



Yarralumla Primary School Board Report 2015



This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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

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School Board Chair Report

The Yarralumla School Board is very proud to represent our community and work on issues of strategic importance for the school. Our school board membership had a few changes with the retirement of former principal Signora Lea Chapuis, rotation of both teacher and parent representatives throughout the year and the introduction of our new Principal Signore Rohan Evans in Term 2.

In 2016 the Yarralumla Primary School Board continues to focus on a number of key strategic goals to ensure the bilingual status of the primary school and life after Yarralumla continued to thrive. Thanks to the subcommittees formed and the dedication of a few 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. We are also continuing our strong relationship with the Italian embassy and will continue our goal of increasing awareness of Yarralumla Primary School in the wider Canberra community.

Our priority in 2016 is to ensure that a key strategic priority in the area of improvement in literacy and numeracy outcomes for all students in English and Italian and children's health, safety, leadership and physical environment requirements is addressed. The progress and opening of the Flexible Outdoor Learning Space (FOLS) is testament to such a key initiative and one which will support not only our children's needs but also be of a great benefit to the community.

The board fully supports the vision of Yarralumla Primary school being a **beacon bilingual school** that collaboratively through English and Italian demonstrates a community that celebrates cultural diversity and promotes excellence and creativity for all of our students beyond their years.

Introduction to School

Yarralumla Primary School is a small community school with an August Census of 383 students from the age of three to year 6. The school offers a number of specialised programs including a kindergarten to year six Italian Bilingual program (50% of the Australian Curriculum is delivered in Italian and 50% in English), an Italian Experience class (with mainly English focus), an on-site Preschool, a Montessori Cycle 1 program (for ages 3 to 5) and two Learning Support Units (autism specific). Students come from a variety of cultural, linguistic and socio-economic backgrounds and from different suburbs across Canberra. There are currently 2 part-time preschool teachers, two Montessori teachers, 10 mainstream Italian teachers, 10 mainstream English teachers, an Italian language assistant, 2 Special Education teachers (Autism units), 10 Learning Support Assistants, a Business Manager, an Admin Support, BSO and an executive team of Principal, Deputy Principal, Italian Coordinator (SLC), an Executive Teacher Professional Experience and School Leader C (English).

At the beginning of term 2, there was a change to the executive team with the premature retirement of the school's principal. The Deputy took up the Principal's position and the Executive Teacher Professional Experience stepped into the Deputy's role. The SLC was newly appointed to the school in the last term of 2014. A class teacher took on an SLC role for terms 2 and 3. The Principal led the Preschool and Montessori villas, the Italian SLC led the K-year 1 team, the Deputy managed the year 2-3 team and the English SLC led the 4-6 team.

The aim of Yarralumla Primary School's Strategic Plan 2014-2017 is to enable the achievement of our vision: to become a **beacon bilingual school** that learns and cultivates community collaboratively through English and Italian; to demonstrate our valuing and celebration of linguistic and cultural diversity and to promote excellence and creative pathways for students from our local context to the global stage.

Student enrolment

In 2015 there were a total of 296 students enrolled at this school from kindergarten to year 6.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	143
Female	153
Indigenous	7
LBOTE	91

Source: Planning and Performance, December 2015

Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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.

Table: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
K	92.0
1	93.0
2	94.0
3	92.0
4	91.0
5	92.0
6	89.0

Source: Planning and Performance, December 2015

Long periods of non-attendance was followed through by the principal with regular phones calls, counselling support and continuation of procedures around student absences which include daily absence sheets completed by teachers, daily phone calls by the school secretary to parents of absent students, reminders in the newsletter about attendance and a letter from the principal to parents requesting an explanation of absences. There is strong parental support of these procedures.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

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

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	39

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes 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: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	27
Teaching Staff :Full time Equivalent Permanent	23.4
Teaching Staff :Full time Equivalent Temporary	0.6
Non Teaching Staff (Head Count)	15
Non Teaching Staff :Full time Equivalent	9.9

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are no indigenous staffs at this school.

Note: * Indigenous staff are reported where the staff member has self identified.

In order to run the school's bilingual program, at least seven out of the 20 teachers are required to be native Italian speakers. Further support is also provided by a permanent Italian Language Assistant and two Italian native speaking School Language Assistants (SLAs) from Italy who resided with Yarralumla families for at least three terms.

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was 2940 hours.

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* 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 school's progress towards achieving system and school priorities.

The school will be reviewed in 2016. A copy of their most recent validation report can be found on the school website.

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 August/September 2015 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 2015, 84% of parents and carers, 92% of staff, and 83% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the 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 13 number of staff who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect students to do their best.	92
Teachers at this school provide students with useful feedback about their school work.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	69
Students feel safe at this school.	77
Students at this school can talk to their teachers about their concerns.	92
Parents at this school can talk to teachers about their concerns.	92
Student behaviour is well managed at this school.	62
Students like being at this school.	92
This school looks for ways to improve.	100
This school takes staff opinions seriously.	69
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	69
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	77
Staff are well supported at this school.	69

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 61 number of parents who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect my child to do his or her best.	82
Teachers at this school provide my child with useful feedback about his or her school work.	66
Teachers at this school treat students fairly.	84
This school is well maintained.	87
My child feels safe at this school.	90
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	67

Item (cont)	(%)
My child likes being at this school.	92
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	75
Teachers at this school motivate my child to learn.	85
My child is making good progress at this school.	77
My child's learning needs are being met at this school.	70
This school works with me to support my child's learning.	71

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 52 number of 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

Item	(%)
My teachers expect me to do my best.	94
My teachers provide me with useful feedback about my school work.	90
Teachers at my school treat students fairly.	83
My school is well maintained.	69
I feel safe at my school.	82
I can talk to my teachers about my concerns.	78
Student behaviour is well managed at my school.	56
I like being at my school.	88
My school looks for ways to improve.	96
My school takes students' opinions seriously.	79
My teachers motivate me to learn.	92
My school gives me opportunities to do interesting things.	90

Source: 2015 School Satisfaction Surveys, August/September 2015

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 school plan and the development of annual operating plans. The school plan is available on the school website.

Learning and Assessment

NAPLAN Assessment

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 2015, 0.00 % of year 3 students and 3.00 % 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 NAPLAN 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 2015 mean scores achieved by our students compared to the ACT.

Table: Yarralumla Primary School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	479	443	543	521
Writing	462	420	489	486
Spelling	450	410	501	500
Grammar & Punctuation	495	441	517	516
Numeracy	472	410	517	502

Source: Performance and Planning December 2015

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

The table shows at year 3 the school's results were above that of the ACT in reading, writing, spelling, grammar and punctuation and numeracy. The year 5 students were also above in all test domains.

A more detailed analysis of our results can be found later in the report when we report against our priorities.

Performance in other areas of the curriculum

Participation and achievement in other areas of the curriculum by Yarralumla students include widespread participation in online programs such as Language Perfect in Italian, Mathletics, Spellodrome and Reading Eggs. Certificates are given out during class to acknowledge student progress in these areas.

In Years 4 to 6, students identified as requiring extension in maths were tutored by a mathematician from CSIRO's Education and Outreach's Program - Scientists and Mathematicians in Schools program (SmiS). Senior students also participated in the Gifted and Talented Da Vinci Challenge and all years 3 to 6 students participated in the mass choir of 'Step into the Limelight'. To enhance students' extra-curricular experiences, enrichment activities were offered every alternate Friday afternoon; these activities included pottery, dance, mosaic art, sustainable gardening, chess, digital media, drama and creative thinking.

Progress against School Priorities in 2015

Methodology in evaluating progress

The school used a range of tools in self-evaluating its performance throughout the year. These tools include the National School Improvement Tool (NSIT), School Satisfaction Surveys, the Australian School Climate and School Identification Measurement Tool (ASCSMIT), the NSSF Audit, NAPLAN, PIPS, the National Quality Standard Assessment (NQS Report) and the Common European Framework of Reference for Languages (CEFR).

In addition, the school used a range of school-based tools sourced from the Principals as Leaders of Literacy course (PaLLs), Language Perfect, Count Me In Too (CMIT - SENA), BEE Spelling, PM Benchmarks, the Australian Mathematics Trust, MTS Online, iMaths, the Teacher Expertise Register, Collaborative Conversations logs (CClogs) and Survey Monkey .

Consultations were scheduled through the Board and P&C meetings and staff and student teams (early childhood, junior, middle, senior and whole of school), APDs, Performance Plans, Planning Cohorts (PCs) and Focus Groups (Italian, Data and Numeracy) to identify, collect, organise, record and analyse both formative and summative data throughout the year.

The Leadership team led staff in using the 'Disciplined Dialogue' methodology in understanding, analysing and interpreting data collections.

Evaluation of Performance:

Strategic Priority 1: Improve student learning outcomes in English and Italian literacy and numeracy

Key Improvement Strategies

- Review and refine the Italian Bilingual program
- Develop sustainable practices in numeracy across the school
- Embed a culture of data analysis and data systems
- Embed sustainable practices in literacy across the school
- Implement the Australian Curriculum with greater focus on capabilities and cross-curriculum priorities
- Implement the elements of QA1 of the National Quality Standard for Early Childhood units

Targets

By the end of 2015

- meet NAPLAN school mean scores in all literacy strands for all students to the ETD set targets specific to YPS
- meet the ACT NAPLAN ACT mean score for year 3 numeracy and continue to exceed ACT NAPLAN mean score for year 5 numeracy for all students

- 75% of Kindergarten students achieve Band 3 and above in PIPS reading and numeracy
- 80% of students in years 3 to 5 bilingual program achieve A1 Standard of the Common European Framework of Reference for Languages (Italian) and 50% of students in year 6 achieve A2 standard
- 80% of students in bilingual program achieving entry level in Italian language proficiency of the WIDA Language Development Standards
- achieve outstanding rating for 50% of NQS elements in QA1 domain in the preschool and Montessori programs (if assessed)

Key Improvement Strategy 1: Review and refine the Italian Bilingual program

Bilingual hour: Teachers of Year 6 have implemented a ‘bilingual hour’ during the week. **In 2016, a formal structure is planned for all classes during the changeover session on Wednesday.**

CLIL pedagogy: embedding CLIL pedagogy is an ongoing process. **PL workshops, internal and external, are planned for 2016 so that we achieve consistent practice across the school.**

The ACARA Italian language document is used by all Italian teachers to inform assessment and reporting of Italian language proficiency according to the Australian Curriculum Scope and Sequence. Our school was one of the first to use this document and provide examples of its use at AFMLTA meetings and Bilingual Schools Networks.

The Common European Framework of Reference for Languages (CEFR) has been used to assess students in years 3-6 as set out in the school’s Assessment Schedule in semesters 1 & 2. In term 3, we were fortunate to have a trained examiner of the CEFR assessment tool administer the CILS tests (which inform a student’s ability in CEFR criteria) to year 6 students. Data from these tests will be analysed by teachers and entered into the school’s tracking sheets.

The WIDA Language Standards and Assessment: a decision was made by the Italian Executive teacher not to implement this tool but rather to focus on PL (the AMFLTA workshop in March) to build staff capacity in embedding the ACARA Languages document.

Additional responses

Responses from the Student School Surveys for 2015 indicate that 92% agree or strongly agree that they value the bilingual education at our school and 80% agree or strongly agree they enjoy learning Italian. In the Parent School Survey, 87% agree or strongly agree they value the bilingual education and 84% agree or strongly agree that their child enjoys learning Italian. 69% of teacher responses agree or strongly agree that students’ learning needs are being met with 23% neither agree nor disagree. End of year reporting data shows that 90% of students in the years 1 to 6 bilingual program achieved A1 Standard of the Common European Framework of Reference for Languages (Italian) and 50% of students in

year 6 achieved A2 standard. At least 80% of students in each year level achieved targets and benchmark standards of Australian Curriculum in Italian in all linguistic strands.

Key Improvement Strategy 2: Develop sustainable practices in numeracy across the school

The school achieved its numeracy target this year. Year 3 NAPLAN numeracy results exceeded both the ACT and network mean scores and the Year 5 students also exceeded the ACT mean score. Our main focus was to bring consistency of practice using the Balanced Numeracy Approach. We used Survey Monkey to gather data around practice and resources used by teachers. We introduced a common planning format which has brought consistency in planning across the school and all staff have learnt Middle Years Mental Computation (MYMC) games/strategies through staff meetings. Over 5 weeks, 15 teachers undertook MYMC PL to build capacity in computational understanding. NAPLAN data was analysed with year 3 and 5 teachers using the 'disciplined dialogue' approach and it was evident that the focus on MYMC was having a positive impact on students' learning. We carried out an audit of the resources and ordered more resources to support mathematics learning.

The Performance Indicators in Primary Schools (PIPS) suggest that we need to undertake a review of numeracy practices. They indicate 69% expected or better growth in numeracy over the year. This will become a focus for 2016.

Teachers of years 1-6 implemented MTS Online to assess all students and this data was entered into our newly developed google docs tracking sheet. Around 40% of teachers have focused on improving numeracy practices in their Collaborative Conversations (6 observations of practice required per year). These teachers are showing an increased confidence in teaching numeracy on the Teacher Expertise Register. The Register also shows that most teachers have improved in the majority of aspects surveyed (doing and using SENA data, MYMC, using Mathletics online and MTS online for a smaller proportion of teachers)

There has been limited analysis of SENA, so this will be our focus in 2016. PL in CMIT will be planned and delivered by the ETPP next year. Data sheets will be created on google docs and used with teachers to discuss and track students' learning and also discuss quality pedagogy to bring about better outcomes. Scope and sequence of topics has not been achieved however there has been a decision to purchase *iMaths* resources that provide a scope and sequence of topics within the program. ***iMaths* has been trialed in years 2 & 3 this year with positive results. It will be implemented in years 1-6 next year. Daily 3 Maths will be implemented in 2016 as well.**

A K-6 Assessment Schedule and a student data tracking system using Google Sheets have been developed. Teachers enter data and track student progress to inform teaching and learning intentions and interventions. **A combination of ongoing professional learning, collaborative planning, Collaborative Conversations (peer observations, feedback and reflections of practice), mentoring is building staff capacity and consistency of practice across the school. These practices need to continue in 2016.**

Key Improvement Strategy 3: Embed a culture of data analysis and data systems

A **K-6 Assessment and Reporting Schedule** were developed this year. All teachers have knowledge of the data collections and data entry timeframes. Data is has been analysed in planning cohorts as well as team meetings. Both Italian and English teachers enter and analyse student data. 2016 will see an improvement in the ways that data is interpreted and how learning can be differentiated to cater for all student needs.

All teachers have entered a range of student data on **Google docs student** data sheets to track each student's progress. We decided to use Google docs sheets rather than an excel data sheet because of their real time sharing functionality. More than one teacher can be viewing data at the same time, allowing sharing of analysis and discussion which has commenced late in the year. **Teachers taking responsibility for changes in practice required to achieve and improve school targets will be a key focus for all teachers in 2016.**

This year has seen significant time given to identifying the intellectual, emotional and social needs of a number of students. This has been in response to changes in levels of student engagement and progress. These needs have been managed through the Special Needs team and case management meetings involving a range of personnel and expertise. The outcomes have been innovative with Personal Learning Plans (PLPs) comprising goal setting, flexible timetabling, mentoring and early and targeted intervention. **Staff evaluation recommends that the processes for identification of students needing intervention are formalized in 2016.**

Key Improvement Strategy 4: Embed sustainable literacy practices across the school

The school's target to improve NAPLAN mean scores in all literacy strands was achieved. The year 3 students met and exceeded both the ACT and South Weston Network mean scores in all strands. The year 5 students met and exceeded the ACT means score in all strands and were on a par with SW Network mean score in reading. **Year 5 scores in writing, spelling, grammar and punctuation were below the SW Network mean scores. These areas will remain a focus for 2016. The implementation of QTM to achieve a deeper reflection of practice will be a key driver.**

An interrogation of NAPLAN results at the student level shows that we still need to improve in all strands of literacy for some students. The strands requiring the largest improvement are spelling and grammar and punctuation.

Table of Yarralumla school mean scores compared with ACT and South Weston Network schools' mean scores in all literacy strands

Year level & mean score	Reading Mean score	Writing Mean score	Spelling Mean score	Grammar & Punctuation Mean score
School Year 3	478.9 (34.8 above ACT mean)	462 (40.6 above ACT mean)	450.2 (39 above ACT mean)	495.5 (53.6 above ACT mean)
ACT	444.1	421.4	411.2	441.9
SW Network	462.6	427.4	418.4	456.3
School Year 5	543.3 (21.5 above ACT mean)	489.4 (2.5 above ACT mean)	501.1 (0.8 above ACT mean)	517.5 (0.6 above ACT mean)
ACT	521.8	486.9	500.3	516.9
SW Network	544	496.5	509.7	535

Outcomes of the PaLLs#2 (Principals as Leaders of Literacy) PL this year saw the development of set of beliefs about reading, internal PL on the Reader's Workshop planning tool, classroom environmental audits, literacy practices audits, and purchase of a wider range of books for classrooms to cater for student interests.

Spider graphs of teachers' self-evaluation on whole school literacy practices show that they are experiencing increased confidence in 14/15 practices. These include BEE spelling, spelling journals, guided reading, modelled reading, using running records, teaching grammar, differentiation, planning literacy blocks, cooperative reading, using First Steps reading and writing, Daily 5 and using Big Books. Only 50% of teachers have implemented the Daily 5 this year.

We will continue to implement and embed these practices with a deeper focus on Daily 5 and differentiation in 2016.

The Performance Indicators in Primary Schools (PIPS) suggest that we need to undertake a comprehensive review of reading practices. They indicate 42% expected or better growth in reading over the year. A review of reading practices will become a focus for 2016.

Key Improvement Strategy 5: Implement the Australian Curriculum with greater focus on capabilities and cross-curriculum priorities

In 2015, challenges in the way that the Australian Curriculum (AC) was to be delivered in a bilingual context, resulted in a consistent, integrated whole school approach. All teachers participated in professional learning to gain a deeper knowledge of its content and each year level planned integrated units of inquiry taught over a semester. Using Understanding by Design (UbD), all teachers have designed units of inquiry incorporating the capabilities and cross curriculum priorities. There is evidence of an improved alignment between learning intentions, rich tasks for assessment and reporting against the AC standards. This is demonstrated in the UbD unit plans and is ongoing.

The school has implemented the AC subjects of History, English, Science, Geography, Mathematics and Technologies. **The design of the units will continue to consolidate the learning achieved in 2015 with increased focus on differentiation, especially for students who have been identified as gifted. Professional learning early in 2016 is planned to support teachers to achieve this goal.**

Increased integration of learning technologies has opened learning paths for a significant number of students in every class this year. The use of *Google docs* has allowed instant sharing and collaboration of learning tasks in the upper years. It has also allowed real time feedback from the teacher about student work.

Key Improvement Strategy 6: Implement the elements of QA1 of the National Quality Standard for Early Childhood units

Implementation of elements of QA 1 (the Early Years Learning Framework) has been achieved in both the Early Childhood programs at the Preschool and Montessori villas. Further evidence was provided in the assessment of both programs through the regulatory body, Care and Early Childhood Education Authority (CECA). Both villas achieved an overall rating of *Exceeding the National Quality Standard*. **Yarralumla Montessori reporting format remains inconsistent with whole school model. This will become a focus in the 2016 plan.**

Strategic Priority 2: Strengthen inspirational teaching and leadership: improve teaching and leadership capacity

Key Improvement Strategies

- Embed a culture of reflective practice through coaching and mentoring
- Improve induction processes for new staff to ensure consistency of practice and expectations

Targets

By the end of 2015

- 80% of teachers are coaching and/or mentoring colleagues across the school, demonstrating exemplary literacy and numeracy practices

- 100% teachers demonstrate growth on the Teacher Register of Expertise in at least one pedagogical area identified for development in their Professional Pathways
- 90% of staff agree (in the Satisfaction Surveys) that they receive constructive feedback about their practice
- 88% of parents (in the Satisfaction Surveys) are satisfied with their child's education at Yarralumla PS

Key Improvement Strategy 1: Embed a culture of reflective practice through coaching and mentoring

Every teacher has engaged in and received feedback on 6 Collaborative Conversations during the year. The School's Teacher Satisfaction survey indicates 92% of responses agree or strongly agree that mentoring, coaching or peer observations are arranged at this school as part of professional development. 100% of responses agree or strongly agree that staff participate in PL programs as a whole school team. 100% of responses indicate that staff are offered programs to develop their knowledge and skills.

This year, we had a change in leadership with the retirement of the principal in April. This meant that 20% of staff applied for 3 HDA positions. All 4 school leaders have planned and delivered PL to staff throughout the year. All leaders always attend whole staff PL. 80% of teachers have shared their knowledge, skills or expertise at whole school staff PL or team meetings.

The Teacher Register of Expertise shows that 100% of teacher responses have demonstrated growth and confidence in teaching at least one pedagogical area. 76% of responses agree or strongly agree that they have received quality feedback on their teaching practice.

A combination of ongoing professional learning, collaborative planning, Collaborative Conversations (peer observations, feedback and reflections of practice) and mentoring is building staff capacity and consistency of practice across the school. These practices need to continue in 2016 and will be added to the Annual Action Plan.

Key Improvement Strategy 2: Improve induction processes for new staff to ensure consistency of practice and expectations

NSIT responses from new staff and educators are positive about induction processes. The school has developed an induction booklet for new staff and every new educator is mentored and/or coached, observed and assessed for either contracted or probationary period. Three teachers have achieved full TQI registration.

Strategic Priority 3: Enhance student and community engagement

Key Improvement Strategies

- Develop processes and practices that support student engagement and wellbeing
- Improve processes and number of opportunities for engagement with parents and wider community

Targets

By the end of 2015

- Increased proportion of students and parents who respond in the Satisfaction Surveys that they feel safe at YPS and that relationships are well managed
- Increased proportion of positive responses in National Safe Schools Framework survey results
- 85% satisfaction response from Year 6 students in the Gambarri Villa about leadership opportunities and wellbeing

Key Improvement Strategy 1: Develop processes and practices that support student engagement and wellbeing

The school has continued to embed an inclusive school culture by focusing on the Essential Skills, Social/Emotional Learning (Friendly Schools Plus program), daily reference to the 4 elements of the Fish Philosophy, YPS 3i values of integrity, inclusion and innovation, relational practices and daily mindfulness practices.

Staff have revised the school's behaviour management policy in Italian and English. Though not formally documented yet, staff are using a suite of universal, targeted, selected strategies to manage student behaviour. A small number of students have behaviour management plans or behaviour response plans. As teachers differentiate more effectively and class structures become more fluid, there is increased integration of students on Individual Learning Plans and a growing number of students on Personalized Learning Plans that cater for their learning needs in English and Italian. All students from year 4-6 set learning goals and these are discussed with parents at 3 way interviews.

All year 6 students trained in Peer Mediation and conflict resolution skills with follow up workshops from the Friendly Schools Plus program. Year 6 are rostered on the playground to assist students with their concerns. All teachers implement the FS plus program across K-6.

The school engaged volunteer mentors from the Lyons Club this year. These men have mentored three young boys to build their self-confidence and a positive sense of identity.

The school ran a *Digital Technologies and Cyber safety awareness workshop* for year 5/6 students with a guest speaker from the AFP. This focused on the legal and personal safety issues facing young people online. This was attended by 22 parents.

Fifteen students from year 2 – 6 took on leadership opportunities acting as ambassadors for the school's Open Day in May. Using their Chromebook presentations on Italian culture and language, 28 year 6 students entertained students and community members from 4 country schools at Tarago Town Hall. This was organised through the Tarago Country Women's Association who provided Italian food for the students.

Around 20 students were involved in leading activities for the School Festa and 15 performed songs in Italian at the inaugural Festa Italiana this year. Students were involved in the organizing and staging of Italian Republic Day, ANZAC Day, assemblies, carnivals and the walkathon. There is an active SRC with a change of 14 representatives each semester. There is also a student technology team that assists in the maintenance of all student devices across the school. This year, students in year 6 manage the sports equipment distribution and storage at lunch times. Students in all classes are responsible for managing their waste and recycling bins as a part of the sustainable schools initiative

An innovative strategy to challenge our gifted students in mathematics has been to engage a parent of the school who teaches mathematics at the ANU. Twenty students from year 2-6 participate in the ChaMPs mathematics program each week. The program introduces student to higher order problem-solving tasks and games. **This will continue in 2016 to extend our high performing (top 10%) students in mathematics.**

The school has extended the opportunities in the ARTS with students in years 4-6 participating in weekly music and dance lessons led by a class teacher with expertise in this area. This is in addition to a year 3/4 Fife and Drum Band and a year 5/6 Woodwind Band that performed at Bandstravaganza. A new partnership with a parent of the school will see the introduction of two Ukulele and Percussion groups in 2016. These groups will comprise students K-2 and years 3-4.

Lunch time activities have been introduced to reduce boredom and conflict on the playground this year. These include gardening, chess club, ICT, Makerspace, Lego, tennis, meditation. These activities were designed for specifically for students who benefit from calming or hands-on tasks and smaller groups to build friendships and a sense of belonging. They have been very successful for approximately 80 students attending across each week. We will continue to offer this program to engage students during lunch time in 2016. The online conferencing facility did not commence this year. More time needs to be given to the development of a plan with ETD technical support for this to be realised.

Overall, the Parent School Survey indicated that 91% of parent responses agree or strongly agree that their child feels safe at this school. 82% of student responses agree or strongly agree they feel safe at school. Responses by students and parents indicate are less positive in relation to student behavior being well managed. This remains a focus for the school in 2016. A target of 85% satisfaction responses from Year 6 students about leadership opportunities and wellbeing was set, however only 76% satisfaction response from Year 5 &

6 students was achieved. This suggests that more year 5 students were not satisfied with the number of leadership opportunities available to them.

The National Safe Schools Framework was completed by the executive team. **An action for the 2016 plan will be to improve the communication of our relationship management processes and procedures to achieve clarity for the whole community.**

Key Improvement Strategy 2: Improve processes and number of opportunities for engagement with parents and wider community

A "Thinkuknow" cyber safety evening was held for all parents and community members providing a forum for parents to share information and ask questions relating to online use at school and at home. In addition, the school held a *Building understanding of Yarralumla Digital Learning Platform* showing parents how teachers integrate learning technologies at the school. This was attended by 35 parents.

The school held a parent workshop on 'Helping your child to well effectively' to which 20 parents attended. This was presented by the early intervention teacher who was engaged by the school in term 2 to cater for students needs in reading. Two parent volunteers have trained as tutors in the program and assist students on other days of the week.

The school has improved its transition processes this year with a greater number of opportunities for students and parents to visit the school before the start of the year. This makes a smooth start for students in their new setting. Transitions were implemented for Montessori students transferring to year one next year. Parents were pleased that transitions were organised this year.

The school has continued and encouraged greater participation of parents and staff in the biennial or annual in-country (Italy) language immersion program. The school's partnership with a primary school in Bergamo (Scanzorosciate) Italy, which began in 2014, has been further progressed this year. Our Italian program coordinator travelled to Bergamo in September to liaise with the school. It is anticipated that another group of families will participate in the Community Trip to Bergamo in 2016. The number of potential families participating is unknown at this point in time. This will benefit students' language acquisition and cultural understandings in an authentic setting.

The Italian SLC facilitated the participation of another staff member during the Community Trip in 2014. This initiated collaboration with the local high school in Scanzorosciate. This will be proposed again in 2016 with the aim of improving staff and executive participation in the trip as well as new collegial opportunities for Yarralumla staff.

The Italian Executive teacher has continued to build a strong collaborative partnership with a contact officer in Italy for the annual visits of Italian teachers on sabbatical to our school. This collaboration has forged new partnerships with teachers in Bergamo and Milan.

We have improved relationships with the Italian teachers of the ACT, through an Italian staff member in the position of Italian Network leader. This has created new professional learning opportunities for staff and facilitated collaboration and cooperation amongst Italian teachers across ACT.

New partnerships have also been formed with Italian Embassy staff who have responsibility for promoting Italian language education around Australia. The inaugural Festa Italiana held in the grounds of the Italian Embassy in November, saw high involvement of staff, parents and students in either organizing, working on stalls or performing at the event.

Overall, 75% of parent responses show they agree or strongly agree that 'community partnerships are valued and maintained' by the school.

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			
INCOME	January to June	July to December	January to December
Self management funds	129927.00	137330.73	267257.73
Voluntary contributions	9195.00	18005.00	27200.00
Contributions & donations	8241.71	50258.66	58500.37
Subject contributions	8723.50	5937.20	14660.70
External income (including community use)	11607.38	58152.73	69760.11
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4854.38	3717.86	8572.24
TOTAL INCOME	172548.97	273402.18	445951.15
EXPENDITURE			
Utilities and general overheads	29562.93	37020.64	66583.57
Cleaning	24037.39	43059.93	67097.32
Security	427.34	161.76	589.10
Maintenance	47338.74	16247.86	63586.60
Administration	16630.53	8164.21	24794.74
Staffing	40080.00	0.00	40080.00
Communication	1965.86	1997.02	3962.88
Assets	68521.30	12832.00	81353.30
Leases	4578.72	0.00	4578.72
General office expenditure	9158.71	11533.08	20691.79
Educational	27044.71	29026.74	56071.45
Subject consumables	20847.42	4505.37	25352.79
TOTAL EXPENDITURE	290193.65	164548.61	454742.26
OPERATING RESULT	-117644.68	108853.57	-8791.11
Actual Accumulated Funds	252750.34	248724.16	248724.16
Outstanding commitments (minus)	-47666.47	0.00	-47666.47
BALANCE	87439.19	357577.73	192266.58

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1300.13.

Voluntary contributions

These 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 2015.

Reserves

Name and purpose	Amount	Expected Completion
Flexible Outdoor Learning Space	\$3000	12/2015

Endorsement Page

I declare that the Yarralumla Primary School 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 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

Parent Representative: Rachel Ganchi Smith, Jeremy Stringer,

Community Representative

Teacher Representative Sarah Vietch, Lynden Lawton

Student Representative:

Board Chair: Debbie Hicks

Principal: 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 2015.

Principal Signature:  **Date:** 19.5.2016

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

Board Chair Signature:  **Date:** 24/5/2016