



Department of
Education

Shaping the future

Yale 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

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

Yale Primary School is approximately 17 kilometres south-east of the Perth central business district within the South Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage of 970 (decile 7) and became an Independent Public School in 2019.

Currently there are 427 students enrolled from Kindergarten to Year 6.

Support for the school is demonstrated through the work of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Yale Primary School was conducted in Term 4 2018. This 2023 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The executive leadership team provided oversight of the school self-assessment, harnessing the expertise of staff to drive the process.
- Domain overviews provided information that contextualised the school's judgements.
- The recommendations from the 2018 Public School Review report informed the school's improvement agenda.
- The process was seen as a positive experience and enabled staff to acknowledge and confirm the improvements embedded since the last review.
- During the validation visit, School Board members and P&C representatives engaged enthusiastically in discussions, reflecting a strong sense of engagement and investment in the school's ongoing development.

The following recommendations are made:

- Consider including students in the validation process. Students' perspectives provide valuable insights about the impact of the school's processes and programs on their learning.
- In future Electronic School Assessment Tool (ESAT) submissions, continue to build on the analysis of evidence by articulating impact on student outcomes.

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Relationships and partnerships

A shared responsibility for the wellbeing of all, and a collective accountability for creating a safe and engaging place of learning has created a positive climate based on trust and respect.

Commendations

The review team validate the following:

- Seeking and acting on community feedback is an embedded process. Data from the Tell Them From Me Parent Survey indicates responses from community members revealed that they are kept well informed and always feel welcome at the school.
- The leadership team is approachable and valued by the community because of their ability and willingness to respond positively to concerns raised.
- The recent fire, though distressing, galvanised and united the school community and resulted in a lingering surge of voluntary support for the school.
- Processes to enhance communication and encourage collaboration between staff are embedded. These include all staff communication meetings, which are held before school and scheduled common planning time for teachers.
- The School Board and P&C are enthusiastic in their support of the school, seeking ways to contribute to maintaining and enhancing the learning environment.

Recommendations

The review team support the following:

- Re-introduce the collection and analysis of National School Opinion Surveys.
- Standardise and make clear the school's expectations regarding two way communication between parents/carers and teachers.
- Ensure communication with parents and carers from diverse cultural backgrounds is effective through reviewing the school's current communication processes.

Learning environment

Yale Primary School is committed to fostering the enabling conditions that support student engagement. This is achieved by working with staff and students to create a positive environment where decisions are inclusive, and everyone is accountable.

Commendations

The review team validate the following:

- A Positive Behaviour Support (PBS) approach has been reinvigorated and is clearly visible throughout the school. Staff and students were involved in reviewing and recreating the school behaviour matrix.
- The Zones of Regulation (ZoR) program has been introduced to address an identified need to support students in regulating their emotion. This compliments the PBS policy by providing a common approach to the language and processes used when managing student behaviour.
- A clearly articulated process for students at educational risk (SAER) ensures the school responds to students' needs in a systematic, timely, inclusive and collaborative manner. Oversight by a deputy principal ensures the rigour and fidelity of the process is maintained.
- A focus on increasing student attendance and engagement through the targeted interventions of the Aboriginal and Islander education officer is having a positive impact on Aboriginal students.

Recommendations

The review team support the following:

- Collect and analyse data to understand the impact of both the PBS approach and the ZoR program.
- Continue to strengthen and embed the use of student voice to provide classroom teachers with feedback about their teaching.

Leadership

The development and distribution of leadership is a feature of the school. A collaborative and inclusive approach to change management has created a strong sense of loyalty, commitment and ownership.

Commendations

The review team validate the following:

- Leaders have embedded the school improvement processes introduced through EDvance, using evidence and research to inform decision making and maintaining the focus on the academic progress and achievement of students.
- A strong middle leadership team drive change and the implementation of the school business plan, providing instructional leadership and both whole-school and point of need support to staff.
- The executive leadership team is united in its purpose and work collaboratively in the best interest of the school.
- Learning area operational plans are aligned to the school improvement plan and designed to facilitate the achievement of school targets. These documents provide direction for staff through explicit expectations and responsibilities.
- Leaders' roles and responsibilities are clearly articulated and understood, increasing the efficiency and effectiveness of the school's distributed leadership model.

Recommendation

The review team support the following:

- Continue to identify aspirant leaders and provide them with professional learning, mentoring and opportunities to lead.

Use of resources

The Principal and manager corporate services work in collaboration with the Finance Committee to manage finances and allocate resources with a focus on improving student learning and wellbeing outcomes.

Commendations

The review team validate the following:

- In order to establish consistency in practice, a significant financial commitment is allocated to professional learning. This enables staff to have a common language and builds their capacity to implement whole-school approaches.
- Financial planning and budget allocations are informed by improvement priorities, student characteristics and balanced against the historical operational requirements of the school.
- The impact on the school budget of declining numbers and an aging staff are considered when planning for the future operational and workforce needs of the school.
- Clear links to the budget and business plan ensure operational plans are resourced to achieve their purpose.
- Collaborative processes and practices are established to manage financial and human resources. The Finance Committee provides oversight, and the School Board is kept well informed of the school's financial position.

Recommendation

The review team support the following:

- Monitor the impact of student characteristics funding expenditure on the achievement and progress of students.

Teaching quality

A commitment to implementing high impact teaching strategies, decreasing variability in curriculum delivery and building collective staff capacity are features of the school.

Commendations

The review team validate the following:

- Operational plans provide teachers with guidance on effective learning area specific lesson design.
- The school has developed scope and sequence documents that articulate the commitment to delivering a guaranteed and viable curriculum. This ensures greater consistency of curriculum coverage and supports teachers in working together to make consistent judgements about student achievement and progress.
- Teachers are expected to adhere to the school's Explicit Direct Instruction lesson design where relevant. Staff capacity to deliver this is supported through participation in the Teach Well masterclass series.
- Well documented peer observation, feedback processes and collegial peer support build staff capacity to deliver on the school's quality teaching expectations.

Recommendations

The review team support the following:

- Continue to deliver the Teach Well professional learning to all teachers and decrease teaching variability across classes.
- Continue to build the cultural awareness of staff and embed Aboriginal perspectives in classroom practices.

Student achievement and progress

A range of standardised, school and systemic assessment data is collected and used to monitor and track student achievement and progress. There is an agreed understanding of the need to address levels of student progress through the analysis of data and ongoing targeted reviews of individuals

Commendations

The review team validate the following:

- A clear assessment schedule is in place supporting teachers in the collection of quality data to inform their teaching practices.
- A targeted leadership position and the use of a 'disciplined dialogue' approach have been introduced to build the data literacy of staff to ensure data is used to inform teaching.
- Since 2016, there has been an upward trend in all aspects of NAPLAN¹ performance of Year 3 students when compared to like schools.
- Special Educational Need planning is used by all staff. This provides a consistent approach that enables SAER achievement and progress to be tracked and monitored.

Recommendations

The review team support the following:

- Continue to develop the capacity of staff to engage in using data to inform planning without the need of external support.
- Embed school expectations, processes and practices in respect to meeting the needs of academically able students.

Reviewers

Gary Crocetta
Director, Public School Review

Alex Cameron
Principal, Dalyellup 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 to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy