

Yanchep Beach Primary School



Annual Report 2017

Principal's Report

Welcome to the Yancep Beach PS Annual Report for 2017. I trust this report will provide an accurate and informed account of our school from across the year.

2017 was the final year of the second Business Plan for Yanchep Beach PS. It was also the year when the consolidation of the November 2016 Independent Public School review came into effect. The focus areas from this review were:

- *Include in the next Business Plan a manageable number of focussed targets that are specific, measurable and meaningful to demonstrate improved learning for all students;*
- *Embed whole school formative processes to interrogate, measure and monitor student achievement and progress and to gauge the implementation and success of improvement strategies;*
- *Develop and refine the board's governance processes;*
- *Continue to engage on whole school explicit intervention strategies designed to raise the achievement level of all students; and*
- *Implement strategies for staff to become more adept at interpreting data to inform their teaching.*

The 2017 Annual Report will reflect on the progress that has been made towards these recommendations during 2017 as well as provide an account of student achievement and progress, the learning environment, quality of staff, relationships and partnerships as well as the financial position of the school.



Thank you to the school board for their endorsement of the 2017 Annual Report and for their ongoing dedication and support of our school.

Matt Jarman
Foundation Principal

Chairperson's message

The School Board and I endorse the 2017 Annual Report as a true reflection of the progress and achievement of Yanchep Beach PS. The gains demonstrated towards achieving the IPS recommendations from November 2016 reflect the deep commitment of the entire staff to meeting the needs of our students.

When reading this report I hope school community members share the school board's pride in the 2017 NAPLAN results, whilst not the only measure of an effective school, they are especially impressive.

Darren Meakins, (2014 - Present day)

School Board members 2017

- **Chairperson:** Darren Meakins;
- **Principal:** Paul Fuller, (term 1), Matt Jarman, (term 2-4)
- **Parent Representatives:** Victoria Dall, Jo Anderson, Matt McGinniss, Liam Day
- **Staff Representatives:** Carla Humprey, Katie Cuerden, Amy Chalkley, Lauren Robinson (Exec. Officer to the School Board)
- **Co-opted member:** Mayor Tracey Roberts, City of Wanneroo

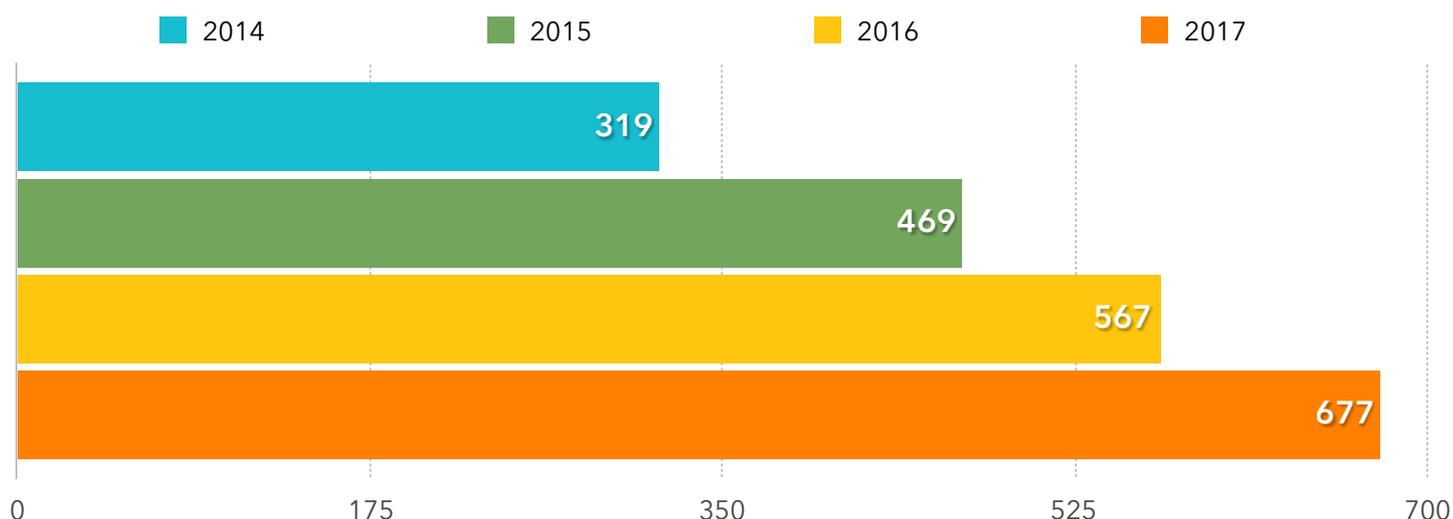


School Context

Yanchep Beach Primary School continued its student, staff and facility growth throughout 2017. Released in April 2017 the Australian Bureau of Statistics* identified Yanchep as WA's fastest growing suburb and as one of the biggest growing in Australia during the previous financial year.

The Index of Community Socio-Educational Advantage (ICSEA) for Yanchep Beach PS changed in 2017 to 981 from 973 the previous year although this remains slightly higher than other public schools in the wider area of Two Rocks and Yanchep. (It is important to note Like School data for YBPS does not refer to geographically local schools, they have a different ICSEA value to YBPS).

The following graph shows the growth in overall student numbers taken from census each February:



It is important to note that transiency and regular school attendance became concerns across this student population growth in 2017.

In 2017 the transiency rate grew to 22%, for classrooms this equated to a little more than 1 in 5 students leaving or starting in the classroom on a regular basis. Transiency impacts the progress and achievement of these affected students as well as how school performance data is analysed. One consistent line of evidence from YBPS 2017 data analysis is simply; the longer students stay at YBPS and the more often they attend, the better they perform when compared to students in Like Schools.

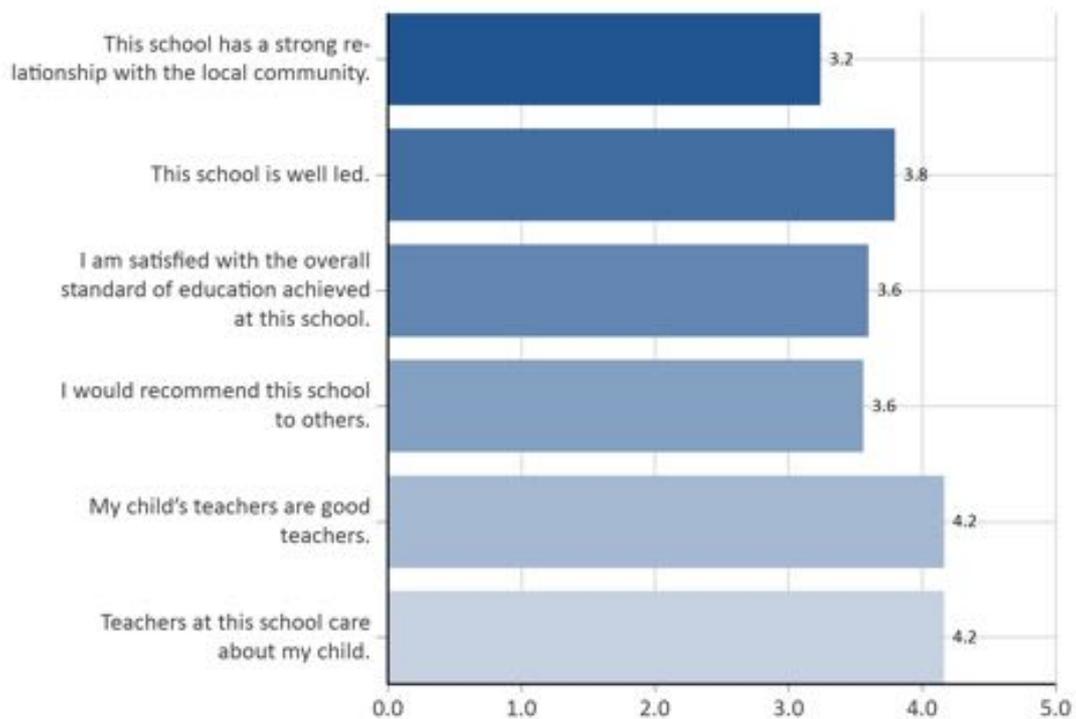
The enrolment growth delivered new classrooms throughout 2017 and with it the challenges of inducting new staff, continuing to deliver consistent facility standards to students and staff and resource management.

*North Coast Times, April 4 2017

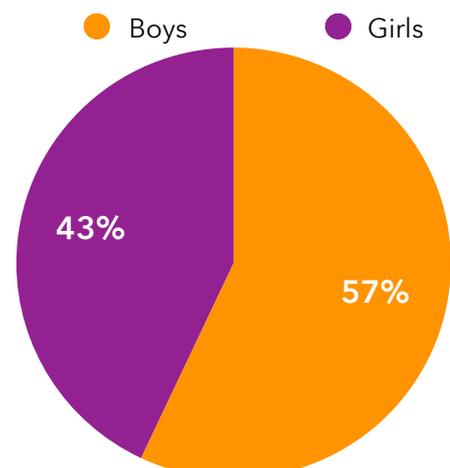
The induction of new staff remained a focus in 2017. The IPS Review from November 2016 became an important vehicle in driving the induction of staff to continue the successful implementation of whole school planning, operations and targets. Specifically, the focus was upon:

- Whole-school explicit intervention strategies which focus on student improvement and achievement;
- Interpreting data to inform teaching, and;
- The use of the FiSH philosophy to form the culture and connection of the school.

Despite these challenges the local reputation continued to remain high as evidenced in parent and staff satisfaction surveys during 2017. It worth being mindful when viewing these results only twenty five respondents from a possible 677 student families completed the 2017 parent satisfaction survey, representing just 3.7%. (By comparison in 2016, 88 families completed the survey from a possible 469 student families, or approximately 19%). The 2017 results are shown below, (these results were tabled to the school board):



Interestingly, the ratio across YBPS of boys to girls has always been in favour of the boys, as shown opposite in this pie graph. This has been a consistent representation since the school opened in 2014.



School Priorities

2017 was the final year of the business plan cycle. A 2018-2020 YBPS Business Plan was commenced parallel to internal self-assessment procedures at the mid-point of 2017. This annual report focuses on the three strategic proprieties as outlined in the now succeeded plan.

PRIORITY ONE: Success for all students

A combination of support, high expectations and clear standards engage students to achieve their potential.

PRIORITY TWO: Excellence in Teaching

Teachers grow as instructional leaders and are able to address the context of your school. An evidence-based approach is adopted to support high quality instructions ; and The needs of all staff regularly reviewed, addressed and aligned to students learning outcomes.

PRIORITY THREE: Community partnerships

To become an important tenant in the local community; and Model to students and the wider community the value of contribution and cooperation.

When analysing our school priorities the following ratings are applied from our self-assessment of our targets :

Statement	Description
Not achieved and not currently sustainable	Target has not been achieved and current practice can not be sustained and requires review as part of the self-assessment process at YBPS
Progress, sustainability evident	Target progress has been demonstrated with evidence, sustainability is also evident in the conditions at YBPS
Achieved	Target has been achieved with evidence, sustainability is evident
Achieved and sustained	The target has been achieved with evidence, conditions for sustainable success are evident

PROGRESS AGAINST TARGETS

Target area	Focus Area	Outcome
Whole School	Students below statewide averages receive curriculum differentiation planning on a needs basis	Achieved and Sustained
	Diagnostic tools show 80% of students or higher are achieving at expected cohort levels.	Achieved
	In numeracy, diagnostic tools show 80% of students or higher are achieving at expected cohort levels;	Achieved
	In science, diagnostics tools show 80% of students or higher are achieving at expected levels	Achieved
Early phase of learning	From On-Entry Assessment, students performance data is analysed and improved to equal to or better than statewide averages	Achieved and sustained
	80% of K-2 students acquire literacy according to recommended Letters and Sounds phases: Phase 1 by end of Kindergarten; Phase 2 by end of Pre-Primary; Phase 4 by end of Year 1 Phase 5 by end of Year 2.	Achieved and sustained
	80% of Students in year 3 acquire literacy according to recommended Letters and Sounds phases: Phase 6 by end of year 6.	Progress, sustainability evident
Middle Childhood phase of learning	NAPLAN: Increase the number of students achieving reading, spelling, punctuation and grammar and numeracy scores in the top bands to higher than like schools	Achieved
	Initiate students to school based leadership program.	Achieved and sustained
Upper primary phase of learning	NAPLAN: Increase the number of students achieving reading, spelling, punctuation and grammar and numeracy scores in the top proficiency bands to higher than like schools;	Progress, sustainability evident

Target area	Focus Area	Outcome
Upper primary phase of learning	In numeracy, diagnostic tools consistent with the Australian Curriculum show 80% of students or higher than like schools	Progress, sustainability evident
	In science, diagnostic tools consistent with the Australian Curriculum show 80% of students or higher are achieving at expected cohort levels	Progress, sustainability evident
	NAPLAN: Increase the number of students achieving reading, spelling, punctuation and grammar and numeracy scores in the top proficiency bands to higher than like schools.	Progress, sustainability evident

OTHER STRATEGIC TARGETS

FOCUS AREA	OUTCOME
Cultural diversity in our community is valued and celebrated through formal recognitions events, curriculum delivery and measured through positive behaviour analysis	Achieved and sustained
SAER registry is supporting the needs of identified students	Achieved and sustained
Students participate in a minimum of two hours of physical instruction per week	Achieved and sustained
High participation rates in in specialist areas, during and out of hours are maintained	Achieved and sustained
The rate of voluntary financial contributions improves annually and is monitored with the support of the school board	Not achieved
Teaching staff implement the Australian Curriculum	Achieved and sustained
Staff satisfaction surveys reflect a high level of satisfaction	Achieved and sustained
Student and parent satisfaction surveys is reported to the school board	Achieved and sustained
Increasing proportion of Senior Teacher and Level Three Teacher qualifications are achieved	Progress, sustainability evident
Governance and operational procedures reflect the needs of the school context	Achieved and sustained

SELF-ASSESSMENT REFLECTIONS

On-Entry Assessment and NAPLAN

Analysis since 2014 continues to reflect the low levels of literacy preparedness YBPS students begin their schooling journey with. The *Boost Parent Literacy* program is an example of the efforts made by YBPS to alter the lack of preparedness and is mirrored on the *Letters and Sounds* phonics strategy used at YBPS.

A parent support program was trialled in semester two offering 18 different workshops which all focussed upon student preparedness for beginning school. These workshops also encouraged networking between parents and will be offered again in 2018, but to a wider audience.

Whole school data analysis of attendance and student enrolment stability satisfyingly reveals by year 3 NAPLAN YBPS students have achieved at or better than Like School comparisons. Students arriving and tested elsewhere are more likely to achieve at lower than Like School achievements rates.

As shown in the graphs Pp11-13, NAPLAN data trends for 2017 are very encouraging across all areas. Most notable is the improvement of the stable cohort, (students tested twice in NAPLAN in year 3 and year 5 at YBPS), compared to students who have completed NAPLAN at different schools or by comparison to students in like schools, WA Public schools or the Australian mean.

Growth, Transiency and Attendance

As stated at the front of the Annual Report in the 'School Context' description, YBPS has managed significant growth. Coupled with a slightly increasing transiency rate each of these factors are reflected in student achievement and progress data. As a consequence, students who are new to the school or have attendance concerns are now identified in the analysis of all essential student achievement and progress data. (More details regarding attendance, P13).

Quality Teaching

The induction, professional growth and retention of teaching staff remains a core focus and was evidenced as successful in 2017. By the conclusion of 2017 only one teacher took leave whilst seven new teachers had begun their induction to YBPS during November to cater for the growth of the student population expected in 2018.

A collaborative approach to planning and a distributed leadership model continues to develop the culture of YBPS as noted in the 2016 IPS DES Review:

'Despite challenges presented by rapid growth, a strong culture of care, mutual respect and collaboration has been developed'.



INFORMATION ABOUT STUDENT ACHIEVEMENT

On-Entry Assessment

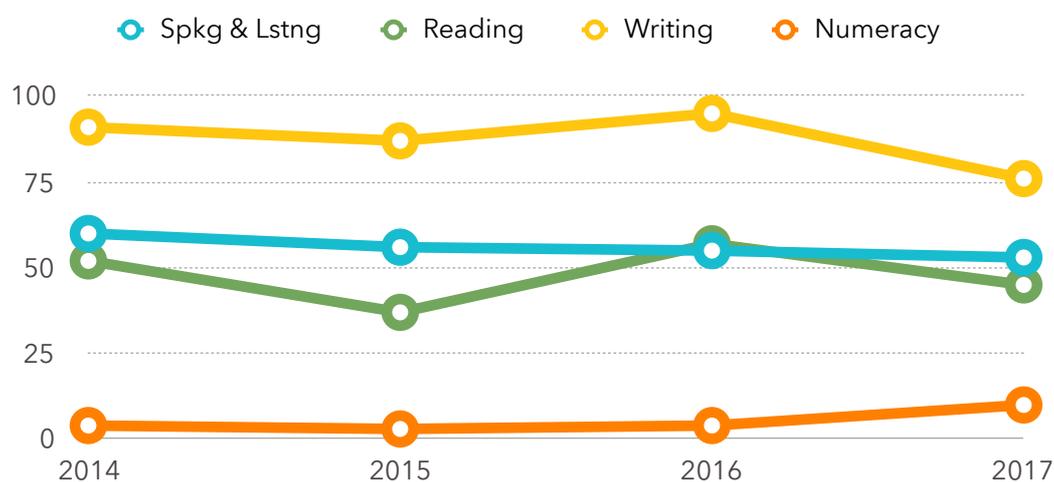
Every West Australian student has their literacy and numeracy skills assessed at the beginning of their first year of compulsory schooling, Pre-primary. At YBPS this assessment is conducted by the class teacher providing them with an insight into the learning needs of each individual student at the start of the year. The assessment provides data reflecting each individuals level of preparedness and helps to guide the school to allocate resources where required across the cohort. The following table shows the proportion of students commencing with 0.4 or lower on each assessment, (0.5 is the expected score):

Assessment	Percentage achieving 0.4 points or lower in 2017	
	Yanchep Beach	Statewide
Speaking and Listening	53%	51%
Reading	45%	52%
Writing	76%	96%
Numeracy	10%	11%

The preparedness of students for learning at the commencement of compulsory education at YBPS is shown in the following table and corresponding graph:

Since opening, the percentage of students achieving 0.4 points or lower				
Year	Speaking & Listening	Reading	Writing	Numeracy
2014	60%	52%	91%	4%
2015	56%	37%	87%	3%
2016	55%	57%	95%	4%
2017	53%	45%	76%	10%

The graph opposite reflects the table above. It is important to note the higher the line, the greater the number of students not achieving the expected 0.5 level for the start of Pre-primary.



Letters and Sounds

Learning achievement research emphatically states schools with a systemic, whole school approach to phonics instruction create the greatest opportunity for learners to decode and then use language. At YBPS learning programs are selected based upon the research that underpins them. *Letters and Sounds* is our whole school commitment to teaching the building blocks required to acquire functional through to critical literacy skills.

The following table shows student achievement K-3 from the *Letters and Sounds* program when measured at the end of 2017. The blue box indicates their expected phase by the conclusion of that school year:

Year	Phase 1	Phase 2	Phase 4	Phase 5	Phase 6
Kindergarten	100%				
Pre-primary		95%			
Year 1			57%		
Year 2				56%	
Year 3					27%

The following table compares the 2017 *Letters and Sounds* performance with the previous year 2016, again the blue boxes highlight the expected phase by the conclusion of that school year:

Year	Phase 1		Phase 2		Phase 4		Phase 5		Phase 6	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Kindergarten	100%	100%								
Pre-primary			100%	95%						
Year 1					42%	57%				
Year 2							50%	56%		
Year 3									46%	27%

NAPLAN

In 2017 the NAPLAN performance of YBPS was substantially better than Like Schools, the WA Public and the Australian mean.

Opposite: This graph displays the relationship between progress and achievement and in so doing provides a valuable measure of the effectiveness of the learning programs underway in the school.

Clearly the learning programs for Spelling, Reading, Numeracy and Grammar and Punctuation are enabling students to make high progress whilst the writing approach reflects students are able to make both high progress and achieve at high levels compared to students in like schools.

The following five graphs, (known as NAPLAN Progress) on the next two pages, show the performance of YBPS students when compared to Like Schools, WA Public and Australian students.

Some points to consider when considering these graphs:

- The yellow column represents the performance of all students from like schools.
- The blue column represents the performance of all students from WA Public Schools.
- The purple column represents the performance of all students from across Australia.
- The green column is known as the stable cohort and represents students who have been tested twice at YBPS in NAPLAN in years 3 and 5.
- The orange column represents the students who have been tested twice in NAPLAN but at a different school in year 3
- The pink column is the average performance of the entire cohort.

As is clearly evidenced:

- The performance of YBPS in Reading, Writing and Numeracy is better than Like Schools, WA Public Schools and Australian Schools;
- Whilst this is also the case in Spelling, the improvement gap is less although still positive;
- (Green column), students who remain at YBPS perform better than students who have moved schools, students in Like Schools, WA Public Schools and the Australian mean.

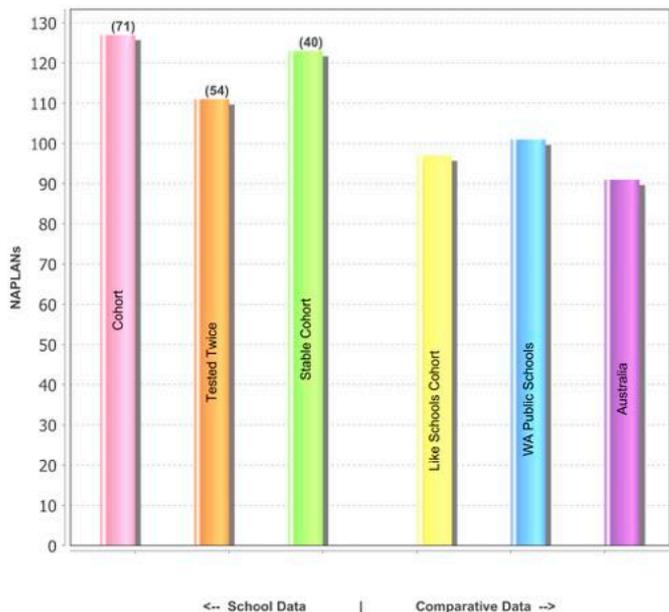
Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2015 to Year 5 2017



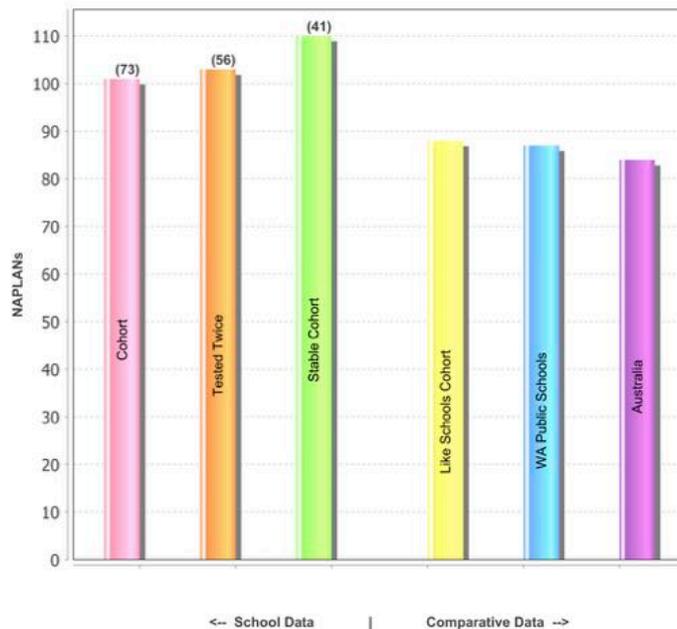
Numeracy

Progress from Year 3 2015 to Year 5 2017 - Numeracy



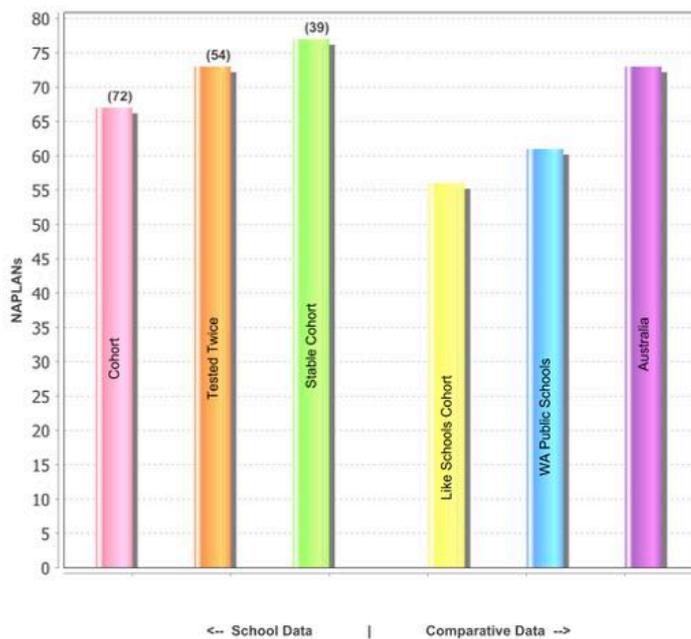
Reading

Progress from Year 3 2015 to Year 5 2017 - Reading



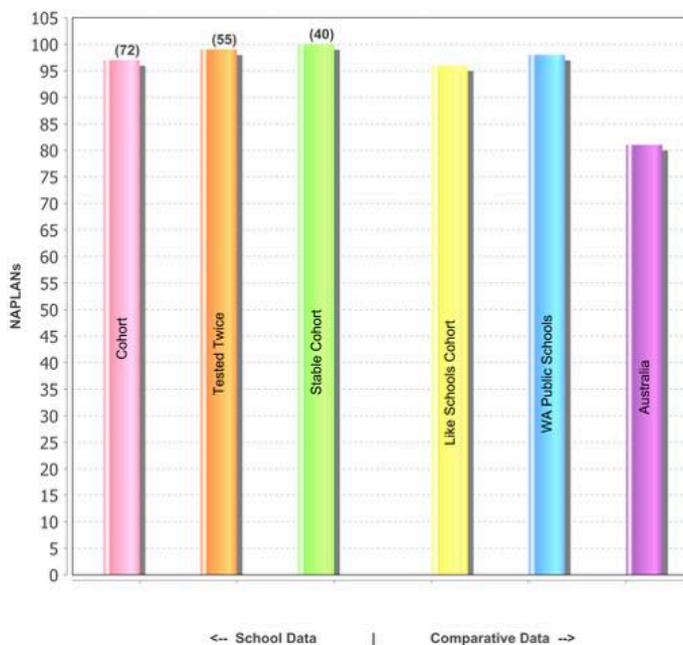
Writing

Progress from Year 3 2015 to Year 5 2017 - Writing



Spelling

Progress from Year 3 2015 to Year 5 2017 - Spelling

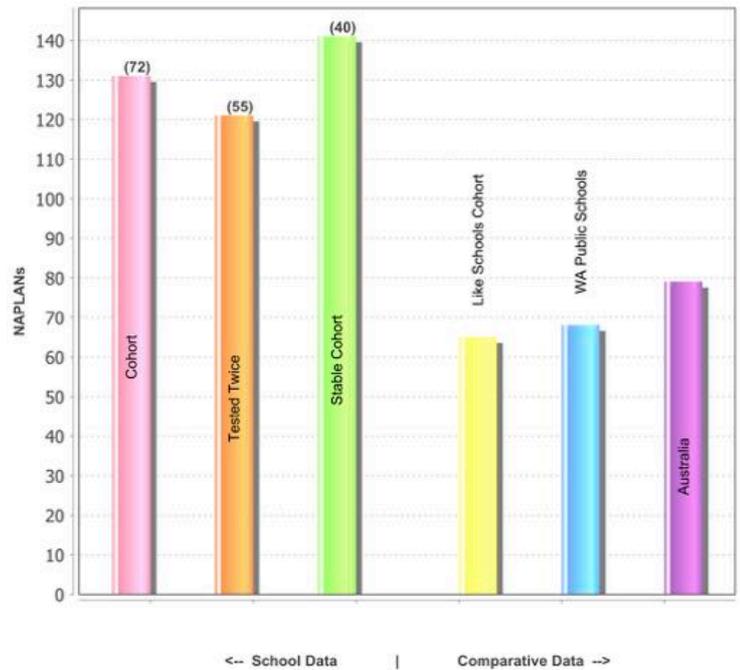


The final graph, Grammar and Punctuation, demonstrates all students at YBPS are achieving at significantly better levels whether they are new to the school or not better than Like Schools, WA Public Schools or the Australian average.

Grammar and Punctuation is explicitly taught within the *Talk for Writing* program.

Grammar and Punctuation

Progress from Year 3 2015 to Year 5 2017 - Grammar & Punctuation



Attendance

Overall attendance at Yanchep Beach was a priority focus in 2017, particularly given the increasing attendance rate. Slight improvements are evident when compared to 2016 although unauthorised and vacation absences both increased when compared to previous years. Lateness was also a short term issue during the year but rectified in term four through new internal procedures and incentives which had positive impact.

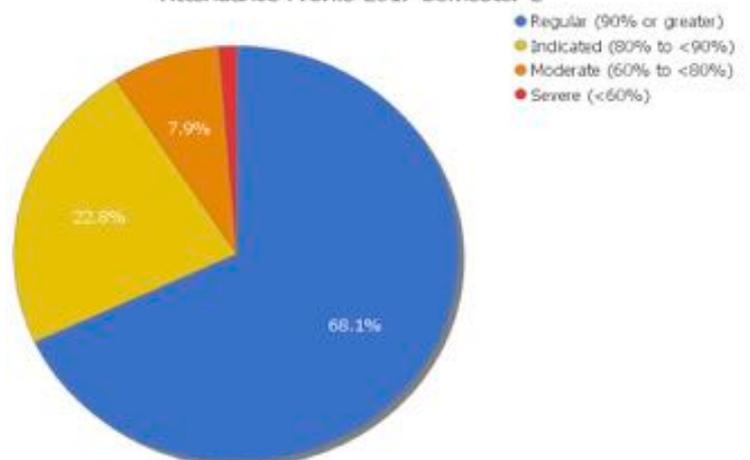
Collection Period	Attendance Rate
2016 Sem 1	91.8%
2016 Sem 2	90.3%
2017 Sem 1	92%
2017 Sem 2	91.3%

Opposite:

While the majority of students attended 'regularly' (90% or greater) in 2017 and this was better than at the same time in 2016 (58.7%), this still only accounts for approximately two-thirds of all students.

Disappointingly and underlying why attendance must remain a priority, 32% of students in 2017 remained at some level of not achieving their potential due to their lower level of acceptable attendance.

Attendance Profile 2017 Semester 2



STAFFING

Staff qualification and training

All teaching staff meet the requirements to teach in Western Australian schools and registered with the Teacher Registration Board of WA.

All staff, not limited to teachers only, enjoy a targeted and purposeful schedule of professional learning aligned to not only school priorities and programs but also their own professional growth journeys. The distributed capacity of staff at YBPS was highlighted as a very evident and positive attribute during the 2016 Independent Public School Review.

Staff Allocation

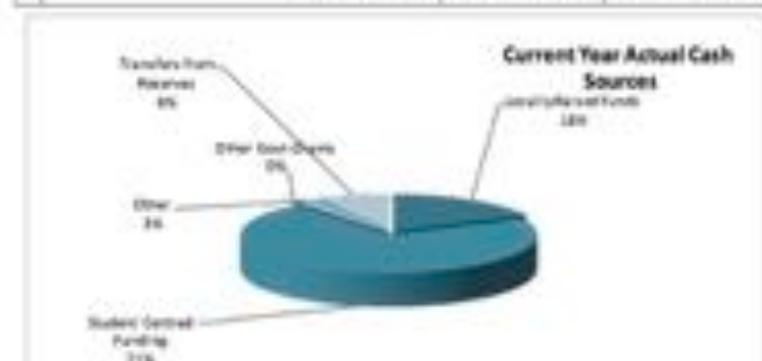
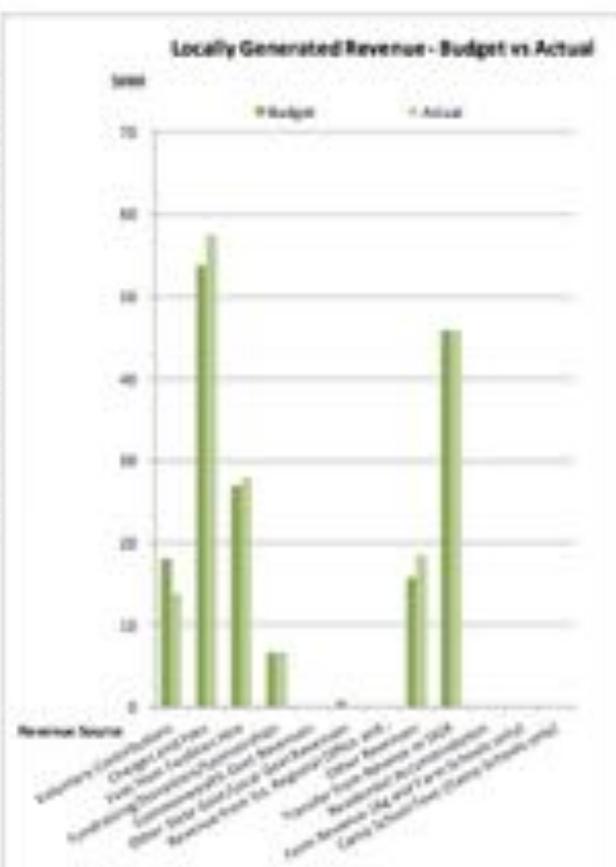
The following is a summary of the number of staff members and Full-time equivalent (FTE) staff employed at Yanchep Beach Primary School in 2017:

	Number of personnel	FTE
ADMINISTRATION STAFF		
Principal	1	1
Associate Principals	3	3
TOTAL ADMINISTRATION	4	4
TEACHING STAFF		
Level 3 Teachers	1	1
Teachers	32	28.4
TOTAL TEACHING STAFF	33	29.4
SCHOOL PSYCHOLOGISTS		
	2	0.8
SCHOOL SUPPORT STAFF		
Administration / clerical	4	3.4
Gardening / Cleaning	1	0.6
Education Assistants	15	11.2
TOTAL SUPPORT STAFF	20	15.2

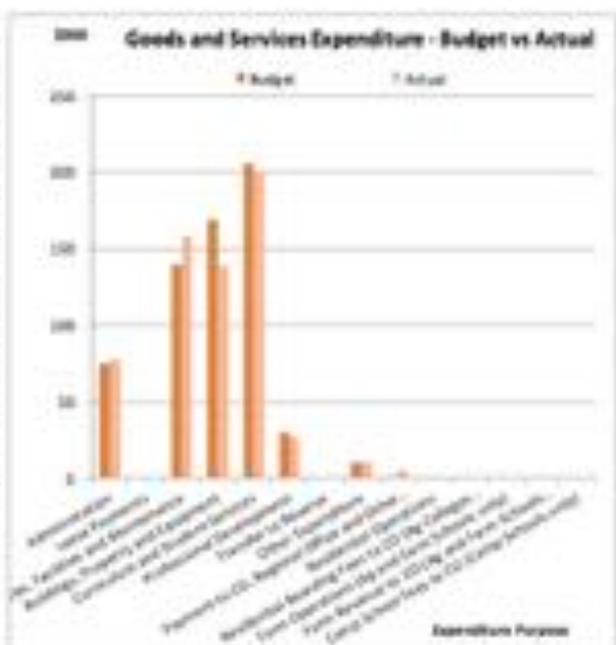
(Source: Workforce School Profile: Extracted 12/1/2017)

Yanchep Beach Primary School
Financial Summary as at
31st December 2017

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 18,898.00	\$ 23,765.95
2. Charges and Fees	\$ 33,470.00	\$ 37,452.31
3. Fees from Facilities Hire	\$ 27,000.00	\$ 27,890.52
4. Fundraising/Donations/Sponsorship	\$ 6,844.00	\$ 4,523.85
5. Commonwealth Grant Revenues	\$ -	\$ -
6. Other State Govt/Local Govt Revenues	\$ 800.00	\$ -
7. Revenue from Co-Regional Office and Other Schools	\$ -	\$ -
8. Other Revenues	\$ 17,788.00	\$ 18,466.26
9. Transfer from Reserve or DGR	\$ 45,817.00	\$ 45,817.00
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 187,736.00	\$ 178,112.89
Opening Balance	\$ 18,895.00	\$ 18,895.00
Student Central Funding	\$ 495,000.00	\$ 475,761.00
Total Cash Funds Available	\$ 691,631.00	\$ 654,773.89
Total Salary Allocation	\$ 7,518,130.00	\$ 7,518,130.00
Total Funds Available	\$ 8,209,761.00	\$ 8,172,903.89



Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 74,133.00	\$ 77,277.63
2. Lease Payments	\$ -	\$ -
3. Utilities, Facilities and Maintenance	\$ 128,502.00	\$ 127,298.98
4. Buildings, Property and Equipment	\$ 198,117.00	\$ 198,523.29
5. Curriculum and Student Services	\$ 205,096.50	\$ 208,281.41
6. Professional Development	\$ 25,000.00	\$ 24,287.58
7. Transfer to Reserve	\$ -	\$ -
8. Other Expenditure	\$ 10,237.00	\$ 18,243.79
9. Payments to Co-Regional Office and Other Schools	\$ 228.00	\$ 4,424.23
10. Residential Operations	\$ -	\$ -
11. Residential Boarding Fees to CO (Ag and Farm Schools only)	\$ -	\$ -
12. Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13. Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14. Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 636,833.00	\$ 635,109.34
Total Forecast Salary Expenditure	\$ 7,583,302.00	\$ 7,518,130.00
Total Expenditure	\$ 8,220,135.00	\$ 8,133,239.34
Cash Budget Variance	\$ -	\$ -



Cash Position as at	
Bank Balance	\$ 126,225.34
Made up of:	\$ -
1 General Fund Balance	\$ 126,225.34
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 0.00
5 Reserve Accounts	\$ 0.00
6 Cash Advances	\$ 0.00
7 Tax Position	\$ 0.00
Total Bank Balance	\$ 126,225.34

