



Department of  
**Education**

D18/0542616

Public education  
**A world of opportunities**

# Yale Primary School

## Public School Review

November 2018



## PUBLIC SCHOOL REVIEW

### Purpose

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All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

### Expectations of schools

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For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

### School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>  The school demonstrates effective practice in creating the conditions required for student success.
	<b>Needs Improvement</b>  The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Yale Primary School is situated 18 kilometres from the Perth central business district in the suburb of Thornlie, within the South Metropolitan Education Region. Opened in 1970, the school grounds provide a welcoming, spacious environment.

With an Index of Community and Socio-Educational Advantage rating of 974, the school currently enrolls 481 students from Kindergarten to Year 6. The student population is diverse, with approximately 35 per cent from a language background other than English, representing over 35 different countries. Eleven per cent of the students are Aboriginal.

The school has recently achieved Independent Public School (IPS) status, to commence in 2019.

## School self-assessment validation

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

The following aspects are confirmed:

- The school's self-assessment reflected an open, honest and transparent account of the performance of the school.
- A wide scope of credible evidence was selected for the review with planned actions elaborated on during the validation visit.
- The school presented a thorough analysis indicating a comprehensive knowledge of school performance.
- Staff engaged positively in the self-assessment process.
- The interview schedule included contributions from both staff and community in the validation process.

The following recommendations are made:

- Ensure planned actions are clearly defined to inform decisive responses.



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### Relationships and partnerships

A key focus of the school's engagement in a dedicated school improvement program has been to improve organisational health and culture. Over the past two years the school has made significant gains in key areas of staff engagement and the communication of expectations.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"><li>• The school's recent success in attaining IPS status reflects the strengthening unity of the school and its broader community.</li><li>• A range of surveys are used to seek the views of staff, parents and students. Parents appreciate having a voice in school improvement.</li><li>• Structured committee and meeting processes support the commitment to building a culture of collaboration and collective responsibility.</li><li>• A range of modes of communication are employed to ensure families receive relevant information in a timely manner.</li><li>• The School Council and P&amp;C<sup>1</sup> work as genuine partners with the school. Guidance is provided to Council members to develop their understanding of school performance data.</li></ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"><li>• Conduct a review of factors that have contributed to the improved school culture as the basis for future planning.</li><li>• Continue to strengthen trust and empower staff through authentic consultation and engagement in school improvement.</li><li>• Support the Council's transition to a School Board through appropriate and relevant training.</li></ul>

### Learning environment

A well-informed and dedicated Learning Support Team provide appropriate and timely case management support to teachers. Agreed behavioural expectations are made clear through the embedded WA PBS<sup>2</sup> program, which formalises the behaviour management process.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"><li>• Classroom profiles, which are updated regularly, provide detailed information to support staff to make appropriate learning adjustments.</li><li>• Regular case management meetings are undertaken for students with both diagnosed and imputed disabilities.</li><li>• Attendance issues are managed through a comprehensive strategy.</li><li>• Community connections and family support will be strengthened through a Child and Parenting Centre.</li><li>• Well-maintained, attractive grounds provide ample shaded play space and contribute to a welcoming and positive learning environment for students.</li></ul>
Improvements	<p>The review team identifies the following actions:</p> <ul style="list-style-type: none"><li>• Maintain a focus on student engagement to complement existing strategies that are supporting improved rates of attendance.</li><li>• Continue to build the capacity of staff to differentiate their teaching to ensure targeted and individualised support for students.</li></ul>



## Leadership

Engagement in a three-year, highly structured and detailed school improvement program has supported the leaders to develop processes and strategies to ensure improved levels of staff ownership of the change process.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Providing a clear strategic direction has been a priority of the leaders as part of the school's improvement journey.</li> <li>• A commitment to distributed leadership, strengthened through clearly defined roles and responsibilities, provides staff with a voice in school-wide planning and decision making.</li> <li>• Personal leadership development placemats provide school leaders with a targeted focus to support their specific role in leading school improvement.</li> <li>• Role clarity, unity of purpose and a shared commitment to school improvement, unites a stable leadership team.</li> <li>• External coaching expertise has provided strong support for the school's change process and the implementation of agreed school-wide initiatives.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Align the new Business Plan to key domains of school improvement and ensure it contains specific and measurable student performance targets.</li> <li>• Manage change at a pace that ensures sustainable outcomes.</li> <li>• Continue implementation of the <i>Aboriginal Cultural Standards Framework</i>.</li> </ul>

## Use of resources

The day-to-day management of resources is sound and contributions by the manager corporate services are valued. The Finance Committee and School Council are trained in broad areas of school finance and are informed of current expenditure and available funding.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Student characteristic funding is used effectively to assist the Learning Support Team and staff to address the needs of students at educational risk.</li> <li>• The Finance Committee is diverse and well supported. It provides diligent financial oversight and monitoring.</li> <li>• The school's reserves are managed effectively and have been used well to enhance the school's grounds, resources and facilities.</li> <li>• A targeted renewal program has provided contemporary learning and play facilities for staff and students in the early childhood area.</li> <li>• Established partnerships with external agencies contribute effective support and resourcing for the staff's professional learning program.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Ensure the school's improvement plans inform budget submissions.</li> <li>• Develop a workforce management plan that is aligned to the new Business Plan.</li> <li>• Use the expertise of staff to deliver professional learning in priority areas.</li> </ul>



## Teaching quality

The school has been through a significant period of reflection and planning, resulting in the implementation of key whole-school literacy and numeracy programs. Staff are encouraged to share responsibility for student learning through structured opportunities for collaboration.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• An explicit approach to teaching is reflected in an agreed lesson design.</li> <li>• Leaders and staff value classroom observations as a critical component of understanding teacher effectiveness and providing quality feedback.</li> <li>• Alignment of the peer observation model to the explicit pedagogy and whole-school programs builds consistency of practice.</li> <li>• The Brightpath model supports teacher moderation in writing to ensure alignment of grade allocations and builds consistency of judgements.</li> <li>• Pivot surveys are being trialled to provide meaningful feedback to teachers about their practice.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Embed agreed, whole-school programs through ongoing support, diligent oversight and the effective use of student performance data.</li> <li>• Widen the scope of opportunities for teachers to moderate with colleagues and network schools.</li> <li>• Enhance the quality of collaborative meetings by introducing a disciplined dialogue process centred on student performance data.</li> </ul>

## Student achievement and progress

By analysing student performance data, the school is aware of its areas of strength and weakness. Leaders acknowledge the need to address negative performance trends and ensure that decisions relating to program selection and implementation are evidence-based.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• While the school recognises the positive progress in the 2016 to 2018 NAPLAN<sup>3</sup> spelling assessments, from Years 3 to 5, they also identified a decline in Year 3 numeracy, reading and writing over this period.</li> <li>• The school has identified writing as an area of focus and has implemented 'Talk 4 Writing' across the school.</li> <li>• A data committee has been created to analyse system and school data and provide staff with information to support classroom planning.</li> <li>• The systematic collection and use of school-based data provides staff with the opportunity to enhance the quality of classroom planning, performance monitoring and target setting.</li> <li>• Dedicated whole-staff meeting time is quarantined to allow staff to respond to lines of inquiry when reviewing whole-school data.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Build the capacity of all staff to use school and system data to inform planning and target setting at whole-school and classroom levels.</li> <li>• Align the data schedule to the school improvement domains and include the use of academic and non-academic data in school self-assessment.</li> </ul>

## Reviewers

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JIM BELL  
Director, Public School Review

DALE MACKESEY  
Principal, Mount Hawthorn Primary School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2021.



LINDSAY HALE  
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

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## References

- 1 Parents and Citizens' Association
- 2 Western Australian Positive Behaviour Support
- 3 National Assessment Program – Literacy and Numeracy

