



ACT
Government

Education and Training

EXTERNAL VALIDATION REPORT 2013

for

YARRALUMLA PRIMARY SCHOOL



Record of Validation Process

The following people were members of the external validation panel for **Yarralumla Primary School** conducted on 16th – 19th August 2013.

Linda Neeson	Calwell Primary School
Jenny Loudon	Bonython Primary School
Lina Vigliotta	Holy Family Catholic School

As chair of the panel I endorse that this is a true and accurate record of the findings from the external validation process.

Linda Neeson

Signature:  _____ Date: 25.9.13

As acting principal of **Yarralumla Primary School** I accept the Validation Report on behalf of the school community.

Marli Ayrton

Signature:  _____ Date: 23.9.13.

As co-director of Quality Learning Australia, external validators for the conduct of validation process in ACT public schools, I concur that the panel acted within the guidelines set by the ACT Education and Training Directorate.

Michael King

Signature:  _____ Date: 23.9.13

Section A: School context

Yarralumla Primary School is a small, community school catering for children from ages three to twelve. It is located in a picturesque green belt on the southern shores of Lake Burley Griffin. The school offers a specialised Italian immersion program from K-6 which provides a bilingual and bicultural education in English and Italian, a pre-school program (four year olds), a Montessori Cycle 1 Program (three to five year olds) and two integrated Autism Units (K-6). The Australian Curriculum is delivered in both English (50 percent) and Italian (50 percent), classes working with their English and Italian teachers for two and a half days each week. In 2010 the school enrolment figure was 250 students. This increased over the duration of the plan to 320 students in 2013.

Over the period of the validation there has been significant change within the executive leadership team. A new principal was appointed in 2012, deputy principal in 2013, while the executive teacher has been at the school since 2009. In 2013 the work of the executive team has been supported with the addition of an executive teacher professional practice in a split role of teaching one class in English 2.5 days per week and filling a coaching and mentoring role for the remainder of the week.

There has also been the addition of an Italian Language Program Coordinator role. As the school's bilingual program requires a minimum of six native speaking Italian teachers and at least two Italian native speaking Learning Support Assistants to support students in the immersion classrooms, the Italian Language Program Coordinator role was established with a classroom teacher on a reduced teaching load undertaking this role. Staff changes have necessitated the need to continue to provide professional development and support in whole school practices and programs.

Since 2010 the school has seen a growing demand for the Italian immersion program with a significant proportion of the school's enrolments coming from families outside the school's priority placement area. The school community is drawn from public housing, professional families and Embassies. Yarralumla Primary School values diversity and fosters an inclusive learning environment with students coming from a variety of ethnic and socio economic backgrounds. The growing culture of the schools lies in the close partnership being developed between students, staff, parents and the wider community. Yarralumla has a strong community focus and a supportive parent body.

The school motto is '*Certamen Praeter Palman*' meaning the 'Endeavour is more important than the prize.' 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 Yarralumla environment.

There is a strong emphasis on the Arts through the school's Fife and Drum Band, Italian choir, dance enrichment, Art Studio for creative arts and music tutor programs. Other specialist programs include English as an Additional Language or Dialect (EALD), Italian Language Support (ILS) for newly enrolled students in years 1 to 6 with minimal prior Italian language knowledge and Learning Assistance phonics groups providing early childhood reading intervention.

During the life of the plan a number of significant factors impacted on the school's day to day operation. Specifically, the need to manage and develop the growing bilingual program and associated complex staffing arrangements, the inclusion of Yarralumla as a Phase 2 Empowering ACT Schools (eACTs) school and major building renovation works.

Section B: School performance

Performance Indicators in Primary Schools (PIPS) provide a measure of students' reading and numeracy skills in kindergarten. The panel validated that over the life of the School Plan, students have entered kindergarten with raw scores at or slightly above ACT student averages and achieved growth each year consistent with that of other schools in the ACT.

The National Assessment Program – Literacy and Numeracy (NAPLAN) provides data on student performance in years 3 and 5. Over the past four years, the year 3 mean score results for reading, writing and numeracy have fluctuated around the ACT average. The year 5 mean scores in these learning areas have largely been above the ACT average. A review of student growth in mean scores between years 3 and 5 from 2009 to 2011 and from 2010 to 2012 indicates above Territory average growth in reading as well as grammar and punctuation for both cohorts of students. The panel concurs with the schools observation that numeracy needs to remain an area of focus as growth in numeracy mean scores has been below Territory average for both groups of students.

Parent responses to the system Satisfaction Surveys show significant improvement over the life of the plan. It is particularly noteworthy that responses to all statements are higher in 2012 than they were in 2009 or 2010 and that there has been steady improvement in responses from 2010 to 2011 to 2012. The most recent responses are nearly all above average for Territory primary schools.

Staff and student responses to the system Satisfaction Surveys over the life of the plan show significant year to year variation. While the staff results demonstrate steady improvement in knowledge and integration of the school values, these are not reflected in the student responses. Student responses to the system Satisfaction Surveys show consistently positive responses regarding inter-student relationships while indicating that there are opportunities to strengthen student-staff relationships. Similarly, staff responses suggest an opportunity for further development of supportive communication and feedback processes among staff and with the school executive.

The school has maintained positive attendance patterns with attendance rates ranging over the life of the plan between 89 percent and 97 percent.

Evidence cited and its validation

- National Assessment Program – Literacy and Numeracy (NAPLAN) results 2009 – 2012
- Performance Indicators in Primary Schools (PIPS) results 2006 – 2012
- Satisfaction Surveys: Staff, Students and Parents, 2009 – 2012
- MySchool website
- Annual School Board Reports 2010, 2011, 2012.

Section C: School improvement planning and implementation

PART 1: Improvement planning

The school identified specific priorities for improvement in the 2010-2013 School Plan based on recommendations in the 2009 External Validation Report and self-assessment through tools such as the School Satisfaction Survey. In 2010 the School Plan outlined nine priorities:

1. Improve Literacy results for our students.
2. Improve Numeracy results of our students.
3. Embed agreed curriculum and assessment practices.
4. Foster a shared school vision through the involvement of key stakeholders.
5. Develop, implement and review the school's Italian Languages Strategy.
6. Work with parents, staff and students to develop a shared vision and agreed processes for the management of student behaviour.
7. Increase student participation in decision making.
8. Improve the communication about student progress with parents.
9. Improve communication with parents.

With the growth of the Italian immersion program, the national accreditation of preschools announced and the appointment of a new principal in 2012, these nine priorities were reviewed and reduced to three strategic priorities:

1. Improve literacy and numeracy outcomes for all students in both English and Italian.
2. Develop positive and productive relationships between students, staff, parents and the wider community to improve teacher practice and communication with community.
3. To provide early childhood services to meet the needs of our clients and national standards.

This report documents school achievements and progress under these three priorities. Key initiatives of the original nine priorities are addressed within the three priorities.

The 2010-2013 Annual Operating Plans (AOP) provide targets, primarily based on NAPLAN results, school improvement survey data and achieving preschool accreditation. These plans also provide evidence of actions to be undertaken by the school. The 2010/2011 Annual School Board Reports provide brief commentary with evidence of progress against the AOPs while the 2012 Board Report provides a more comprehensive narrative of the schools achievements and analysis of data. The panel notes that some priorities in the 2010 – 2013 School Plan were very broad and not well articulated, while others were actually actions or strategies with some actions being very ambitious.

While the panel congratulates the leadership team for identifying the need to reduce the number of priorities in 2012, the panel encourages the school to adopt a considered and inclusive approach in developing realistic and well-articulated priorities. The panel also recommends careful analysis of school and system data particularly in relation to student growth and identification of trends when developing the next School Plan. The panel notes that significant factors impacted on the school's ability to focus on and meet their targets.

Specifically, the need to manage and develop the growing bilingual program and associated complex staffing arrangements, the inclusion of Yarralumla as a Phase 2 Empowering ACT Schools (eACTs) school and major building renovation works.

Evidence cited and its validation

- Yarralumla Primary School Plan 2010-2013
- Annual Operating Plans 2010-2013
- Annual School Board Reports 2010, 2011, 2012
- Principal's Validation Panel briefing.

Section C: School improvement planning and implementation

PART 2: Improvement actions

Priority 1 - Improve literacy and numeracy outcomes for all students in both English and Italian

The panel confirms that improving student literacy and numeracy outcomes across the school for all students has been a focus for Yarralumla between 2010 and 2013.

The school identified the use of NAPLAN mean score as indicators of success over the life of the plan. Targets were set in 2010 (writing and numeracy), 2012 (reading, writing and numeracy) and 2013 (reading, writing, spelling and numeracy) relating to increases in NAPLAN mean scores in literacy and numeracy.

The school implemented a range of programs and practices to enhance student literacy outcomes. Writing was a focus in 2010 with the introduction of First Steps Writing strategies in both English and Italian classes. A dedicated literacy block, a literacy planning proforma and the design and assessment of specific writing criteria was also introduced. In 2011, staff were trained in Brains Ears Eyes (BEE) Spelling with teachers conducting a BEE Spelling inventory twice a year to record student growth. An Italian spelling inventory was also developed to map students.

Professional learning in First Steps Reading was undertaken by all staff in 2012 and key strategies appropriate to the bilingual setting implemented. A 'Lit Hit' writing model was also introduced to support students to develop their persuasive writing skills and a reading 'Lit Hit' program was introduced to support students identified as 'at risk' in years K-2. While practical strategies and actions were articulated and implemented, the panel notes that in addition to NAPLAN mean scores, the use of additional assessment tools and data sets would enable the school to more closely monitor individual and collective performance and growth over time and assist teachers to plan and differentiate more effectively. The panel further notes that successfully embedding strategies requires sustained implementation for improved student outcomes to be maintained.

In late 2010 and throughout 2011, staff completed ongoing professional learning in mental computation. All teachers now use either the 'Count Me In Too' (CMIT) or Middle Years Mental Computation (MYMC) resources to plan learning, implement a cohesive program and assess student progress. In seeking to improve numeracy outcomes, the panel confirms that a whole school focus on improving the mental computation skills of all students was implemented. From 2012 Mathletics subscriptions for all K - 6 students has allowed for targeted follow up and

consolidation of classroom teaching. Personal student achievements in Mathematics are noted in the school newsletter and recognised at school assembly.

PIPs data for kindergarten in numeracy across 2010 – 2012, shows growth consistent with schools across the ACT. NAPLAN results also indicate improvement in the percentage of students performing at or above the National Minimum Standard (NMS) from 2010 compared with 2012. The panel noted that the results indicate that in 2012 year 3 students achieved the ACT mean in the number strand, which is taught in Italian.

Whilst CMIT, Schedule for Early Number Assessment (SENA) and MYMC data provides formative data the panel notes the need for the school to identify and use the collection of data to track growth of students over time in mathematics.

The school met 11 of the 12 NAPLAN mean score targets set in 2011 and 2012. The panel notes the wide confidence intervals given to these measurements to allow for variations between cohorts. The panel also observed that in 2012 the proportion of students at or above NMS was generally higher than in 2010.

The panel confirms that the strategy of developing a school wide approach to literacy and numeracy, particularly over the past two years, supports consistency of teacher practice to improve student outcomes. The use of additional assessment tools and data sets would enable the school to more closely monitor individual and collective performance and growth over time. This suggests that literacy and numeracy should remain as key focus areas in the next school plan.

The 2010 – 2013 School Plan identified a performance measure that all teachers would use agreed curriculum and assessment as evidenced by term programs and class assessment data.

Annual Operating Plans identified that curriculum development at Yarralumla Primary School has centred on achieving a functional environment for its bilingual program. In support, clarifying what and how curriculum content from the ACT framework 'Every Chance to Learn' and Australian Curriculum, has been aligned to the 'Content Language Integrated Learning' (CLIL) framework. Of particular note is the work of the Italian teachers in forming a working party. Using the Plan-Do-Study-Act cycle of continuous improvement an Italian language scope and sequence was aligned to the Australian Curriculum. The school's draft Italian Language Policy and scope and sequence of Australian Curriculum on a two-year cycle, has shown a capacity to integrate the teaching of language. The school has facilitated professional learning with a focus on building the capacity of staff to develop inquiry based units of work using the Understanding by Design (UbD) model. This is designed to facilitate CLIL pedagogy as a vehicle for delivery of the Italian Immersion program.

Yarralumla Primary's drive for school improvement is reflected in its effort to develop common practices in assessment and reporting of student results. Establishment of current practices such as the assessment and reporting schedule, Rubrics for assessment, Student Tracking Assessment Record (Stelle) and Personalised Learning Plans (PLPs) which target students in an English Focus Group provide teachers with evidence of student progress and play an important part in creating a student's profile.

The panel confirms that the school has commenced school wide implementation of agreed curriculum and assessment practices. This is evidenced by the adoption of First Steps Reading and Writing, Understanding by Design, SENA/MYMC and work is continuing towards achieving targets.

Evidence cited and its validation

- Yarralumla Primary School Plan 2010-2013
- Annual Operating Plans 2010-2013
- Annual School Board Reports 2010, 2011, 2012
- National Assessment Program – Literacy and Numeracy (NAPLAN) results 2009 – 2012
- Literacy planning proforma
- Bee Spelling Inventory
- First Steps planning documents
- Mental Computation assessment documentation
- Count Me in Too – SENA data
- School Newsletter
- Italian Language Policy
- Understanding by Design documentation
- Stelle Student Tracking Record
- Assessment and Reporting Schedule.

Priority 2 - Develop positive and productive relationships between students, staff, parents and the wider community to improve teacher practice and communication with community.

The school targets for Priority 2 were based on specific questions in the annual Education and Training Directorates School Improvement Survey. Questions identified related to overall satisfaction on the part of staff, students and parents meeting system average responses.

The school's leadership team identified the need to build teacher capacity through instructional leadership. In 2011 building teacher capacity was supported by the introduction of an Italian program coordinator with responsibility to coach and mentor the Italian teachers in sound immersion language pedagogy. While a mentor arrangement with pairs of teachers sharing practice together was established in 2012, this developed into a Collaborative Conversations model in 2013. Class conversations and observation templates supported this approach. Following professional learning in mentoring, the executive have commenced using Instructional Rounds to help build teacher pedagogy. Led by the principal, observation documentation provides staff with constructive feedback.

The complexity of securing and maintaining fluent Italian teachers and volunteers is an identified barrier. The panel commends the school's principal in promoting the Yarralumla learning community with the Italian Embassy and members of the Teacher Quality Institute (TQI). Liaison with these groups has worked towards securing quality Italian teachers. The school has established membership with the Victorian School's Bilingual Network and with schools in Italy to encourage teachers to participate in sabbaticals at Yarralumla Primary and to consider future teaching positions at the school. The panel was impressed by the high level of enthusiasm amongst the staff and students who were engaged in quality teaching and learning experiences.

Yarralumla Primary School's purpose and values were reviewed during this improvement cycle to more fully reflect the bilingual focus of the school. Under the direction of the School Board, the new vision was centred on the vision articulated by the new school principal. The panel confirms that based on the Fish Philosophy, the school's new 3i values of Integrity, Inclusion and Innovation, is evident in school displays, at assemblies and in the warm, positive relationships observed across the school community. They are also reflected in the staff handbook. The development of productive, positive relationships has clearly been enhanced by improved communication practices including a revised newsletter format, information easels the principal's weekly Bulletin to staff and the establishment of focus groups. The panel notes that a school prospectus currently being developed will further enhance both communication and promotion of the school.

Annual Operating Plans have focused on cultivating the culture of the school, building community and achieving standards in English and Italian at all year levels. The school is committed to promoting its standing in the community as a bilingual school. The integration of the Preschool and Yarralumla Montessori villas has been a key initiative in this regard. The Preschool and Yarralumla Montessori have proactively engaged in whole school events. The panel notes that through targeted community consultation and advertising to attract student enrolments there has been a significant growth in enrolments from 250 in 2010 to 320 in 2012.

Promoting a sustainable school environment at Yarralumla has been an imperative in terms of engaging both students and the wider community in school life and learning for a sustainable future. The panel commends the school on its establishment of a Sustainability Staff / Parent Partnership Focus Group to inform practices and achieve steps towards Yarralumla Primary School becoming an accredited Waste Wise School. Important steps along the sustainability journey have included the completion of a recycled plastic container Green House, the reduction in the school's SITA (ACT Waste Management provider) bin allocation, continuation of financial support for the 'gardener in residence' program, weekly lesson for all classes in the Giardino, solar panels feeding into the grid, parent helpers assisting in the garden, the Green Gang. A student enrichment group has also met regularly to learn about the topic 'Using Less Energy' and are preparing a 'White Paper' to be submitted to See-Change (the organisation which is coordinating the project). Paper free 'NUDE FOOD' lunches have been introduced to reduce waste and students have been engaged in the 'Own Grown Market Day' to learn about sustainability and build to community relationships. A school Environmental Management Plan (EMP) has been developed and put in place.

The panel notes that whilst Australian Sustainable Schools Initiative (AuSSi) accreditation as a Waste Wise School has not yet been achieved, recommendations have been noted and strategies put in place to achieve this goal.

The annual School Satisfaction Survey data 2012 demonstrates an increase of 17 percentage points in relation to parent satisfaction regarding communication between the school and parents and carers. Parents were overwhelmingly positive, with a rating of 90 percent as measured by the statement *"Overall I am happy with my child's education at Yarralumla Primary School."* In relation to the targets identified by the school in its AOPs, nine of the eleven specific targets have been achieved. The panel also recognises the satisfaction survey data and the significant increased enrolments as evidence of the school successfully promoting itself in the local community.

Evidence cited and its validation

- Environmental audits, School Environmental Plan (SEMP)
- Student-led sustainability learning opportunities through the Centenary 2020 Australia Project
- Timetabled use of garden / for teaching sustainability / ongoing part time employment of garden teacher
- Minutes from meetings to liaise and build sustainable relationship with Italian Embassy for sponsorship of Italian native speakers - teachers and assistants
- Literacy planning proforma
- Action Research project - whole school approach to teaching literacy 2012 – observation forms, mentor pairs
- Reading Information sessions for early childhood parents
- Australian Council for Educational Research assessment of language competence (years 5 and 6)
- Italian language lessons for parents and teachers
- Scope and sequence of Italian Language syllabus
- Numeracy information sessions
- Instructional Rounds (observation forms – Feedback under Professional standards Quality Teaching model)
- Understanding by Design UbD - Backwards by Design 2012
- Collaborative Conversations documents
- Fish Philosophy material
- Open Day, revised newsletter format, information easels, Principal's Friday morning teas twice a term
- Meet'n'Greet for parents
- Parent Partnership Focus group
- New handbooks – School K - 6, Preschool Handbook, Montessori Yarralumla Handbook
- Operational Guidelines.

PRIORITY 3 - To provide early childhood services to meet the needs of our clients and national standards

In 2012 the school added a priority addressing the need for both the Yarralumla Preschool and Yarralumla Montessori early childhood settings to meet National Quality Standard (NQS) for accreditation.

Promoting engagement of staff, students and parents from Yarralumla Montessori and the Preschool was identified as a focus. The panel notes that engagement and communication has been enhanced through participation of Yarralumla Preschool and Yarralumla Montessori teachers in whole school professional learning days such as First Steps Reading and First Aid, participation in Open Days and through attending fortnightly management meetings. Meetings are held with the Montessori Parent Association President twice per term and Yarralumla Montessori is now represented on the School Board by a parent representative.

In developing a Quality Improvement Plan (QIP) for each setting, respective staff revised and clarified philosophy statements, integrating them into new handbooks and worked towards aligning administrative policies and procedures with the National Quality Standard.

In applying the QIP the documentation of policies, procedures, signage and communication strategies, as outlined in the NQS requirements, have all been updated. These include the development of a comprehensive handbook for both early childhood settings, incorporating their philosophies, expectations, and protocols for current and new staff, clear procedures for enrolment, and clearly defined and articulated preschool and kindergarten orientation processes.

Whilst both early childhood settings are yet to be assessed, the panel notes progress towards meeting the NQS in each of the settings. Planning and documentation consistent with NQS has been introduced. Management meetings with the Early Childhood Executive Teacher and Yarralumla Preschool, and Yarralumla Montessori staff, have been established to address NQS matters and monitor progress. The Yarralumla Preschool has undertaken a review visit with the Director and Executive Teacher from the Directorate Early Childhood Section in term 1, 2013. The panel notes that recommendations made during this visit have been implemented and the Yarralumla Preschool identified as a model school in relation to documenting procedures for compliance to meet NQS standards.

The panel observes that progress has been made in regard to integrating both preschool settings into the body of the school, however potential for further integration of Yarralumla Montessori, (formally independently operating as Yarralumla Montessori School) in particular the preschool four year old program is evident.

Evidence cited and its validation

- Observations
- Signage and documentation
- Yarralumla Preschool Handbook, Yarralumla Montessori Handbook
- Yarralumla Preschool Operating Manual
- Improvement Plan 2012
- Investigative journals
- Record of Visit November (ROV) 2012
- Record of follow up visit April 2013 (Yarralumla Preschool).

Section C: School improvement planning and implementation

Part 3: Reflection

The validation documentation highlights the unique setting of Yarralumla Primary School with its adoption of the Italian bilingual program and the Yarralumla Montessori School. The panel concurs with the school's reflection that balancing the demands of a range of stakeholders, specialist interests and accountability for literacy and numeracy results in a bilingual setting, places particular pressures on the school community. It endorses the following school's reflections.

- The school embarked on an ambitious change process.
- The vision articulated by the new principal has generally been embraced by the school community.
- There is a commitment to collaboration and sharing of practice to improve student engagement and achievement within a bilingual setting.
- The school has identified the ongoing need and value of gathering and using data effectively to insure individual student growth; collating data on a regular basis is critical to keeping informed of progress and identifying areas to be addressed for future improvement.

Evidence cited and its validation

- Yarralumla Primary School Plan 2010-2013
- Annual Operating Plans 2010-2013
- Annual School Board Reports 2010, 2011, 2012
- Teacher, parent/carer surveys
- Panel observations
- Evidence of collaborative planning / teaching framework.

Section D: Commendations and recommendations

Commendations

1. The panel commends Yarralumla Primary School for identifying and responding to the need to develop school wide systems and processes particularly in the area of curriculum, pedagogy and operational practices. Examples include the adoption of First Steps, literacy planning proforma, collaborative conversations, use of CLIL and whole school professional development. By developing whole school practices the school is building teacher capacity and a shared approach to teaching and learning.
2. The enthusiasm and passion for the bilingual immersion program was clearly evident to the panel and is highly commendable. The commitment by staff to the success of the program was evidenced in the way in which they worked collaboratively with one another creating systems and processes to ensure the effective running of the program for the benefit of students. Furthermore, there was clear evidence of the leadership team's commitment to the program in managing a range of challenges including: the provision of teachers; resources in Italian; supporting planning and programing; and working with the school and wider community, including the Italian Embassy and national and international connections.
3. The panel commends the school for its achievements in enhancing communication practices between the school, parents and the wider community. This was evidenced in the renewal of the school newsletter, Open Days, strengthening preschool and Yarralumla Montessorri integration and has been reflected in the parent perception survey responses.

4. Developing a positive and inclusive school culture has been a focus with the introduction of the Yarralumla 3i school values: *Integrity, Inclusion and Innovation*. The panel commends the school for working towards building a unified school culture.
5. Over the life of the plan the school has encountered many significant challenges including changes to leadership, building works, school empowerment (eACT), preparation for preschool accreditation and implementation of the Australian Curriculum. All staff are commended for their resilience and commitment to maintaining a focus on student learning during this period of significant change.

Recommendations

The panel makes the following recommendations to Yarralumla Primary School.

1. In developing the School Plan 2014-2017 the panel strongly recommends that careful consideration be given to the selection of a small number of key priorities for improvement over the life of the plan. The panel also recommends that the school carefully identify measures of success that can be monitored and reported against to track progress for each priority in each successive Annual Operating Plans. Identification of these key priorities will provide a clear focus and sustain a constancy of purpose while ensuring that the school improvement efforts remain realistic and manageable. The panel further encourages the school to continue to facilitate a shared ownership and responsibility for school priorities by the School Board, school executive, staff/parent partnership focus groups (Italian language, English, ICT, Sustainability and Community/Publicity) and the P & C by providing the opportunity for these key stakeholders to contribute priorities to be considered for inclusion in the new school plan.
2. The panel recommends that the school continues to progressively develop and embed a whole school system for collection, collation, analysis and reporting of individual and collective student performance with a view to identification of students in need of remediation or extension and monitoring the effectiveness of the school's programs over time. It is also recommended that the school carefully review the suite of data collection tools used to monitor and report on student progress. This may include careful review and selection of specific tools for the assessment of student learning particularly in literacy and numeracy.
3. The school has made good progress in developing school wide approaches to improving literacy outcomes. The panel recommends an increased focus on improvement of numeracy outcomes as a priority for the next School Plan.
4. The panel applauds the efforts of the school to engage students in the sustainability program and recommends that student involvement be expanded to include authentic student voice across learning programs, school leadership and input into school processes.
5. As early childhood education lays the foundation of a child's schooling experience, the panel encourages the school to continue to strengthen the integration of the preschool and Yarralumla Montessori programs into the operations, processes and life of Yarralumla Primary school. Continuing to focus on building a productive partnership with Yarralumla Montessori will contribute to this unique program meeting National Accreditation Standards.