



Department of
Education

Shaping the future

Yuluma Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Yuluma Primary School opened in 1997 following the amalgamation of North Innaloo Primary School and Birralelee Primary School.

The school is situated on the site where North Innaloo Primary School had previously operated since 1960. Located in the suburb of Innaloo, the school is 11 kilometres north-west of the Perth central business district, within the North Metropolitan Education Region.

Currently, 268 students are enrolled from Kindergarten to Year 6. The school's name reflects the heritage of the Aboriginal community linked to the area, with Yuluma meaning 'the land between the waters'.

The school has an Index of Community Socio-Educational Advantage of 1033 (decile 3). In 2015, the school was granted Independent Public School status.

Strong community involvement is demonstrated through the work of the active Parents and Citizens' Association (P&C) and the School Board.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission, and feedback provided during the validation visit, delivered an in-depth account of the school context and operations in addressing its improvement agenda.
- Multiple sources of evidence were used to confirm judgements about school performance.
- The school's practice of performance reflection provided a significant base upon which to prepare for the Public School Review.
- The school's self-assessment was enhanced significantly by conversations held with staff, students and members of the school community during the validation visit. As a result of their involvement, staff were well prepared for the meetings they attended.
- The purpose of evidence-based self-assessment is embraced by the leadership, staff, School Board and P&C, ensuring a positive approach to the validation phase of the review process.
- Judgements submitted as part of the school self-assessment were shared and discussed at Board meetings prior to the validation day.

The following recommendations are made:

- Continue to use the Standard to augment the existing high levels of staff reflective capacity.
- Explore ways in which the ESAT can be used to facilitate and refine the ongoing collection and analysis of data.

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Relationships and partnerships

Nurturing an environment of relational trust between staff and the community is a key school focus. Highly motivated staff, School Board and P&C representatives visibly add value to the school and what it means to local families.

Commendations

The review team validate the following:

- Relational engagement between all staff is evident at Yuluma Primary School. It reflects the microcosm of how schools and organisations function effectively with a common moral purpose.
- The School Board and P&C's positive engagement reflects their regard and respect for the school's contribution to the diverse community it serves. This includes active engagement with the development and design of the business plan.
- In partnership with other members of the leadership team, the Principal models a highly collegial, supportive ethos, using the strengths of staff to work collaboratively with the School Board.
- Interactions between staff reflect a combination of shared personal respect and professional accountability for and toward each other.
- The school's Community Communication Agreement 2021 sets out a range of agreed communication practices that maximises the known value of staff engaging proactively with parents.

Recommendations

The review team support the following:

- Continue to use social media and school publications, along with events such as assemblies, to share local Aboriginal cultural histories.
- Continue to explore ways to utilise School Board and P&C member strengths, further strengthening engagement in governance processes.

Learning environment

Third party partners located in the local community and beyond, add value to support programs, engagement initiatives and tailored strategies to meet the needs of students. The school provides rich Japanese cultural opportunities to widen students' international perspectives.

Commendations

The review team validate the following:

- The school has been agile in responding to its changing student demographic, particularly with respect to the complex and challenging circumstances experienced by some families.
- For students at educational risk, there are both procedures and structures in place to apply intervention tactics that assist staff and support families to meet student needs in a timely way.
- A Staff Health and Wellbeing policy targets the importance of identifying issues that impact on staff's personal health and wellbeing. Staff morale is positively impacted by this initiative.
- The school provides an interesting, challenging and engaging physical outdoor environment, including a Japanese garden and 'mud' kitchen.

Recommendations

The review team support the following:

- Investigate the Be You program and gauge parent sentiment as to the effectiveness of school support programs via surveys.
- Review current reflections aligned to the Aboriginal Cultural Standards Framework and set a plan of action.

Leadership

After teaching quality, the next greatest effect on student learning is a school's leadership team. Managing the balance between complex strategic and operational decision making, whilst using language that is accessible to the community, has been a priority for leaders in preparing the school's business plan.

Commendations

The review team validate the following:

- Conditions where staff feel confident and competent to take on leadership roles have been created by the Principal.
- A unified and collegial leadership team is proactive in supporting the development of staff.
- The School Board acknowledges the school's leadership for providing a clear sense of purpose and direction, and for maintaining an ethos of continuous improvement.
- Driven by the Principal, the business plan and associated operational plans are owned and implemented by staff. They are the centrepiece for implementing school priorities.
- Staff understand and accept that school success is based on the principle of a two-way professional obligation and shared accountability. This reflects their positive approach to professional review.

Recommendations

The review team support the following:

- Continue to expand accountability processes to provide opportunities for coaching and peer observations.
- Create opportunities for education assistants to be upskilled in the process of peer observations.

Use of resources

The business plan, underscored by the budget, is valued by staff due to the transparent decision making undertaken throughout its implementation. Yuluma Primary School understands its accountability for ensuring resources are allocated to meet the needs of both individual and groups of students.

Commendations

The review team validate the following:

- Cost centre managers and the Finance Committee provide staff with an avenue for information that enables them to comprehend and support budget decision making processes.
- Through the work of the Principal and the newly appointed manager corporate services, staff appreciate the complexities of managing cash and salary budget priorities that reflect the needs of students.
- Working collaboratively, the Principal and the manager corporate services ensure there is transparency of information shared with School Board members. This ensures they have informed discussions about planning and budget management decisions.
- Digital learning options remain a focus with the school maintaining vigilance over ICT¹ upgrades.
- The school reception team has a positive reputation for welcoming and working with parents in their initial engagement with the school.
- A workforce plan has been carefully prepared to respond to staff exercising leave options and progression to retirement by maintaining staff demographic balance and a range of skill sets.

Recommendations

The review team support the following:

- Maintain the focus of pursuing best practice with respect to financial management by continually updating professional knowledge of staff, the manager corporate services and Principal.
- Continue to proactively seek staff with expertise in digital learning technologies and inclusive curriculum differentiation.
- Refine reserve accounts to create a detailed plan to maintain transparency of planned expenditure.

Teaching quality

Creating and finding ways to measure and assess the impact of effective teaching practice is evident in successful schools. The establishment of unequivocal standards for student achievement, balanced with their social wellbeing needs, is a strong instructional belief at this school.

Commendations

The review team validate the following:

- Staff prioritise school-wide pedagogy as a means of customising programs for identified students.
- Consistency of student learning experiences across the phases of learning has been achieved through the successful maintenance of whole-school, low variance teaching practices.
- Evidenced through Phase of Learning Team meetings, collaboration of staff is exemplified through the sharing of complementary skills, experience and connected teaching practice across the school. This benefits the coherent delivery of programs.
- A strong, positive and proactive approach to reviewing the use of data to inform teaching practice has been enthusiastically adopted by the early years' team.
- The school values the opportunity to moderate student performance information to achieve defendable, consistent reporting against grade allocations.

Recommendations

The review team support the following:

- Maintain staff engagement in cycles of peer observations and feedback, together with 'classroom walkthroughs', with a focus on the school's iSTAR² pedagogical model.
- Take steps in staff professional learning to build science curriculum resources, shared vocabulary and planning in response to identified concerns.

Student achievement and progress

Careful deconstruction of student performance data provides a clear guide for staff to use evidence to inform classroom planning. By taking ownership of student success, staff are empowered to set explicit improvement targets.

Commendations

The review team validate the following:

- Staff value being informed about student progress and achievement through the use of a range of assessment tools.
- The school has adopted a multi-faceted intervention plan for early years' students, which includes additional education assistant time to aid the implementation of intervention strategies such as MiniLit.
- Staff understand and accept the positive impact of using whole-school processes and sophisticated data tracking to monitor student success.
- The school recognises the value of engaging parents in the earliest stages of their children's formal education (Kindergarten to Pre-primary). It enables them to understand the importance of oral literacy and empowers them to support their children.
- Explicit teaching, intentional play, Talk for Writing and a well-researched mathematics program have produced significant gains in areas assessed.

Recommendations

The review team support the following:

- Implement enrichment programs to cater for students identified as requiring academic extension.
- Embed collaborative meetings held each fortnight with both Phase of Learning Teams. Use the meetings to promote the benefit of achieving balance between 'what the data says' and professional judgements when developing learning programs.

Reviewers

Rod Lowther
Director, Public School Review

Cameron Lindley
Principal, Carlisle Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communication technology
 - 2 Inform/Inspire, Show/Share, Try/Transfer, Apply/Act, Review/Revise
- D21/0441638