



Department of
Education

Shaping the future

Yanchep Rise 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

Yanchep Rise Primary School is located 55 kilometres north of the Perth central business district within the North Metropolitan Education Region.

Opening in 2021 as an Independent Public School, Yanchep Rise Primary School currently enrolls 445 students from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 960 (decile 7).

Yanchep Rise Primary School is supported by the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Yanchep Rise Primary School report provides a current point of reference for the school's 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:

- All staff, led by the Principal, were given the opportunity to participate in the school's self-assessment which was conducted over an extended period.
- The Principal, leadership team, staff and school community demonstrated a genuine and consistent understanding of the school's strategic direction.
- The Electronic School Assessment Tool (ESAT) submission and feedback provided during the validation visit delivered an in-depth account of the school's operations in addressing its planned improvement agenda.
- A comprehensive representation of parents, board members and students added value to the validation phase of the review and provided authentic observations within the context of establishing a new school community.
- The school reported that the Public School Review process provided an opportunity for staff to reflect and celebrate their achievements in founding their new school.

The following recommendations are made:

- For future submissions, consider the breadth of improvement planning intentions and work towards synthesising the key actions identified through the self-assessment practice.
- Develop an ongoing school self-assessment framework and schedule to support and drive ongoing school improvement aligned to the Standard.

Relationships and partnerships

The school's transition from 'Sunningdale Primary School' (planning name) to the thriving, vibrant Yanchep Rise Primary School has been built on relationships of trust, transparency and a genuine embrace of a growing new community.

Commendations

The review team validate the following:

- The positive professional relationships established throughout the school are sustained through purposeful, well-designed collaborative work practices that are student-focused and collectively embraced.
- Clear, consistent, and reliable communication through effective use of platforms within the school and community supports daily operations, welcomes new families and fosters strong school-family partnerships.
- Building strong, sustainable long-term relationships with the community is a priority for the school. This is exemplified through the Early Risers program that supports the transition and connection of students and their families to Kindergarten.
- A wide range of purposeful partnerships have been established across the community, providing families with access and opportunities to connect to service providers.
- The School Board has recognised its critical role in establishing the school since its inception as the Steering Committee. It provides a high level of governance and support in shaping a sustainable strategic direction for Yanchep Rise Primary School.

Recommendations

The review team support the following:

- Strategically plan to sustain the Early Risers program to accommodate the expected continued growth in the student population.
- Utilise the strong relationships established with local therapy providers to partner with the school's Autism Spectrum Disorder (ASD) program to further enhance outcomes for neurodiverse students.

Learning environment

The school's values are understood throughout the wider community and guide actions to foster a safe and inclusive learning environment and promote a sense of belonging that supports academic success.

Commendations

The review team validate the following:

- A clear, data-driven process and strategies are in place to identify, support, and monitor the progress of students at educational risk through differentiated teaching practices and intervention programs.
- The school has established a comprehensive approach to supporting neurodivergent students by providing an ASD program that incorporates sensory support and fosters close working relationships with parents.
- A safe and predictable learning environment has been established through the effective implementation of Positive Behaviour Support (PBS). This foundation has enabled the development of a clear behaviour management process that aligns with the school's CMS² practices.
- The school has developed consistent approaches to support the mental health and wellbeing of both staff and students. These provide a clear framework to guide the emotional and behavioural regulation of students and build a school community that values connectedness and belonging.
- The school is actively working to authentically connect with the cultural diversity of its community, demonstrated through the support of the Kapa Haka cultural group, which supports Māori families to explore and strengthen their connection to their culture within the school setting.

Recommendations

The review team support the following:

- Utilise the Aboriginal Cultural Standards Framework (ACSF) to reflect on and guide the intended work to develop a Reconciliation Action Plan and inform the journey toward cultural responsiveness.
- Develop strategies to improve student attendance across all year levels, focusing initially on data in the 'sever' and moderate categories.
- Progress the comprehensive planning to create a full-service multidisciplinary support model for students with identified needs through the 'Yanchep Hub' initiative.

Leadership

All levels of the school's leadership embody the school's vision of placing students at the centre of everything they do.

Commendations

The review team validate the following:

- The Principal led the collaborative development of the vision to establish the school with the Steering Committee. This has been widely embraced by the school community and has underpinned the school's positive direction over its formative years.
- A clear distributed leadership model supports a committed middle leadership group. Leaders are identified through a consistently applied process, and targeted professional learning enables them to focus on building leadership capacity.
- Strategic and operational planning is aligned across the school and guides classroom planning. The vision and operational requirements outlined in the school plans are supported by a contemporary professional review and development process that enhances staff accountability.
- A data-driven approach to managing change is consistently applied across the school, sustaining stakeholder ownership in the school's strategic direction and operational environment.

Recommendation

The review team support the following:

- Strategically plan to ensure sustainable resourcing and succession planning for the school's middle leadership group in the context of projected student population growth.
- Align the school's performance management process with the Department's Teacher Performance and Development Plan.
- Utilise the leadership of instructional coaches to broaden peer observation opportunities to further enhance the consistent implementation of the school-wide instructional framework.

Use of resources

Working within the complexities of constant student population growth, the school's financial and resource management has been responsive to its foundational needs, and strategic in planning for future development.

Commendations

The review team validate the following:

- The manager corporate services oversees effective budget and resource management practices that align with school planning and adhere to the requirements of the Funding Agreement for Schools.
- Resource provision and allocation effectively support teaching and learning with a comprehensive process undertaken to plan the initial development of the school's information and communications technology network and sustainability planning to accommodate the expected period of student growth.
- There are clear connections between the school's strategic and operational plans and the financial management documents. The School Board receives timely and comprehensive financial reports through the school's governance procedures.
- The prudent application of student and school characteristics funding and allocation of targeted initiatives funding enables learning supports that deliver positive outcomes for students with identified learning needs.

Recommendation

The review team support the following:

- Develop a comprehensive understanding of projected enrolment trends to inform strategic workforce planning, ensuring sustainable resource allocation and effective succession planning within the school's middle leadership team.

Teaching quality

The school has a dedicated teaching staff that understands how to sustainably establish and develop whole-school approaches to instruction and curriculum delivery for the new school community.

Commendations

The review team validate the following:

- Shared pedagogical beliefs are clearly evident throughout the school. These practices are supported by a well-defined instructional approach characterised by consistently-applied high impact teaching strategies.
- Collaborative data analysis and planning processes support evidence-based decision making. This provides a high level of confidence about the selection of evidence-based teaching and learning programs.
- The connection between the curriculum and learning phase teams has established consistent and reliable processes for collaborative data analysis. This supports the alignment of teacher judgments with systemic data sets and informs the school's reporting processes to parents.
- Teachers consistently apply the school's instructional model to deliver regular, targeted feedback to students, fostering reflective learning strategies and supporting continuous academic progress.

Recommendation

The review team support the following:

- Continue to develop and embed the whole-school approach to literacy and numeracy, providing ongoing, targeted professional learning for the consistent implementation of the literacy and mathematics blocks.
- Continue to enhance data analysis processes to inform responsive curriculum differentiation, while further strengthening collaborative practices in the development of targeted Individual Education Plans (IEPs).
- Refine the comprehensive induction process for new staff, including tailored support for teachers starting mid-year.

Student achievement and progress

There is a rigorous approach to the analysis of systemic and school-based student achievement and progress data. This is supported by a well-defined assessment schedule and opportunities for staff to collectively analyse data sets and incorporate them in collaborative planning practice.

Commendations

The review team validate the following:

- Data from systemic sources is triangulated with other norm-referenced data sets to make evidence-based professional judgements about the appropriateness of individual student progress.
- Teaching staff engage in rigorous, moderated assessment practices in writing using the Brightpath ruler. Analysis from this practice has informed curriculum delivery and supports the validity of staff assessment.
- The school's decision to utilise adaptive assessment platforms to align with current NAPLAN² practices is enhancing the reliability of data to inform planning.
- Data analysed by staff confirms the positive impact of the school's initial curriculum and instructional focus on the foundation cohort of early childhood students.
- The data sets used to inform differentiated practices and guide intervention programs are valid, reliable, and consistently applied by the phase of learning teams. These processes, in conjunction with their alignment to curriculum teams, facilitate data-informed decision making. This rigorous approach has led to the introduction of an appropriate mathematics intervention, which is currently being implemented.

Recommendation

The review team support the following:

- Develop practices that focus on longitudinal data sets tracking cohorts and individuals within year levels, including Aboriginal students, students with disabilities, and those supported through the ASD program.
- Disaggregate year level data to discern progress of the stable student cohort and measure impact of whole-school approaches to instruction and curriculum programs in the context of rapid student population growth.

Reviewers

Craig Stanners
Director, Public School Review

Jesse Murphy
Principal, Halls Head 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.

Your next school review is to be scheduled for 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

References

- 1 Classroom management strategies
- 2 National Assessment Program – Literacy and Numeracy