



Department of
Education

Shaping the future

Yokine 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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 1959, Yokine Primary School is located 5 kilometres north of the Perth central business district in the North Metropolitan Education Region.

The school became an Independent Public School in 2012 and currently there are 339 students enrolled from Kindergarten to Year 6.

Yokine Primary School has an Index of Community Socio-Educational Advantage of 1069 (decile 2).

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 Yokine Primary School was conducted in Term 4, 2018. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

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

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

- The Principal undertook a consultative and strategic approach in preparing the school's self-assessment, ensuring staff had input into the process. The candid and genuine participation of staff in conducting the self-assessment demonstrated a shared commitment to continuous school improvement.
- School Board members and P&C representatives participated enthusiastically in validation visit discussions, reflecting a sense of engagement and investment in the school's ongoing improvement journey.
- Student leaders provided valuable insights about the staff, school and opportunities available to them, which added positively to the validation process.
- Participation in the Public School Review process increased staff understanding and engagement in the school self-assessment and improvement planning. It also provided depth to the induction of new staff and an acknowledgment for existing staff of what had been achieved since the last review.

The following recommendations are made:

- In future Electronic School Assessment Tool submissions, ensure there is clear alignment between the Standard, judgements made regarding school performance and the evidence submitted.
- When uploading evidence that includes 'snapshots', consider that legibility of the document and whether providing the entire document would strengthen the alignment between judgement and analysis.

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Relationships and partnerships

The school is viewed by parents as welcoming and friendly. Stakeholders demonstrate a strong sense of pride in the school and a willingness to explore ways in which to support its ongoing improvement journey.

Commendations

The review team validate the following:

- A self-reflective School Board is active in addressing its roles and responsibilities. The introduction of portfolios has provided members with insight into the school's operations, strengthening community perspective and voice, where appropriate, in the decision making process.
- On-site, purposeful student engagement opportunities outside of school hours are provided through meaningful and relevant partnerships with a range of external service providers.
- Accessing a speech therapist through a partnership with other schools provides a valuable in-school service and resource able to facilitate early intervention for language development..
- The P&C is active in supporting a positive school culture, coordinating school events as a platform for community involvement.
- The introduction of phase of learning teams has enabled staff to deepen professional engagement and relationships through collaboration.

Recommendations

The review team support the following:

- Ensure parents and carers from culturally and linguistically diverse backgrounds have a voice through reviewing the school's current processes for family engagement.
- Review and revise the classroom communication policy with a focus on promoting consistent practice through the provision of clear guidelines and expectations about interactions and engagement with families.

Learning environment

The community values the ethos of high care for every child, which results in a sense of belonging and connection. This is underpinned by the school's values: Respect, Responsibility and Resilience which drives a shared sense of ownership in creating a safe place of learning.

Commendations

The review team validate the following:

- A priority on improving and upgrading buildings and grounds has resulted in the creation of a welcoming and engaging physical environment that provides a variety of opportunities for students to interact.
- The Positive Behaviour Support approach and implementation of classroom management and instruction strategies to manage student behaviour and maximise engagement are evident across the school. This has brought both a shared language and greater consistency of practice between staff. Conferencing Accredited Trainers provide ongoing observations and feedback opportunities to support staff.
- Early intervention using MiniLit is in place to address the literacy needs of students at educational risk (SAER).
- SAER are identified, supported and monitored for improvement through the development of Personalised Learning Plans. The student services team provides oversight of this process and supports teachers in implementing these plans.

Recommendations

The review team support the following:

- Building on the raised cultural awareness of staff, implement culturally responsive practices to strengthen two-way partnerships between teachers and Aboriginal families.
- Support student wellbeing by progressing the intent to reinvigorate and relaunch the You Can Do It! social and emotional learning program.
- Continue to build the capacity of teachers to use the English as an Additional Language/Dialect progress map to inform teaching practice and differentiate the curriculum.

Leadership

A strong relational approach to leadership, underpinned by respect, care and trust, is evident. The leadership team is highly visible and considered approachable, supportive and responsive by both the community and staff.

Commendations

The review team validate the following:

- Staff performance management and development processes are in place. Opportunities for teachers to participate in observation and feedback to support their professional growth are embedded.
- Aligned to the Western Australian Future Leaders Framework and through a model of distributed leadership, meaningful opportunities are fostered to build capacity and develop teacher leaders across the school. Professional learning is provided to aspirant leaders.
- An inclusive and consultative change management approach is evident. This is supported by the provision of relevant professional learning and strong instructional leadership by the executive leadership team.
- School leaders exemplify the importance of decisions being evidence-based and school improvement being informed by research through their actions and interactions with staff.

Recommendations

The review team support the following:

- Strengthen the alignment between strategic, operational and classroom planning, particularly in monitoring the implementation and impact of all layers of planning on student achievement.
- Strategically manage the rate of change by coordinating its implementation over the lifetime of the business plan.
- Further enhance the effectiveness of the distributed leadership model by continuing to clarify the roles and responsibilities of all leaders.

Use of resources

The Principal and manager corporate services (MCS) work collaboratively to ensure decision making processes are transparent, evidence-based and monitored. Resource allocation has been aligned to the needs of students and is strategically managed.

Commendations

The review team validate the following:

- Members of the Finance Committee, which includes a representative from the Board, have a sound understanding of their roles and responsibilities and provide oversight of the school's finances.
- The P&C provides valued ongoing additional resources for the school to support the teaching and learning program.
- Operational planning requirements are considered by the Finance Committee and inform the school's budgeting process.
- Cost centre managers and other staff responsible for the procurement of goods and services are supported by the MCS to follow correct processes and procedures.

Recommendations

The review team support the following:

- Strengthen and make explicit the links between planning and the budget, ensuring resources are allocated to support the implementation of new initiatives.
- Formalise a workforce plan that considers sustainability of school operations and programs aligned to future enrolment trends and the work intentions of current staff.

Teaching quality

Staff throughout the school have commenced the process of harnessing and aligning their skills and experiences to connect classroom practices and implement whole-school programs and approaches with rigour and consistency.

Commendations

The review team validate the following:

- The gradual release of responsibility is at the core the school's pedagogical approach and lesson design and has been influenced by participation in the Centre for Excellence in Explicit Teaching Internship.
- The Yokine Primary School Teaching and Learning Handbook and English and maths operational plans provide guidance to teachers on how the pedagogical approach can be used to cover all content of the Western Australian Curriculum.
- The PreLit, Initialit, Sound Waves and Oxford Maths programs provide consistency across classrooms and support the systematic delivery of the curriculum.
- Education assistants are valued as respected collaborative partners with teachers. Their knowledge and skill in supporting students at risk is highly valued.

Recommendations

The review team support the following:

- Continue to develop and embed the school's pedagogical approach, ensuring that it reflects the expectations of the Quality Teaching Strategy and incorporates High Impact Teaching Strategies.
- Progress with the intent of introducing instructional coaches to support teachers in delivering the school pedagogical model and lesson design with fidelity.

Student achievement and progress

Analysis of system data is shared with staff, communicated to parents and provided to the School Board to inform decision making and set future directions for the school.

Commendations

The review team validate the following:

- The use of Brightpath to assess writing, moderate judgements and inform classroom planning is embedded and valued by staff.
- The importance of using data to drive teaching is evident and the school is constantly looking at ways to develop the data literacy of teachers.
- The school's data collection cycle is becoming more consistent and embedded. Curriculum leaders provide valuable support that enables teachers to review and analyse this data to monitor progress and inform planning.
- 2023 NAPLAN¹ data shows that student academic achievement across all assessments in Years 3 and 5 are aligned to contextually similar schools.

Recommendations

The review team support the following:

- Seek agreement on what high academic expectations look like at Yokine Primary School and set targets in business and operational plans that reflect these. Consider linking these targets to existing data collection tools allowing student progress and achievement to be readily monitored and tracked.
- Strengthen and enhance teachers' proficiency to make consistent judgements in relation to student achievement by continuing to apply the SCSA² Judging Standards in external and internal moderation processes.

Reviewers

Gary Crocetta
Director, Public School Review

Hayley Taylor
Principal, Canning Vale 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 School Curriculum and Standards Authority