



Department of
Education

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Public education
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Yokine Primary School

Public School Review

November 2018



PUBLIC SCHOOL REVIEW

Purpose

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

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

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:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

First opened in 1959, Yokine Primary School is located five kilometres from the Perth central business district, within the North Metropolitan Education Region.

The school became an Independent Public School in 2012, and has an Index of Community and Socio-Educational Advantage rating of 1048.

Currently 351 students from Kindergarten to Year 6 are enrolled at the school. The student population is diverse. Approximately 40 per cent of students are from a language background other than English, representing over 30 different cultural backgrounds.

The school enjoys strong partnerships with parents and the community, with support provided by an active Parents and Citizens' Association (P&C) and School Board.

School self-assessment validation

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

The following aspects are confirmed:

- A credible range of evidence was submitted in the self-assessment.
- Staff worked collaboratively, using the disciplined dialogue model, to provide considered analysis, which informed the Electronic School Assessment Tool submission.
- School judgements of performance were based on reflections, data, anecdotal information and observations.
- During the validation visit all staff were cognisant of the self-assessment submission, analysis and the school's planned future directions.
- Actions documented for school improvement were enhanced through conversations with staff during the validation visit.

Public School Review

Relationships and partnerships	
<p>Yokine Primary School has a strong, respectful school community. There is a positive team approach in an environment of shared trust between staff, and between staff and parents. This is a credit to the leadership team, who are in the process of leading a significant change agenda.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • There is a focus on further enhancements to parent and community partnerships. • The P&C and School Board are active and make significant contributions to the school community. • There is a high level of staff engagement and constructive momentum for planned changes. • The leadership team is proactive in seeking feedback from staff, students and the parents and takes appropriate actions.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to ensure that induction and training opportunities are provided to new Board members. • Increase parent involvement in the school with a particular focus on EAL/D¹ parents.

Learning environment	
<p>In this high care school, students and staff identified that inclusivity is an embedded value that has led to students feeling accepted and welcome. The supportive and accommodating culture attests to the school's assertion that it is a safe, calm and orderly environment.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Following a consultative process, the school is implementing a whole-school approach to behaviour management using the WA PBS² program. • The school uses a range of modes to communicate, connect and inform parents and the wider community regularly. • A consultative and collaborate team effort is adopted to support student needs. • There is a commitment to continue to provide a stimulating and contemporary indoor and outdoor learning environment.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to develop a multidisciplinary wraparound model of support that nurtures the individual needs of students at educational risk. • Implement the <i>Aboriginal Cultural Standards Framework</i>. • To reduce unauthorised absences, ensure consistent processes are used across the school to record attendance data. • Provide EAL/D and <i>Aboriginal Cultural Standards Framework</i> professional learning for all staff.

Leadership

A highly capable leadership team is re-culturing and leading the school towards collaboratively identified future directions. The Principal emphasised that the lens of 'is it in the best interests of the students?' ensures a moral focus which informs all decision making.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The leadership team uses a variety of tools and approaches to leading school self-assessment, with particular reference to Dempster's Leading Learning Framework. • Parents and teachers commented on the clear, fair and transparent processes used to lead change. • The leadership team identified the need for expert support for teachers in the area of classroom engagement strategies and have sourced appropriate assistance. • While the change focus is on developing whole-school approaches, staff are encouraged to be creative and innovative in identifying additional ways to support students. For example, staff have established a Friday Breakfast Club and the Lunchtime Club to provide pastoral care and additional social opportunities for students. • An agreed staff action plan has empowered staff and encouraged them to express their opinions openly. • A highly valued distributed leadership model is in place.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Align strategic, operational and classroom planning and resources. • Audit staff expertise and establish processes for the development of aspirant leaders.

Use of resources

A skilled leadership team, which includes the manager corporate services, demonstrated their strategic approach to planning future directions. Resources are carefully aligned to planning documents and are closely monitored.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A leave management plan has been established. • A restructure of the school is in progress to ensure the changing priorities are met in the most appropriate way. • Funding, while constantly under review to identify efficiencies, is being used effectively. • To meet the identified needs of the school, targeted PL³ is provided. • Financial decision making aligns resource allocation with identified priorities in the Business Plan and operational planning.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Seek further financial training opportunities to build capacity of all members of the Finance Committee, with a view to offering training to other interested aspirants to enable sustainable practice and succession planning. • Develop an action plan that ensures ongoing provision of high level business and financial services as part of a succession process that considers changes in personnel or leave arrangements.

Teaching quality

Teachers confidently and enthusiastically explained their part in the school improvement journey. It was notable that both experienced teachers and recent graduates share a passion for providing excellence in teaching and learning.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Teachers are committed to the whole-school non-negotiables – explicit teaching, modelling of skills and curriculum differentiation. • A cohesive culture of purposeful reflection and development, whereby a shared commitment to improving practice and optimising outcomes for students, is central to school operations. • Improvement in writing is a focus, with the school using the Brightpath tool for moderation. • Classroom observations and peer coaching are being implemented across the school, with positive feedback from early adopters. • The early childhood program is informed by the NQS⁴ and represents a balance between play-based education and intentional teaching.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Refine the purpose and structure of literacy and numeracy blocks to ensure consistency of practice in classrooms. • Increase opportunities for grade moderation with peers at the school and with staff at other schools.

Student achievement and progress

Staff have high expectations of student achievement and have set aspirational targets. Students have generally achieved at an expected standard in NAPLAN⁵ and there is a school-wide view that the bar should be set higher for future achievement in line with student capabilities.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The On-entry Assessment Program is conducted in Pre-primary, Year 1 and Year 2 to monitor student progress. • The leadership team has recently had a focus on increasing staff capacity to analyse a range of student achievement data. • The school has committed to regular review opportunities for teachers and education assistants to monitor school priorities and practices. • Staff have embraced the structure and purpose of professional learning communities (PLCs), which provide a platform for small group discussion and micro-reviews of student achievement.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue the process of reculturing with the expectation that staff share ownership and engage effectively in analysis of school data. • Refine the use of student performance data to inform teaching practice that identifies students' learning needs. Develop targets and monitor progress in the PLCs. • Review current student monitoring and tracking systems.

Reviewers

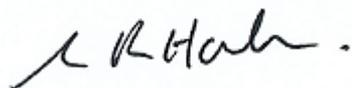
LAURA O'HARA
Director, Public School Review

CHRIS BRACKENREG
Principal, Aveley North Primary School
Peer Reviewer

Endorsement

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

References

- 1 English as an additional language/dialect
- 2 Western Australian Positive Behaviour Support
- 3 Professional learning
- 4 National Quality Standard
- 5 National Assessment Program – Literacy and Numeracy