



# Yarralumla Primary School

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## Annual School Board Report 2017



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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## School Board Chair Report

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The Yarralumla School Board is very proud to represent our community and work on issues of strategic importance for the school.

In 2017, the Yarralumla Primary School Board played a contributing role to the Ministers commitment in regards to the Future of Education. The board chair attended a number of workshops and conference to ensure that the Yarralumla community and school had a voice towards the direction of the proposal. This has been and continues to be an ongoing commitment by the board and we are excited to be part of the outcome.

The Board continues to focus on a number of key strategic goals to ensure the bilingual status of the primary school and life after Yarralumla continues. The board also supported the school in the offering of an English only stream to all grades specifically to those children who already came with a number of languages. This has been very successful and provided diversity of education across our grades. The goal of 2017 was to continue to grow our community and shape our teaching outcomes from data and results achieved from test such as Naplan. This has allowed our teachers to understand our children's learning and to pivot and focus on particular areas of educational need.

In 2017 we celebrated 60 years of Yarralumla Primary school a milestone that is testament to the progress that this school continually strives to achieve through its future visionary ideas and ways of teaching. We held a smoking ceremony and celebrated a momentous occasion with students past and present attending. It was incredible to see the history and artefacts and reflect on how far this school has progressed over the last 60 years. Something we are very proud of.

Our enrolments for 2018 and interest by the community in our school, from events such as the Italian Festa and our Fete's continue to grow and we now a shining beacon across the community and the south Weston network for the diversity and education that we offer which has continued to promote excellence and creativity for all our students.

## School Context

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In 2017 strong in area numbers entered our preschool with 36 of the 44 students indicating they would join YPS in 2018 for Kindergarten. 55 students enrolled in Kinderaten at YPS at the start of 2017. The Montessori program continues to have an enrolment of 50 students. 11 Montessori students have indicated they will join year 1 in the Primary setting at the start of 2018. Throughout the year the primary setting has continued to grow in size from 390 students to 458 at the start of 2018. Plans have been made to build two new classroom spaces for the start of 2018.

## Student Information

### *Student enrolment*

In 2017 there were a total of 343 students enrolled at this school.

**Table: 2017 Student enrolment**

Student type	Number of students
Male	173
Female	170
Aboriginal and Torres Strait Islander	10
LBOTE*	122

\*Language Background Other Than English

Source: Planning and Analytics, December 2017

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2017. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

**Table: 2017 Attendance rates in percentages**

Year level	Attendance rate
K	93.0
1	89.0
2	96.0
3	94.0
4	92.0
5	93.0
6	88.0

Source: Planning and Analytics, December 2017

During 2017 a number of our families spent time traveling overseas with their children. The school worked closely with the families to ensure the continuation of the curriculum during this time.

During 2017 the school worked closely with the NSET team to support a year 6 student who was a regular non attender. Fortnightly meetings were held with the family.

## Staff Information

### *Teacher qualifications*

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2017.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

**Table: 2017 Qualification of teaching staff in percentages**

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	47

Source: Teacher Quality Institute, 16 December 2017

### *Workforce composition*

The 2017 workforce composition of [INSERT SCHOOL NAME] is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

**Table: 2017 Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Head Count	26
Teaching Staff: Full Time Equivalent Permanent	20.40
Teaching Staff: Full Time Equivalent Temporary	3.20
Non Teaching Staff: Head Count	10
Non Teaching Staff: Full Time Equivalent	7.87

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There is one Aboriginal and Torres Strait Islander staff member at this school.

## School Review and Development

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In 2017, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Yarralumla Primary School will be reviewed in 2019. A copy of the most recent validation report can be found on the school website.

## School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2017 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

## Overall Satisfaction

In 2017, 75% of parents and carers, 96% of staff, and 72% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

A total of 28 staff responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of staff in agreement with each national opinion item**

National opinion item	
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	100
Teachers at this school treat students fairly.	93
This school is well maintained.	79
Students feel safe at this school.	96
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	96
Students like being at this school.	93
This school looks for ways to improve.	96
This school takes staff opinions seriously.	96
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	96
This school works with parents to support students' learning.	93
I receive useful feedback about my work at this school.	89
Staff are well supported at this school.	89

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 77 parents responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of parents and carers in agreement with each national opinion item**

National opinion item	
Teachers at this school expect my child to do his or her best.	86
Teachers at this school provide my child with useful feedback about his/her school work.	75
Teachers at this school treat students fairly.	85
This school is well maintained.	78
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	90
Student behaviour is well managed at this school.	74
My child likes being at this school.	92
This school looks for ways to improve.	89
This school takes parents' opinions seriously.	69
Teachers at this school motivate my child to learn.	79
My child is making good progress at this school.	75
My child's learning needs are being met at this school.	72
This school works with me to support my child's learning.	68

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 53 students responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of students in years 5 to 6 in agreement with each national opinion item**

National opinion item	
My teachers expect me to do my best.	92
My teachers provide me with useful feedback about my school work.	65
Teachers at my school treat students fairly.	63
My school is well maintained.	53
I feel safe at my school.	70
I can talk to my teachers about my concerns.	50
Student behaviour is well managed at my school.	44
I like being at my school.	75
My school looks for ways to improve.	79
My school takes students' opinions seriously.	47
My teachers motivate me to learn.	78
My school gives me opportunities to do interesting things.	71

Source: 2017 School Satisfaction Surveys, August/September 2017

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

## Learning and Assessment

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### Performance in Literacy and Numeracy

#### *Early years assessment*

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

**Table: Yarralumla Primary School PIPS 2017 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	59	113	43	55
ACT	51	124	39	55

Source: Planning and Analytics

Students at Yarralumla Primary school learn the Australian Curriculum 50% in English and 50% in Italian from Kindergarten to Year 6. In their first year of learning the students are developing their knowledge of two different types of phonetic structures.

## NAPLAN

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In 2017, 2.00 % of year 3 students and 0.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2017 mean scores achieved by our students compared to the ACT.

**Table: Yarralumla Primary School 2017 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	446	442	547	517
Writing	414	412	501	475
Spelling	411	411	536	494
Grammar & Punctuation	455	441	558	503
Numeracy	437	417	529	496

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

## Performance in Other Areas of the Curriculum

Yarralumla Primary School runs an outstanding language program by offering a bilingual education for its students. The Australian curriculum is taught 50% in English and 50% in Italian. The Italian teachers are native or near native speaking. In 2017 our students had exposure to visiting Italian artists, opportunity to attend a community trip to a sister school in Italy and performances at the Italian Embassy.

Yarralumla Primary School in 2017 ran a comprehensive Physical Education and Health program for students. Students had the opportunity to participate in sporting carnivals including; cross country, swimming and athletics. Yarralumla Primary School ran its own netball, soccer and tee ball teams on weekends. Students had opportunities to represent at a district and territory level across numerous sports. Within the classroom all students completed the mandated physical activity times. The school used grant money to run sporting clinics for students. The school also continued training in Positive Behaviours for Learning.

Yarralumla Primary has a specialist music teacher who delivers the Australian Curriculum to students. Individual teachers continue to teach the various elements of Arts through their teaching programmes. The school has a Year 5 and a Year 6 woodwind bands and has external providers who run private music lessons in guitar, piano, percussion and ukulele. The school held an end of year concert which highlighted many aspects of the Arts program. An external provider also runs an afterschool care Arts program for students.

The school ran a STEAM (Science, Technology, Engineering, Arts and Maths) program in 2017. The student's skills were highlighted through visual displays at the end of year concert. Students had the opportunity to choose a STEAM activity based on their talents.

## Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

**Table: Financial Summary**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	200188.65	149865.08	350053.73
Voluntary contributions	13995.00	8805.00	22800.00
Contributions & donations	15400.00	14871.50	30271.50
Subject contributions	4775.25	66.00	4841.25
External income (including community use)	33555.58	46789.31	80344.89
Proceeds from sale of assets	1513.58	0.00	1513.58
Bank Interest	1759.15	2430.68	4189.83
<b>TOTAL INCOME</b>	<b>271187.21</b>	<b>222827.57</b>	<b>494014.78</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	23983.38	40836.86	64820.24
Cleaning	42484.90	40517.70	83002.60
Security	353.00	420.00	773.00
Maintenance	32427.11	47971.13	80398.24
Administration	988.78	4208.37	5197.15
Staffing	0.00	0.00	0.00
Communication	5957.53	3992.29	9949.82
Assets	7070.18	27662.68	34732.86
Leases	0.00	0.00	0.00
General office expenditure	7400.66	6803.41	14204.07
Educational	24184.54	30704.93	54889.47
Subject consumables	5864.55	384.36	6248.91
<b>TOTAL EXPENDITURE</b>	<b>150714.63</b>	<b>203501.73</b>	<b>354216.36</b>
<b>OPERATING RESULT</b>	<b>120472.58</b>	<b>19325.84</b>	<b>139798.42</b>
<b>Actual</b> Accumulated Funds	21656.64	21166.68	21166.68
Outstanding commitments (minus)	-29746.60	0.00	-29746.60
<b>BALANCE</b>	<b>112382.62</b>	<b>40492.52</b>	<b>131218.50</b>

## Professional Learning

### **[ACTION - Required]**

Calculate the average expenditure per teacher for professional learning for all staff including preschool teachers.

This amount is calculated by totalling the amount of funds spent under each of the following ledgers and dividing by the number of Full Time Equivalent (FTE) teaching staff. The ledgers are found within MAZE.

- 6001-TPL-00 Teacher professional learning
- 6001-PLF-00 Principal professional learning
- 3760-TEA-00 School funds allocated to professional learning
- 3761-TRV-00 Travel costs associated with professional learning
- CRS Days that have a B code (Beginning Teacher Support [BTS])
- CRS Days that have a D code (CRS days related to teacher PL other than CRS days for BTS)
- Estimated days that have been used as inbuilt relief for staff attending professional learning

The average professional learning expenditure at the school level per full time equivalent teacher was [INSERT FIGURE].

## Voluntary Contributions

\$10,420.00

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2017.

## Reserves

### No reserves

Name and Purpose	Amount	Expected Completion

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Rachel Smith Cianchi,	Tim Crozier,	[INSERT NAME].
<b>Community Representative(s):</b>	[INSERT NAME],	[INSERT NAME],	[INSERT NAME].
<b>Teacher Representative(s):</b>	Sharon Brissoni,	Simone Thomas,	[INSERT NAME].
<b>Student Representative(s):</b>	[INSERT NAME],	[INSERT NAME],	[INSERT NAME].
<b>Board Chair:</b>	Deb Hicks		
<b>Principal:</b>	Rohan Evans		

I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.

Board Chair Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2017.

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_