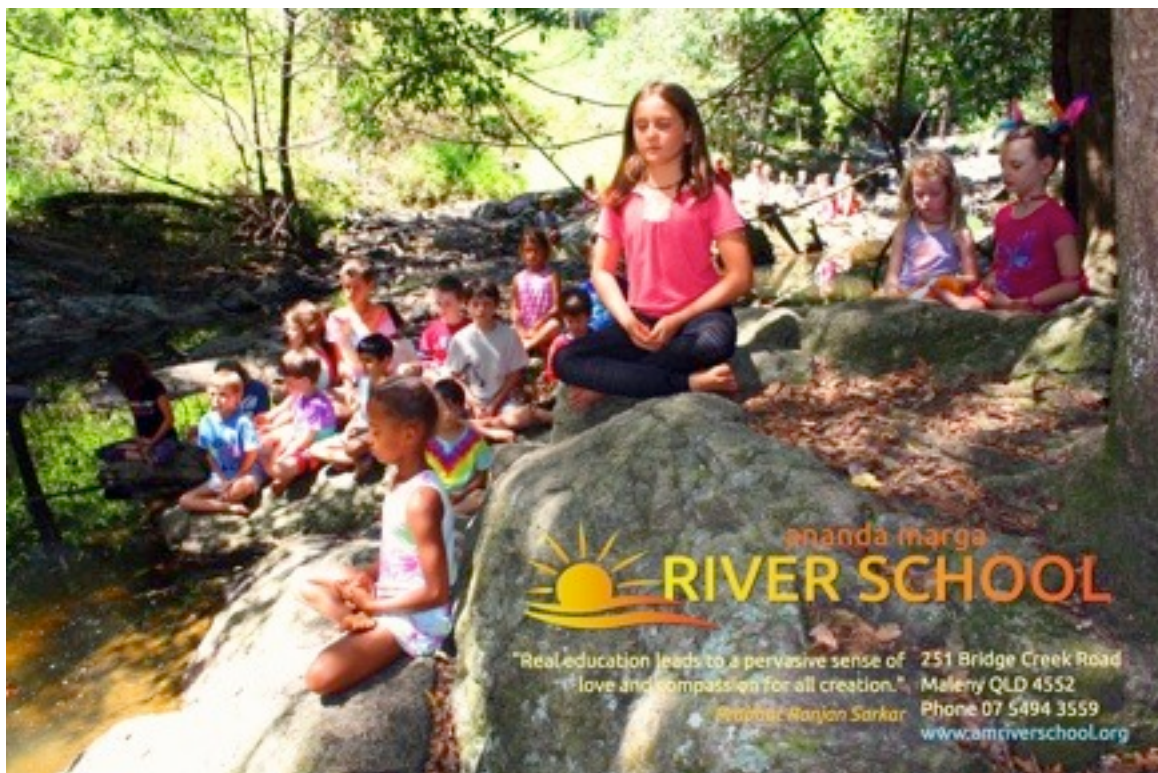




251 Bridge Creek Road, PO Box 411, Maleny, Queensland 4552
ABN: 18 058 179 301 Tel: (07) 5494 3559 Fax: (07) 5494 3577 www.amriverschool.org

Annual School Report 2016

(Based on 2016 Data)



The Ananda Marga River School is an independent, co-educational primary school and Early Childhood Centre located in a beautiful rainforest valley in Maleny, Queensland. The school is a service project of Ananda Marga, a global organisation for self-realisation and service to all.

The guiding philosophy of the Ananda Marga River School is Neohumanist Education. Based on Neohumanism, the philosophy of the innate oneness of all things, it seeks to instill in children an innate sense of love and compassion for all beings: people, animals, plants, and even the inanimate matter of the whole universe.

Our school is a loving community for 145 primary students from Prep to Year 6 (68 girls and 77 boys). We also operate a Long Day Care Centre for Pre-Kindergarten and Kindergarten children, and an After School Care Program.

History of the Ananda Marga River School

The community land on which the school is situated was purchased in 1984. It comprises a total of 52 acres and a community of five families. In 1987, the community decided to set aside a portion of the land (some 25 acres to the south of a gully which divides the property) for Ananda Marga projects. This portion of the land was named Ananda Kamala meaning “Bliss of the lotus flower”. The first project, the Ananda Marga River School, opened in 1995 with 23 students. The school’s name was decided by the children who enjoyed playing in beautiful Bridge Creek that runs through the school.

The dedication and passion of the Prout Community, Ananda Marga Education and numerous Dada's and Didi's has shaped the River School to become a leader of Neohumanist educational practices. Some of the original founders of the school remain on the Prout community and continue to be significant contributors to the school culture and environment. Prabha Demasson, a co-founder and major contributor to the development of the school, served 16 years as Deputy Principal, and 3 years as Principal before leaving in 2013. At this time, Jenny Oakley was appointed as the new Principal to continue guiding the vision of the school founders.

Social Climate

Based on our Neohumanist philosophy, the school works to foster a sense of family in the school. This family feeling extends beyond the school to all humanity and even beyond to plants and animals. Children develop this understanding both intuitively and rationally. In meditation they are guided to experience their oneness with all things. Rationally they learn to respect and appreciate the diversity and unity of our human family.

Service projects are encouraged in every class, in each phase of learning, so that children can act on their understanding of connectedness and develop confidence and skills to make meaningful changes in the world around them.

The school also runs “Buddy Programs” between younger and older classes, including our Early Childhood Centre. Furthermore, some sporting and service projects involve multi-age groups to build a sense of community in the school.



Distinctive Curriculum Offerings and Extra-Curricular Activities

MORNING CIRCLE

The week begins with an all-school Morning Circle that includes a candle-lighting ceremony, singing, meditation, small performances, our virtues program and general announcements. Parents often attend these uplifting gatherings and are welcome to take part.

MEDITATION AND YOGA

This is our daily Quiet Time. Children benefit from early use of their imagination and intuition in creative visualisation and meditation exercises. Yoga exercises help children stretch and relax, meditation centres them, and discussions at this time focus on our virtues and other introspective topics.

THE ARTS

We have specialist teachers in Music and Arts and Cultural Studies. Students have the opportunity to learn guitar, percussion, and strings and the school offers a variety of performance groups. All students study marimba throughout their River School years, as well as having the opportunity to learn string instruments such as violin and guitar. Individual private lessons in guitar and keyboard are also available. Media Studies is now being offered to our students through our Arts and Cultural Studies Program, which also includes Indigenous studies.

SPORT

During 2016, the school participated in a number of sporting activities. Our Prep to Year 6 students enjoyed swimming lessons at the Maleny Pool and our Year 6 children learned how to surf. We held our "Friendly Olympics" in Term 3 and in the summer season, students of all ages cooled off in our fresh water creek at the school. Australian Rules Football was offered to the students in Term 2 as an additional extracurricular activity. In



Term 1 we employed a qualified coach to teach our Year 5 & 6 classes the finer skills of netball. This program was funded through the Sporting Schools program.

EMPOWERMENT CENTRE

Our Empowerment Centre offered one-on-one and small group learning support in literacy to supplement classroom programs. The Empowerment Centre is a place of learning where students at the River School are provided with intensive literacy tuition to ensure they reach their full potential in the classroom. Programs run at the Empowerment Centre are individually tailored to meet the needs of each student and are designed to compliment their learning preferences.

The Empowerment Centre maintains a close relationship with all classroom teachers. This in turn guarantees that learning activities completed at the Centre support the students' classroom learning. At the end of each term a progress report is compiled for each student, drawing upon qualitative and quantitative data collected throughout the term. Our Empowerment Centre also has a Literacy Coaching component, where the Empowerment Centre coaches classroom teachers in best practice literacy teaching.

SCHOOL CAMPS

The River School loves school camps! In 2016 our Year 1 and 2 students stayed on Bribie island for 2 nights with their parents and teachers.

Our year 3 students did a 2 night camp at Bribie Island while our Year 4's camped at Noosa North Shore and our 5's attended a camp at Moreton Island. Our Red Cedars (Year 6) travelled to the Great Barrier Reef for a week. Our senior boys and girls participated in our annual rite of passage activities including our 2 day "Warrior Camp" and "Girl EmPowerment" Programs.

HEALTH

Our vegetarian, whole foods tuckshop provided delicious meals for purchase two days a week. Each classroom has a garden area where children have the opportunity to grow food for the tuckshop kitchen.

SPECIAL EVENTS

COMMUNITY SERVICE

Our Upper Primary students attended the local Maleny Community Centre Neighbourhood Lunch on a regular basis to assist in serving food to the local community. Our tuckshop also prepared and provided sentient, vegetarian dishes to this worthy cause.

ELECTIVES

Students from Prep to Year 6 participated in an elective program which allowed them to select areas of interest to explore. These included activities such as dance, mask making, design & make your own board game,



body percussion and gardening. This elective program is so successful that it has become a standard element of the distinctive River School curriculum.

Parental Involvement

Our school welcomes parent volunteers and on some school days there are more parents on site than staff members! Parents engage in many activities at school including tuckshop, gardening, helping in the library, or participating in art projects sharing their expertise with our teachers and students. Parents and families are an integral part of the River School.

In 2016, the school offered a number of avenues for parent involvement.

Energy Levy: Parents are requested to donate two hours a week (20 hours per term) in Energy Levy. They may assist in their child's class, help in tuckshop, assist on school camps, or help in other ways as needed.

Parent Committee: In 2016 there was an active Parent & Friends Committee. Their main focus was serving as a conduit between the school and the parent community. This was combined with co-ordinating fundraising events such as our Cafe Nights which involve dinner at the school with various events such as Open Mic nights, a whole school camp out and many student performances.



Parent, Teacher and Student Satisfaction with the School

In 2016 all the parents and students of the River School were surveyed to gain a deeper understanding of their experiences with the school. The results were extremely positive.

A sample of questions and responses from the parent survey are included below.

PARENT SURVEY

Our anonymous Parent survey was administered to all families at the River School.

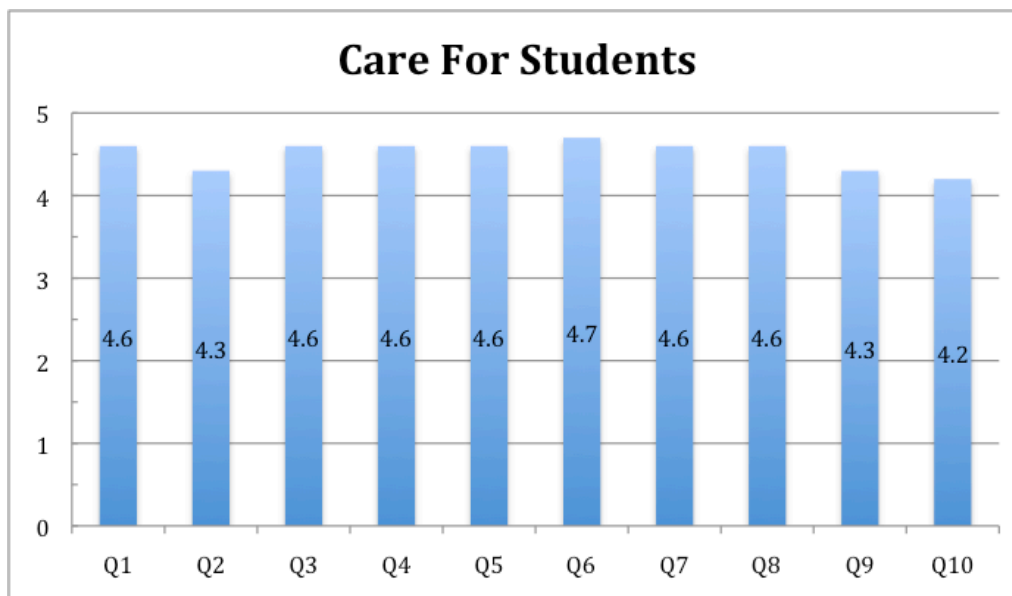
From our 98 families, we received 37 responses to our survey.

Parents were asked to rate statements on the following scale:

Rating	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

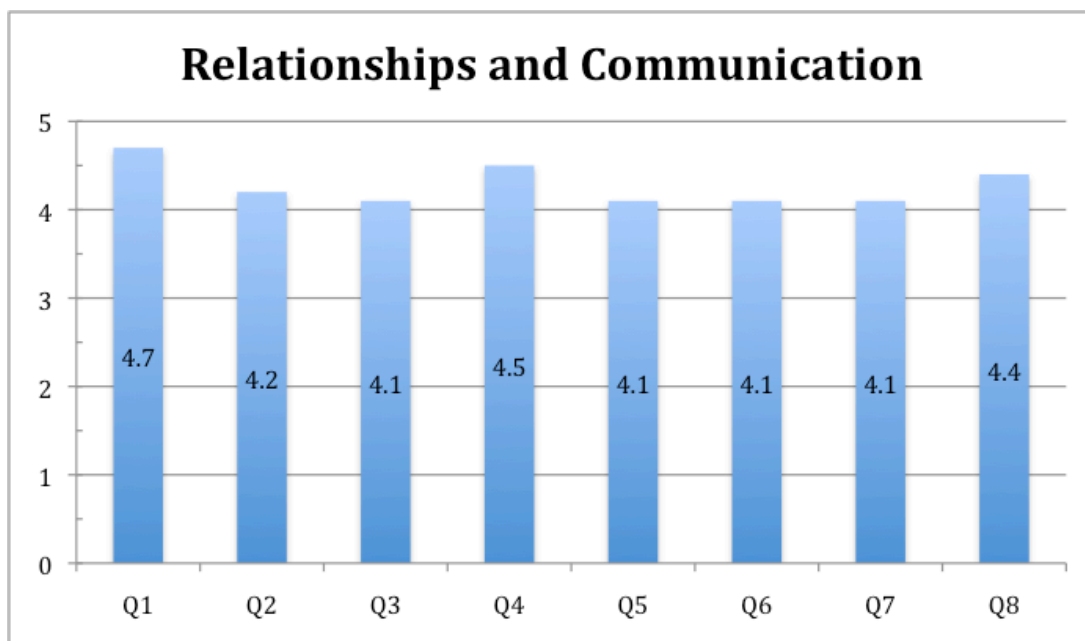
Care for Students

- Q1 My child loves being at the River School
- Q2 My child feels safe at school
- Q3 My child likes his/her teacher
- Q4 My child has a positive relationship with his/her teacher
- Q5 Teachers at the River School treat students fairly
- Q6 Teachers care about their students
- Q7 Students feel loved and cared for at our school
- Q8 I trust that the staff at school have the students' best interests in mind
- Q9 My child feels comfortable to approach his/her teacher with concerns
- Q10 My child is making good progress socially and emotionally



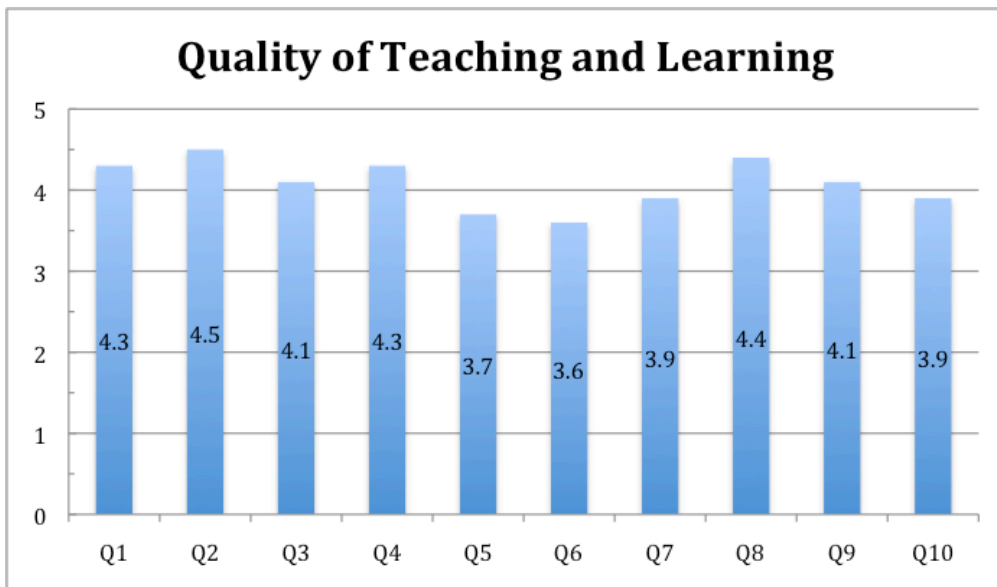
Relationships and Communication

- Q1 I can talk to my child's teacher about my concerns
- Q2 Parent's opinions are respected and taken seriously
- Q3 I am well-informed about what is happening at school
- Q4 I feel comfortable to approach administrative staff with concerns about what is happening at school
- Q5 I believe that any concerns that I raise are dealt with in a timely and appropriate manner
- Q6 The Principal is approachable and strives to forge positive relationships with parents
- Q7 My child's teacher sends regular updates about what is happening in class
- Q8 I feel that I have positive relationship with the other parents in my child's class



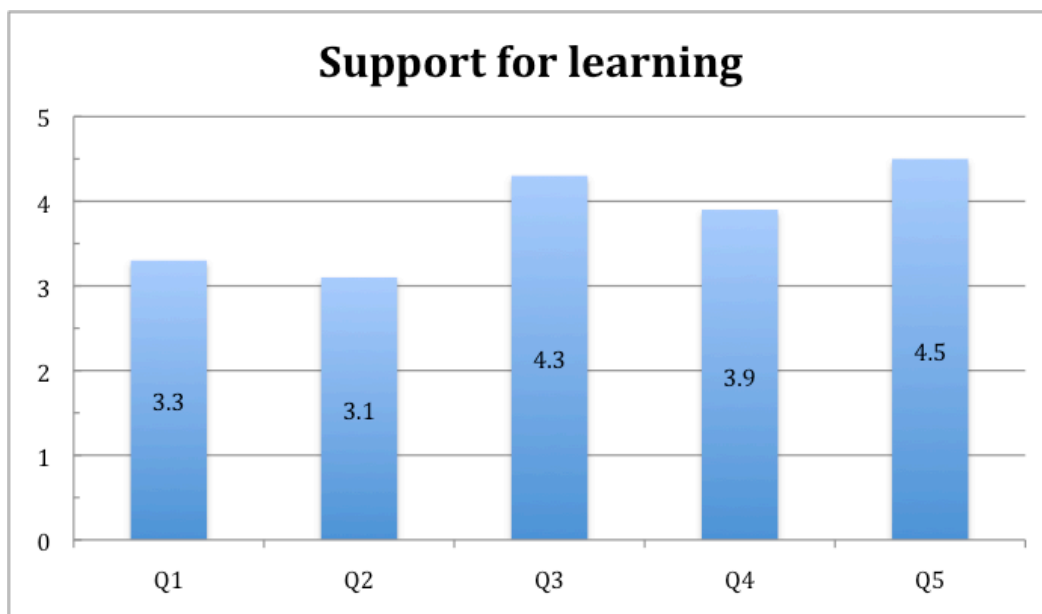
Quality of Teaching and Learning

- Q1 I am happy with the quality of teaching at our School
- Q2 Teachers are enthusiastic
- Q3 Teachers at the River School expect my child to do his/her best
- Q4 Teachers at the River School motivate my child to learn
- Q5 My child is making good academic progress at the River School
- Q6 My child's learning needs are being met
- Q7 Teachers provide my child with useful feedback about his/her school work
- Q8 Teachers use a variety of teaching and learning strategies in the classroom
- Q9 Teachers plan learning experiences that meet the needs of my child
- Q10 The quality of teaching and learning at the River School meets my expectations



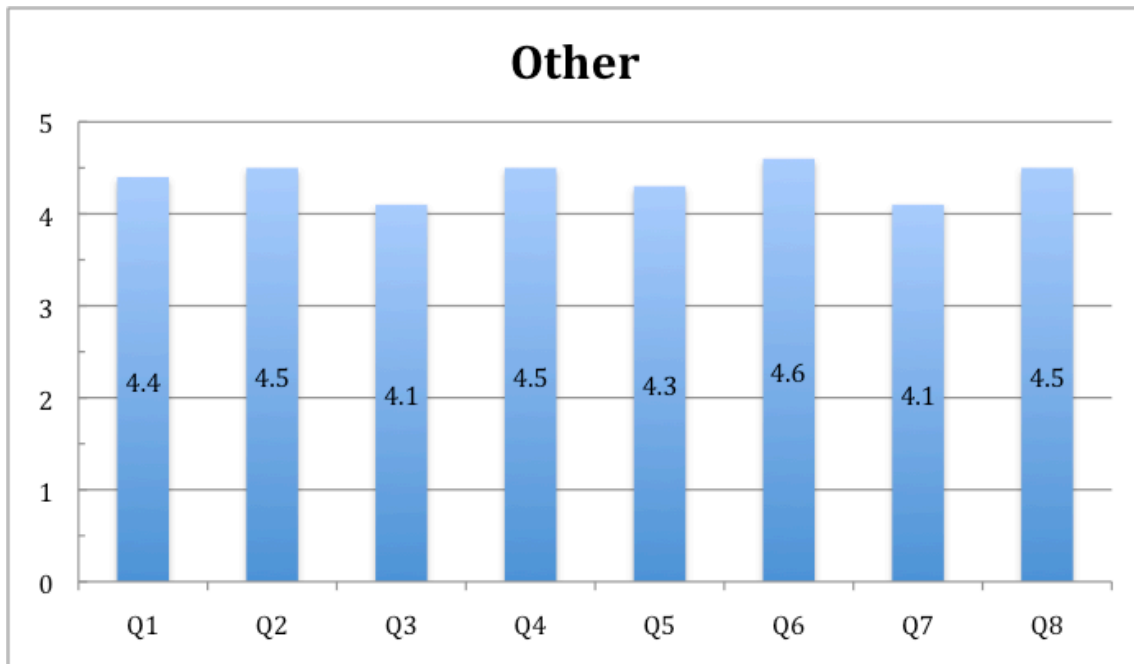
Support for Learning

- Q1 Student behaviour is well-managed and supported at our school
- Q2 Disruptive or inappropriate student behaviour is managed effectively and appropriately
- Q3 The school works with me to support my child's learning
- Q4 Appropriate support is offered to children of differing needs
- Q5 I value restorative practices that support restoration of relationships rather than punitive consequences for behaviour



Other

- Q1 The River School is well maintained
- Q2 I value regular community events at school
- Q3 I feel our school offers good value for money
- Q4 The River School looks for ways to improve
- Q5 I value meditation, yoga and the spiritual values of our school
- Q6 We run a high quality Music program at our school
- Q7 We run a high quality Arts and Cultural Studies program at our school



STUDENT SURVEY

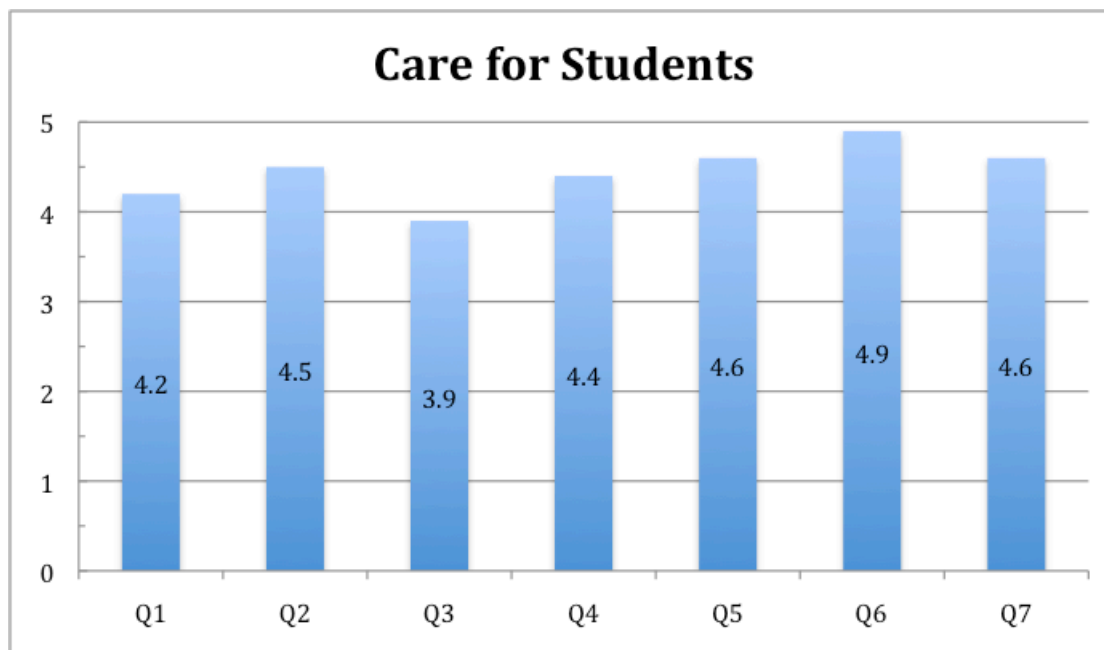
Our Student Survey was administered to students from Prep to Yr 6 in November 2016. Students were asked to rate statements on the following scale:

Rating	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

From the responses received, each statement has been given a numerical score with 5 being the highest and 1 being the lowest.

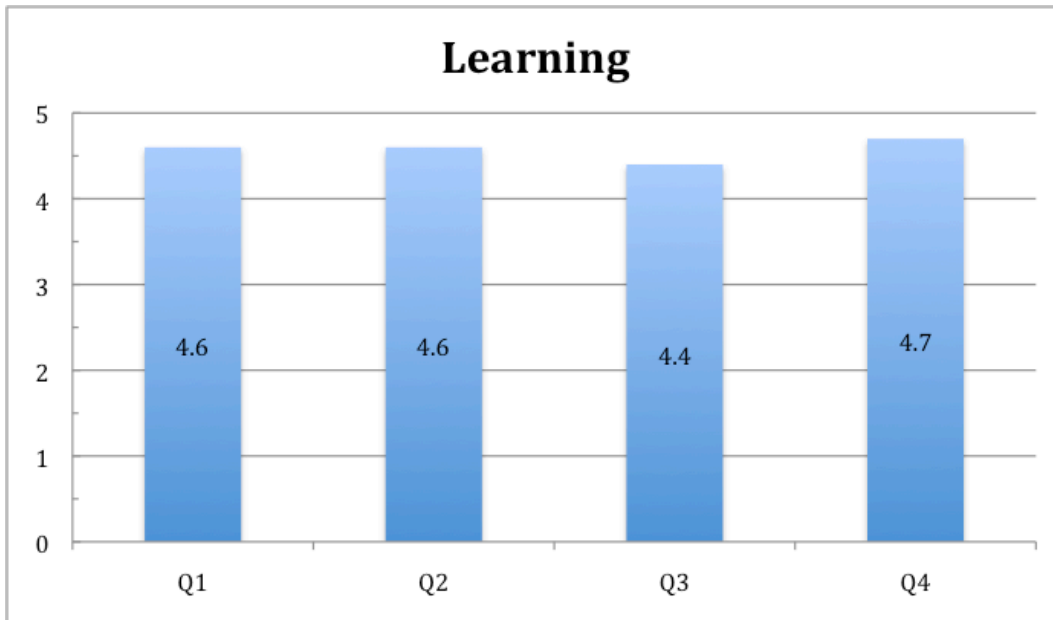
Care for Students

- Q1 My school takes students' opinions seriously
- Q2 I like being at my school
- Q3 I can talk to my teachers about my concerns
- Q4 I love coming to the River School
- Q5 I feel safe at school
- Q6 My teachers care about me
- Q7 The Principal cares about me



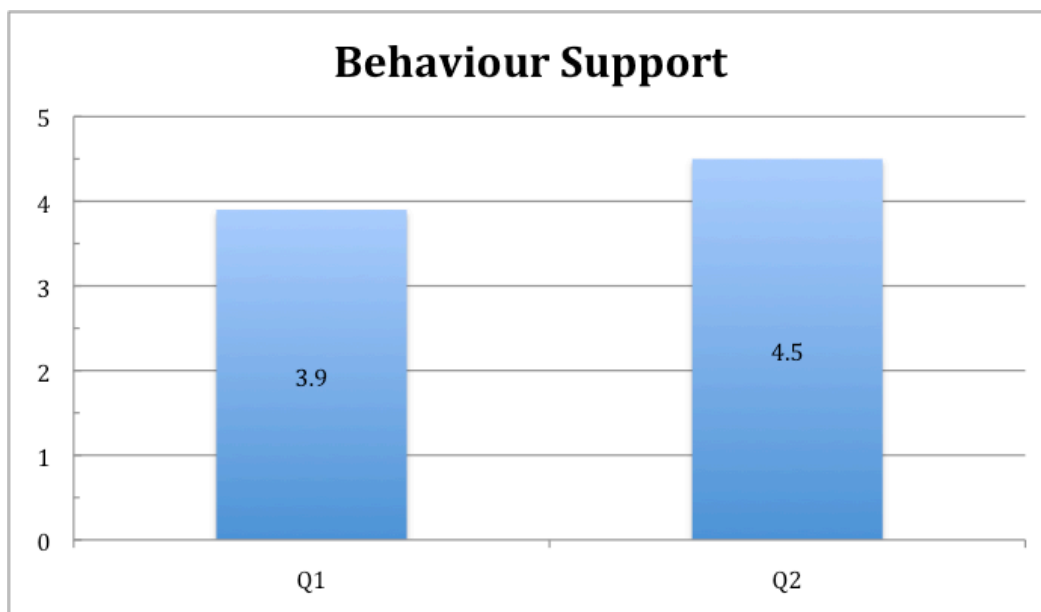
Learning

- Q1 My school gives me opportunities to do interesting things
- Q2 My teachers motivate me to learn
- Q3 My teachers provide me with useful feedback about my school work
- Q4 My teachers expect me to do my best



Behaviour Support

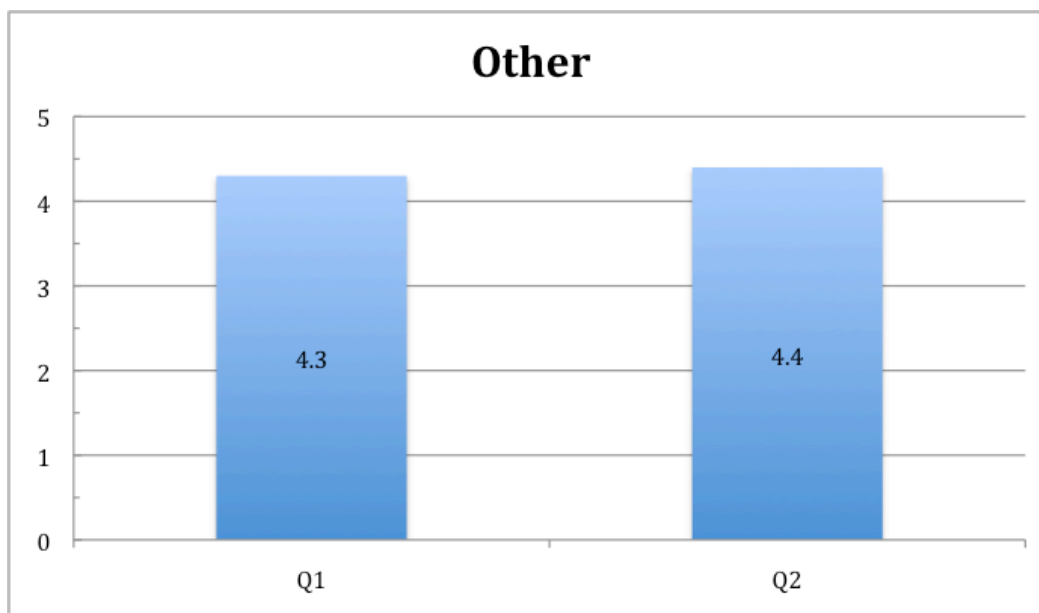
- Q1 Student behaviour is well managed at my school
- Q2 Teachers at my school treat students fairly



Other

Q1 My school looks for ways to improve

Q2 My school is well maintained



School Income - Funding Sources

The Ananda Marga River School receives funding from a variety of sources including Federal and State funding, Grants, school fees and parent contributions. Details of funding sources can be found on the MySchool website.

<http://www.myschool.edu.au/>

Staffing Information

In 2016 our school employed:

- 7.6 Full time equivalent teachers
- 2.0 FTE Specialist Staff,
- 4.0 FTE Admin/Clerical Aides and
- 3.3 FTE Building/Grounds and Bus Drivers.

All of our classroom teachers hold a Bachelor's Degree. All of our classroom teachers participated in Professional Development opportunities in 2016 which included curriculum development, restorative practice, Neohumanist Education, behaviour support and digital technologies. The school spent \$19,190 exc GST on Professional Development during 2016.

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

<i>Number of Staff</i>	<i>Number of School Days</i>	<i>Total Days Staff Absences</i>	<i>Average Staff Attendance Rate</i>
34	6324	134	97.9%

Proportion of teaching staff retained from the previous year:

<i>Number of permanent teaching staff at end of previous year</i>	<i>Number of these staff retained in the following year (the program year)</i>	<i>% retention rate</i>
11	9	81.9%

Key Student Outcomes

Student attendance

The Average Student Attendance Rate as a percentage in 2016 was 87%.

BENCHMARK DATA FOR 2016

Reading

Year	Average Score (School)	Average Score (National)
Year 3 (2016)	450	426
Year 5 (2016)	504	502

Writing

Year	Average Score (School)	Average Score (National)
Year 3 (2016)	420	421
Year 5 (2016)	450	476

Spelling

Year	Average Score (School)	Average Score (National)
Year 3 (2016)	421	420
Year 5 (2016)	475	493

Grammar and Punctuation

Year	Average Score (School)	Average Score (National)
Year 3 (2016)	453	436
Year 5 (2016)	489	505

Numeracy

Year	Average Score (School)	Average Score (National)
Year 3 (2016)	418	402
Year 5 (2016)	446	493

Benchmark data is available in detail at the *My School* website <http://www.myschool.edu.au/>

Further Information

For further information about the Ananda Marga River School, or for a copy of our prospectus or enrollment information, please contact admin@amriverschool.org.