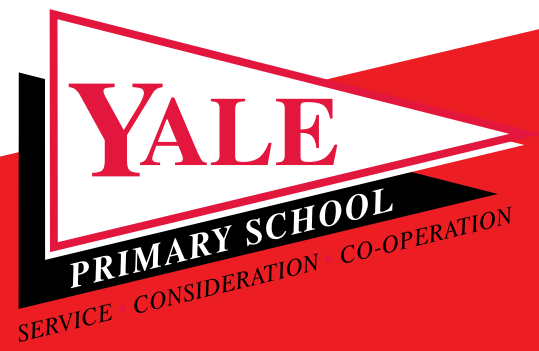


Be **the** Best **You Can** Be



Yale Primary School ANNUAL REPORT 2022

SERVICE • CONSIDERATION • CO-OPERATION





Our Motto and Values

As a school community,
our Motto is:

“Be the Best You Can Be”

Our Values are we will be:

- Our best
- Be Caring
- Responsible
- Respectful





Dear parents, carers and community members

The 2022 Annual Report for Yale Primary School demonstrates our commitment and dedication to successful student outcomes, quality teaching and a supportive and engaged community. This Annual Report is a summary of the school's key achievements in 2022.

Exciting news around the school: In term 3 we were presented with the plans to replace the building that was destroyed in the school fire earlier this year. The architect drawings have been approved, and work is set to commence mid-2023. The completion date is proposed to be mid-2024. The new playground area for our kindy and pre-primary students is taking shape. Although we have had some unavoidable delays our ECE students will enjoy this new space in second term, 2023. The state government supported this project with funding for minor school projects. Local State members of parliament committed to the projects during the 2021 election to support the priorities of local school communities. Yale Primary School received \$30,000 mid 2021 towards the nature playground in the kindy/pre-primary area. This year we have also been selected to receive funding from the State Government's Primary School Science Program for a science classroom upgrade. This project is scheduled to be completed before the end of the 2022-2023 financial year.

The school fire in March of 2022 was felt by all, and staff and students had to relocate to different school sites so that teaching and learning could continue for our students. I would like to pay tribute to the Yale staff and students, our parent and carer community, local primary and secondary schools, the South Metro Regional Education Office, and the Education Department's response team, for their commitment and hard work to ensure that our students settled quickly into their new schools. It was a challenging and difficult time that was made easier by the amazing support that we received from everyone. Staff and parents working on the weekend to ensure our students transitioned smoothly into their new surroundings, our new school sites were welcoming and prepared, the Departments response team that managed the process were organised and informative, and Regional Office were with us every step of the way. This collective response highlights the importance of a school community where shared responsibility is encouraged and an inclusive learning community is created and sustained.

An identified school priority 2020-2022, was to improve student academic achievement, with a focus on K-3 in literacy. The changes in process and programs over that time has resulted in 33% of students achieving top bands in spelling in their 2022 NAPLAN results. All Year 3 students performed well in terms of NAPLAN subjects

in band attainment and performed very well compared to previous years. In 2022, we focussed on identified priority areas and targeted teacher professional development in order to build knowledge, further develop teacher practice and embed whole-school programmes. To support our teachers to effectively plan for explicit teaching of new content we provided five teachers with the opportunity to complete a Masterclass series in High Impact Instruction. In 2023, we have enrolled six teachers to complete the training through the TeachWell program. This professional development

"Aligns with the Education Department's school improvement priorities and supports the development of whole-school pedagogical practices through evidence-based, contemporary whole-school approaches. The practical experience it provides participants strengthens daily classroom practice and impacts on student achievement"

Lisa Rodgers

Lisa Rodgers
Director General,
Western Australia Department of Education



At Yale, there is a reflective, responsive and informed quality of teaching from our teachers and education assistants. Our students are engaged and achieving successful outcomes. Our Admin team, gardeners, cleaners and canteen staff contribute to the positive culture of our school, and we are thankful to have them on our Yale team. Our School Board and P&C continue to promote the interests of our school, contribute to decision making, assist in purchasing of resources, support school initiatives and foster community interest. They are an active and integral part of support for our school.

Thank you all for making 2022 a successful year at Yale Primary School.

Kind regards,

Caroline Churchill

Caroline Churchill
Principal, Term 2, 2023





Science

We acknowledge the contributions of Indigenous Science understandings in the Science programme at Yale Primary School.

During 2022 Science activities returned to nearly pre-covid times with students engagement, enthusiasm and participation at a high level. The resilience of our students was tested and they coped well with being in three different schools.

We follow the SCSA WA Science Curriculum with a focus on biological science, earth and space, physical and chemical science. In biological science we looked at plants, animals, and the environments in which they live. Some Year levels planted potatoes, and Australian bush tucker. Wow, with student care the veggie patch grew well. Lifecycles of plants and frogs, butterflies and fish were discussed. The students were amazed to see the transformation from egg, caterpillar, chrysalis to monarch butterflies and observe and learn about the fish. The curly leaf insect and goliaths proved fascinating and an opportunity to discuss camouflage. Year 3 loved researching and discussing dinosaurs and were busy with learning about heat. Year 1 went on Urban nature hunts where they identified, collected and drew items from nature. The Year 6 students did very well to continue planting seedlings in Aylesford Reserve with an emphasis on increasing the Banksia population and ground cover in the Reserve. Over the years this has resulted in a reduction in weed growth and strengthening of the Banksia bushland which is a habitat for many animals and birds, some of which are endangered, so well done Year 6 students! Thank you to City of Gosnell and Landcare for continuing to support our students in this worthy community project!

In the Earth and Space science curriculum, students looked at the solar system, planets and stars, the moon. The Earth was discussed in detail and sustainable practices. A highlight for Year 5 is researching living on another planet in our solar system. Year 4 learnt all about the different types of rocks. A highlight for Year 6 was researching type of volcanoes, making models and then seeing "volcano eruptions" through chemical reactions.

With chemical reactions, students looked at the effect of chemicals on different materials and combined chemicals to create reactions. The emphasis was on safety of self and equipment usage, investigatable questions, predictions, testing observations and results. Many of the younger students are in awe and consider chemical science as magical. Year 2 particularly loved making jelly and slime.

With physical science we look at experiencing objects moving and working, such as an object bouncing, swinging, rolling or making noises, or lights flashing. We data collect and present findings in reports and graphs. Yr 4 created some excellent toys using simple machine principles and year 1 and 2 loved testing them.

Other highlights included the Year 5 design of and testing of solar melts. The best part was eating the melted chocolate. Year 6 designed solar ovens and their highlight was eating the s'mores!

The following are some of the whole school and year level learning and citizen science activities in which the school has participated.

Dr Kari Pitts presented a Forensic Chemistry incursion to the whole school. She highlighted the role of glass in forensic investigations. It was really interesting.

SciTech also presented a mix and make show, element of surprise and STEM career show. The students loved it.

Thank you to all our presenters!

Thank you to Mr Chris Tallentire MLA for donating the Science Book Award for our graduating year 6 recipient.

Containers for Change continues as part of our recycling. Thank you Ms Helen Hardman and the team

Yale PS continues its collaboration with Waste Wise, the collection of paper and cardboard waste at our school for recycling, working with year 5 and Ms Wood, KAB, STAWA, Curtin University and other schools in the District. Thank you to Ms Wood and all the students who do an amazing job.

Yale PS Science programme continues to be involved with the research and development and implementation of curriculum programmes with STAWA and SCSA support for science teaching staff across the state and recently Australia. This takes the form of START – science teaching and recording tracker.

These were some of the topics covered over the year and all the students showed good understanding of scientific investigation. Such fabulous science!



Arts

At Yale Primary School during 2022 students from years P-6 were provided with one 55-minute session of music per week. Yale uses a developmental learning approach to music and the arts.

All year levels cover singing and movement. In 2022 students participated in the following programmes, Upbeat, Kodaly, Orff, Online Video learning clips, Black Belt Recorder (yrs. 3-6) and Ukulele (yrs. 5/6).

The music program provides opportunity for moving, creating, reading, playing, singing, and responding to different genres of music. The focus is on enjoyment, participation and performance while developing the musical elements of beat, rhythm, pitch, tone, dynamics, melody, tempo, form, style, and texture. At Yale we believe the benefits from music education are reflected in the students' self-confidence, self-discipline, teamwork, auditory judgements, and application to other subject areas. Research continues to clearly show that learning music can help students engage in school and learning in other areas, improve school attendance and even help

students make healthy life choices.

The Year 1 and 2 students cultivate an appreciation of music as they develop their skills through beat, rhythm, pitch, and movement activities. They learn how to perform as part of a team. In Years 3 and 4 the students develop their Music reading skills and musicianship as they learn to play the recorder and djembe. Their playing is enriched by backing tracks in PowerPoints, provided by our music specialist. Students in years 5 and 6 play recorder, ukulele, djembe and/or cajon drums. Students in Year 6 who successfully enter the SIM program, again choose lessons on either guitar or flute. Music 2023 will see a continued focus on developing movement as we focus on dance during the first semester, while striving to expand and enhance our curriculum for our students as we continue the integration of I.C.T with the use of Electric Bass, Guitars, Launch Pad, Cubasis, computer music programs, Electronic White Board, iPads- (Garage Band) and other electronic midi controllers and drum pads used for this learning area.



Science, Technology, English and Maths 2022 (STEAM)

2022 was a successful year for STEAM at Yale PS. It saw the year 3s join in the learning along with the 4s, 5s and 6s. This year we ran STEAM in 2 blocks. B blocks students combined and made small, mixed groups of year 3 and 4s. C Block combined with year 4, 5 and 6s in groups.

This was B Block's first year of running this program. They had 6 groups that investigated, designed, tested, and reviewed many different STEAM concepts.

Mr Riley used iPads to enable students to listen and appreciate different types of music. They were then encouraged creating music on an iPad using the Garage Band App. Mrs Donaldson explored different science concepts – from designing a backpack to building creatures to use in Stop Motions. Mrs Kickett explored the concept of bridges. Students researched different shapes of structures and then had a go at designing a bridge before building and testing one. Mrs Walker experimented in understanding green screens, and why and how they are used. Students were then able to use one themselves. Mrs Walker also had students creating a robotic hand. Mr Carlson explored how to design and build a 3D model of an arcade game. Mr Lamprey's group explored robotics and beginning to understand how to code robots to move around mats.

In C Block, we continued with 7 groups. These groups focused on extending the knowledge learnt the previous year, with some new concepts bought in.

Mr Parfitt's groups investigate electricity and building a model home that had working lights. Mrs Du Plooy continued sewing lessons, with students sewing flowers which were then made into a wall hanging and displayed in the Front Office. Miss Wood had many different art activities on the go. Her students painted, quilted and made patterns out of layering coloured sand.

Mr McNess continued animation. Students were able to build a background and then use these with characters to create mini movies. Mrs Kickett investigated many different wonders of the world and then has students re-create models of them. Mr Scotland continued with chess, bringing in problem solving strategies and understanding. Ms Hardman continued to develop robotic skills. Students were able to practise their coding of spheros, learning how to race them, light them up and complete coding different tasks each week.



Mathematics Report 2022

In 2022, Yale Primary School continued the implementation of the Primary Mathematics Program, created by Cambridge Education, embedded across the whole school. This program is based on the philosophy that students learn mathematical skills and concepts in everyday life, as they interact with their environment and the people around them. The program, which is directly linked to the Western Australian Mathematics Curriculum, focusses on actively engaging students in classroom mathematics, using a variety of instructional resources and manipulatives. It encourages students to talk about their ideas and share their mathematical findings with others.



Intervention Mathematics at Yale Primary School is referred to as 'Back to Front Friday'. The Fixing Misconceptions Program, devised by Tierney Kennedy, is implemented across the whole school and provides teachers with step-by-step instructions, questions and activities to fix underlying problems and misconceptions that occur in mathematics. The program encompasses misconceptions about the 5 Key Number Concepts (quantity, partitioning, relative size, multiplicative thinking and proportional reasoning). It encourages students to identify the discrepancies in their own understanding which leads them to changing their own mind about mathematical concepts.

To ensure that Yale Primary School has a consistent, pedagogical approach to Mathematics, teachers have worked collaboratively at each year level to adapt the Primary Mathematics Program and Fixing Misconceptions Program to a Guaranteed and Viable Curriculum. This means that each year level will be learning the same mathematical content on the same day of the week, enabling students of all ability levels to be catered for, with the opportunity of streaming ability levels.

In 2022, a Mathematics Incursion called 'The Maths Show' created by David Kinsman, visited our school. The incursion was enjoyed by pre-primary students through to Year 6 students. The Maths committee also conducted a Maths quiz in term 4, which invited every class in the school to solve mathematical problems, submit their answers, with the opportunity to win a prize.

To enhance mathematical knowledge and understanding in the classroom, new Mathematics resources are purchased annually. It is our goal at Yale Primary School, to keep our resources updated. We want to provide essential equipment for each classroom, so that teachers and students have resources on hand, to support planned, and incidental learning throughout the day. In 2022, eight maths trolleys were purchased and created for the Pre-Primary, Year One and Year Two classes. They contain equipment which supports the Primary maths Program.

Mathematics at Yale Primary School is given significant time and importance. It is our aim to have as many students as possible, actively engaged in mathematics, on a daily basis.





English Curriculum

Academic achievement is celebrated and recognised at Yale Primary School. We aspire to improve the academic performance of students to be above like schools in both literacy and numeracy, by improving the quality of teaching practice across the school, improving the achievement of academic outcomes and engaging the community.

In the core learning area of literacy, the school has implemented an explicit teaching framework which includes Talk for Writing, Letters & Sounds and Soundwaves. We are implementing Talk for Reading in 2023. Our teachers have attended the professional development day and have access to a mentor from Dyslexic Speld who will help the school implement the best practice in this new curriculum area.

Synthetic Phonics

We have continued to consolidate and implement Synthetic Phonics across all learning areas using both the Soundwaves Program, for Year 3 – Year 6 and the Letters and Sounds program in the early years, from Kindergarten to Year 2 with the additional assistance provided to EALD students and students with learning difficulties for older year levels. Soundwaves have overhauled their program and with the new layout, teachers are able to implement Soundwaves using explicit direct instruction which encompasses research based instructional practices and is characterised by the carefully planned and sequenced lesson on Soundwaves online.

Streaming students in 2022 in the area of spelling has yielded significant improvements. Year 2, 3 and 6 exceeded the Australian PAT spelling mean, with remaining cohorts close to achieving this milestone. In terms of progress Yale cohorts made similar progress to the Australian PAT mean, with the exception of year 6 who doubled in their mean score when compared to the Australian PAT mean.

Spelling Bee

In 2022, Yale Primary School held our second Spelling Bee competition. Students from Year 1 to Year 6 had an opportunity to showcase their spelling powers and it was amazing to see all the finalists use the spelling skills they were taught in their respective classrooms put to good use. Class teachers brought their class to spectate and cheer on their fellow cohort members.

It was an exciting competition and all our finalists received an engraved medal and the champions received an awesome bee trophy.





Book Week

In Term 3, Yale Primary School held our annual book week parade and the school celebrated book week 2022 with plenty of fun filled activities and we had a visit from a very special local author Raewyn Caisley. The book parade showcased all the wonderful costumes that the students wore and celebrated their favorite book characters as they come to life.

The teachers and EA's from each block dressed up in a fun theme for 2022.

Early childhood staff were fairies, A block teachers were dressed as fairytale characters, B block staff were dressed as Harry Potter characters and C block Staff were Snow White characters. The students, community members and the staff had a fabulous day celebrating the Book Parade.

Local author Raewyn Caisley did a wonderful reading for each year group and she had planned amazing activities for the children to partake in. She was kind enough to sign all her books in our library and many students enjoyed borrowing her books to read afterwards.

Talk 4 Writing

We have implemented and consolidated the Talk 4 Writing program in our school as part of our explicit teaching framework. Talk 4 Writing has been a successful program that was adopted by our school 7 years ago. It is a unique, evidence-based program developed by Pie Corbett and advocated for by The Dyslexia Speld Foundation (DSF). The Talk 4 Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. We have found that even our most reluctant writers are excited by Talk 4 Writing actuals on a daily basis.

Our goal for 2022 for our writing was:

- Increase the Year 3 and Year 5 2022 cohort to be at like schools NAPLAN mean.
- Maintain strong writing performance across the school by matching or exceeding the WA Brightpath mean across the school.
- Reduce the distance from the Yale mean by 5 points or 6 months for the ATSI cohorts.

EALD

English as an Additional Language

Our EALD students continue to shine with data from our Brightpath assessment in writing. Results demonstrate that all our EALD students are scoring on average better than non-EALD students.

- Students are identified as EALD upon enrolment.
- Funding is provided for EALD students up to level 2
- EALD students have extra assistance with their Letter and Sounds program.
- EALD students are placed on progress maps in PP.
- School funding is utilised to ensure tracking of students with teaching and assessment at an individual and small group level
- 2022 implementation of EALD progress map for all EALD students unless there is a disability diagnosis.



Physical Education

Physical education at Yale continues to grow with creative strategies that enhance students' physical health. After identifying additional play spaces, we applied for and won additional funding to install new basketball towers and weatherproof table tennis tables. We also won funding for expert coaching in tennis, along with new court nets and poles. With exciting new sport resources like these the students at Yale have even more opportunities to participate in physical activity.

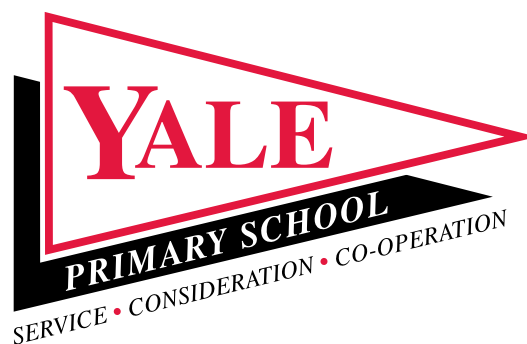
Another development was the re-structure of the Faction Athletics Carnival, creating significantly more opportunity for participation for all students. The feedback from the school community after the event was outstanding, confirming that our creative approach at Yale is highly effective.

By focussing on competent and confident participation, Yale has been highly successful in interschool competitions, particularly the cross country where our teams won all year level events and the overall shield. At the school level, the cross-country program has been adapted by incorporating exciting fitness games to support all student's preparation and participation. We have developed an invigorating new course that enhances student participation, supervision and success.

In addition to year level sport, school staff support

physical education in creative ways that engage students in physical activity during playtime. Education Assistants run structured play activities for groups of students and teachers organise and run a variety of sporting competitions during lunchtime.

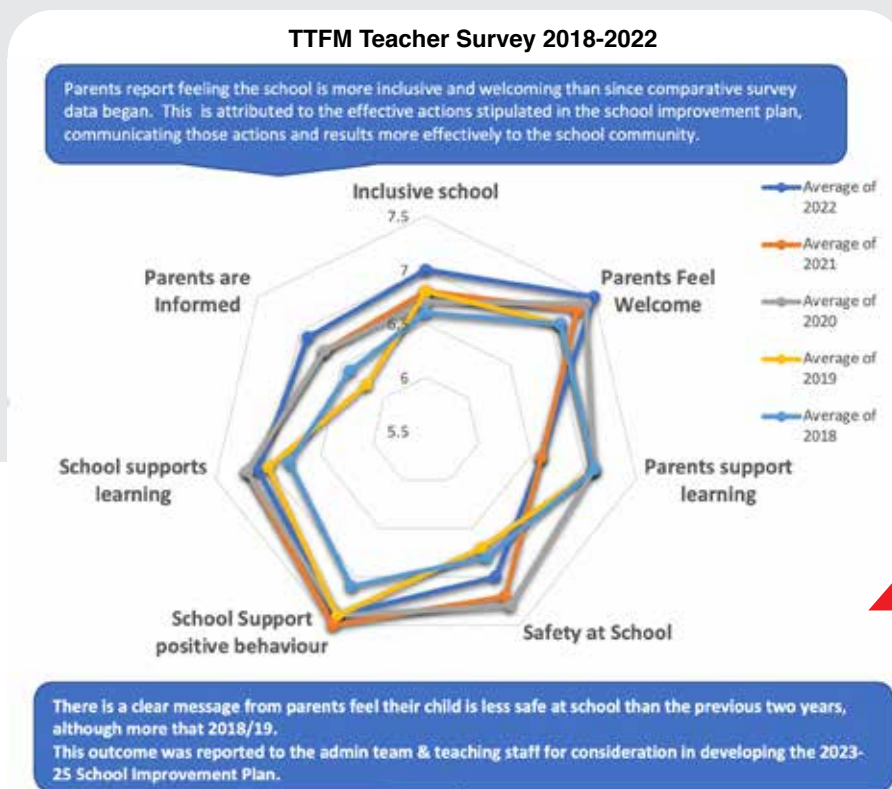
Survey feedback from students, teachers and parents indicates the physical education program continues to be an integral learning area, by lifting morale and galvanising the positive connection between school and the community. Yale continues to lead the growing interschool association of now thirteen schools across the Southern River catchment, initiating exciting new competitions such as Volleyball and finding ways to continually improve the existing carnivals.



Parent Survey Data

Yale seeks feedback from the school community annually using the Tell Them From Me survey. By comparing the mean scores of the different survey domains we can gain a sense of areas that have improved, and are alerted to areas of the school that may require more targeted intervention.

We were very excited to see the results from the 2022 surveys, each showing considerable improvement in almost every domain since 2018. These results are highly reliable, with the parent survey receiving the highest response rate yet.

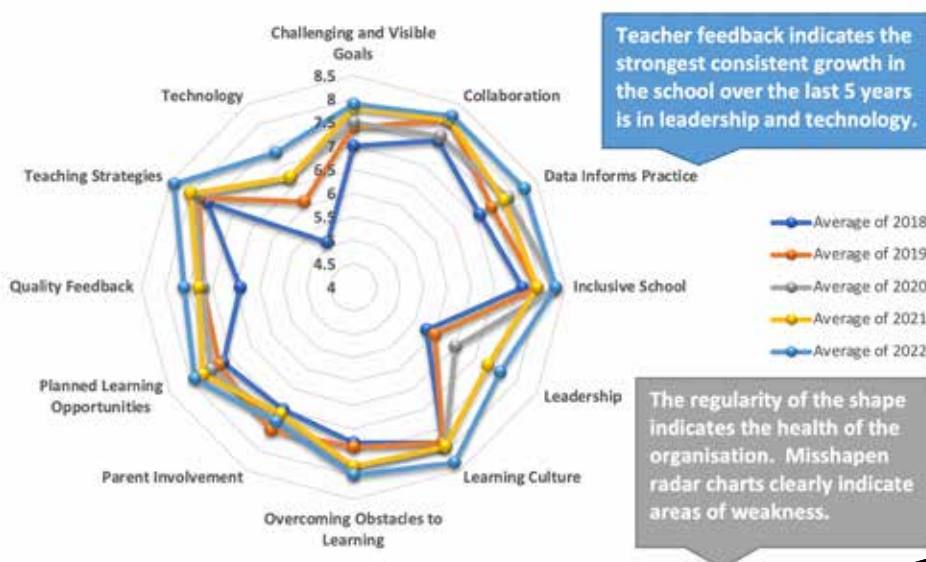


Survey recipients respond using a 10-point scale, with 10 being the most positive response to the item and 0 being the least.

The school analyse the results carefully and report back to the school improvement committee, reflecting on the progress toward specific targets, and adjusting the

scope of relevant areas.

The data is also shared with the school board, and general outcomes are shared with the school community to celebrate how the information is being used to develop the school in a consultative and constructive manner.



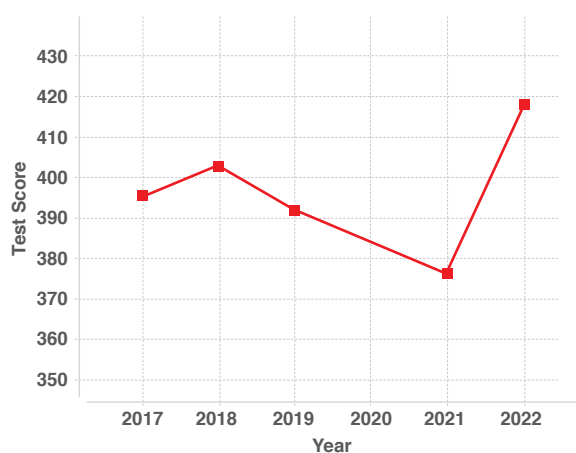
SaER – Students at Educational Risk

Through whole school processes and SaER identification we can identify students who may be at an educational risk. We plan for tiered learning and recognise that while some students are achieving high academic results, we also have students who have the potential to achieve at a higher level but may not be accessing learning at point of need. We recognise that attendance and having English as an additional language may also impact student outcomes. What we have developed over time are broad approaches to teaching and learning that encompass differentiated instruction, cooperative learning, using technology in the classroom and inquiry-based instruction. These

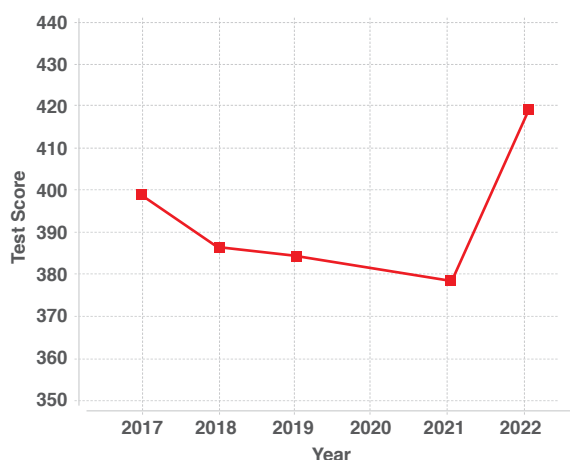
approaches assist teachers to deliver well-crafted lessons and explicitly teach year-level content to all students the first time it is taught. On-going checking for understanding and student engagement is now an expected teaching practice. Students practise and reinforce previously learned skills and concepts so that they can transfer their learning to long-term memory. This has resulted in a clearer identification process for students who need a referral to the SaER team. Improved student outcomes of significant gains in 2022, were celebrated when we reviewed First Cut Data which demonstrated our year 3 cohort improved student outcomes.

Targeted initiative Year 1-3 Spelling and Reading: 2021-2022 Average Test Score Standards

Year 3 Spelling Average Test Score



Year 3 Reading Average Test Score



Before we begin the programme of intervention, we organise a baseline assessment, so staff can effectively monitor the student's outcomes. Throughout the teaching and learning sessions, consideration is made to determine the members of staff involved and how feedback on student progress and target setting will be monitored. Yale has a collection of tangible evidence to assess intervention's impact to support student engagement and learning.

Aboriginal Cultural Standards Framework

Staff understand the importance of establishing positive working relationships with Aboriginal students and their families. Yale has an appointed AIEO (Aboriginal Islander Education Officer) who works with our students and community to support positive outcomes for Aboriginal programs and initiatives.

EALD – English as an additional language

At Yale, our EALD student population is around 35% with nearly 40 different languages at home. Our EALD cohort are achieving a high standard of results across all curriculum areas. In reading for example, 91% of our year 3 students in NAPLAN 2022, scored above the national average. Our year 5 cohort in NAPLAN 2022 year also

achieved a high standard of results in reading, with 60% of students above the national average.

Part of our student EALD success is due to the early intervention and support programs in place. Students follow the EALD progress maps and we direct funding to ensure that the students are supported at an individual and small group level.

Year 3 EALD NAPLAN reading results 2022

Gender	ATSI	LBOTE	Class	Absent	Total Score	Score (NAPLAN)	NAPLAN Band	Minimum Stan
Correct Answer								
Maximum Score								
Australian % Correct								
Group % Correct								
Expected % Correct								
F	Y	Y			12	335	Band 3	Above
F		Y			22	426	Band 5	Above
F		Y			27	549	Band 6	Above
M		Y			20	364	Band 3	Above
F		Y			21	441	Band 5	Above
F		Y			27	461	Band 5	Above
M		Y			21	448	Band 5	Above
F		Y			31	599	Band 6	Above
F		Y			25	524	Band 6	Above
F		Y			29	570	Band 6	Above
F		Y			24	389	Band 4	Above
M		Y			21	477	Band 5	Above
F		Y			14	312	Band 2	At
M		Y			27	555	Band 6	Above
F		Y			26	536	Band 6	Above
M		Y			23	468	Band 5	Above
M		Y		A				
F		Y			19	347	Band 3	Above
F		Y			27	513	Band 6	Above
M		Y			20	440	Band 5	Above
M		Y			18	420	Band 4	Above
M		Y			11	286	Band 2	At

Year 5 EALD NAPLAN reading results 2022

Gender	ATSI	LBOTE	Class	Absent	Total Score	Score (NAPLAN)	NAPLAN Band	Minimum Stan
Correct Answer								
Maximum Score								
Australian % Correct								
Group % Correct								
Expected % Correct								
F	Y	Y			19	445	Band 5	Above
F		Y			11	355	Band 3	Below
F		Y			24	576	Band 7	Above
M		Y			27	525	Band 6	Above
F		Y			19	494	Band 6	Above
F		Y			27	532	Band 7	Above
F		Y			17	435	Band 5	Above
M		Y			22	522	Band 6	Above
F		Y			20	472	Band 5	Above
M		Y			23	531	Band 7	Above
M		Y			7	320	Band 3	Below
M		Y			14	386	Band 4	At
M		Y			24	498	Band 6	Above
F		Y			10	338	Band 3	Below
At		Y			17	403	Band 4	At
F		Y			18	494	Band 6	Above

Over 90% of our EALD students in year three are achieving above the minimum national standard. Nearly 70% of our year five EALD cohort are achieving above the national standard

Attendance

The Yale Attendance Policy clearly articulates to our staff and community the expectation of regular attendance and engagement. We have an unrelenting focus on parent and teacher accountability. Notices are placed in newsletters and on electronic platforms. Attendance is celebrated each fortnight at assemblies and students 'at risk' are identified on our weekly tracking records. Students 'at educational risk' due to non-attendance are identified and receive home visits from our AEIO, school chaplain and/or classroom teacher. Parent meetings are scheduled, and attendance plans are created to engage and inform families and set attendance targets. In severe cases, documentation is compiled and sent to regional office.


We attribute the dip in attendance percentages 2022 to ongoing Covid concerns and the transition of our students to nearby schools, in term 1, due to a fire on the Yale site.

Attendance

	Attendance Rate	
	School	WA Public Schools
2020	88.8%	91.9%
2021	87.9%	91.0%
2022	79.4%	86.6%



BEHAVIOUR MATRIX


	At Yale Primary School, we WILL;			
	Be our Best	Be Responsible	Be Respectful	Be Caring
IN THE CLASSROOM	<ul style="list-style-type: none"> • Allow ourselves to be challenged. • Set SMART goals. • Take pride in our work. • Give everything a go. • Stay on task. • Line up quietly. 	<ul style="list-style-type: none"> • Use appropriate inside voices. • Have all the right equipment, be organised. • Zip up our bags and put them away. 	<ul style="list-style-type: none"> • Raise our hand to speak or ask a question. • Follow classroom rules and learning norms. • Ask before borrowing. • Use active listening. • Let others learn without distraction. 	<ul style="list-style-type: none"> • Encourage and support each other and their ideas. • Celebrate the success of others.
AROUND THE SCHOOL	<ul style="list-style-type: none"> • Wear our uniform with pride. • Get to school on time. • Show resilience if things get tough. 	<ul style="list-style-type: none"> • Walk to where we are going. • Use the toilet and have a drink before the bell for class. • Stop Walk Talk. • Try find a solution before asking for help. 	<ul style="list-style-type: none"> • Use appropriate school language • Use our manners. • Look after school property. • Keep our hands off and too ourselves. 	<ul style="list-style-type: none"> • Help others in need or get the teacher to help. • Be kind to one another. • Tell the truth.
ON THE PLAYGROUNDS AND OVALS	<ul style="list-style-type: none"> • Show good sportsmanship when we play. • Recognise social conflict vs bullying. 	<ul style="list-style-type: none"> • Pack away the sports equipment. • Help others. • Wear our hats outside. • Report any incidents to the duty teacher. 	<ul style="list-style-type: none"> • Play fair and play to the rules. • Take care of the equipment. • Follow teacher and EA instructions. 	<ul style="list-style-type: none"> • Give opportunity for others to be included • Accept the choice for others to say no.
AT THE CANTEEN OR WHEN EATING	<ul style="list-style-type: none"> • Place our lunch order before school. • Spend our own money. • Sit while eating and drinking. • Drink water. 	<ul style="list-style-type: none"> • Line up quietly at the canteen. • Bring a water bottle. 	<ul style="list-style-type: none"> • Eat our own food. • Put our rubbish in the bin. 	<ul style="list-style-type: none"> • Join the end of the line. • Be polite to canteen staff.
AT SCHOOL EVENTS AND EXCURSIONS	<ul style="list-style-type: none"> • Be proud to represent our school. • Be positive role models to other students. 	<ul style="list-style-type: none"> • Wear our uniform correctly. • Stay seated on transport. 	<ul style="list-style-type: none"> • Use our manners with everyone. 	<ul style="list-style-type: none"> • Clap, compliment and appreciate all students and staff. • Include and encourage others.
IN THE TOILETS	<ul style="list-style-type: none"> • Try to use the toilets at the appropriate times. • Use the toilet areas appropriately. 	<ul style="list-style-type: none"> • Use good hygiene. • Keep the toilet areas clean. 	<ul style="list-style-type: none"> • Respect privacy of others. • Ask to use the toilet. 	
ONLINE	<ul style="list-style-type: none"> • Make the best use of the internet. 	<ul style="list-style-type: none"> • Think before we share. • Use appropriate websites. • Use our own accounts. 	<ul style="list-style-type: none"> • Use kind language. 	



November 2021



WEEKLY POINTS RUBRIC

What does a			
5	4	3	No points awarded this week
look like each week?			
<ul style="list-style-type: none"> • I always follow all the classroom rules and learning norms. • I am kind to everyone, even if they are not kind to me. • I keep trying, even when it gets hard. • I use my manners everywhere in the school. • I am helpful even when I haven't been asked too. • I behave the same for all my teachers. • I tidy up the classroom and keep my school clean. • My work is very neat. 	<ul style="list-style-type: none"> • I mostly follow all the classroom rules. • I am kind to everyone who is kind to me. • I do try hard with my work even when it gets difficult. • I remember my manners, mostly. • I am helpful most of the time. • I behave for all my teachers. • I will tidy the classroom, without complaint, when instructed. • My work is mostly neat. 	<ul style="list-style-type: none"> • Sometimes my teacher needs to remind me of the school rules. • If someone is not kind to me, sometimes I am not kind back. • If the work gets hard, I can be disruptive. • I need to use my manners more often. • I could be more helpful. • I will sometimes make red choices for the specialist teachers. • I sometimes complain when I am given instructions. • I need to work on making my classwork a bit tidier. 	<ul style="list-style-type: none"> • My chosen behaviours this week do not align with Yale's Positive Behaviour expectations. 



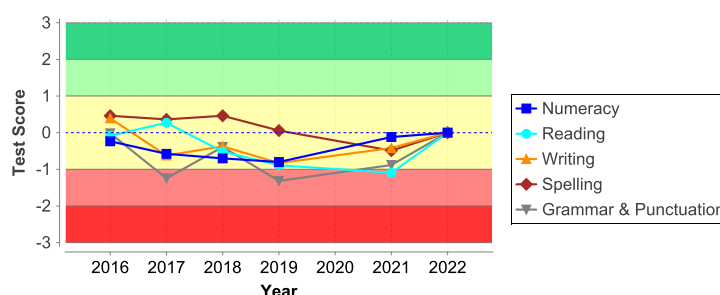
NAPLAN and Attendance

NAPLAN Comparative Performance for Year 3

The following graphs show the average NAPLAN scores trends over time as compared to like schools for Spelling, Numeracy, Grammar and Punctuation, Reading and Writing for Years 3 and 5.

Year 3	Performance					Students				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
Numeracy	-0.6	-0.7	-0.8	-0.1	0.0	59	53	57	60	54
Reading	0.3	-0.5	-0.9	-1.1	0.0	58	54	57	61	54
Writing	-0.6	-0.4	-0.8	-0.4	0.0	59	53	56	63	53
Spelling	0.4	0.5	0.1	-0.5	0.0	60	54	57	62	52
Grammar & Punctuation	-1.2	-0.4	-1.3	-0.9	0.0	60	54	57	62	52

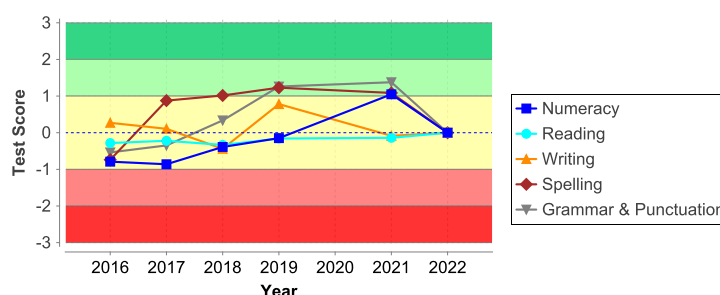
1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6



NAPLAN Comparative Performance for Year 5

Year 5	Performance					Students				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
Numeracy	-0.9	-0.4	-0.1	1.0	0.0	59	71	43	54	43
Reading	-0.2	-0.3	-0.2	-0.1	0.0	59	71	45	56	44
Writing	0.1	-0.4	0.8	-0.1	0.0	60	72	45	56	45
Spelling	0.9	1.0	1.2	1.1	0.0	60	72	44	55	41
Grammar & Punctuation	-0.3	0.3	1.3	1.4	0.0	60	72	44	55	41

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6



Attendance Overall Primary

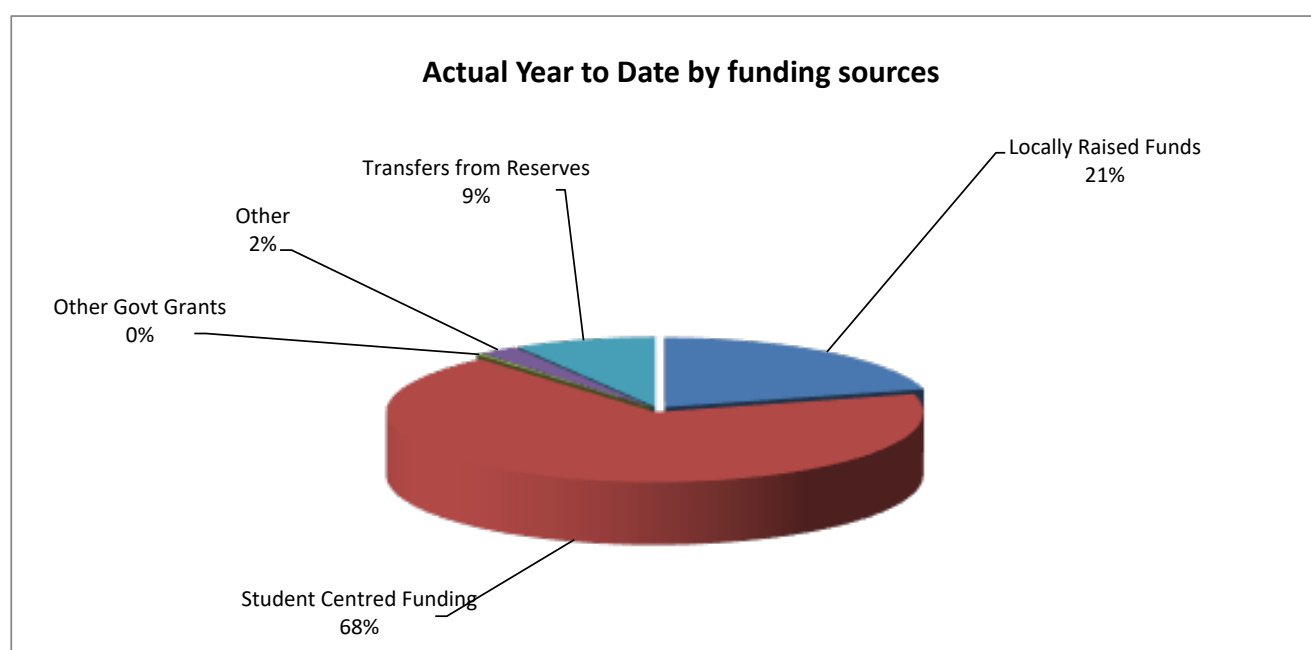
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	91.8%	92.3%	93.2%	65.9%	82.9%	77.6%	88.8%	91.6%	91.9%
2021	90.9%	91.3%	92.4%	70.3%	81.4%	76.8%	87.9%	90.3%	91%
2022	82.7%	86.9%	88.3%	60.2%	75.1%	69.5%	79.4%	85.7%	86.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	68.2%	14.4%	10.0%	7.3%
2021	61.6%	22.1%	10.4%	5.9%
2022	32.1%	33.0%	22.5%	12.4%
Like Schools 2022	45.0%	33.9%	16.0%	5.1%
WA Public Schools	51.0%	32.0%	13.0%	5.0%



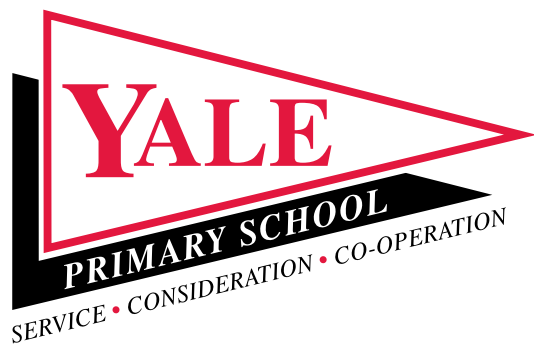
Financial Summary

Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$11,213.00	\$11,225.20
Charges and Fees	\$43,453.00	\$39,927.65
Fees from Facilities Hire	\$33,000.00	\$30,000.00
Fundraising/Donations/Sponsorships	\$1,902.00	\$22,200.56
Commonwealth Govt Revenues	-	-
Other State Govt/Local Govt Revenues	-	\$1,650.00
Revenue from Co, Regional Office and Other Schools	-	-
Other Revenues	\$10,481.52	\$11,807.68
Transfer from Reserve or DGR	\$42,475.00	\$42,475.00
Residential Accommodation	-	-
Farm Revenue (Ag and Farm Schools only)	-	-
Camp School Fees (Camp Schools only)	-	-
Total Locally Raised Funds	\$142,524.52	\$159,286.09
Opening Balance	\$64,916.00	\$64,915.95
Student Centred Funding	\$322,184.82	\$336,661.72
Total Cash Funds Available	\$529,625.34	\$560,863.76
Total Salary Allocation	-	-
Total Funds Available	\$529,625.34	\$560,863.76





Be the Best You Can Be



Yale Primary School

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