

2016 Annual Report to the School Community



School Name: Rangebank Primary School

School Number: 5232



Name of School Principal:	Colin Avery
Name of School Council President:	Michelle (Shelly) Lynch
Date of Endorsement:	05/05/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Our school has achieved outstanding results through 'adding above expected value' to each and every student at Rangebank. We believe that learning should be engaging, purposeful and challenging. Through our effective curriculum, we aim to equip each child with the skills they need for lifelong learning. We aim to develop confident learners, who take ownership of their learning and are proud of their achievements. We believe that every child matters. Through positive attitudes and parent partnerships, we endeavour to develop the whole child, meeting individual needs in a safe and secure environment where differences are celebrated. We believe that all members of our school community should work together to maintain a safe, clean and stimulating environment which encompasses not only the learning environment and school grounds, but the surrounding community areas as well. We aim to promote an awareness of wider global issues through our curriculum, the links made with our local, and global communities e.g. 'skyping' and visiting with our sister school in India. We believe that good teamwork and positive partnerships- with individual children, the whole class, our colleagues, parents and the wider community, will lead to effective teaching, high standards and successful learning. Our parents identify the "small school community approach" as being an attractive factor in choosing to enroll their child at Rangebank, while still having similar benefits to larger schools. With 421 children in 2016, we are able to provide personalised education for your child. Geographically the school is located in a developed area of Cranbourne surrounded by new estates. Teachers at Rangebank are very experienced with a strong commitment to the academic goals of the school as well as the welfare of children. Our school goals are focused on providing improved student writing together with flexible learning opportunities and a quality numeracy program. Major highlights for the school each year are our school productions for both junior and senior grades. **A Christmas concert is also a feature together with Mother's Day and Father's Day breakfasts, Grandparents Day, Nelson Mandela Day and Diwali.**

Science is seen as a priority by the school and an important facet of student learning. A specialist science teacher has developed an innovative and engaging program for all year levels. Staff work and plan in 5 teams across the school for improved personalised student learning and wellbeing. Currently Rangebank is expected to have an enrollment of 420 students together with: 34 dedicated members of staff consisting of a Principal; 2 Assistant Principals; 18 classroom teachers; specialist – Hindi (LOTE), the arts, intervention/media Studies, science and physical education; 2 teachers sharing a Primary Welfare role; 6 Education Support staff; 1 psychologist; 2 office staff; 2 computer technicians; 1 Chaplain and 1 maintenance officer. We also have a visiting psychologist/speech therapist/social worker to support our student's mental health.

Framework for Improving Student Outcomes (FISO)

The priority "Excellence in teaching and Learning – Curriculum planning and assessment together with Professional Leadership – Building leadership teams, have been selected to support the improvement pathway for our school and is documented in our Annual Implementation Plan (AIP). We recognise the importance of teaching and learning/practice in the classroom as being the single most important element for impact on student outcomes of utilising a collaborative approach for professional learning.

Rangebank staff work together to review and develop their learning practice in 5 level teams – specialists; Foundation; Years 1&2; Years 3&4; and Years 5&6. The effectiveness of teaching and learning programs is periodically reviewed and student learning data is used to plan appropriate professional learning. An Assistant Principal is coordinating curriculum through 2 Strategic Action Team leaders (Numeracy and Literacy).

The school has implemented an assessment and reporting schedule where formal assessments take place during the school year. In addition, new students are assessed prior to entering their classroom for the first time by an Assistant principal or ES trained staff member. This schedule incorporates both formative and summative approaches, which



enable teachers to inform their instruction and differentiate their planning. Teachers triangulate assessment data to make judgements about student's academic achievements.

External Professional learning opportunities provided to staff in areas that align to the goals in their professional Development Plan (PDP).

Intervention for students provided through a teacher who is working expressly with years F-2, together with Education Support Staff (ES) who provide testing, the Lexia Reading comprehension program and Speech Therapy Assistance (STA).

Additional time allocation given to specialist teachers to allow staff to meet in their PLT's weekly and for 1 hour and an additional hour for team planning. An additional staff member appointed to counter large numbers in the Year 3 area.

The mental health of students, so important in the effect on their learning, is being addressed through the appointment of a school psychologist for 2 days per week. A speech pathologist employed one day per week to work with our students and to support the STA program.

Lexia, Essential Assessment, Compass, Study ladder are software used by the school to promote personalisation of learning, accurate record keeping and information for parents.

Achievement

Rangebank in 2017 outlines three key improvement strategies.

1. In the School Strategic Plan (SSP) Rangebank identified numeracy as a key area of focus. Much work has gone into altering the teaching units from 50 minutes to 60 minutes therefore providing numeracy with an additional 50 minutes per week. Numeracy lessons are also compulsory so that is missed due to a special event, the lesson is moved to another time and not missed.
2. A specific focus on Oral language across the school and literacy in Foundation to Year 2. Many children come into our school with below expected levels of language and we are assisting our students with a focus on speaking and listening.
3. The final area of improvement identified as a focus is in the area of absenteeism. Teachers have a redefined process for logging absent students with a follow up by our student welfare officer if required.

Curriculum Framework implemented in 2016 (please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Rangebank aims to engage our students by increasing student voice through more active meetings with the Principal and School Council by a Student Representative Counsellor (SRC). This is following a meeting by the grades SRC representative with their grade prior to the meeting with Mr Avery.

The Leader In Me (Stephen Coveys' Seven Habits of Highly Effective People) program has been introduced and will be highlighted throughout the year. The values within the program will provide the necessary tools for each student to learn how they can be a leader in an area that interests them. In 2017, teachers are learning how to implement the Leader In Me 7 habits into academic studies.

Classroom teachers, specialist teachers and our student welfare officer are monitoring student absences closely. Our aim is to ensure all children have the maximum time at school to improve their learning capabilities.

Rangebank children presented with the opportunity to travel to our sister school in India, Bluebells School International. We are aiming to be global citizens and as such aware of our global partnerships and opportunities.

Wellbeing



Rangebank provides a strong foundation for student learning with student wellbeing as a whole-school priority. Our positive school culture ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning.

The Student Attitudes to School Data (Connectedness to Peers & School) derived from the Attitudes to school survey, completed by all Victorian Government school students from years 5 -12, indicates that our outcomes are similar to other schools in comparison. Both the Year 5 and 6 student's connectedness to schools and student perceptions of safety in comparison to other schools are similar also.

Data from students and parents (parent opinion survey) indicate students feel safe in the yard. However, some students feel their learning is disrupted by a few in the classroom. With a focus on Restorative Practice, the school aims to build positive behaviours culminating in students developing resilience and the ability to take responsibility for their own actions. In 2016, the school has developed a whole school Behavioural Management Plan, where the purpose is to provide all staff with a set of clear guidelines to follow to ensure that learning environments for students are safe supportive, respectful, collaborative, well-managed, promoting students' wellbeing and achievement. The school has adapted a 'Model of Intervention' to frame our preventative approach to behaviour management in the classroom and the yard, which facilitates positive behaviours and interactions and supports students exhibiting inappropriate and unacceptable behaviours.

Rangebank is committed to creating a child safe environment – this means a zero tolerance approach to child abuse. Our school follows the Department of Education and Training's policy and procedures for identifying and responding to child abuse. This means we have made the Identifying and Responding to All Forms of Abuse in Victorian Schools Guidance available to all our staff and school community from the www.education.vic.gov.au/protect website.

Our mandatory reporting policy sets out the key responsibilities for our staff and ensures that we have adopted, and follow, the four critical actions for responding to and reporting incidents of child abuse.

Rangebank has an inclusive approach to education. The school supports a group of students in receipt of a disabilities allowance and holds regular Student Support meetings with their families. In addition, students with specific educational and/or emotional needs are also supported with regular support meetings. These are coordinated by the Assistant Principal. Support for students requiring additional intervention through programs such as the STA program, which looks at language processing, is a high priority.

Rangebank has a proactive approach to student health with the continued provision of a trained first aider in the office and staff members trained to support students. In addition, the school ensures up to date training of staff to manage students with anaphylactic reactions. Rangebank is a registered Sun Smart school through the wearing of broad brimmed hats in terms 1 and 4.

The school has implemented the KidsMatter approach. Kids Matter is an Australian mental health and wellbeing initiative for primary schools that provides a framework, resources and support to identify and implement strategies to improve the mental health and wellbeing of students. KidsMatter has been developed in collaboration with Beyond Blue, the Australian Psychological Society, the Principals Australia Institute and, with funding from the Australian Government Department of Health. Our goal is to become a fully-fledged KidsMatter school and community.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 420 students were enrolled at this school in 2016, 211 female and 209 male. There were 20% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education Index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>49%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>43%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>53%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>55%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>60%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	49%	24%	Numeracy	39%	43%	12%	Writing	32%	53%	15%	Spelling	22%	55%	13%	Grammar and Punctuation	24%	60%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="544 846 1038 936"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	90 %	91 %	91 %	91 %	91 %	89 %	<p>Results: 2016</p> <p>Low absences ← → high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences ← → high absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	90 %	91 %	91 %	91 %	91 %	89 %										



Performance Summary

Key Range of results for the middle 60% of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>



How to read the Performance Summary

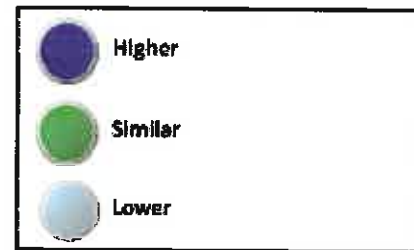
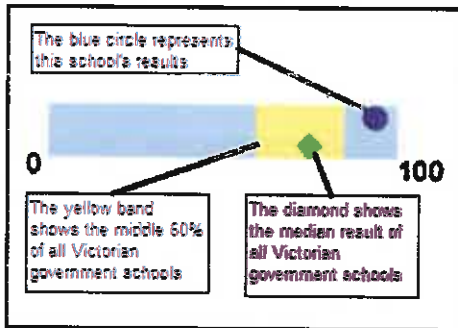
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

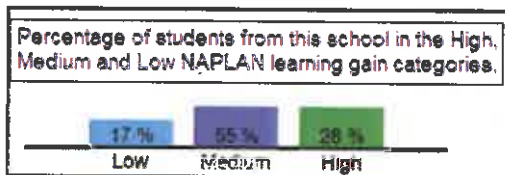
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,116,048	High Yield Investment Account	\$284,400
Government Provided DET Grants	\$728,779	Official Account	(\$1,954)
Revenue Other	\$18,370	Total Funds Available	\$282,446
Locally Raised Funds	\$297,813		
Total Operating Revenue	\$4,161,011		
Expenditure		Financial Commitments	
Student Resource Package	\$3,114,203	Operating Reserve	\$143,044
Books & Publications	\$1,263	Capital - Buildings/Grounds incl SMS<12 months	\$139,402
Communication Costs	\$13,406	Total Financial Commitments	\$282,446
Consumables	\$172,067		
Miscellaneous Expense	\$347,311		
Professional Development	\$28,524		
Property and Equipment Services	\$332,992		
Trading & Fundraising	\$37,980		
Travel & Subsistence	\$2,015		
Utilities	\$33,123		
Total Operating Expenditure	\$4,082,883		
Net Operating Surplus/-Deficit	\$78,128		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.