



Yarralumla Primary School

Annual School Board Report 2020

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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

School Context

Yarralumla Primary School was established in 1957 in a beautiful leafy setting on the southern shore of Lake Burley Griffin in Yarralumla. It is a small family-friendly school which transitioned to a bilingual educational model for teaching and learning in 2009. It caters for approximately 460 children from the ages of 3 to 12 through a variety of programs that include a K – 6 specialised Italian Bilingual program, an English stream, a pre-school program (4 year olds), a Montessori Stage one program (3 to 5 year olds) and one integrated Autism Unit (K-6). Yarralumla Primary aims to be a leading bilingual school in Australia employing the CLIL methodology – Content Language Integrated Learning to deliver the new Australian curriculum through the Italian language. Learning another language and gaining knowledge of the world through another language gives its students a level of language skill not achievable through a regular school program as well as enabling intercultural understandings necessary for being a true global citizen. Children receive quality instruction and attention from skilled and committed educators, half of whom are native Italian speaking Australian citizens. 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 with a focus on Sustainability. Visual and Performing Arts are also a focus through a music tutor scheme, K-6 performing Arts program (woodwind bands, junior and senior choir and dance) and creative arts. Other specialist programs in Italian, EALD and Learning Assistance are offered. Yarralumla has a strong community focus and a supportive parent body. The strength of the school lies in the close partnership between students, staff, parents and the wider community, which is highly valued by all. It offers two after school care programs and a holiday program. In alignment with the 2020 Annual Operating Plan, the school has embarked on a targeted program to improve literacy and numeracy in both languages, and an instructional model for teachers to continually refine their practice and provide personalised feedback to students about their learning.

Student Information

Student enrolment

In this reporting period there were a total of 391 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	185
Gender - Female	206
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	6
LBOTE**	137

Source: ACT Education Directorate, Analytics and Evaluation Branch

* If the number of non binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.

- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	21.86
Teaching Staff: Full Time Equivalent Temporary	4.20
Non Teaching Staff: Full Time Equivalent	13.21

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). 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'*. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school was reviewed in 2019. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 72% of parents and carers, 86% of staff, and 81% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion 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, students and staff who agreed with each of the national opinion items at this school.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

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	
Parents at this school can talk to teachers about their concerns.	93
Staff are well supported at this school.	68
Staff get quality feedback on their performance.	64
Student behaviour is well managed at this school.	79
Students at this school can talk to their teachers about their concerns.	93
Students feel safe at this school.	89
Students like being at this school.	96
Students' learning needs are being met at this school.	86
Teachers at this school expect students to do their best.	96
Teachers at this school motivate students to learn.	89
Teachers at this school treat students fairly.	93
Teachers give useful feedback.	73
This school is well maintained.	43
This school looks for ways to improve.	89
This school takes staff opinions seriously.	71
This school works with parents to support students' learning.	86

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 86 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	
I can talk to my child's teachers about my concerns.	87
My child feels safe at this school.	91

My child is making good progress at this school.	71
My child likes being at this school.	95
My child's learning needs are being met at this school.	71
Student behaviour is well managed at this school.	59
Teachers at this school expect my child to do his or her best.	88
Teachers at this school give useful feedback.	69
Teachers at this school motivate my child to learn.	73
Teachers at this school treat students fairly.	78
This school is well maintained.	42
This school looks for ways to improve.	63
This school takes parents' opinions seriously.	59
This school works with me to support my child's learning.	66

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 121 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I can talk to my teachers about my concerns.	50
I feel safe at this school.	63
I like being at my school.	69
My school gives me opportunities to do interesting things.	70
My school is well maintained.	57
My school looks for ways to improve.	71
My teachers expect me to do my best.	81
My teachers motivate me to learn.	74
Staff take students' concerns seriously.	64
Student behaviour is well managed at my school.	41
Teachers at my school treat students fairly.	70
Teachers give useful feedback.	71

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

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.

*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

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

INCOME	January-June	July-December	January-December
Self-management funds	123993.08	162555.42	286548.50
Voluntary contributions	3685.00	1330.00	5015.00
Contributions & donations	25.00	23700.37	23725.37
Subject contributions	1120.00	320.00	1440.00
External income (including community use)	22491.79	3719.33	26211.12
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	1611.15	1269.51	2880.66
TOTAL INCOME	152926.02	192894.63	345820.65
EXPENDITURE			
Utilities and general overheads	33916.02	45092.02	79008.04
Cleaning	77.21	0.00	77.21
Security	3333.00	325.68	3658.68
Maintenance	44110.02	50045.60	94155.62
Administration	10231.36	5406.71	15638.07
Staffing	0.00	452.40	452.40
Communication	3999.26	8073.66	12072.92
Assets	19494.17	5348.95	24843.12
Leases	0.00	0.00	0.00
General office expenditure	23257.25	17260.05	40517.30
Educational	8471.58	72501.55	80973.13
Subject consumables	5900.00	77.70	5977.70
Other Payments	0.00	12098.15	12098.15
Directorate Funded Payments	0.00	260.91	260.91
TOTAL EXPENDITURE	152789.87	216943.38	369733.25
OPERATING RESULT	136.15	-24048.75	-23912.60
Actual Accumulated Funds (31.12.20)	137863.81	141229.10	279092.91
Outstanding commitments (minus)	-27701.73	0.00	0.00
BALANCE	110162.08	165277.85	275439.93

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 this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
Italy Trip	\$5000	2022

Endorsement Page

Members of the School Board

Parent Representative(s):	Jerry Nockles,	Rachel Trump,	[INSERT NAME].
Community Representative(s):	[INSERT NAME],	[INSERT NAME],	[INSERT NAME].
Teacher Representative(s):	Helen Del Guzzo,	Bruno Santagostino Baldi,	Samantha Moss.
Student Representative(s):	[INSERT NAME],	[INSERT NAME],	[INSERT NAME].
Board Chair:	Katrina Saunders		
Principal:	Rohan Evans		

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

2020 Board Chair Signature: [TYPE SIGNATURE – **ELECTRONIC ONLY**] Date: DD/ MM/ YYYY

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Rohan Evans Date: 12/ 07 / 2021