



Yarralumla Primary School

Annual School Board Report 2021



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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 400 children from the ages of 3 to 12 through a variety of programs that include a K – 6 specialised Italian Bilingual program, a pre-school program (4 year olds), a Montessori Stage one program (3 to 5 year olds) and a small group space (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. This is taught through our Positive Behaviours for Learning PBL. The school also values diversity and fosters an inclusive learning environment with a focus on sustainability. Performing Arts are also a focus through a music tutor scheme, K-6 performing Arts program (Year 5 and Year 6 Wood Wind Band and School Choir). 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 2021 Annual Operating Plan, the school has embarked on a targeted program to improve literacy and numeracy in both languages.

Student Information

Student enrolment

In this reporting period there were a total of 392 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	191
Gender - Female	201
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	10
LBOTE**	134

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

The following table identifies the attendance rate of students by year level during this reporting period. 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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

Year level	Attendance rate
1	94.0
2	95.0
3	94.0
4	93.0
5	93.0
6	93.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

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/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	21.23
Teaching Staff: Full Time Equivalent Temporary	5.80
Non Teaching Staff: Full Time Equivalent	12.63

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, 82.1% of parents and carers, 82.6% of staff, and 92.6% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 23 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.	96
Staff get quality feedback on their performance.	53
Student behaviour is well managed at this school.	70
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	100
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	96
Teachers give useful feedback.	94
This school is well maintained.	61
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	60

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 78 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	
My child feels safe at this school.	92
My child is making good progress at this school.	81
Student behaviour is well managed at this school.	58
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	75
Teachers give useful feedback.	73
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	89
This school is well maintained.	71
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	46
This school works with me to support my child's learning.	67

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 108 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 feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	70
I feel safe at this school.	86
I am happy to be part of this school.(Replaces 'I like being at my school')	89
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	79
My school is well maintained.	95
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	97
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	85
Staff take students' concerns seriously.	82
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	90
Teachers give useful feedback.	84

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.

Table: Yarralumla Primary School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	62	126	38	57
ACT	58	125	38	56

Source: ACT Education Directorate, Analytics and Evaluation Branch

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 this reporting period, 1.69 % of year 3 students and 0.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

Table: NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	452	437	542	515
Writing	442	418	500	475
Spelling	419	409	524	502
Grammar & Punctuation	450	426	523	497
Numeracy	424	404	514	492

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-December
Directorate Funding	336345.33
Contributions and Donations	65367.30
Subject Contributions	2090.00
Hire of Facilities	19951.43
External Revenue	7954.65
Sale of Assets	0.00
Interest Received	2321.19
Other School Revenue	6289.91
TOTAL INCOME	440319.81
EXPENDITURE	
Utilities and General Overheads	65736.11
Security and Caretaking	1121.18
Maintenance	92007.60
Administration	25116.63
Staffing Expenditure	5518.57
Communication	8330.76
Assets & Leases	38859.42
General Expenses	34595.98
Educational Resources	54786.07
Subject Consumables	6818.23
Directorate Funded Payments	50888.46
Other Payments	7763.23
TOTAL EXPENDITURE	391542.24
OPERATING RESULT	48777.57
Accumulated Funds	145877.12
BALANCE	194654.69

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 The reserve has been created to support a biannual community trip to Italy. The reserve is to support the payment of teachers to support the students and families in Italy. The community trip to Italy supports the students learning and understanding of the Italian language.	\$5,000	October 2023

Members of the School Board

Parent Representative(s):	Rachel Trump,	
Community Representative(s):	Jerry Nockles,	
Teacher Representative(s):	Helen Del Guzzo,	Bruno Santagostino Baldi,
Student Representative(s):		
Board Chair:	Katrina Sanders	
Principal:	Rohan Evans	

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

2021 Board Chair Signature: *Katrina Sanders*

Date: 30/ 06/ 2022

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: 29 / 06 / 2022