


Certamen praeter palmam
"The endeavour is more important
than the prize"

YARRALUMLA PRIMARY BOARD REPORT 2010





This report supports the work being done in the ACT Department of Education and Training, as outlined in the Department's Strategic Plan 2010-2013 "Everyone Matters". It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



Education and Training

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The school website is yarralumla.act.edu.au.

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General Inquiries:

Telephone (02) 6205 5766



ABOUT OUR SCHOOL

INTRODUCTION TO SCHOOL

Yarralumla Primary School is a small, diverse school that caters for 250 children from 3 to 12 years old in a lakeside setting in central Canberra. We offer a specialised Italian Immersion program from K-6 that provides a bilingual and bicultural education in English and Italian, a pre-school program (4 year olds), a Montessori Stage one program (3 to 5 year olds) and 2 integrated Autism Units (K-6). Our small class sizes ensure children receive quality instruction and attention from skilled and qualified educators.

The school motto is 'Certarmen Praeter Palman'. This means the endeavour is more important than the prize. It reflects the philosophy of the school in that the best efforts of all children are accepted by their peers and staff. The school promotes the belief that all children have a right to develop, grow and learn in a society where each individual is valued and respected; where each individual in turn, values, respects and contributes positively to others and the environment which we all share.

The school also values diversity and fosters an inclusive learning environment. Specialist support programs in Italian, ESL and Learning Assistance are offered. A music tutor scheme and years K-6 performing Arts program (fife and drum band, bucket band, choir and dance) are an integral part of the curriculum.

Yarralumla has a strong community focus and a supportive parent body. The strength of our school lies in the close partnership between students, staff, parents and the wider community, which is highly valued by all. We offer two after school care programs and a holiday program through the YWCA and Aeonclave (a visual arts organisation).

STUDENT INFORMATION

Student enrolment

In 2010 there were a total of 244 students enrolled at this school.

2010 Student Enrolment breakdown

	Number of Students
Male	132
Female	112
Indigenous	9
LBOTE	62

Student attendance

The following table identifies the attendance rate of students by year level during 2010. 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 one to the last day of term two.

Year Level	Attendance Rate %
0K	97.2
1	95.7
2	93.1
3	93.0
4	95.1
5	93.1
6	91.8

The school monitors student attendance and works with parents if there are significant issues to address.

STAFF INFORMATION

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.



ABOUT OUR SCHOOL

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

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	40

Workforce Composition

In 2010 the workforce composition of the school is highlighted in the following table.

Role	Total
Administrative Service Officers	6
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	1
Teachers	18
TOTAL	28

Note: This table includes pre-school staffing

There is 0 indigenous staff at this school.

VOLUNTEERS

Estimated number of volunteer hours this year:
2 650 hours.

SCHOOL REVIEW AND DEVELOPMENT

The *ACT Department of Education and Training Strategic Plan 2010-2013* provides the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the schools progress towards achieving system and school priorities.

Yarralumla Primary School will be validated in 2013.

SCHOOL SATISFACTION

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In May 2010 the school undertook a system 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 2010, 70 percent of parents and carers, 100 percent of staff, and 84 percent of students at this school indicated they were satisfied or highly satisfied with the education provided by the school.

These results as well as the continual review of school performance across the four domains of schooling: learning and teaching, leading and managing, student environment and community involvement contributed to the development of the school plan. This plan is available on the school website at www.yarralumlaps.act.edu.au.

PROFESSIONAL LEARNING

In 2010 staff at Yarralumla Primary were engaged in professional learning to support our School Plan. All staff completed the First Steps Writing course and ongoing workshops throughout the year. The Principal, executive and two teachers, completed the Quality Learning four day workshop in April and all staff completed a two day Quality Learning conference in October. A number of staff also completed Mental Computation workshops.

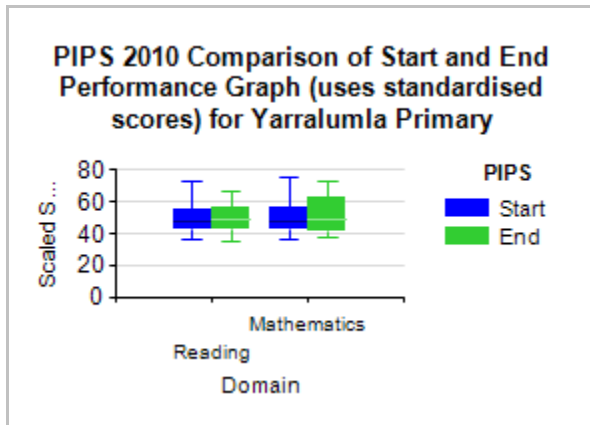


ABOUT OUR SCHOOL

LEARNING AND ASSESSMENT

Performance in literacy and numeracy

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.



Yarralumla Primary PIPS 2010 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	52	121	50	123
Mathematics	40	56	38	54

Yarralumla kindergarten students began the year with above average raw scores in both reading and maths. Students made good progress in both areas. In reading, 68 percent of kindergarten students made average or better than average growth from their PIPS start scores and in maths, 74 percent made average or better than average growth from their PIPS start scores.

The growth indicated in the PIPS 2010 mean raw scores is consistent with other assessment data collected by the School. The PM Benchmark reading data for kindergarten students in 2010 indicates that the median at the end of term two was level one and the median at the end of term four was level six. The school's benchmarks for kindergarten students are level three for term two

and level five for term four. In term 2, 25 percent of kindergarten students achieved the reading benchmark and 65 percent of kindergarten students achieved the reading benchmark in term four. While the mid-year data was poor, the end of year data is consistent with the 2010 term four data for year one (76 percent) and year two (68 percent).

The final PIPS testing for all 2010 kindergarten students was analysed. Nine students were identified as requiring literacy or numeracy support. Six of these students have been targeted to receive ongoing support, through learning assistance, from term 1, 2011: four in literacy and three in maths (the other three students have left the school).

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

In 2010, 1 student in year five at this school was exempt from NAPLAN based on nationally agreed criteria.

Yarralumla Primary 2010 NAPLAN Mean Scores

	Year 3		Year 5	
	School	ACT	School	ACT
Reading	383	440	543	509
Writing	399	434	514	496
Spelling	365	410	505	489
Grammar & Punctuation	357	435	522	512
Numeracy	399	414	514	500

NAPLAN assessment in 2010 for year 5 students indicated a significant upward trend in student achievement for writing, spelling and numeracy.

An analysis of the school's year 3 NAPLAN results shows that the average scores in all areas for students in Year 3 is below the ACT mean.

Although the school did not perform as strongly as expected in year 3 NAPLAN results this year, the school has a range of measures in place to lift our literacy and numeracy outcomes. This includes a



ABOUT OUR SCHOOL

specialist literacy and numeracy teacher to provide coaching and mentoring to teachers and targeted support for students at risk. All teachers will be involved in a range of professional learning to develop their skills in teaching literacy. Training for BEE Spelling scheduled for term 1 and a new meeting structure has been introduced which will provide more opportunities for teachers to plan and work collaboratively.

Performance in other areas of the curriculum

Students in years 5 and 6 completed the ACER Italian Languages test in listening and reading in August. The results were outstanding with 6 high distinctions, 13 distinctions, 14 credits and 5 passes.

Twenty five percent of students in year 1 made significant growth from C results to B in English and maths as evidenced in A-E reporting. Our reports also identified our year 5 and 6 students as achieving excellent results with 50 percent of students achieving A's and B's.



PROGRESS AGAINST SCHOOL PRIORITIES

Priority 1: Improve writing results for our students.

Expected Outcomes and Targets:

At Yarralumla Primary School our major focus in teaching in 2010 was to improve student writing results.

It was identified through system and school assessments in 2009 that writing should be the focus of professional learning in 2010. Staff identified the following as areas for development:

- Development and implementation of an agreed whole school literacy program including a dedicated literacy block each day
- The design and assessment of specific writing criteria
- Support from the literacy and numeracy co-ordinator and team to implement First Steps Writing in the English and Italian classrooms
- Tracking and moderation of student writing performance through samples for report writing.
- Achieve expected growth plus 4 mean points in 2010 NAPLAN reading results for students in years 3 and 5

School improvement domains covered with this priority:

Learning and teaching

Progress against outcomes and targets:

The collaborative planning and delivery of the P-6 program of inquiry had proved very effective in developing a cohesive, rigorous and consistent program. It was decided that our literacy and numeracy programs would be strengthened by extending the concept to these areas. Planning proformas for literacy and numeracy were developed by the coordinator, and were used collaboratively by teaching teams each term to identify agreed teaching priorities and appropriate assessment, and to evaluate programs.

The Literacy and Numeracy (L&N) Co-ordinator worked with individual teachers to identify a specific learning focus for the teacher in implementing writing with their students. Support was provided over a period of time and student results were tracked for improvement.

Several courses and workshops were held, led by the coordinator and departmental staff:

- First Steps Writing
- team meetings and
- whole school workshops

Initiatives were implemented to support the achievement of improved outcomes in literacy including First Steps writing strategies.

Year 5 students achieved a mean score of 514 for writing, above the system mean score.

NAPLAN Mean Score Results for year 5

	School Target	School Mean	ACT Mean
Writing	508	514	496

Source: NAPLAN data within the School Measurement and Reporting Toolkit

The year 5 students' growth of 78 outperformed the growth of 70.7 for the territory.

Implementation of First Steps Writing strategies has been a priority for all teachers this year. In Pathways interviews teachers have demonstrated an improvement in student's writing abilities. Teachers have been actively engaged in professional dialogue about improving their practice and student results through extra time for planning, team meetings, professional development meetings, in class support by the L&N co-ordinator and the development of writing rubrics.

Priority 2: Improve numeracy results of our students.

Expected Outcomes and Targets:

- Improved student outcomes in numeracy for consecutive cohorts of students.
- Achieve expected growth plus 4 mean points in 2010 NAPLAN numeracy results for students in years 3 and 5

School improvement domains covered with this priority:

Learning and teaching

Progress against outcomes and targets:

Due to a significant time spent on priorities 1,3,4 and 8 in 2010, this priority will be addressed in 2011.



PROGRESS AGAINST SCHOOL PRIORITIES

Priority 3: Develop a plan for the school's Italian program

Expected Outcomes and Targets:

- An increase in the student scores in Italian language tests and student enrolments to the Italian Bilingual Program
- Improved outcomes in learning through Italian for successive cohorts of students and student enrolments to the Italian Bilingual Program

School improvement domains covered with this priority:

Leading and Managing

Progress against outcomes and targets:

2010 is the second year of the implementation our Italian Bilingual Program in the school. This was a consolidation year where we revisited our priorities for developing a vision for the school's Italian Languages Plan. Our target for 2011 is to increase the enrolments by 10 percent in the Italian Bilingual Program.

The Principal led a workshop to develop the school's Italian Languages Plan – The workshop was attended by 20 enthusiastic staff, parents and Marina Houston (our academic critical friend). We used a Quality Learning approach using the Plan-Do-Study-Act (PDSA) cycle to look at how to improve our program and make it sustainable. We worked on defining the opportunity for improvement, who the key stakeholders are, how we will work together, the current situation and a vision for the future.

The Principal and Executive Teacher also worked with Italian staff to develop a vision for teaching and learning in the Italian Bilingual Program. These priorities will be implemented in 2011.

The Principal and Board Chair also met with the Telopea School Principal to discuss issues with implementing a bilingual program and reported their findings to the School Board.

The school continued the dialogue with our academic 'critical friend' Marina Houston from UCAN to access Bilingual education research. Marina was also involved in workshops to develop the plan.

The Principal also visited an Italian Bilingual school in Sydney to share issues and ideas and establish stronger ties between the two schools.

In term 4, 2010 we have 126 students in our Italian Bilingual Immersion Program. This will increase to 150 students next year. This is an

increase of almost 20 percent in our enrolments into the program. Over the last three years 2009, 2010 and 2011 we have taken in 2 classes each year in kindergarten for the Italian Program.

Students in years 5 and 6 completed the ACER Italian Languages test in listening and reading in August. The results were outstanding with 6 high distinctions, 13 distinctions, 14 credits and 5 passes. These results are particularly pleasing as many of the students have only been doing Italian for less than 2 years.

Staff, students and parents have been involved in providing information about the vision for the Italian Bilingual Immersion program and their needs in the delivery of a quality program.

Priority 4: Foster a shared school vision

Expected Outcomes and Targets:

- An increase to system average or above in the school satisfaction survey results relating to school values and vision
- A shared school vision is easily identified by key stakeholders

School improvement domains covered with this priority:

Leading and managing

Progress against outcomes and targets:

Over the last three years Yarralumla Primary has changed dramatically. In 2007 our student population and families were drawn primarily from the suburbs of Yarralumla and Deakin with 30 percent of families coming from other parts of Canberra. The introduction of the Italian Bilingual program has changed this dynamic dramatically with 70 percent of our students now living in other parts of Canberra. In 2009 and early 2010 we identified through system and school data that developing a shared vision of the school was a high priority. It was important that we involve all stakeholders including students, parents and staff in a collaborative process to gain maximum input and a shared understanding our direction as a school.

We used a Quality Learning process to develop a School System map to create a shared purpose and a desired future state (or vision) for the school. The process involved;

- The Principal, executive and 2 staff attended a 4 day conference with David Langford in April



PROGRESS AGAINST SCHOOL PRIORITIES

- A whole staff 2 day workshop on Quality Learning in term 3 stand down.
- During this workshop Michael King from Quality Learning Australia facilitated staff completion of a system map of the school and specifically the school vision section.
- A workshop with students and parents to gain their perspective on a school system map was conducted in term 3 and 4.

A draft school System Map was completed at the end of 2010 and will be finalised early in 2011.

Priority 5: Work with parents, staff and students to develop a shared vision and agreed processes for the management of student behaviour

Expected Outcomes and Targets:

- An increase to system average or above in the school satisfaction survey results relating to management of student behaviour.
- A shared school vision and agreed processes for management of student behaviour.

School improvement domains covered with this priority:

Student engagement

Progress against outcomes and targets:

At Yarralumla Primary School we understand the importance of providing an environment where students feel safe and supported. Excellence in all areas is encouraged and expectations of behaviour and achievement are clearly communicated.

At Yarralumla Primary School we foster the values of:

- positive and productive relationships between staff and students
- resilience, responsibility and self discipline.

At the beginning of each year students complete a unit of learning called 'Creating Our Learning Community'. The purpose of the program is to develop connectedness between students and their teachers and the school, based on the premise that learning is most effective when positive relationships between students, their peers, their teachers and the school have been developed. Of these, the critical relationship for

successful learning is that between the student and his or her teachers.

This year it was implemented for the first time across both English and Italian classrooms. This strengthened the students understanding of the importance of consistent values and processes across the school.

The satisfaction survey results for 2010 indicated that further work with parents was required for 2010 and 2011.

Satisfaction survey percentage agree or strongly agree	School 2009	School 2010	ACT P-6 2010
Management of student behaviour is effective at my child's school. (parents)	58	49	73
My child is encouraged to take responsibility for his/her own behaviour (parents)	85	79	91
I am supported by the school in the management of student behaviour (staff)	73	94*	83*
Management of student behaviour is effective at this school (students)	74	92	75

*teaching staff only

Source: ACT Department of Education and Training

In response to the survey teachers implemented a consistent approach to managing student behaviour across the school which was communicated to parents in newsletters, emails etc.

We will continue to address this priority in 2011.

Priority 6: Increase student participation in decision making

Expected Outcomes and Targets:

- Increase by 10 percent annually the scores on the school developed student participation in decision making annual survey.
- Improved participation in school decision making by successive cohorts of students.

School improvement domains covered with this priority:

Student engagement



PROGRESS AGAINST SCHOOL PRIORITIES

Progress against outcomes and targets:

Due to a significant time spent on priorities 1,3,4 and 8 in 2010, this priority will be addressed in 2012.

Priority 8: Improve communication with parents particularly about student progress

Expected Outcomes and Targets:

- An increase to system average or above in the school satisfaction survey results relating to effective communication with parents.
- An increase to system average or above in the school satisfaction survey results relating to effective communication with parents about student progress.
- Higher levels of effective communication with parents through a variety of communication channels. Higher level of effective communication with parents about student progress.

School improvement domains covered with this priority:

Community engagement

Progress against outcomes and targets:

Our school values communication with parents as we recognise the education of students is a collaborative partnership. The school benefits from the support of the community in order to deliver its extra curricular programs and special events.

Early in 2010 the P&C conducted a parent survey on communication. The results from this survey were analysed alongside the school system survey which indicated 70 percent of parents were satisfied with their child's education at this school (system 82 percent). The school and P&C worked collaboratively to improve communication with parents by:

- Developing a comprehensive A-Z of valuable information for parents.
- Publishing the A-Z on the school website, including it in enrolment packs and making it available at the school.
- Following parent suggestions changing the fortnightly assembly to 2.15pm to encourage greater parent participation
- Establishing a whole school and individual class group parent email list

- Establishing a communication protocol where parents receive most information by email (eg. Newsletter, term overviews etc).
- Conducting parent workshops on the Italian Program and developing a school vision to gain parent perspective and input.
- Outlining student management procedures in the newsletter.

The anecdotal feedback from parents (increase in parent attendance at assemblies, numerous emails, parents comments at P&C meetings and parents comments to executive and teachers) at the end of 2010 indicated these initiatives were well received.

Targeted information sessions were held during the year on a range of topics including literacy and numeracy in the early years and supporting students learning Italian. The getting to know you sessions were held at the beginning of the school year with both the English and Italian teachers meeting with parents. Student portfolios and learning journeys were again a feature of the school reporting process that strengthened the relationship between student, class teacher and parents.

Satisfaction survey percentage agree or strongly agree	School 2009	School 2010	ACT P-6 2010
Communication between this school and parents and carers is effective. (parents)	58	41	74
I receive appropriate information about my child's progress (parents)	53	43	68
There is effective communication between teachers and parents and carers. (*teaching staff only)	81	94*	90*
Communication between this school and my parents and carers is good. (students)	80	85	83

The results of the parent survey, conducted in May in 2010, has not acknowledged the work completed in 2010 to improve communication. These results differ to the students and staff perception in relation to communication. The school will continue to identify how we can increase parent satisfaction in this area.



SCHOOL FINANCE

FINANCE REPORT

The school has provided the Department 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.

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$ 1231.30

Voluntary contributions

This school received \$3,375 in voluntary contributions in 2010. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2010.

The school has provided the Department 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

Financial Summary	
31-Dec-10	
INCOME	
Self management funds	\$203,884.70
Voluntary contributions	\$3,375.00
Contributions & donations	\$360.00
Subject contributions	\$10.00
External income (including community use)	\$14,293.84
Proceeds from sale of assets	\$0.00
Bank Interest	\$6,401.30
TOTAL INCOME	\$228,324.84
EXPENDITURE	
Utilities and general overheads	\$60,945.11
Cleaning	\$55,672.51
Security	\$560.99
Maintenance	\$38,507.30
Mandatory Maintenance	\$0.00
Administration	\$8,612.43
Staffing	\$0.00
Communication	\$5,261.60
Assets	\$38,149.95
Leases	\$4,504.53
General office expenditure	\$22,486.59
Educational	\$35,131.03
Subject consumables	\$0.00
TOTAL EXPENDITURE	\$269,832.04
OPERATING RESULT	-\$41,507.20
Actual Accumulated Funds	\$123,677.38
Outstanding commitments (minus)	\$2,100.21
BALANCE	\$80,069.97

Reserves

Name and purpose	Amount	Expected Completion
<i>NIL</i>		



ENDORSEMENT

I declare that the Yarralumla Primary Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
 - a) The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
 - a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative:

Trish Favretto Dicer
Darren Stephenson
David Lowe

Community Representative

Matthew Smith

Teacher Representative

Derek Synnott
Trish Foster

Board Chair: ~~Trish Favretto Dicer~~ David Lowe

Signature: David Lowe

Date: 3 May 2011

Principal: Sue Nott

Signature: [Signature]

Date: 3 May 2011

I have sighted this Annual School Board Report and verified the data contained in the report.

School Network Leader: Steve Kyburz

Signature: [Signature]

Date: 10.5.2011

