

Yarranlea Primary School Annual Report 2018



Based on 2017 Data

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Yarranlea Primary School Annual Report 2018

(BASED ON 2017 DATA)

Yarranlea Primary School is an independent school situated within Griffith University's Mount Gravatt Campus in Brisbane, Australia.

Philosophy

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. This represents the basis of our community, where we constructively work with each other to enable our students to believe in themselves and to achieve their potential.

Vision

Success with a SMILE (Small, Multi-age, Inspirational, Learning Environment).

Values

Positivity, Integrity, Respect and Responsibility (PIRR) are the "critical few" principles that should always guide our behaviour at Yarranlea.

General School Information

School Sector:

Independent

School's Address:

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

Total Enrolments:

2017 student numbers ranged from 22 at the beginning to 28 at the end of the year. At 2016 year end student numbers were 24.

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. This represents the basis of our 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 laptop.

Japanese and music are taught to all students from Prep to Year 6.

Extra-curricular Activities

Students attend swimming lessons at Griffith University's pool as well as participating in athletics and other sporting activities held on the school premises.

During 2017 Yarranlea introduced an instrumental music program providing musical instruments for each student and two weekly in-class music lessons.

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 responsible behaviour and child protection.

Parental Involvement

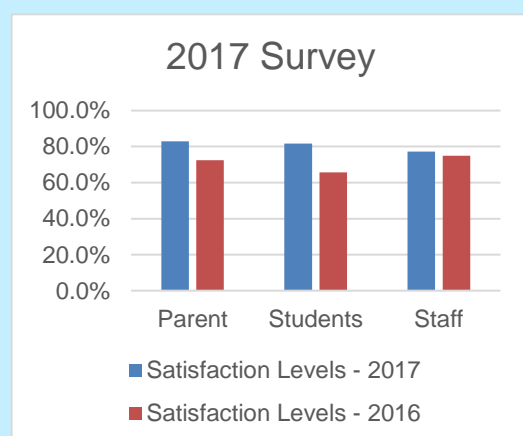
Parents, extended family and friends are actively involved in the life of the school with social and community events, sporting carnivals and fundraising. This is coordinated by the Principal through a P&F.

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 parents from the school.

Parent, Teacher and Student Satisfaction with the School

Yarranlea Primary School conducted its third annual survey in 2017. The Yarranlea Limited Board engaged educator and experienced consultant, Steve Francis, to independently survey three important groups in our community.

The results indicated increased satisfaction levels compared to the previous year with all sections of the school community.



The main feedback from the survey indicated:

- *Overwhelmingly the best things identified about our school were its small size and the nature of its community. This is an extremely pleasing result.*
- *Our teachers and our Principal are all highly valued. This is an extremely pleasing result and a special thanks goes out to our awesome teaching team.*
- *Personalised learning and our low student to teacher ratio is also highly valued.*
- *Our OSHC service improved in all areas and is also highly valued within our community.*

The purpose of any survey is, of course, to identify areas where things can be improved. Things like increased parental involvement and clearer expectations have previously been identified as areas for improvement. From this feedback came a number of initiatives such as the formation of our P&F.

This year increased opportunities for the students in areas such as digital technologies have been identified and we are working through these ideas as a community, striving for excellence in all facets.

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

Contact Person for Further Information

Mr. David Costin, Principal

School Income Broken Down by Funding Source

Please refer to the My School website <http://www.myschool.edu.au/> for financial data. Alternatively, the Audited Financial Report for Yarranlea Limited for 2017 is available on the Australian Charities and Not-for-Profit Commission website <http://www.acnc.gov.au/>

Staffing Information

Staff Composition, Including Indigenous Staff:

One part-time teaching Principal
One part time classroom and Japanese teacher
One part time classroom and music teacher
One part-time classroom teacher

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	
Masters	2
Bachelor Degree	3
Diploma	
Certificate	

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Child Protection and Workplace Health and Safety	5
Curriculum Development	5
Total number of teachers participating in at least one activity in the program year	5

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD	Average expenditure on PD per teacher
5	\$8,671	\$1,734
The total funds expended on teacher professional development in 2017		\$8,671
The proportion of the teaching staff involved in professional development activities during 2017		100%
The major professional development initiatives included mentoring staff into their teaching and leadership roles. As an independent school located on a university campus staff also 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:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
5	856	5.5	99.36%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 99.36% in 2017.			

Proportion of teaching staff retained from the previous year

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
4	3	75%
From the end of 2016 75% of staff were retained for the entire 2017 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 2017 was 93.47%.
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Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2016
Year Prep	94.34%
Year One	93.24%
Year Two	96.70%
Year Three	91.30%
Year Four	95.78%
Year Five	94.21%
Year Six	89.64%

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. Our Principal ensures that any absences are consistent with the health and well-being of the student concerned.

NAPLAN results for Years 3 and 5 in 2017

To assure the privacy of individual students we do not report on NAPLAN results as our school has small enrolment numbers. 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 2017, during which time we:

- ☐ Conducted a review of our Strategic Plan,
- ☐ Established a P&F for the school,
- ☐ Implemented an instrumental music program providing musical instruments for each student and two weekly in-class music lessons,
- ☐ Offered a one to one device program providing
 - Ipads for Prep to Year 2 classes
 - Laptops for Year 3 to Year 6 classes,
- ☐ Continued our research partnerships with Griffith University, building upon our multi-age literature review,
- ☐ Increased student numbers from 22 to 28 by the end of the year,
- ☐ Transitioned to a new Principal, who had already been working with us as a teacher bringing significant prior experience as a Principal to the role,
- ☐ Successfully operated and expanded our OSHC service, lifting the daily limit from 24 to 30 students,
- ☐ Received our first assessment rating for OSHC,
- ☐ Conducted our third independent survey, and
- ☐ Invested in capital improvements by enclosing the front verandah of the main building in glass, thus increasing usability of the space, whilst maintaining the heritage aspects of the building.

Appreciation for great effort

The board sincerely acknowledges the valuable efforts of our dedicated supporters. Following the trend set in prior years, a lot was achieved by a small but fantastic community of parents, relatives, care-givers, teachers, OSHC staff, support staff and volunteers in progressing Yarranlea's philosophy and objectives. The efforts of our leadership team, comprising our Principal and Business Manager, were very much appreciated and deserve particular acknowledgement.

Objectives for 2018 and beyond

Our short-term objective is to improve the school's sustainability, whilst our long-term objective is to be recognised as a leading provider of multi-age education and operator of an outstanding Outside School Hours and Vacation Care Service (OSHC).

Our strategies for achieving our objectives

The strategies by which the Yarranlea Ltd board, Yarranlea Primary School and OSHC staff will achieve these objectives include:

- Improving organisational sustainability by:
 - Building on work done in 2017 and expecting high quality community engagement to continue in 2018 through:
 - support of community enhancing activities including the new P&F group
 - access to newsletters, website and social media
 - recruitment of a skilled OSHC staff leader such that OSHC staff can be more accountable for the OSHC operation
 - Improving board governance by:
 - undertaking an in-house review in early 2018
 - monitoring of risk management plans
 - separating the Company Secretary role from Directorships
 - Improving P&F structure by development and approval of a P&F charter
 - Working towards financially sustainable teaching and support staffing levels reflected by student enrolments and a low student to teaching staff ratio
 - Maintaining an effective working environment for our staff
 - Continued focus on OSHC to enable continued service, improved programs and financial sustainability and autonomy,
 - Maintaining facilities and resources to a high standard including improving the school oval

- Developing an IT Plan, monitoring IT contract, implementation of a Learning Management System (MAPPEN) and improving IT functionality for communication, curriculum and administration, and
 - Laptops for Year 3 to Year 6 classes.
- Embedding educational excellence by:
- Encouraging an open and positive approach to learning
 - Continuously improving teaching quality and curriculum
 - Engaging in approved research projects, and
 - Drawing on expertise available within Yarranlea and from Griffith University to investigate and to apply best practice in multi-age teaching.
- Performance indicators:
- Displaying effective, values-driven leadership
 - Consistently achieving high student, staff and parent satisfaction levels
 - 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.