



# Yarralumla Primary School

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## Annual School Board Report 2016



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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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The school website is <http://www.yarralumlaps.act.edu.au>.

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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 2016 the Yarralumla Primary School Board's main focus was the appointment of a new Principal. This was a very complex and lengthy process which required a complete in-depth assessment against a very detailed capability framework to make sure that all Principal requirements and skills were met. We were very lucky to have appointed Rohan Evans (Signor Evans) who came from Hughes Primary School and brought with him renewed energy and enthusiasm in his role.

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 continue to thrive. Thanks to the dedication of parents and teachers the school has continued to develop strong ties with a number of Italian bilingual schools around Australia and create opportunities for our graduating students to continue their Italian.

The opening of the Flexible Outdoor Learning Space (FOLS) in March 2016 was a major milestone for the school and achieved our strategic priority in children's health, safety, leadership and physical environment. The school has continued to prioritise improvement in the area of literacy and numeracy outcomes for all students in English and Italian and will be re-visiting its four year Strategic plan in 2017.

Our enrolments for 2017 and interest by the community in our school, from events such as the Italian Festa continue to grow and we are shaping up to a shining beacon across the community and the south Weston network. 2017 brings with it a celebration of 60 years of Yarralumla Primary School. This milestone is a testament to the progress that this school continually strives to achieve for its students through its future visionary and thinking of ideas and ways of teaching, This has contributed to our current bilingual focus and cultural diversity and has continued to promote excellence and creativity for all our students.

## Context

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In 2016 strong in area numbers enter our preschool with 34 of the 44 students indicating they would join YPS in 2017 for Kindergarten. 51 students enrolled in Kindergarten at YPS at the start of 2016. The Montessori program continues to have an enrolment of 50 students. Throughout the year the primary setting has continued to grow in size from 350 students to 410 at the start of 2017.

## Student Information

### *Student enrolment*

In 2016 there were a total of 300 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	148
Female	152
Indigenous	7
LBOTE	102

Source: Planning and Analytics, December 2016

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages**

Year Level	Attendance Rate %
K	97.0
1	96.0
2	94.0
3	95.0
4	92.0
5	92.0
6	95.0

Source: Planning and Analytics, December 2016

During 2016 the school worked with the NSET team to support a student in year 4 who was a non attender. Regular letters were send home during the course of the year and follow up conversations with the family from the school phychologist.

### *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 2016.

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

**Table: 2016 Qualification of Teaching Staff in Percentages**

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	45

Source: Teacher Quality Institute, 16 December 2016

#### *Workforce composition*

The 2016 workforce composition of Yarralumla Primary School is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

**Table: 2016 Workforce Composition Numbers**

Staff Employment Category	Total
Teaching Staff: Head Count	27
Teaching Staff: Full Time Equivalent	23.5
Non Teaching Staff: Head Count	10
Non Teaching Staff: Full Time Equivalent	7.2

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

**Note:** This table does not include pre-school staffing.  
There are no indigenous staff members at this school.

## Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 3000.

## School Review and Development

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In 2016, 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 new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Yarralumla Primary School was reviewed in 2016. A copy of the Review 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 2016 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 2016, 82% of parents and carers, 91% of staff, and 83% 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.

The results for the 22 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	95
Teachers at this school provide students with useful feedback about their school work.	91
Teachers at this school treat students fairly.	100
This school is well maintained.	64
Students feel safe at this school.	91
Students at this school can talk to their teachers about their concerns.	91
Parents at this school can talk to teachers about their concerns.	95
Student behaviour is well managed at this school.	77
Students like being at this school.	100
This school looks for ways to improve.	95
This school takes staff opinions seriously.	73
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	68
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	68
Staff are well supported at this school.	59

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 120 parents who took part in the survey are tabled below.

**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.	94
Teachers at this school provide my child with useful feedback about his or her school work.	71
Teachers at this school treat students fairly.	88
This school is well maintained.	76
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	90
Student behaviour is well managed at this school.	82
My child likes being at this school.	95
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	72
Teachers at this school motivate my child to learn.	78
My child is making good progress at this school.	77
My child's learning needs are being met at this school.	75
This school works with me to support my child's learning.	73

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 52 students who took part in the survey are tabled below.

**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.	98
My teachers provide me with useful feedback about my school work.	83
Teachers at my school treat students fairly.	56
My school is well maintained.	79
I feel safe at my school.	81
I can talk to my teachers about my concerns.	67
Student behaviour is well managed at my school.	56
I like being at my school.	79
My school looks for ways to improve.	90
My school takes students' opinions seriously.	63
My teachers motivate me to learn.	85
My school gives me opportunities to do interesting things.	81

Source: 2016 School Satisfaction Surveys, August/September 2016

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.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

**Table: Yarralumla Primary School PIPS 2016 mean raw scores**

	School		ACT	
	Start	End	Start	End
<b>Reading</b>	62	124	49	121
<b>Mathematics</b>	41	59	39	54

Source: Planning and Analytics

### *NAPLAN assessment*

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 2016, 5.00 % of year 3 students and 6.00 % 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 2016 mean scores achieved by our students compared to the ACT.

**Table: Yarralumla Primary School 2016 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	478	441	532	514
Writing	431	420	450	474
Spelling	460	421	484	490
Grammar & Punctuation	492	442	505	511
Numeracy	442	412	496	497

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 speaking. In 2016 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 2016 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 undertook training in Positive Behaviours for Learning.

Yarralumla Primary has a specialist Arts 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 Semester 2 of 2016. 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.

## Progress Against School Priorities in 2016

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Below is Yarralumla Primary School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

*Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.*

## 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.

### *Financial Summary*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	172993.70	118745.50	291739.20
Voluntary contributions	15200.00	11540.00	26740.00
Contributions & donations	0.00	9605.80	9605.80
Subject contributions	14880.25	2165.35	17045.60
External income (including community use)	26203.56	32980.58	59184.14
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3970.19	1716.33	5686.52
<b>TOTAL INCOME</b>	<b>233247.70</b>	<b>176753.56</b>	<b>410001.26</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	26625.85	33362.09	59987.94
Cleaning	39415.97	41824.90	81240.87
Security	60.00	363.00	423.00
Maintenance	72480.71	24314.48	96795.19
Administration	14085.84	4927.59	19013.43
Staffing	192407.00	66288.76	258695.76
Communication	6204.45	1928.28	8132.73
Assets	7366.11	19034.32	26400.43
Leases	0.00	13737.60	13737.60
General office expenditure	12635.53	8952.56	21588.09
Educational	30892.82	27298.34	58191.16
Subject consumables	28478.99	265.10	28744.09
<b>TOTAL EXPENDITURE</b>	<b>430653.27</b>	<b>242297.02</b>	<b>672950.29</b>
<b>OPERATING RESULT</b>	<b>-197405.57</b>	<b>-65543.46</b>	<b>-262949.03</b>
<b>Actual</b> Accumulated Funds	241504.80	238504.80	241504.80
Outstanding commitments (minus)	-16757.65	0.00	-16757.65
<b>BALANCE</b>	<b>27341.58</b>	<b>172961.34</b>	<b>-38201.88</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1092.26.

## Voluntary Contributions

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 2016.

## Reserves

Name and Purpose	Amount	Expected Completion
FOLS Flexible outdoor learning space. Enhance community use, student leadership and physical activity of students.	\$3000	12/2016

## Endorsement Page

I declare that the Yarralumla Primary School Board has operated in accordance with the provisions of the ACT *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 board 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

<b>Parent Representative(s):</b>	Jeremy Stringer	Rachel Smith Cianchi
<b>Teacher Representative(s):</b>	Sharon Brissoni	Sarah Veitch
<b>Board Chair:</b>	Deb Hicks	
<b>Principal:</b>	Rohan Evans	

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 2016.

Principal Signature:



Date:

08 / 05 / 2017

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

Board Chair Signature:



Date:

08 / 05 / 2017