



Annual Report 2015

Tranby Primary School

"Making a Difference"

OVERVIEW

Tranby Primary School (name changed to Rivervale Primary School in 2016) is located in the inner city suburb of Rivervale, within the City of Belmont. It is in a quiet residential area which has a mixture of older houses and new townhouse developments. The school has a student population of around 180. Such small numbers at this boutique school have allowed us to build a strong relationship between students, staff, parents and the wider community. The Tranby staff is a highly skilled, enthusiastic and motivated team who places a high emphasis upon *Making a Difference* through developing student academic and social skills, a sense of self-worth and ownership and pride in our school.

In 2015 the structure of the school centered around nine classes, with an on-site Pre-Primary and Kindergarten. The Kindergarten included an Early Start program for Aboriginal students.

Tranby is a multi-cultural school with a reputation for being very inclusive. In 2015 a major part of the student body consisted of 30% Aboriginal students and about 40% of the children from an EAL background. There is a high rate of student mobility at Tranby, due to many complex social issues, including housing, immigration and family circumstances. We have noticed a decrease in this mobility rate over the past 3 years, as more families buy houses in the suburb.

In 2015 the TLC (Tranby Learning Centre) continued to be the focal point for our early intervention program. Early Intervention continues to be a priority at the school. Early Intervention has become a vital part of our vision for Tranby. Through various funding sources and our partnership with Edith Cowan University, we continue to implement Speech Therapy and Occupational Therapy programs and a playgroup.

Explicit teaching is an entrenched strategy, particularly in literacy and numeracy. All children are engaged in phonics, spelling and number facts programs. All teaching staff implement First Steps teaching strategies. All teaching staff implement the WA Curriculum.

2015 saw us continue with major assessment of our Early Intervention and Literacy strategies. This meant a continuation of our SIP (School Improvement Program) which was fully implemented in 2015. 2015 saw us continue with the improvement plan for our outdoor play area. The staff also embarked on an existing play program linked directly to the Treat Others Decently program.

School Priorities

The School Priorities for 2015 were;

- Literacy
- Numeracy,
- Early Intervention and
- Social and Emotional Wellbeing of staff and students.

The strong focus on Literacy continued, but with a greater emphasis on explicit teaching, particularly in the phonics area of spelling with particular foci on phonological awareness and processing.

We are proud of the safe and inclusive atmosphere here and have achieved this through many varied and exciting programs that reward attendance, respect and academic excellence. Many of our programs teach the students skills that enable them to become resilient, caring and productive members of the community. Tranby students strive to be included in the "good standing fiesta" at the end of each semester.

STAFF

In 2015 we had a 95% staff retention rate. For the previous 7 years we have boasted a 100% staff retention rate each year.

Staff Profile

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Western Australian College of Teaching. All teaching staff are performance appraised using the AITSL standards. Non-Teaching staff have performance management linked to the Competency Framework for Education assistants.

Teacher Qualifications

The qualifications of our talented staff include:

- Bachelor of English
- Bachelor of Education—Primary
- Bachelor of Education – Early Childhood Education
- Bachelor of Education—Special Needs
- Bachelor of Arts—Psychology Major
- Bachelor of Communications
- Graduate Certificate in Early Childhood
- Diploma of Education
- Diploma of Education—Training and Development
- CSTD Teacher of Dance Theatrical
- Certificate of Teaching



Expenditure and Teacher Participation in Professional Learning

All staff have engaged in numerous professional development activities throughout the year, in their own time and during school hours.

Staff participated in the following Professional Learning during 2015:

- Early Years Educator Conference
- Leadership Australian Curriculum
- Professional Learning Graduate Module
- Literacy—Explicit Teaching (ECU)
- School Improvement and Accountability
- Direct Instruction—Spelling, Phonics, Phonemic Awareness and Maths
- Key Links Reading Program
- Classroom Management for New Educators
- Co-operative learning
- PATHS
- Primary Teachers On-Line Planning
- Policy in Schools
- Early Literacy Intervention Project
- Union Representative Training
- OHS Training
- Belmont Schools Network – out of hours PL sessions
- Belmont School Network PL Day
- Certificate 3 in Education
- NQS/Framework – 2 teachers
1 Admin
- Letters and Sounds
- PM Benchmarks

Student Attendance

Regular student attendance is always a focus for the School. We work together at both an individual and whole school level. However, most of our attendance problems stem from the level of student mobility. Children who leave the school do not automatically enroll in another school immediately and this means that until they do, they are marked as absent without reason. This has a negative impact upon our attendance statistics. It is still significant, however, that our attendance rates for Aboriginal students in 2007 to 2015 have been consistently higher than that of other schools. Attendance rates for Non aboriginal students are on a pare with other WA school.

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2013	89.2%	91.9%	93.7%	83.3%	79.5%	80.7%	86.3%	86.4%	92.6%
2014	90.2%	91%	93.2%	78.7%	78.1%	80.4%	86.2%	84.1%	92.1%
2015	90%	91.5%	93.8%	81.7%	82.7%	81.2%	86.9%	88.9%	92.7%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2013	46.6%	30.9%	20.0%	2.4%
2014	52.7%	18.2%	20.1%	8.8%
2015	54.8%	22.2%	17.4%	5.4%
WA Public Schools 2015	78.0%	15.0%	5.0%	2.0%

It should be noted that regular attendance coupled with reasonable cause for Absence (meaning that we have been notified and accept the reason for absence) for 2015 was 97%. This is an excellent rate.

Student Enrolment Trends 2015

The move of the year 7 cohort to high school caused an obvious drop in numbers. New housing and the proximity to the CBD means we are seeing steady growth in student numbers.

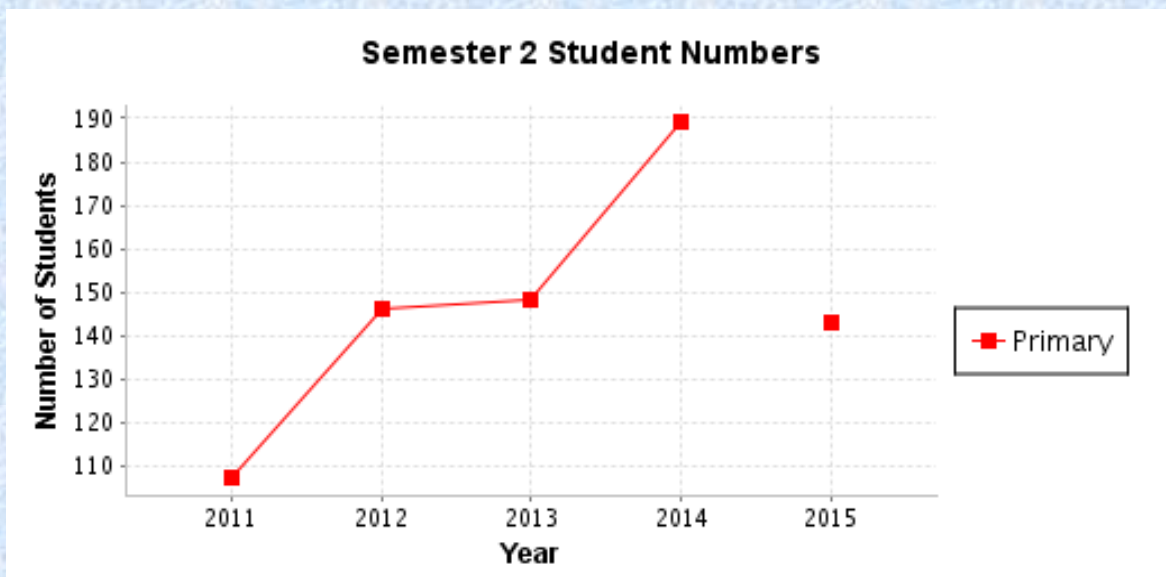
Student Numbers (as at 2015 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y06	Total
Full Time	(8)	21	27	20	28	19	13	15	151	(8)
Part Time	14									

Note : The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students.

	Kin	PPR	Pri	Total
Male	7	10	68	85
Female	7	11	54	72
Total	14	21	122	157

	Kin	PPR	Pri	Total
Aboriginal		8	49	57
Non-Aboriginal	14	13	73	100
Total	14	21	122	157



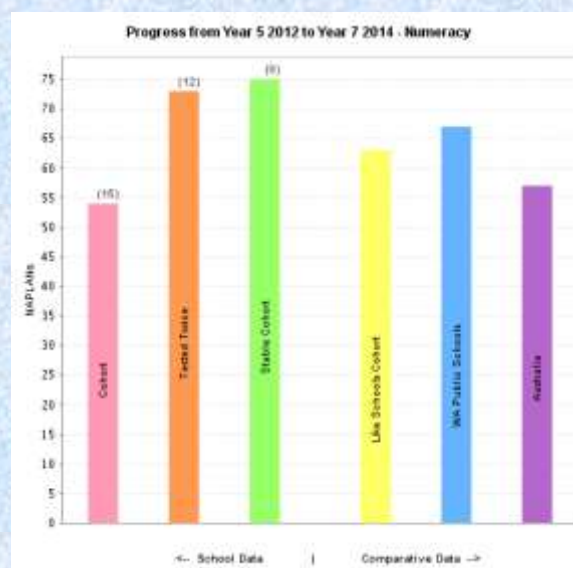
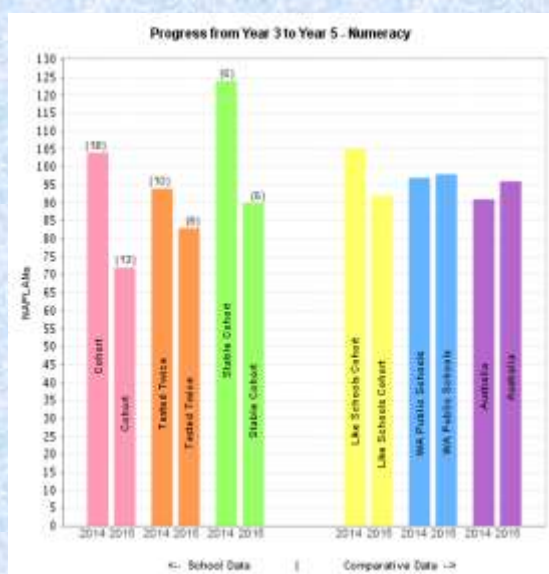
Destination High Schools for Tranby Year 6 Students 2015

Destination Schools	Male	Female	Total
4005 Belmont City College	8	2	10
1045 Clontarf Aboriginal College		1	1
4116 Darling Range Sports College	1		1
4029 Kent Street Senior High School	1		1
4112 Kiara College	1		1

NAPLAN RESULTS

The NAPLAN graphs for Tranby Primary School demonstrate the progress that has been made with regard to students in both literacy and numeracy. Whilst caution must be taken when interpreting these results due to the high level of student mobility and the low numbers of students, the progress that is being made is extremely encouraging.

NUMERACY

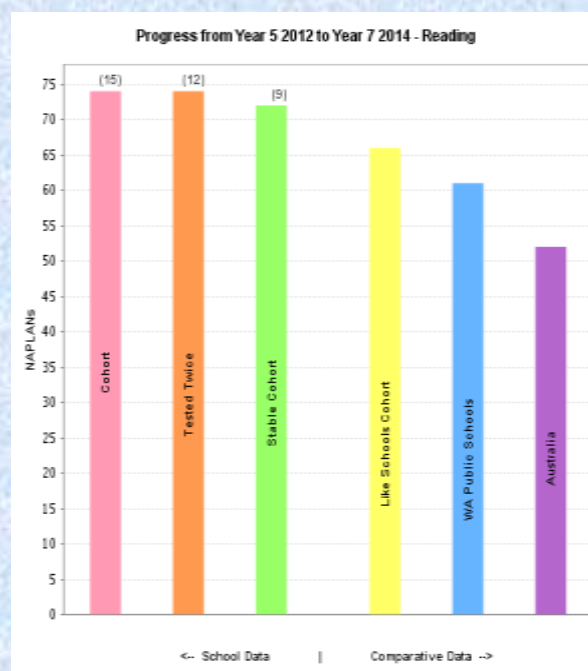


Consistency with regard to the teaching of the National (WA) curriculum had an impact on Numeracy improvement. We are in line with the Australian average and with the results for like schools.

LITERACY

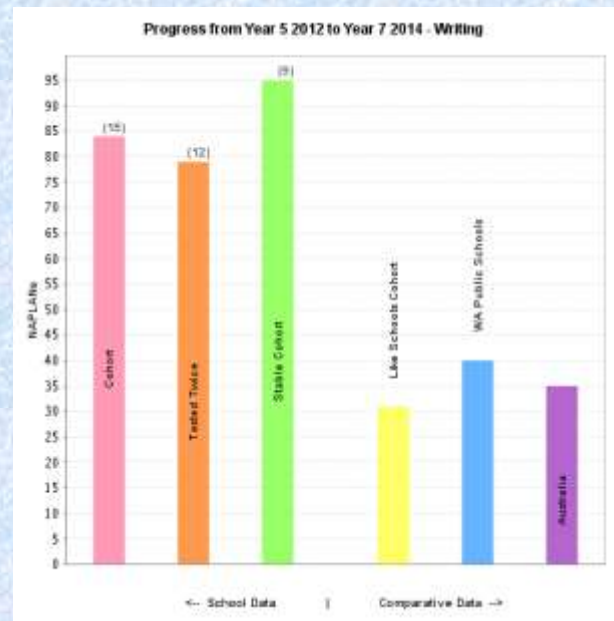
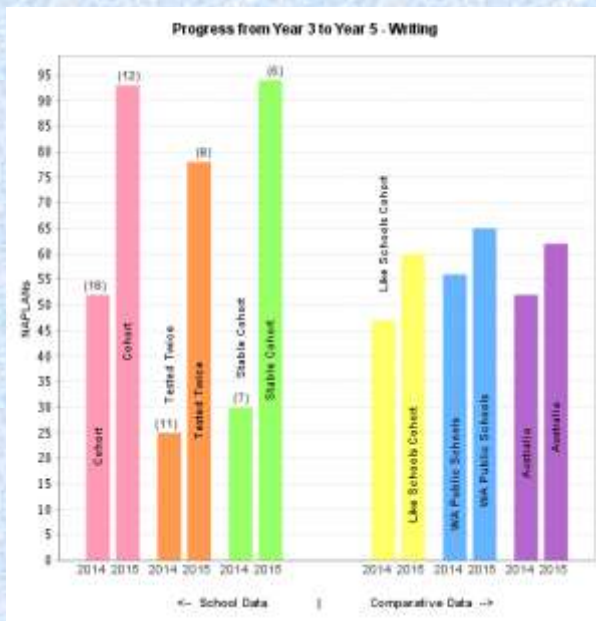
The continuation of the Early Intervention, Speech Therapy, Phonemic Awareness and Phonological Processing programs coupled with the use of a literacy support specialist teacher have brought about improvements in all literacy areas across the school.

READING



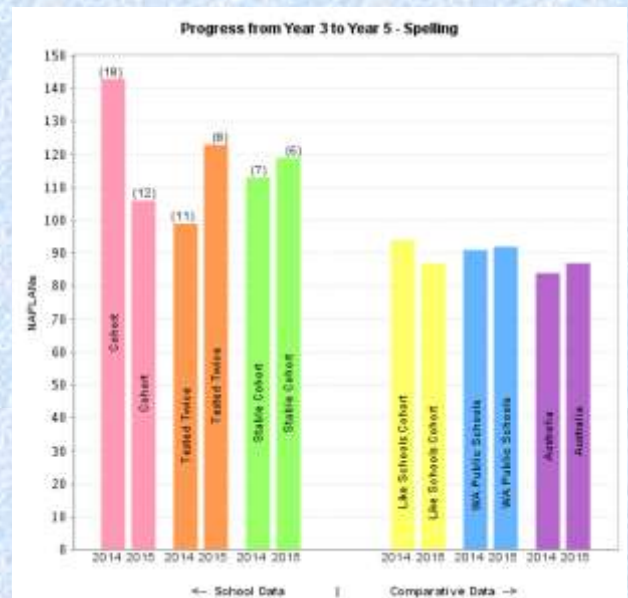
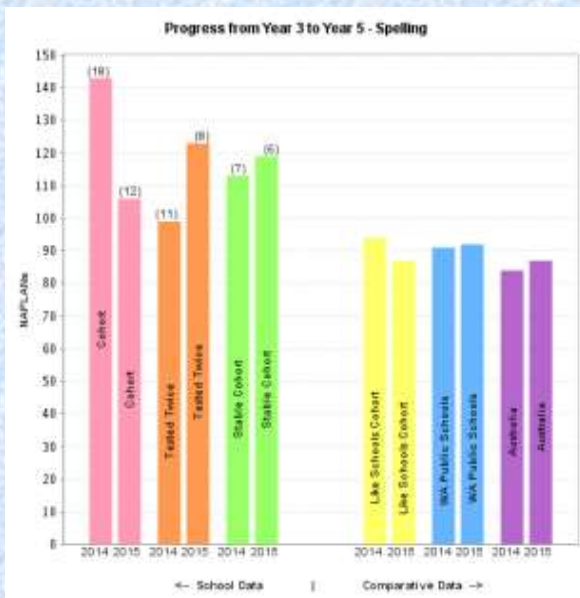
This vital area of literacy is where we have achieved the greatest rate on improvement. Impressively this has happened in all 3 categories; Cohort, twice tested and stable cohort. This indicates fantastic "value adding" for students in the stable cohort.

WRITING



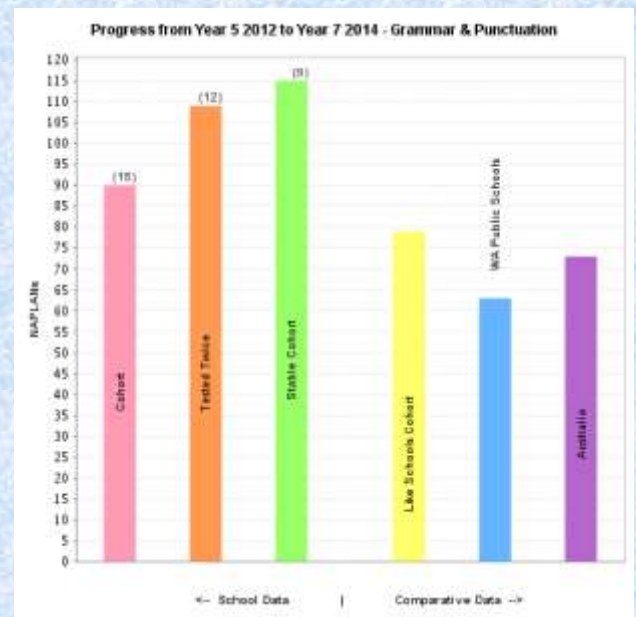
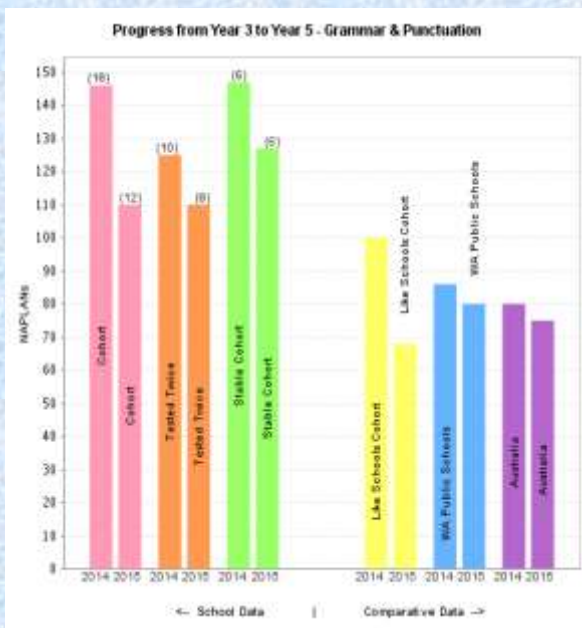
As with reading, this area is one of very impressive 'value adding' between years 3 and 5 – especially with our stable cohort in 2015. We are well above the like schools and Australian average.

SPELLING



Programs such as the Direct Instruction Phonemic Awareness and Letters and Sounds are having a very positive and measurable effect on spelling across the school. We will continue to focus on this vital area of literacy.

GRAMMAR & PUNCTUATION



Once again, the introduction of whole school literacy programs has had an impact on student progress in grammar and punctuation between years 3 to 5. The school is well above like school and the Australian average.

Links with the Community

At Tranby, we have developed a positive relationship with the local Belmont community. The school has a high profile and regularly features in the local and state newspapers. We are involved in a range of community programs such as the PACE, My Time NGALA Playgroup, Foodbank Program, Community Garden Program, and the School Chaplaincy Program. All of these programs have received positive responses from both the local community and local service providers and have made a difference for the children.



Highlights of 2015

All staff at Tranby work with enthusiasm, dedication and a high level of energy to help bring about some wonderful achievements from the children.

Some highlights of the year include:

- SIP – continuation of the School Improvement Plan
- Our Terrific Family Fun Day Sports Carnival.
- Year 6 Graduation Activities
- Positive behaviour rewards - Pizza lunches, bronze, silver and gold awards special recess activities, and movie sessions - Fiesta
- TOD (Treat Each Other Decently) the bear
- Year 6 Graduation and Awards Ceremony
- Community Garden project
- The school ICT program now has 37 Ipads and 15 laptops
- Science program – Science Spectacular
- Twilight at Tranby – Art Evening.



SPECIAL PROGRAMS 2015

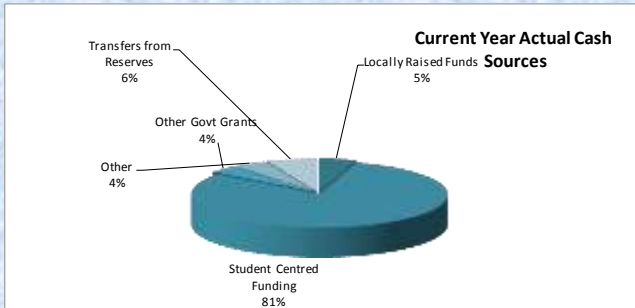
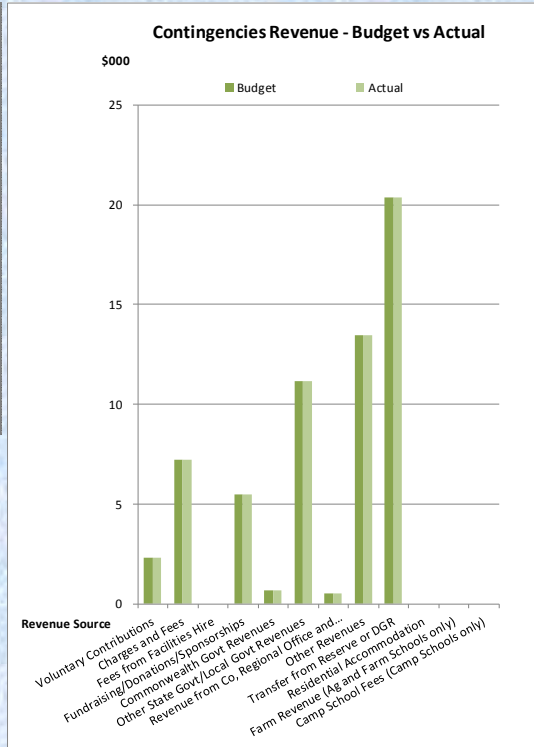
- Aboriginal Early Intervention Kindy Program
- Playgroup and parent workshops
- Speech, Occupational therapy provided at school
- Chaplaincy Program
- Dental Hygiene Program
- Aboriginal and Islander Education Officer support for staff, students and parents.
- Whole School Behaviour Program—Positive Focus: Special award events, Bronze, Silver and Gold Awards, excursions and incursions.
- Attendance and Uniform Reward Program
- ICT, IPADS and laptops
- Social and Emotional Wellbeing—PATHS, TOD the BEAR, Rainbows, Orientation Enrolment System
- Choir
- Mana – Breakfast and Lunch program
- Science Program
- Art Program



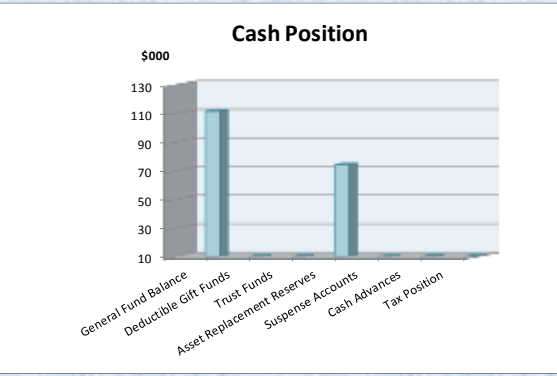
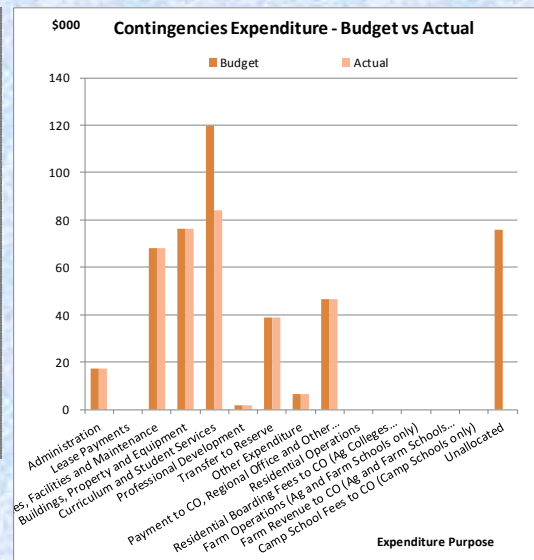
Tranby Finances

AS AT 31ST December 2015

Revenue - Cash	Budget	Actual
1 Voluntary Contributions	\$ 2,332.00	\$ 2,332.00
2 Charges and Fees	\$ 7,244.00	\$ 7,243.94
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 5,499.00	\$ 5,499.20
5 Commonwealth Govt Revenues	\$ 688.00	\$ 687.82
6 Other State Govt/Local Govt Revenues	\$ 11,146.00	\$ 11,145.96
7 Revenue from Co, Regional Office and Other Schools	\$ 520.00	\$ 520.00
8 Other Revenues	\$ 13,465.00	\$ 13,467.03
9 Transfer from Reserve or DGR	\$ 20,375.00	\$ 20,374.90
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 61,269.00	\$ 61,270.85
Opening Balance	\$ 133,013.00	\$ 133,013.05
Student Centred Funding	\$ 256,235.00	\$ 256,235.00
Total Cash Funds Available	\$ 450,517.00	\$ 450,518.90
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 450,517.00	\$ 450,518.90



Expenditure	Budget	Actual
1 Administration	\$ 17,193.00	\$ 17,191.55
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 68,019.00	\$ 68,019.91
4 Buildings, Property and Equipment	\$ 76,452.00	\$ 76,452.01
5 Curriculum and Student Services	\$ 119,739.00	\$ 84,108.78
6 Professional Development	\$ 1,564.00	\$ 1,563.55
7 Transfer to Reserve	\$ 38,750.00	\$ 38,750.00
8 Other Expenditure	\$ 6,536.00	\$ 6,535.22
9 Payment to CO, Regional Office and Other Schools	\$ 46,496.00	\$ 46,496.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15 Unallocated	\$ 75,768.00	\$ -
Total Goods and Services Expenditure	\$ 450,517.00	\$ 339,117.02
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 450,517.00	\$ 339,117.02



Cash Position as at:

Bank Balance	\$ 186,212.24
Made up of:	\$ -
1 General Fund Balance	\$ 111,401.88
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 74,138.94
5 Suspense Accounts	\$ 3,517.42
6 Cash Advances	\$ -
7 Tax Position	\$ 2,846.00
Total Bank Balance	\$ 186,212.24