Yarranlea Primary School Annual Report 2016

Based on 2015 Data
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Yarranlea Primary School Annual Report 2016
(BASED ON 2015 DATA)

Yarranlea Limited successfully commenced its second year of operation as an independent multi-age primary school during 2015. Yarranlea Primary School is situated within Griffith University’s Mount Gravatt Campus in Brisbane, Australia.

Yarranlea Primary School caters for children from Prep to Grade 6 and employs a multi-age educational philosophy where learning is personalised to each student’s strengths and interests. The school teaches the Australian National Curriculum in a “vertical” structure. This structure focuses on the achievement of individual milestones, as opposed to a traditional “horizontal” structure that is typically delineated by year level.

General School Information

School Sector:

Independent

School’s Address:

Griffith University Mount Gravatt Campus 176 Messines Ridge Road, Mt Gravatt, Q 4122

Total Enrolments:

2015 student numbers increased from 23 at the beginning of the year to 27 at year end. At 2014 year end student numbers were 15.

Year Levels Offered:

Prep – Year 6

Co-educational or Single Sex:

Co-educational
Characteristics of the Student Body

Yarranlea Primary School is co-educational with approximately the same number of boys and girls. The make-up of our student body is reflective of the diverse cultural backgrounds found in Australia. Within our student body we have students with an Australian, ATSI, European, Asian and Anglo cultural background.

Distinctive Curriculum Offerings

Yarranlea is a small, student-focused school operating in a conventional classroom setting that tailors the Australian National Curriculum to enable personalised learning. Teachers facilitate excellent educational outcomes relative to the unique skills and abilities of each student. It is an independent organisation that values a learning partnership between students, their families, and teachers, forming a community where we constructively work with each other to enable our students to believe in themselves and to achieve their potential.

Yarranlea Primary School’s teaching is delivered in a unique multi-age setting at a school located on a university campus. Technology is integrated across the curriculum with all students having a school provided iPad. Japanese and music are taught to all students from Prep to Year 6.

Extra-curricular Activities

Students attend swimming lessons at the Griffith University pool as well as tennis coaching at the Griffith University Tennis Centre. Students participate in Athletics and Swimming Carnivals with other small, local schools.

Social Climate

Multi-age education develops self-esteem and fosters positive attitudes towards schooling by developing students’ social, emotional and communication skills. A multi-age setting significantly reduces instances of bullying. The school has a supportive community and family atmosphere. Parent information sessions are held on current issues within the school. Policies and procedures are in place to ensure all at the school are committed to child protection and responsible behaviour.

Parental Involvement

Parents, extended family and friends are actively involved in the life of the school with social and community events, sporting carnivals and fundraising. This is coordinated by the Principal through a Parent Group.

Some parents, grandparents and friends of the school offer their services as volunteers to assist reading and other school related activities. The School Board is comprised of members of the wider community and past and current parents from the school.
Parent, Teacher and Student Satisfaction with the School

Yarranlea Primary School conducted its first annual survey in 2015. The results indicated high satisfaction levels with all sections of the school community.

The Yarranlea Limited Board engaged educator and experienced consultant, Steve Francis, to independently survey three important groups in our community. Satisfaction levels with our school are as follows:

- Parents/guardians: 3.44 out of 4.00
- Students: 3.33 out of 4.00
- Staff: 3.17 out of 4.00

The main feedback from the survey indicated:

- Overwhelmingly the BEST thing identified about our school was “Our Teachers”. This is an extremely pleasing result and a special thanks goes out to our dedicated teaching team.
- Our small size, community atmosphere and low student to teacher ratio is very highly valued.
- Parents would like to be even more involved in the school.

More detail on this survey was provided to the community and is available from the Principal.

Contact Person for Further Information

Principal Mr Paul Trotter

School Income Broken Down by Funding Source

Staffing Information

Staff Composition, Including Indigenous Staff:

- Two full time classroom teachers
- One part time classroom and Japanese teacher
- One part time classroom and music teacher

Qualifications of all Teachers:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate or higher</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>4</td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
</tr>
</tbody>
</table>

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

<table>
<thead>
<tr>
<th>Description of PD activity</th>
<th>Number of teachers participating in activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Protection and Workplace Health and Safety</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>4</td>
</tr>
<tr>
<td>Total number of teachers participating in at least one activity in the program year</td>
<td>4</td>
</tr>
</tbody>
</table>
b) Expenditure on Professional Development

<table>
<thead>
<tr>
<th>Total Number of Teachers</th>
<th>Total expenditure on teacher PD (as recorded in Financial Questionnaire)</th>
<th>Average expenditure on PD per teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>$5,298</td>
<td>$1,325</td>
</tr>
</tbody>
</table>

The total funds expended on teacher professional development in 2015 $5,298

The proportion of the teaching staff involved in professional development activities during 2015 100%

The major professional development initiatives included mentoring staff into their teaching and leadership roles. As a school located on a university campus staff have access to professionals within the University enabling attendance at professional development events as well as peer learning and mentoring opportunities.

Average Staff Attendance

Based on unplanned absences of sick and emergency leave periods of up to 5 days:

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th>Number of School Days</th>
<th>Total Days Staff Absences</th>
<th>Average Staff Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>480</td>
<td>7</td>
<td>99%</td>
</tr>
</tbody>
</table>

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 99% in 2015

Proportion of teaching staff retained from the previous year

<table>
<thead>
<tr>
<th>Number of permanent teaching staff at end of previous year</th>
<th>Number of these staff retained in the following year (the program year)</th>
<th>% retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the end of 2014 100 % of staff were retained for the entire 2015 school year
Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2015 was 90.10%

Average student attendance rate for each year level:

<table>
<thead>
<tr>
<th>Year levels</th>
<th>Average attendance rate for each year level as a percentage in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Prep</td>
<td>90.62%</td>
</tr>
<tr>
<td>Year One</td>
<td>93.7%</td>
</tr>
<tr>
<td>Year Two</td>
<td>88.51%</td>
</tr>
<tr>
<td>Year Three</td>
<td>89.48%</td>
</tr>
<tr>
<td>Year Four</td>
<td>83.47%</td>
</tr>
<tr>
<td>Year Five</td>
<td>90.50%</td>
</tr>
<tr>
<td>Year Six</td>
<td>92.62%</td>
</tr>
</tbody>
</table>

Management of non-attendance by the school:

As a small school with close relationships with families, non-attendance is managed by contacting parents of children who are absent, where the family has not already made contact to notify the school of the child’s absence.

NAPLAN results for Years 3, 5 and 7 and 9 in 2015

As our school has small enrolment numbers we do not report on NAPLAN results to assure the privacy of individual students. Please refer to the My School website http://www.myschool.edu.au/ for NAPLAN information.
Our Achievements

The directors are delighted with the school’s progress in 2015, during which time we:

- Developed our strategic plan,
- Entered a research partnership with Griffith University to better define multi-age education,
- Increased student numbers from 23 at the beginning of the year to 27 at year end,
- Engaged extra staff members, all of whom demonstrated commitment and capability,
- Implemented a music program,
- Participated in NAPLAN for the first time,
- Took our senior students on a very educational and enjoyable trip to Canberra,
- Dedicated an ANZAC memorial in honour of the school’s past students,
- Applied to open an outside school care facility,
- Obtained full accreditation from the Non-State School Accreditation Board (NSSAB),
- Received high student, staff and parent satisfaction levels in our first independent survey, and
- Completed our first full year of operation.

Appreciation for a Great Effort

The board sincerely acknowledges the valuable efforts of our dedicated supporters in 2015. Following the trend set last year, a lot was achieved by a small but fantastic community of parents, relatives, care-givers, teachers and volunteers in progressing Yarranlea’s philosophy and objectives.
Future Objectives

Our short-term objective is to improve the school’s sustainability by:

- Increasing student enrolments to a cap of between 25 to 30 students by 2016,
- Maintaining small class sizes to optimise learning outcomes,
- Further developing our professional links with Griffith University by identifying and initiating mutually beneficial programs, such as research projects.

Our long term objective is to be recognised as a leading provider of multi-age education through the successful operation of Yarranlea Primary School. This involves:

- Fostering a school community that understands and supports multi-age education,
- Ensuring effective long-term board succession,
- Demonstrating above-average student development trends, particularly in relation to personal growth, literacy and numeracy, and
- Receiving genuine recognition from relevant peers, such as teachers and education academics.