YOKINE PRIMARY SCHOOL

An Independent Public School

Annual Report

2014
Principal’s Report for 2014

Welcome to the 2014 Yokine Primary School Annual Report.

Our report to the school community includes a range of information concerning our school performance and additional information and data to meet Education Department Reporting Requirements. Our School Board has considered and approved this report.

Yokine Primary School is part of a strong Public School education system. Our goals are for every student to be successful, every teacher to be excellent and every parent satisfied with the quality of our school program. We value the importance of strong partnerships with parents in achieving these goals. We have a strong sense of developing our students into Responsible, Respectful and Resilient young members of our community.

As we move into our next Business Plan phase as an Independent Public School, we continue to develop and implement programs and processes that support the diverse needs of our students and school community. Our 2014 School Review highlighted a number of commendations and recommendations that we have begun to develop in our next Business Plan 2015—2017. This has been a collaborative process working with staff and the School Board in analysing system and in-school data, and developing and delivering an innovative curriculum that supports our targets. I am confident that the flexibilities and opportunities provided by IPS will continue to lead to further improvements and achievements for our school in coming years.

We continued to grow our digital technology program and in 2014 purchased 24 new laptop computers with the generous support of our P & C. The purchase of a class set of laptops has provided us greater opportunity to deliver a curriculum that integrates and embeds digital technology skills and supports the continuous development of skills for our students.

Yokine Primary School is strongly supported by the parent community which values education and is prepared to be involved in a range of areas in the school program. The School Board, P & C, School Committees and Class Representatives play an important and integral part in our success, development and progress. I would like to acknowledge the contribution of the School Board who greatly enrich Yokine Primary with their diverse knowledge and skills and the P & C which fundraises tirelessly to support the purchase of resources for targeted areas that benefit our students.

I encourage parents and guardians to read and consider the information contained in this report.

Kim Fraser
Principal
2014
2014 Annual Report to the
Yokine Primary School Community

Chairman’s Report for 2014

2014 was a very busy and exciting time for everyone involved at Yokine Primary School and we are pleased to be able to present the 2014 Annual Report. Please take the time to read through the Report.

2014 saw the formal appointment of Mrs Kim Fraser as Principal. The Principal position had been filled on an acting basis for the prior 2 years and this formal appointment provides stability with respect to the Principal position for everyone involved at the school. We look forward to Kim’s continued and valued contribution.

2014 was the last year of the original Delivery and Performance Agreement (“DPA”) which was set when Yokine Primary School first became an Independent Public School. The DPA summarises what the school wants to achieve in the future and how it plans to get there. The Department of Education Services conducts an independent review of all Independent Public Schools in the final year of their DPA. Yokine received 8 different commendations from the Review Team which also offered areas for improvement. Overall the review was very positive in terms of supporting YPS’s current direction. The review report is available from the website at www.yokineps.wa.edu.au

School Initiatives and the DPA Review Report have helped frame our next Business Plan for 2015-17. The Business Plan has been the product of a lot of hard work from staff and the School Board and provides for exciting times ahead benefitting most importantly our students. The Business Plan has at its core:

1. focussed and innovative teaching programs and methods for benefitting the formal education of our students;
2. Focussed development of assessment and accountability processes to support student growth and development.
3. a broader focus to develop our students as individuals with necessary life skills and values;
4. building and enhancing the already strong links with parents, our broader community and other stakeholders.

Our School Values of the Three R’s: Responsibility, Respect and Resilience will be a strong foundation for this Business Plan.

We are very confident that the decisions made at YPS in 2014 have greatly benefitted all students and the overall learning environment. We believe those decisions, as reflected in the 2015-17 Business Plan, will pay even greater rewards in the future.

We would like to thank all students, staff and parents for their hard work and dedication throughout 2014. It is a three-way partnership and working together we can achieve far more than acting alone.

Regards
Bradley Gannon
Our Vision
Powering lifelong learning

Our Purpose
Staff at Yokine Primary School strives to provide a safe and inclusive environment where students are supported to become resilient, confident and emotionally intelligent citizens. This environment nurtures and promotes critical thinkers who are equipped to meet the challenges for an ever changing future being respectful of self, others and their surroundings.

Our Commitment

LINK - Proactive Partnerships
Promotion of meaningful, productive and valued relationships between parents, teachers and community members ensuring students access the best possible learning opportunities.

EDUCATE - Inclusive Curriculum and Pedagogy
Use innovative, diverse, challenging and differentiated curriculum across the school to deliver evidence based instructional strategies and skills developing resilient, creative thinkers.

DEVELOP - Beliefs for life and Learning Environment
Create and maintain a supportive learning environment where students feel safe, cared for, valued, and develop into resilient young individuals.

Our Staff Beliefs

- There is a need to develop the whole child, socially, academically, emotionally, creatively and physically.
- Cultural diversity is valued and celebrated.
- The learning environment is safe, challenging and inclusive.
- The Yokine PS Professional Learning Community develops teachers who model lifelong learning skills and work together as a team towards common goals.
- Resilience is an important life skill that is developed and fostered in all.
- Active Partnerships with families and the community in learning are sought after and valued.
School Overview

Yokine Primary School has been a Level 4 Independent Public School since 2012. In 2014 our student population was 278 with many of our students having English as a Second Language or Dialect (EAL/D). Our school is unique with students originating from many countries supporting a rich multicultural community.

Yokine Primary provides a comprehensive innovative curriculum covering many aspects of the Australian and Western Australian Curriculum including evidence based teaching and learning, integrating digital technology, engagement in class music, Instrumental Music, Indonesian classes and sporting activities.

In 2014 we began professional learning and development of a Professional Learning Community, working collaboratively to share skills and knowledge increasing the capacity of staff and growth of our students. Staff are acknowledged as leaders in their own right and are encouraged and supported to aspire to leadership and furthering their own professional learning.

The learning program provides opportunities for the diverse group of students to achieve their individual best in all areas of development. We cater for students in a variety of ways and focus on providing a curriculum that supports independent learning and for students to be resilient and critical thinkers. Students with special needs and with English as a Second Language are catered for ensuring they actively engage in school life.

We work in partnership with our parents who play a significant role in assisting with activities, providing specific skills, contributing to the work of the P&C, taking on parent leadership roles through the School Board and attending a wide range of school activities throughout the year. We see parents as the educational foundations for our students. Their teaching, guidance and motivation of their children through their learning journey makes a major difference in educational success.

At Yokine Primary School our students are proud of their achievements. They strive to work to the best of their ability, showing respect, responsibility and resilience at all times. Each student knows that they are the most important element in their success at school and in their life. Yokine Primary School endeavours to provide an environment that supports every student with their academic and social emotional needs.
PROGRESS IN IDENTIFIED PRIORITY AREAS: ENGLISH

SUMMARY
- Years 3 shows a decline in all English areas compared to like schools.
- Year 5 shows decline in all English areas, and is in line with like schools with the exception of Writing.
- Year 7 show growth in all English areas compared to like schools.

OVERVIEW
During school development days, staff meetings and team meetings staff worked on developing a strategic plan for our Review recommendations. A whole school approach is utilised to plan and deliver innovative, evidence based teaching and learning programs focused on developing inquiry learning and critical thinking through collaborative instructional strategies.

2015 will see the inception of Literacy blocks focused on Guided Reading in the junior years. Development of efficient whole school assessment procedures was developed through the development of an Assessment and Reporting Plan, annual whole school assessment and regular moderation processes analysed at a team and whole school level.

RECOMMENDATIONS:
- Whole school review of system and in school data, analyse and set measurable targets.
- Review of English programs and develop and implement whole school approach to evidence based teaching and learning programs.
- Identification of students at an individual level and set relevant targets and consistently monitor growth.
- Review of in school assessment and develop a consistent whole school approach.
- Continue with rigorous moderation in writing practices within teams and across the school.
- Develop professional learning for teachers to increase their capacity to further support students.
PROGRESS IN IDENTIFIED PRIORITY AREAS: MATHEMATICS

MATHEMATICS

SUMMARY

- Year 3 decline in Numeracy skills against like schools.
- Year 5 have shown slight decline as like schools.
- Year 7 have shown growth in Numeracy area.

OVERVIEW

Whole school review and analysis of system and in school data identified focus areas. Planning for whole school implementation of Maths Support Program in 2015 to support individual needs and growth in numeracy.

Maths Support Program focuses on teaching explicitly identified focus areas and engaging the students in an inquiry learning environment. Students work in small groups enabling focused teaching at point of need. Provision of a diverse range of learning experiences to support all students at point of need and EALD students.

The 2015 Mathematics Operational Plan will focus on these identified areas.

RECOMMENDATIONS

- Maths Support Program developed across whole school to support decline in Numeracy. (Review Recommendation)
- Development of a whole school Curriculum and Assessment Plan.
- Implementation of a whole school assessment process to support identification of measurable targets.
- Whole school use of Mathematics scope and sequence document.
PROGRESS IN SPECIAL PROGRAMS

SCIENCE
In 2014 our Science Program catered for students from Years 3-7. The program comprises of two sessions where the students engage in one theory and one practical lesson. The specialist teacher works collaboratively with the classroom teachers to ensure that there is open and transparent communication enabling teachers to integrate learning aspects into their general classroom programs.

The Science Specialist teacher continued to focus on all areas of investigating, building knowledge and skills gained in previous years. Primary Connections was the main source used along with web based science programs.

Focus for 2015
Semester 1: Science as a Human Endeavour, Chemical Sciences
Semester 2: Science as a Human Endeavour, Physical Sciences
Our Semester Report data is based on assessment tasks, observations and tests conducted in class.

Reporting Data for Science indicated that the majority of students achieved C grades as reflected below:

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The ACER Science online testing will be introduced in 2015 to support the need to develop baseline data in Science due to the cessation of system assessment in Science. The 2015 Science Operational Plan has a focus on continuing to develop the students’ inquiry learning skills through scientific investigations.
MUSIC

Year 1-7 students attend a one hour weekly session with a Music Specialist. Students are provided with a well developed and diverse music program. The Music Specialist organised a number of events to further develop students’ music skills and knowledge.

Students are provided with the opportunity to extend their musical skills through their participation in a variety of music activities such as:

- School Band
- Choir
- School Of Instruments Music (SIM) program: Guitar, Flute or Clarinet

Highlights:

- Song fest - student attended with many other schools.
- Assemblies - students engaged in many assemblies in 2015.
- Harmony Day - participated and supported the Harmony Day musical celebration.
- ANZAC Ceremony - supported the school in leading significant songs throughout the commemoration.
- School Fete - entertained the community with a variety of songs

CHESS CLUB

Chess Club continued in 2014 and provided an opportunity for interested students from Years 4 - 7 to learn and play chess. The program provided a weekly lunchtime club with our Music Specialist, Ms Banning, as coordinator. Students learnt how to play chess and developed their chess skills.

We continued our relationship with our neighbour school, Carmel Primary, through students engaging and sharing their expertise and skills during regular challenges at each school. The great success of the Chess Club will see it continue in 2015.
PROGRESS IN SPECIAL PROGRAMS

INDONESIAN
In 2014 we were successful in engaging an Indonesian LOTE (Languages other than English) teacher. Students were provided many opportunities to engage in cultural events. Embedding another language into our school has increased the students' knowledge base of other languages and cultures and they have gained a greater understanding of the diversity of our community.

Highlights:
- Community Celebration
- Indonesian puppet incursion
- Harmony Day
- Partnership with a sister school in Bali.
- Batik making

PHYSICAL EDUCATION
Students engaged in many physical activities throughout 2014 as part of their class curriculum and as part of whole school and district sporting events. Yokine Primary School took out second place at the Interschool Athletics Carnival in 2014 displaying the enormous team effort of all participants and of the staff who coached, encouraged and cheered them on. Our annual sports carnival was another excellent family event. Red faction were the overall winners for the first time in 30 years. We had great support from the P & C and parents, with them even congratulating the staff when they won the 'Tug-o-War'.

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English as an Additional Language/Dialect (EALD)

In 2014 a new EALD teacher was employed. With our school having 47% EALD population, significant analysis was initiated to identify areas that required targeting. Areas were identified, targets set and processes put in place to support these. The EALD teacher worked collaboratively with the class teachers to develop and implement an integrative curriculum that supports our EAL/D students and their teachers. Greater opportunity for EAL/D students to attend to the curriculum and development of their social emotional wellbeing continues to be a strength of the program.

SaER Coordinator (Students at Educational Risk)

In 2014 we were able to continue to engage a Learning Support Coordinator (LSC) for one day a week. The LSC liaised with the school psychologist and other professionals to support students with special needs. They work in partnership with the relevant teachers and parents creating the opportunity for positive working partnerships with external agencies and parents/carers.

A values program has continued to be a focus in 2014. The Kids Matter initiative and You Can Do it! program is implemented across the school to reinforce different values throughout the year and to promote mental health and well being as outlined in the Kids Matter framework. This continues to reinforce the building of positive teaching and learning environments. The program will continue in 2015 to a much higher degree to ensure we are catering for the social emotional needs of our students.

Building Futures Fellowships Program 2014

The Fellowship program was introduced in 2014 and fully supported by the School Board which is committed to the support and enhancement of the professional standards of our teachers.

The Fellowship is $2000. It provides staff with a high level of professional learning opportunities to gain additional skills, experience and expertise in areas which are of particular relevance to the students, staff and school community of Yokine Primary School.

Our school recognises that the quality and performance of teachers is the most important factor in determining the progress and achievements of students. As an Independent Public School we strive to attract and retain outstanding teachers. Excellent teachers enable us to provide high quality, up to date and exciting educational programs which support the progress of our diverse range of students and assist with the professional learning of other teachers.

Two teachers were successful in gaining a fellowship. This provided them the opportunity to participate in a conference held in Canberra related to our direction towards building a Professional Learning Community.
Sun Summit

In 2014 all Year 7 students again participated in the Sun Summit. This is a joint venture with a number of local secular and religious schools spanning a range of denominations. It is a day where all the students in Year 7 get together to share the day gaining important knowledge and understanding of cultural diversity and the understanding that even though we are all different, in many ways we are similar. Students have the opportunity to engage with other students in group activities sharing their views and ideas on how to make our world a better place.

Parent Workshops/Forums

One of our major focus areas is to actively engage our parents in the school community. To ensure that our parents are aware of what is happening within their child’s class and across the school, we offered a number of workshops/forums throughout 2014. Parents were provided information on curriculum delivery, strategies to support their child in literacy and numeracy and opportunities to be ‘students’ and engage in activities that their children do and ‘view’ a classroom lesson in action. These strategies have provided parents with a greater understanding on the innovative and evidence based curriculum delivery used by Yokine teachers and have opened up positive working relationships with the school.

Community Celebration

To celebrate a great year of the Yokine school community, we again had a celebration day on the last day of school. Families were able to have a family picnic lunch on the shaded lawn area followed by concert by the ‘Mucky Duck Bush Band’. Lots of fun with dancing was had by staff, students and families. Mrs Abdullah organised a special delivery of a Rickshaw which was a great hit with all the children and parents!
SCHOOL COMMUNITY PROFILE

The families at our school come from diverse cultural backgrounds with 47% having English as a Second Language. We celebrate the diversity of the many cultures that make up our school. Building positive parent and community partnerships plays an integral and important role in the make up of Yokine Primary. Parents place high importance on a quality education for their children. The development of a quality and diverse school program, along with the high standard of teaching support the positive public perception of our school. The dedication and commitment of our P & C and School Board displays how parents highly value being part of our school community.

The Yokine School Board consists of parents, staff, community members and the Principal. Working in partnership with the Principal, the School Board supports and monitors the school direction and performance. The School Board meets regularly throughout the year and is actively involved in reviewing our progress, analysing data and participating in key decision making processes.

The P & C Association is an active parent community. It is very supportive of school initiatives that enhance students learning and their social emotional wellbeing. The P & C worked extremely hard to organise a fete in 2014. Many people from the school community were involved and consequently we had a very successful fete. The money raised went to support the purchase of a bank of laptops and a laptop trolley for easy movement of the computers. The P & C were also very active fundraising through a number of events.

![Image of students and parents]

2014 Student Enrolment Data

In 2014 our total number of students was 275. Projected numbers for 2015 show a slight decline due to year 7s moving to secondary school in 2015. The last two years has seen increased enrolments in all year levels.

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2014 Student Attendance

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In 2014 we maintained good levels of attendance. Compared to state levels, Yokine has an excellent level of attendance.
In 2014 parents and staff participated in the National School Survey. Below outlines the overview of satisfaction of a number of aspects of the school.

The staff survey show most areas having high satisfaction levels. Whole school review of the surveys provided opportunity for feedback on all areas enabling effective strategic planning to be developed for implementation in 2015 as part of our Business Plan.

Our parent community overall has high satisfaction levels for our school. Building positive working relationships with our parents is a priority. Throughout 2014 the development of a more strategic communication system to parents was developed. This included active participation at the school, more open communication between the class and home, building a link between the School Board and the P & C and an active and visible School Board within the school community.
The Many Highlights of the 2014 Year

- Yokine School Fete.
- Purchase of 24 Laptops and trolley.
- Purchase of a further 15 Tablets
- School Choir participated in the 2014 Songfest.
- Chess Club 2014 building community partnership with Carmel Private Primary School
- Jump Rope for Heart
- Easter Bonnet Parade
- ANZAC commemoration
- Harmony Day Celebrations
- Indonesian Puppet incursion
- Year 7 Camp at Point Walter Recreation Centre

- Interschool Athletics
- YPS Sports Carnival
- Lapathon
- Celebration Book Week
- Harvesting fruit and vegetables from our junior vegetable garden.
- Parent Gardeners
- Year 7s participated in the Sun Summit conference with local schools
- Community End of Year Celebration
- Edu Dance and End of Year Concert.
- Salvation Army Xmas Hamper
FOCUS AREAS FOR 2015

- Review of Business Plan targets in line with School Review recommendations/commendations.
- Develop effective Assessment Plan and assessment processes to ensure measurable targets are set, analysed and monitored.
- Continue to focus on evidence based teaching and learning methods linked to the Australian and West Australian curriculum.
- Further develop a Professional Learning Community.
- Further increase digital technology and integrative approach to its uses.

School Board Chair

Brad Gannon

Principal

Kim Fraser