



Department of  
Education

**Shaping the future**

# Principal Selection and Placement

## Yale Primary School

- Schools Online report
- School Workforce profile report
- Principal survey report

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- Schools Online report

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- Principal survey report

# Principal Selection and Placement

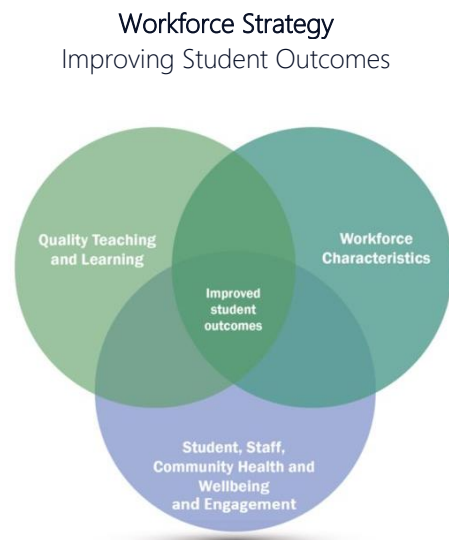
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## Introduction

Workforce Policy and Coordination vision is to work together to design, attract and shape our workforce. The Conceptual Model for our ongoing Workforce Planning and Development focuses on three distinct and independent domains:

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff and Community Health, Wellbeing and Engagement

### Conceptual Model for Workforce Planning and Development



## School Profile

This school profile has been prepared to assist applicants gain a greater understanding of the context of the advertised school. The school profile covers the three domains of the Workforce Planning Conceptual Model.

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff and Community Health, Wellbeing and Engagement

Applicants are expected to familiarise themselves with this information before commencing the multi-phase selection process.



Department of  
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# Quality Teaching and Learning

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This section of the school report includes details from the Department's schools online website, prepared by System and School Performance.

[Schools Online Department of Education Western Australia \(det.wa.edu.au\)](http://det.wa.edu.au)



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# Schools Online

## School Report

## Contact Information

Code	5524
Name	Yale Primary School
Physical Address	Sage Road Thornlie 6108
Postal Address	(Same as above)
Phone	08 9232 3500
Fax	

## School Details

School Code	5524
Commencement Date	06/11/1969
Education Region	SOUTH METRO
Local Government Area	GOSNELLS (C)
State Electorate	THORNIE
Commonwealth Electorate	BURT
Independent Public School	2019
School year from	Kindergarten
School year to	Year 6
Principal Level	PS CLASS 5
Classification Group	PRIMARY SCHOOLS
Broad Classification	PRIMARY SCHOOLS

## School Management

## **Principal**

Glen Read

## **Vice / Deputy Principal**

Kirsty Wood

David Melling

## **Manager Corporate Services**

Raewyn Lawrie



## **Region Management**

### **Director of Education**

Sue Cuneo

South Metropolitan Education Regional Office

#### **Note:**

Care needs to be taken in the interpretation of the performance related data being presented in this report, particularly where the data are based on small student numbers. Judgements should only be made with an understanding of the particular school context. Please refer to the footnotes provided within Schools Online for advice on each of the tables and graphs.

## School Overview

At Yale Primary School, we focus on preparing your child academically, through practising 'respect, responsibility, caring for others and being our best'. It is more than a motto, it is the grounds for quality teaching, student success and an engaged community. Our school believes children are the centre of our school community and a place where your child feels safe and happy while enjoying the most important years of their education.

We encourage our students to be their best, caring, responsible and respectful, by following the example of our dedicated staff. We provide our students with a relevant and inspiring education program, catering to individual needs. Your child's achievements are our achievements.

Our curriculum also recognises that developing your child's self-esteem, decision making skills and ability to take responsibility is vital. Our school has a strong focus on numeracy and literacy, and we are proud of our success in these areas. In addition to mathematics, English and the humanities, we offer a diverse range of subjects including instrumental music, science, library studies and physical education - all taught by dedicated specialist teachers.

We have a School Chaplain who provides a range of support programs including a breakfast club and a volunteer mentor program.

We embrace digital technologies and use multimedia facilities including computers and iPads to support all student learning.

Our staff are dedicated to ensuring your child receives the best possible education and the best start to life. Children learn best when they feel safe and we provide a caring and nurturing environment, so your child feels comfortable to try new things, learn new skills and achieve their full potential. Whatever your child's learning needs; our teachers take time to ensure they are given individual attention to achieve.

Our philosophy is quality teaching, student success and an engaged community.

At Yale Primary School every student counts.

We are located in Thornlie, 18 km from Perth. The school is set in spacious grounds and easily accessible by public transport.

To find out more or enrol your child, please contact us. T: 9232 3500 E: [Yale.PS@education.wa.edu.au](mailto:Yale.PS@education.wa.edu.au)



## Programs

### Department Endorsed Programs

- English as a Second Language Primary Cell Program

English as a Second Language/English as a Second Dialect (ESL/ESD) Cell programs provide support for newly arrived ESL students, students who have exited from IECs and ESL students who are enrolled in the mainstream context. Eligible students with a background of limited schooling are entitled to extra support. A stand alone ESL/ESD Cell program may be sited at one school or across two to three neighbouring primary schools. ESL/ESD Cell Programs have a dedicated ESL Cell Teacher and Ethnic Education Assistant(s).

- Primary Extension and Challenge Program

Primary Extension and Challenge (PEAC) is a part-time withdrawal program for upper primary school Years 5-6 students. Identified gifted and talented students are selected to participate in differentiated programs offered in a range of delivery modes.

Delivery modes include:

PEAC centres based within a district centre or office with a series of specialist courses or programs;

coordinator/s who establish courses in a range of schools and/or other sites and teachers are released to teach these;

allocation to schools and multi-age programs operate within schools; online delivery of programs

Programs focus on:

Social interaction with gifted and talented peers;

Intellectual rigour and challenge;

Pursuit of excellence;

Development of higher order process skills;

In-depth investigations of real problems;

Open-ended activities which encourage choice and negotiation;

Opportunities to interact with practising experts;

Students working at their own pace;

Self/peer evaluation and reflection of performance.

## Student Numbers (as at 2023 Semester 2)

### Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(20)	50	65	57	52	62	60	44	410
Part Time	40								

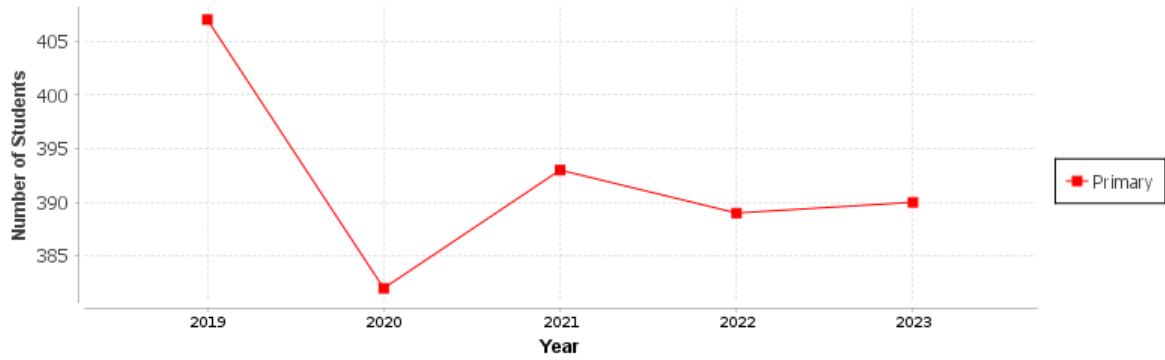
**Note:**

The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

### Gender

	Kin	PPR	Pri	Sec	Total
Male	22	27	164		213
Female	18	23	176		217
<b>Total</b>	<b>40</b>	<b>50</b>	<b>340</b>		<b>430</b>

## Student Number Trends (based on 2023 Semester 2 Census Data)



### 2023 Semester 2

	2019	2020	2021	2022	2023
Primary (Excluding Kin)	407	382	393	389	390
Total	407	382	393	389	390

**Note:**

The graph and table include only full-time students

## Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.6	1
Program Coordinators	1	0.2	0
<b>Total Administration Staff</b>	<b>4</b>	<b>2.8</b>	<b>1</b>
Other Teaching Staff	26	21.8	1
<b>Total Teaching Staff</b>	<b>26</b>	<b>21.8</b>	<b>1</b>
Clerical / Administrative	3	3.0	0
Gardening / Maintenance	1	0.6	0
Instructional	1	0.8	1
Other Allied Professionals	13	9.8	0
<b>Total Allied Professionals</b>	<b>18</b>	<b>14.2</b>	<b>1</b>
<b>Total</b>	<b>48</b>	<b>38.8</b>	<b>3</b>

**Note:**

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

## Attendance

### Primary Attendance Rates

	School	WA Public Schools
2021	87.9%	91.0%
2022	79.4%	86.6%
2023	85.0%	88.9%

### Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	86%	85%	91%	88%	88%	90%	88%
2022	75%	79%	80%	83%	76%	81%	84%
2023	80%	81%	85%	87%	88%	86%	88%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

#### Note

*Non-attendance is subject to a departmental policy which states:*

The Principal is responsible for the accurate recording and rigorous monitoring of the attendance of all students and for implementing appropriate strategies to restore attendance if there are attendance issues.

*This policy requires schools to follow procedures related to recording attendance, monitoring attendance, referrals to School Attendance Officer, Children Whose Whereabouts are Unknown, referrals to School Attendance Panel and data collections.*

#### Caution:

Care must be exercised when interpreting the data as it may refer to small student numbers and therefore the attendance rates may be volatile.

Cells in the table containing N/A refer to schools or year levels with less than 10 students enrolled.

## NAPLAN Average Test Scores

NAPLAN - Numeracy	2023	
	Year 3	Year 5
Average Score	355	461

NAPLAN - Reading	2023	
	Year 3	Year 5
Average Score	349	467

NAPLAN - Writing	2023	
	Year 3	Year 5
Average Score	360	460

## Percentages of Students – Proficiency Levels (School)

NAPLAN Numeracy	2023	
	Year 3	Year 5
Exceeding	6%	12%
Strong	35%	46%
Developing	31%	22%
Needs Additional Support	27%	20%

NAPLAN Reading	2023	
	Year 3	Year 5
Exceeding	8%	8%
Strong	37%	56%
Developing	31%	24%
Needs Additional Support	24%	12%

NAPLAN Writing	2023	
	Year 3	Year 5
Exceeding	8%	8%
Strong	45%	55%
Developing	18%	23%
Needs Additional Support	29%	13%

### Note

Exempted students and students identified with an intellectual disability who sat the test are excluded from the calculation.

Percentages may not add up to 100% due to rounding.

## Student-Centred Funding

### Student-Centred Funding 2024

Per Student Funding	\$3,510,212.00
Student and School Characteristics	\$1,030,955.96
Disability Adjustments	\$10,869.00
Targeted Initiatives	\$155,731.96
Operational Response Allocation	\$0.00
Regional Allocation	\$0.00
<b>Total 2024</b>	<b>\$4,707,768.92</b>

### Per Student Funding – At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	39	0	\$213,252.00
Pre-primary	43	0	\$408,500.00
Year 1	50	0	\$475,000.00
Year 2	64	0	\$608,000.00
Year 3	48	0	\$456,000.00
Year 4	56	0	\$444,528.00
Year 5	60	0	\$476,280.00
Year 6	54	0	\$428,652.00
<b>Total</b>	<b>414</b>	<b>0</b>	<b>\$3,510,212.00</b>



## Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
<b>Student Characteristics</b>		
Aboriginality	54	\$123,055.93
Disability	90	\$231,893.53
English as an Additional Language or Dialect	76	\$234,839.07
Social Disadvantage	181	\$190,083.93
<b>Sub Total</b>		<b>\$779,872.46</b>
<b>School Characteristics</b>		
Enrolment-Linked Base		\$251,083.50
Locality		\$0.00
<b>Sub Total</b>		<b>\$251,083.50</b>
	<b>Total</b>	<b>\$1,030,955.96</b>

## Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Education Assistant FTE	\$77,464.33
Targeted Initiative: Additional Educational Adjustment	\$10,823.40
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$24,817.23
Targeted Initiative: Preschool Reform Agreement	\$42,627.00
<b>Total</b>	<b>\$155,731.96</b>



# Workforce Characteristics

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This section of the school report includes details about the school's workforce characteristics prepared by Workforce Planning, from the Department's corporate reporting system.



Department of **Education**

## Yale Primary School

Five Year Profile: 2020 – 2024

Extracted as at **PAYDAY: 11/04/2024**

The purpose of this document is to aid workforce planning of schools by providing employment data over a five year period. If more information is required, please contact the Workforce Planning Branch.

## Yale Primary School Profile 2020 – 2024

The workforce profile data in this report was extracted as at the Payday shown. FTE is listed as the work fraction on the position that the person is occupying. Note that the headcount of staff may vary throughout the report depending on whether staffs are employed in more than one position across occupational groups.

### 1. Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Yale Primary School as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

Below is an outline of the staff classified into each occupation group:

Leadership: principal, deputy principal

HOLA/Coordinators;

Teachers: classroom teachers;

Education Assistants: education assistants (mainstream, education support), AIEOs;

Admin: school officers, manager corporate services, business managers and school corporate staff;

Cleaners;

Gardeners; and

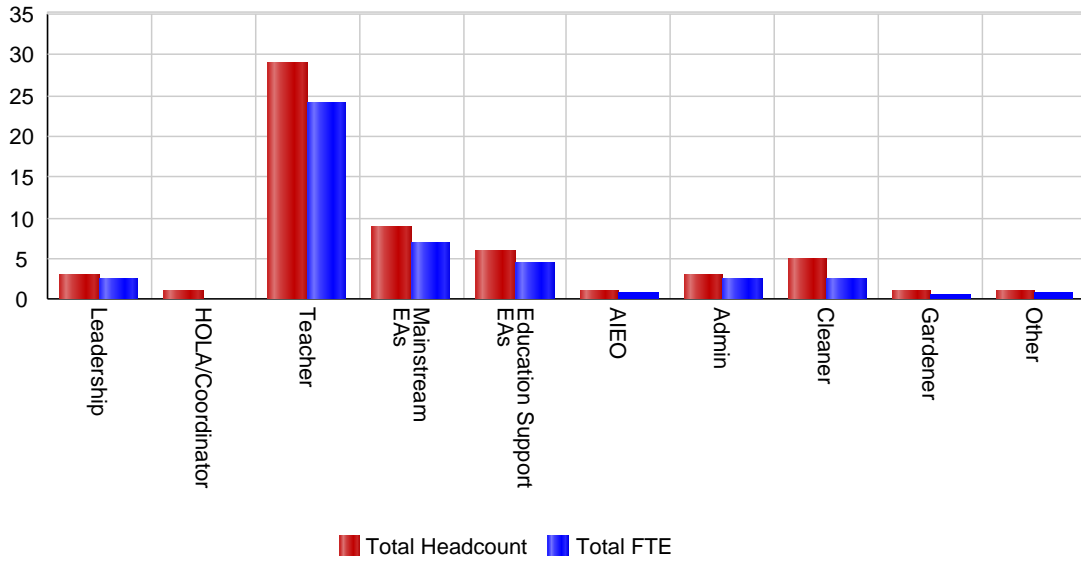
Other: library officers, network support officers, technical officers, school psychologists and other staff not included above.

**Table 1 FTE and headcount of staff for occupation groups**

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	3	2.6	0	0.0	3	2.6
HOLA/Coordinator	1	0.2	0	0.0	1	0.2
Teacher	27	23.2	2	1.0	29	24.2
Mainstream EAs	9	6.9	0	0.0	9	6.9
Education Support EAs	5	4.0	1	0.6	6	4.6
AIEO	1	0.8	0	0.0	1	0.8
Admin	3	2.6	0	0.0	3	2.6
Cleaner	5	2.5	0	0.0	5	2.5
Gardener	1	0.6	0	0.0	1	0.6
Other	1	0.8	0	0.0	1	0.8
<b>Total</b>	<b>56</b>	<b>44.2</b>	<b>3</b>	<b>1.6</b>	<b>59</b>	<b>45.8</b>

Figure 1 presents the FTE and headcount data from Table 1.

**Figure 1 FTE and headcount of staff for occupation groups**



## 2. Total Employment

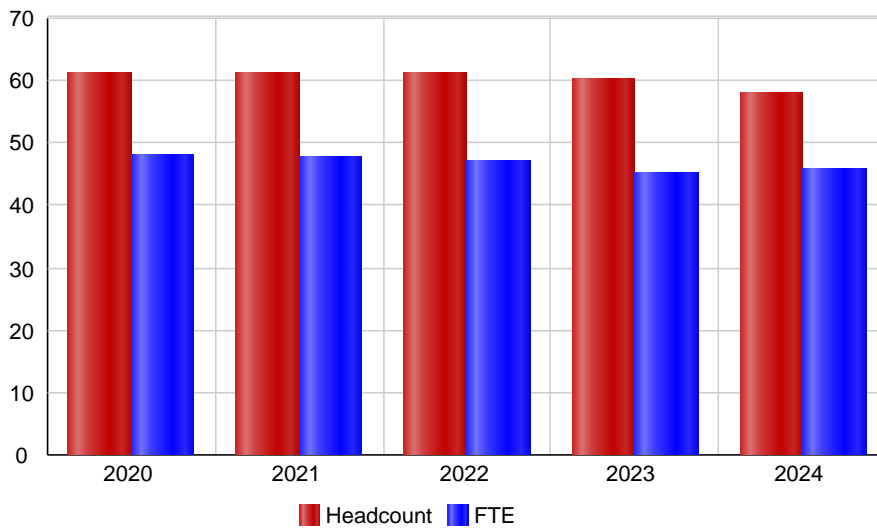
Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2020-2024).

**Table 2 Total employment FTE and headcount 2020-2024**

Year	Headcount	FTE
2020	61	47.9
2021	61	47.7
2022	61	47.2
2023	60	45.2
2024	58	45.8

Figure 2 illustrates the above data.

**Figure 2 Total employment FTE and headcount 2020-2024**



**Table 3 Total employment headcount with proportion of full time employees**

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	3	67%	33%
HOLA/Coordinator	1	0%	100%
Teacher	29	62%	38%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Mainstream EAs	9	0%	100%
Education Support EAs	6	33%	67%
AIEO	1	0%	100%
Admin	3	67%	33%
Cleaner	5	20%	80%
Gardener	1	0%	100%
Other	1	0%	100%
<b>Total</b>	<b>59</b>		

Table 3 identifies the current proportion of full time employees for each occupational group.

**Figure 3 Categories of staff employment**

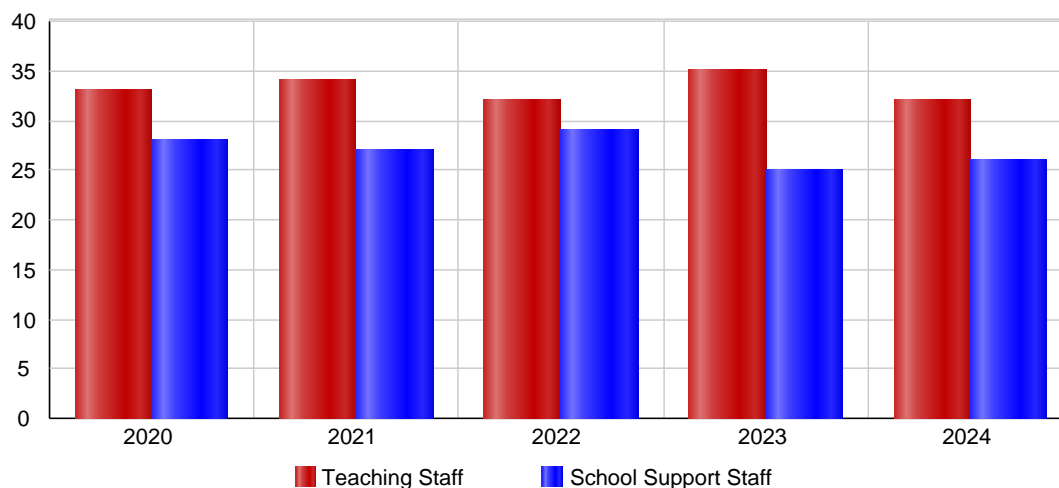


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

## 2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2020.

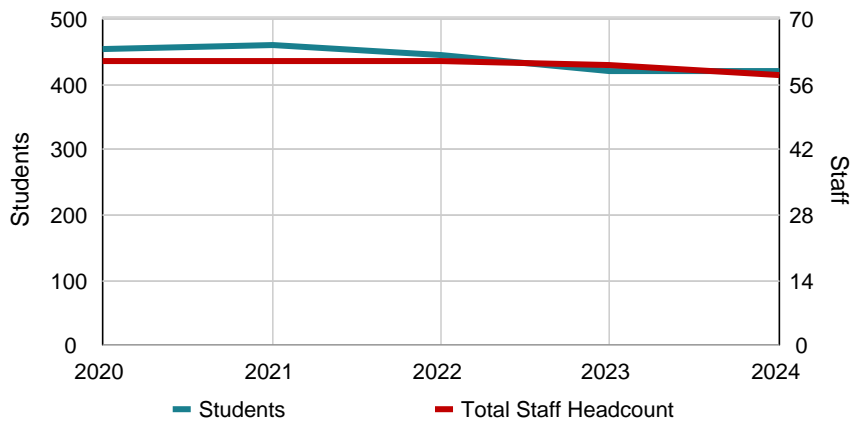
**Table 4 Students and staff trend**

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2020	61	33	28	450
2021	61	34	27	452
2022	61	32	29	436
2023	60	35	25	411
2024	58	32	26	414

\* Note: student numbers are taken from Semester 1 schools online figures each year

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.

**Figure 4 Students and Staff Trend**



### 3. Gender Profile

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Yale Primary School using both headcount and FTE.

**Table 5 Gender profile**

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2020	10	51	7	26	3	25
2021	12	49	8	26	4	23
2022	12	49	7	25	5	24
2023	12	48	7	28	5	20
2024	11	47	7	25	4	22
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2020	8.2	39.7	6.6	22.2	1.6	17.5
2021	9.2	38.5	7.2	21.4	2.0	17.1
2022	9.4	37.8	6.8	20.4	2.6	17.4
2023	9.2	36.0	6.4	20.9	2.8	15.1
2024	9.0	36.8	6.6	20.4	2.4	16.4

### 4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2020 and currently in 2024.

**Table 6 Women in Teaching Leadership roles**

Year	Leadership + HOD
2020	1
2021	1
2022	2
2023	4
2024	1

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2020 and currently in 2024.

**Table 6a Women in School Support Leadership roles**

Year	Manager Corporate Services
2020	1
2021	1
2022	1
2023	1
2024	1

## 5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2020 with the current 2024 data.

**Table 7 Comparison of age profile data**

	2020			2024		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	1	1	0	1	1	0
25 to 34	7	5	2	11	8	3
35 to 44	14	9	5	12	8	4
45 to 54	15	6	9	15	7	8
55 to 59	8	4	4	7	2	5
60 to 64	11	7	4	5	3	2
65 to 69	4	1	3	7	3	4
70 and over	1	0	1	0	0	0

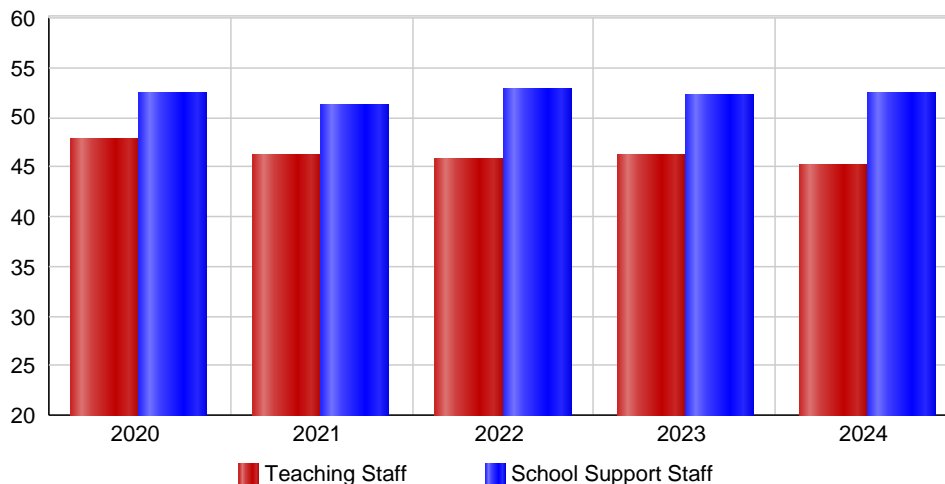
### 5.1 Average Age

Table 8 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

**Table 8 Average age of all staff members 2020 to 2024**

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2020	49.9	47.7	52.4	51.1	49.6
2021	48.4	46.2	51.2	49.8	48.1
2022	49	45.7	52.7	49.2	49
2023	48.5	46.1	52.2	48.2	48.6
2024	48.4	45.1	52.4	47.4	48.7

**Figure 5 Average age of teaching and school support staff members 2020 to 2024**





## 6. Diversity Profile

This Section examines the number of Aboriginal and Torres Strait Islander (ATSI) staff, Culturally and Linguistically Diverse (CALD) staff and people with disabilities. The data is presented in both headcount and FTE.

**Table 9 Diversity of staff members 2020 to 2024**

Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2020	4	3.3	10	7.7	1	1.0
2021	2	2.0	10	7.8	1	1.0
2022	3	2.6	10	7.2	2	1.5
2023	3	2.8	10	6.9	1	1.0
2024	3	2.8	11	6.8	1	1.0

Note that employee disclosure of this data is optional and diversity information should only be used for reporting purposes and to develop and inform employees of professional learning programs relating to employment.

## 7. Leave

This section is divided into teaching staff and school support staff and examines the number of sick and personal carers leave days taken at Yale Primary School. Average leave taken per staff member is calculated by the sum of leave with evidence, leave without evidence and unpaid leave, divided by staff FTE.

### 7.1 Sick and Personal Carers leave of teaching staff

**Table 10 Sick leave for teaching staff**

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per Teaching Staff FTE
2020	184.3	73.9	250.5	18.6
2021	215	104	192	17.7
2022	210	120	167	17.7
2023	219.6	94.8	11	11.7

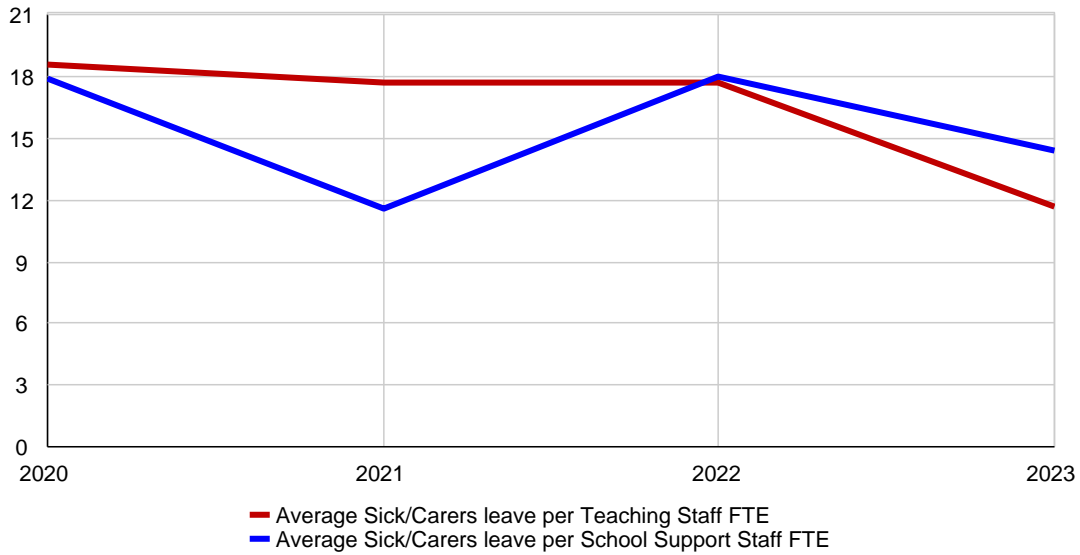
### 7.2 Sick and Personal Carers leave of school support staff

**Table 11 Sick leave for school support staff**

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per School Support Staff FTE
2020	273.5	62.7	21.2	17.9
2021	147	77	9.5	11.6
2022	204.8	64	96.1	17.9
2023	186	71.4	20.9	14.4

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2020 and 2024.

**Figure 6 Sick and Personal Carers leave trends 2020 to 2024**



## 8. Resignations and Retirements

### 8.1 Estimated Resignation Rate

**Table 12 Resignation rate**

Year	Resignations	Male	Female	Ave. Age	Rate of Resignation
2020	0	0	0		0.0%
2021	0	0	0		0.0%
2022	0	0	0		0.0%
2023	0	0	0		0.0%
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>		

Table 12 tallies the number of staff members who resigned over the past four years. The rate of resignation is a headcount of resignations divided by total staff headcount.

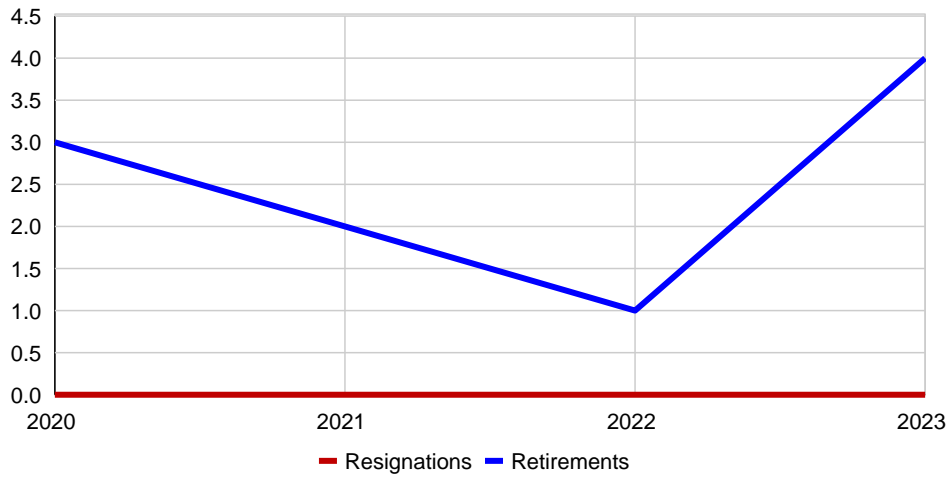
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

### 8.2 Retirement Rate

**Table 13 Retirement rate**

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2020	3	0	3	67.8	4.9%
2021	2	0	2	67.0	3.2%
2022	1	0	1	60.4	1.6%
2023	4	2	2	66.0	6.6%
<b>Total</b>	<b>10</b>	<b>2</b>	<b>8</b>		

**Figure 7 Comparison resignation and retirement numbers**



### 8.3 Potential Retirements

For the purposes of predicting retirement, staff aged 65 and over are considered ready to retire in the short term, staff aged between 60 and 65 are considered to be at retirement age in the medium term and staff aged between 55 and 60 are considered to be at retirement age in the longer term.

**Table 14 Possible Retirements as per age group**

Occupation Group	55 to 59		60 to 64		65 to 69		70 and over	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Leadership	0	0.0	1	0.6	1	1.0	0	0.0
Teacher	2	0.9	2	1.6	2	1.6	0	0.0
Mainstream EAs	2	1.7	0	0.0	0	0.0	0	0.0
Education Support EAs	0	0.0	1	1.0	2	1.6	0	0.0
Admin	1	1.0	0	0.0	0	0.0	0	0.0
Cleaner	2	1.4	1	0.4	0	0.0	0	0.0
Gardener	0	0.0	0	0.0	1	0.6	0	0.0
Other	0	0.0	0	0.0	1	0.8	0	0.0
<b>Total</b>	<b>7</b>	<b>5.0</b>	<b>5</b>	<b>3.6</b>	<b>7</b>	<b>5.6</b>	<b>0</b>	<b>0.0</b>

**Figure 8 Potential retirements as per age group**

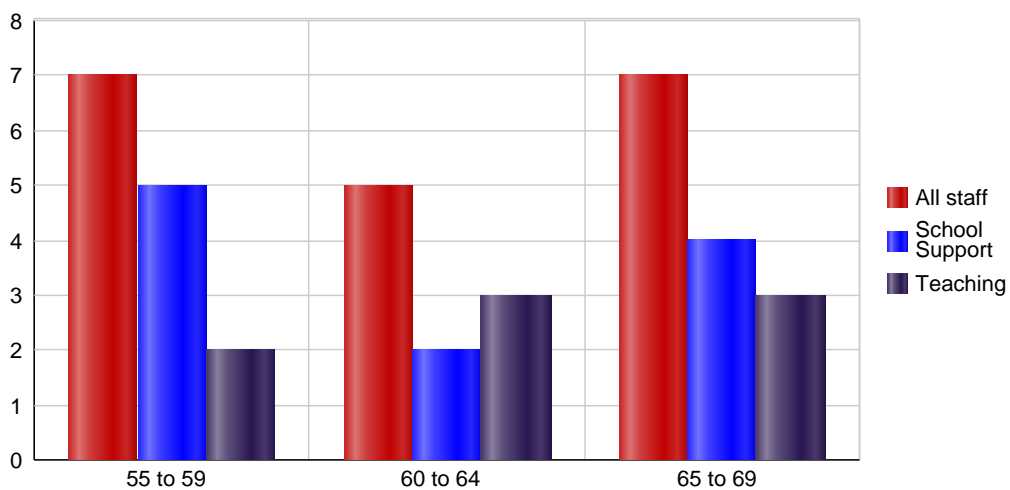


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

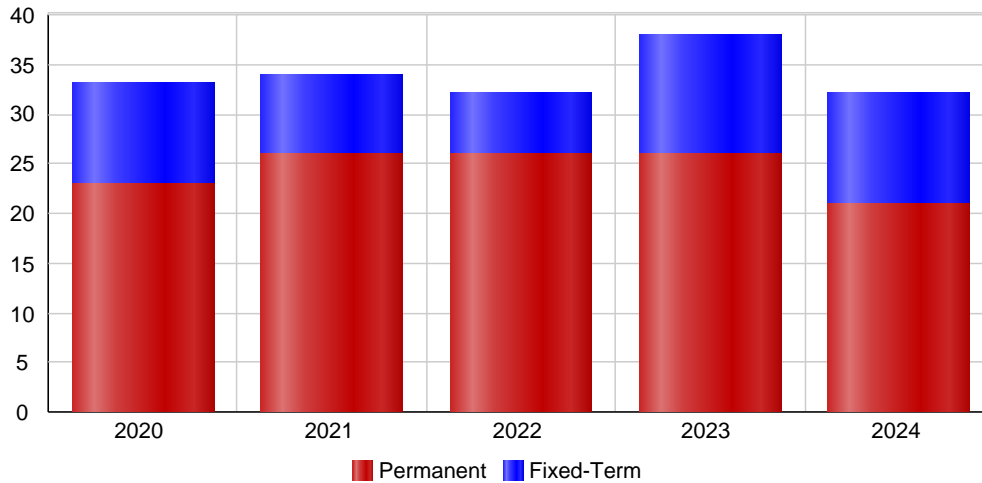
## 9. Teacher Data (Non-leadership staff under teachers agreement)

Table 15 identifies the number and percentage of staff employed under permanent and fixed-term contracts

**Table 15 Employment Class (Teachers)**

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	23	10	70%	30%
2021	26	8	76%	24%
2022	26	6	81%	19%
2023	26	12	74%	34%
2024	21	11	66%	34%

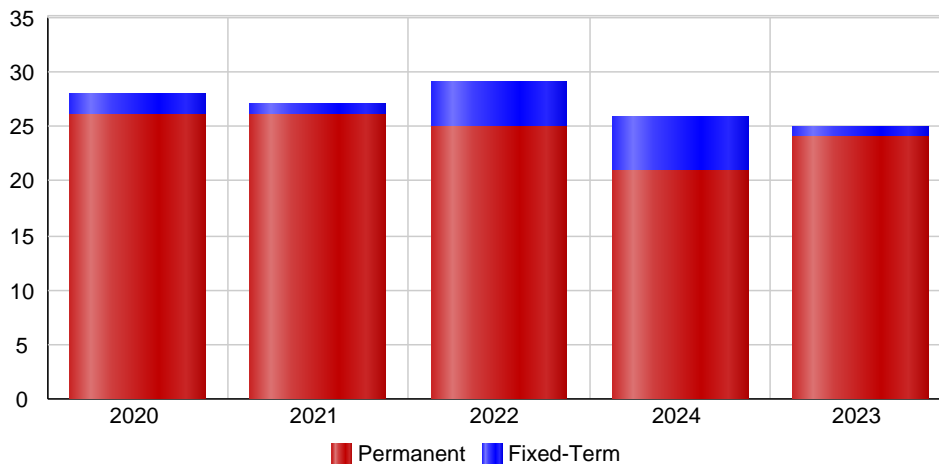
**Figure 9 Employment Class (Teachers)**



**Table 15a Employment Class (School Support)**

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	26	2	93%	7%
2021	26	1	96%	4%
2022	25	4	86%	14%
2024	21	5	81%	19%
2023	24	1	96%	4%

**Figure 9a Employment Class (School Support)**



## 9.1 Pay Grade

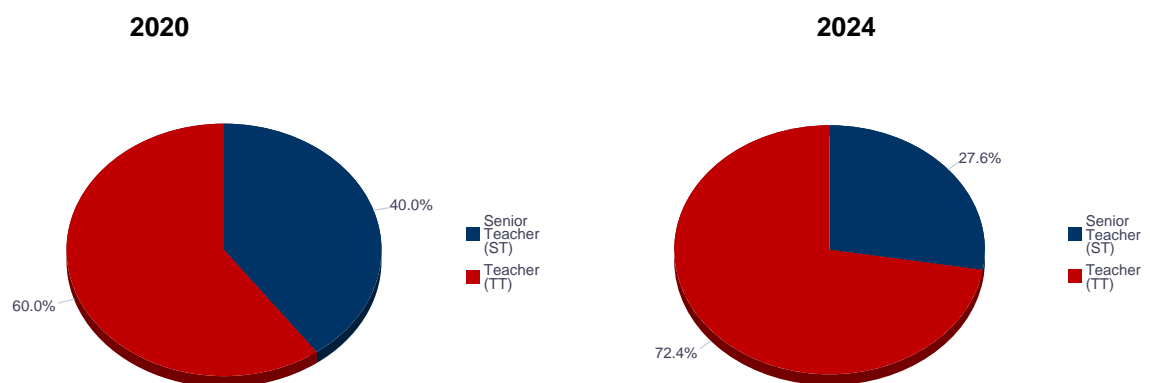
Table 16 provides the pay grade of teachers at Yale Primary School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

**Table 16 Pay grade**

Year	Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE
2020	12	9.8	18	16.2
2021	10	8.2	21	17.6
2022	8	6.6	20	16.8
2023	10	7.2	22	17.1
2024	8	6.8	21	17.4

Figure 10 provides the proportion of teachers in each teaching category from regular classroom teacher to L3CT.

**Figure 10 Teacher pay grades 2020 and 2024**



## 10.1 Accrued Leave as at **11/04/2024**

Accrued Leave clearance is a priority for all Departmental employees. The tables below indicate the number of staff and their leave balances with emphasis on those in excess of the current standards. The tables also show the number of employees who will gain another long service leave accrual and those who have RTS Leave or are participating in Deferred Salary Arrangements.

**Long service Leave is required to be cleared within 2 years of the leave becoming available.**

For further information regarding the data presented below please contact Workforce Planning Branch.

**Table 17 Accrued Long Service Leave - Days available**

Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Less than 65	14	14	28
Between 65 and 130	1	0	1

**Table 18 Long Service Leave - Staff with next accrual in 2024 or 2025**

Long Service Leave Next Accrual	Employee Group		
	Teach	School Support	Total
Next Accrual in 2024	0	1	1
Next Accrual in 2025	0	2	2

**Table 19 Accrued Annual Leave - Days available**

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	0	1	1
Between 20 and 40	0	2	2

**Table 20 Other Leave Types - Staff with Remote Teaching and Deferred Salary Leave**

Other Leave	Employee Group		
	Teach	School Support	Total
Rural Teaching Leave	0	0	0
Employees on Deferred Salary Scheme Leave	0	0	0
Employees Accruing Deferred Salary Scheme Leave	0	0	0



# Student, Staff and Community Health, Wellbeing and Engagement

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This section of the school report includes details about the school context obtained from the school principal.

Additional information about the school context can be obtained from:

- the school's website
- the [school's annual report](#)
  - may include community, student, and parents/carers engagement survey results
- Australian Bureau of Statistics [Quick Stats](#), by location
  - search by location to find summary data about families and dwellings in the area
- Australian Early Development [Census](#)
  - Search by location to find summary data about early childhood development outcomes in the area

# Principal Survey report: Yale Primary School

Whole school approaches/programs	
The top five of the school's key programs or approaches	
1)	Talk For Writing
2)	Talk for Reading
3)	Fogarty Teach Well
4)	PBS
5)	Letters and Sounds
6)	Spelling and Numeracy intervention

Targeted programs	
School-based programs that target specific groups of students	
1)	PEAC
2)	Reading Intervention
3)	Spelling intervention
4)	Home Reading Program in ECEEDI

Professional learning	
Most recent whole-school professional learning activities	
1)	Talk for Reading
2)	Talk for Writing
3)	Teach well which is ongoing.
4)	EDI
5)	Steppingstones Origo Maths

Student welfare	Yes	No	Details/Provider
After school care provision	1		Helping Hands
Pre-kindergarten program or partnership	1	1	The Pre-kindy is coordinated through the Child and Parent Centre located at Brookman PS. They meet for 2 hours on a Thursday in building EC4. PARENTS attend with their children.



Canteen	Yes	No	Provider P and C	Provider Local business	Provider Other	Comments
Canteen	1		1			
School breakfast club	1		N/A	N/A	N/A	N/A

Days available	Mon	Tues	Wed	Thurs	Fri
Canteen			1	1	1
School breakfast club	1	1			

Parent education
Nil

School council/board Membership	Number of members
Principal	1
Staff	2
Parent representatives	3
Community representatives	2
Other	

Voluntary contributions In 2024	% received
\$60.00	Forty two percent

Capital works projects	
Are there any capital works projects in progress?	The school is currently building a new Computer Room, LOTE Room and Offices that is due to be completed in Week 4, Term 2 2024.
Are there any capital works projects pending in the next 18 months?	The school has received notional funding of \$ 1 000 000, but the project scope of works hasn't been decided yet.
Have any capital works applications been submitted and awaiting a decision?	No

#### Community based committees, excluding the Council/Board that this school operates

School Board and the P & C

#### Deed of Licence Agreements

Help Hands

#### Sponsorship arrangements

Nil

# Summary

The two sections below can relate to Quality Teaching and Learning; Workforce Characteristics or Student, Staff and Community Health, Wellbeing and Engagement.

## Commendations

### Four things that the school is doing well

- 1) The Community is highly engaged.
- 2) School Improvement Planning, Development and Monitoring occurs every five weeks prior to the industrial action.
- 3) The school has developed a data driven culture.
- 4) SAER processes are well embedded and operating very effectively.

## Recommendations:

### Four areas that would benefit from further improvement

- 1) Yale Primary School had School Reviews 2018 and 2023
- 2) Continue to analyse data to understand the impact of PBS.
- 3) Continue to strengthen and embed student voice to provide classroom teacher's feedback.
- 4) Continue to develop the capacity of staff to engage in using data to inform planning.
- 5) Embed school expectations, processes and practices in respect to meeting the needs of academically able students.