	508
2022	417	434	523	500

Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	424	418	514	483

Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2018	404	397	433	454
2019	393	425	484	472
2021	447	437	467	481
2022	408	424	489	477

Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	439	405	524	497

Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2018	457	411	484	498
2019	400	416	530	502
2021	462	420	513	511
2022	405	424	514	504

Average Grammar & Punctuation Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	418	410	507	497

Average Grammar & Punctuation Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2018	475	425	478	494
2019	419	440	517	500
2021	449	427	493	501
2022	407	435	498	492

On-Entry

Assessments are carried out individually on all students in PP and Year One in the first 4 weeks of the school year.

Students in pre-primary performed above our like schools and made positive gains when compared to the previous year's data in all assessed areas – numeracy, writing and reading. Our Year One students performed above our like schools in all assessed areas.

The median value is the middle value - 50% of students at or below and 50% at or above - and is not affected by unusually high or low achievement.

On-Entry Assessment Data Review Module 1 - 2023 (PP)

Number students tested	2023	2022	2021	2020	2019
	60	36	42	32	31
READING					
Like school median	456	462	462	462	467
YPS median	496	478	481	475	450
WRITING					
Like school median	210	210	210	210	210
YPS median	281	269	242	210	176
NUMERACY					
Like school median	435	442	442	442	435
YPS median	474	438	486	435	422

On-Entry Assessment Data Review Module 2 - 2023 (Y1)

Number students tested	2023	2022	2021	2020
	36	36	31	27
READING				
Like school median	519	523	519	515
YPS median	547	543	559	532
PROGRESS	44% of students made high to very high progress growth from PP to Y1. 33% of students made moderate progress growth from PP to Y1.			
WRITING				
Like school median	469	469	469	489
YPS median	541	507	556	541
PROGRESS	47% of students made high to very high progress growth from PP to Y1. 31% of students made moderate progress growth from PP to Y1.			
NUMERACY				
Like school median	508	513	518	513
YPS median	544	544	558	529
PROGRESS	44% of students made high to very high progress growth from PP to Y1. 25% of students made moderate progress growth from PP to Y1.			

Like schools – Pingrup PS, Frankland River PS, Hillcrest PS, Margaret River PS, Jandakot PS, Parkerville PS, Osborne PS, Bannister Creek PS, Kulin DHS, Scaddan PS, Craigie Heights PS, Weld Square PS.

PAT Testing

Green indicates that cohort are above the Australian median

PAT Reading: This year's test was an adaptive reading test which provides precise insights into students' achievement by delivering test pathways tailored to each test-taker, rather than all students completing the same test items. This is similar to NAPLAN testing which allows students to receive a score closely reflected to their ability.

Our Year 2 cohort had the greatest growth from the previous year's PAT and our Year 5 cohort exhibited higher than expected growth.

Considerable funds were invested into our early childhood years, purchasing decodable reading books ensuring we are keeping abreast of current best practice.

READING		
	Aust. Median	2023 YPS Median
PP		
Y 1	84.2	81.3
Y 2	101.1	103.8
Y 3	113	117.5
Y 4	120.9	118.3
Y 5	125.8	129.1
Y 6	128.8	131.3

SPELLING		
	Aust. Median	2023 YPS Median
Y 2	82	96.6
Y 3	97	113.8
Y 4	112	120.5
Y 5	124	145.8
Y6	132	141.5

PAT Spelling: All year levels' spelling results were above the Australian median. All year levels exceeded expected standardised growth.

The explicitness of the Sound Waves programme continues to achieve high standards of achievement within YPS. We introduced the Sounds Write program to Year 1 and PP students. Sounds-Write is a quality first phonics program endorsed by the Department of Education. Its purpose is to provide classroom professionals with a comprehensive system with which to teach reading, spelling and writing. YPS invested a

significant amount of resourcing, including the provision of 4 days professional learning to each of the early childhood teachers.

PAT Grammar and Punctuation: Our PAT grammar and punctuation standardised testing continued to have positive results with all year levels' results above the Australian median

GRAMMAR AND PUNCTUATION		
	Aust. Median	2023 YPS Median
Y 3	115	125.5
Y 4	123	124.5
Y 5	128	135.5
Y 6	131	133.3

MATHS		
	Aust. Median	2023 YPS Median
Y 1	99.5	97.9
Y 2	108.3	107.9
Y 3	115.4	118.1
Y 4	121.1	121.5
Y 5	125.5	130.1
Y 6	128.9	129.5

PAT Maths: The Australian mathematics median has been updated and reflects a higher score than previously for each year level. This year's test was an adaptive mathematics test which provides precise insights into students' achievement by delivering test pathways tailored to each test-taker, rather than all students completing the same test items. Years 3 – 6 students were above the Australian median.

PAT Science: All year levels were above the Australian median, bar the Year 4 cohort who were just below.

SCIENCE		
	Aust. Median	2023 YPS Median
Y 3	115.7	118.0
Y 4	118.6	115.7
Y 5	120.9	123.3
Y 6	122.7	124.3

Finances

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	289,584	289,584
Carry Forward (Salary):	125,900	125,900

INCOME

Student-Centred Funding (including Transfers & Adjustments):	3,438,868	3,438,868
Locally Raised Funds:	154,599	183,684
Total Funds:	4,008,951	4,038,036

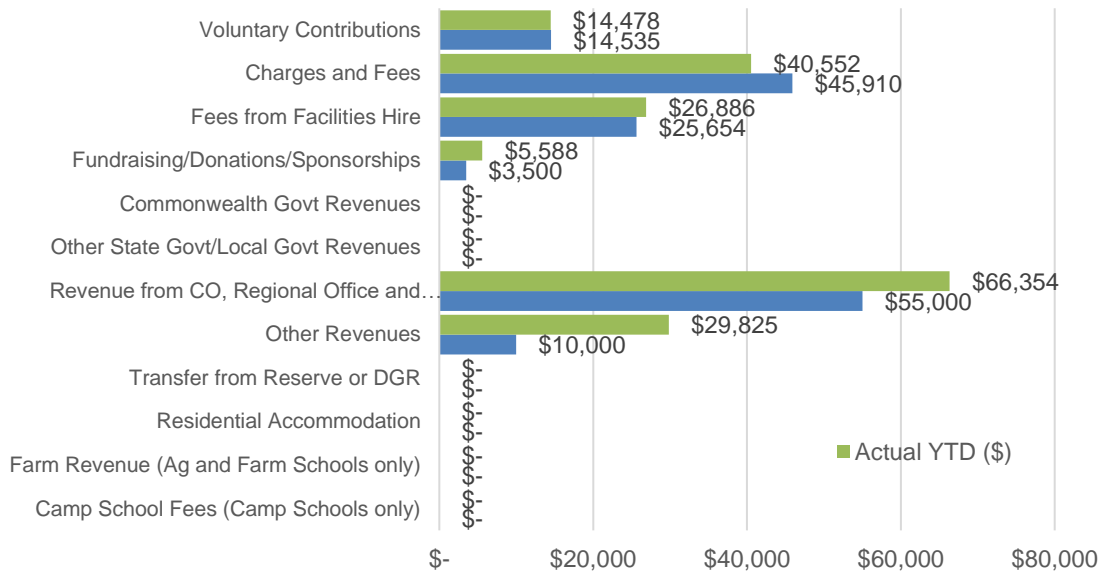
EXPENDITURE

Salaries:	2,979,640	2,979,640
Goods and Services (Cash):	763,270	604,465
Total Expenditure:	3,742,910	3,584,106

VARIANCE:

266,041 453,930

Dec 2023 (Verified Dec Cash)



Dec 2023 (Verified Dec Cash)

