

Rangebank Primary School

School Number: 5232



Name of School Principal: Colin Avery

Name of School Council President: Shelly Lynch

Date of Endorsement: 07/05/2015

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Rangebank Primary, an acknowledged innovative, forward thinking school where students are well equipped to be productive global citizens and lifelong learners. Rangebank is the first government school in Australia where the Hindi language is our Language Other Than English and is taught from years Foundation to Year 6.

"There are a lot of families that have migrated from India out to Australia and I thought it was an area that wasn't being ... supported," Principal Colin Avery said. "The school's decision was vindicated ... when the federal government announced Hindi was replacing Korean as a priority Asian language". Jewel Topfield, 'The Age', 30/10/2012.

Rangebank is in the low sector of overall socio-economic levels. Our proportion of students with English as a second language is rated as mid-high. Parents reported that they rate our school above the median level for schools across Victoria. Our school staff survey rates Rangebank as well above the median point for schools in Victoria.

Our school has achieved outstanding results through 'adding above expected value' to students 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 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 area also. We aim to promote an awareness of wider global issues through our curriculum and the links made with our local and global communities e.g. 'skyping' with our sister schools 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 enrol their child at Rangebank, while still having similar benefits to larger schools. With 380 children, 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. A major highlight for the school each year is our school productions for both junior and senior grades. **A Christmas community concert is also a feature of Rangebank each year.**

Science is seen by the school as an important facet for student learning. A specialist science teacher has developed an innovative 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 has 38 dedicated members of staff consisting of 2 Principal class members; 18 classroom teachers; specialist – Hindi (LOTE), the arts, science and physical education; 5 Education Support staff; 2 Student Welfare Officers; 2 Chaplains; 3 office staff; 1 computer technician; and 1 grounds maintenance officer. This provides the school with an EFT (effective full time teaching staff) of 22.7, together with an EFT for Education support and office administration support staff of 4.24. Combined the EFT for all staff at Rangebank Primary is 26.94. We also have 2 visiting psychologist to support our student's mental health.

Achievement

In 2014, Rangebank Primary had a very good year. The school has an SFO of 0.6711 which indicates a low socio-economic area. Student results indicate that the school adds value to all students who attend and the longer students attend, the greater is their achievement according to NAPLAN data.

Our NAPLAN results indicated an upward trend across the curriculum in all areas. Students assessed according to time spent at Rangebank Primary showed above expected results in Reading (more than 1 years expected growth) and Numeracy.

Our year 3 students achieved above expected levels in reading, writing, spelling and grammar/punctuation compared to similar schools. In Numeracy, the students have achieved a positive result compared to previous years and against the trend.

Our year 5 NAPLAN are equal to similar school averages. Other Year 5 results indicate that our teachers and students working together have made significant growth in all areas, particularly spelling where our students achieved an 'above state average' median score. A particularly pleasing result was also achieved in reading and numeracy where the students out performed similar schools.

The data collected from our student results indicate that our students have significant learning growth between years 3-5 in all areas but in particular spelling, reading, numeracy and grammar and punctuation.

Our flexible learning approach to numeracy is beginning to reap rewards with students across the school experiencing greater improvements than in the past. Teacher assessments in English and Mathematics are both above similar school results.

Other positive curriculum areas continue to be Hindi (LOTE) and science where children have been exposed to sequential lessons in these curriculum areas.

As a school we will be focusing on the VCOP (Vocabulary, Connectives, Openings and Punctuation) assessment in 2015. Our writing program continues to develop as our students use their individual 'I Can Statements' to drive their learning.

Engagement

Student Attendance is an important measure of student engagement. Rangebank is slightly above the State average but below similar school averages. All year levels achieved an attendance average above 91%.

Another measure of student engagement is the 'student's opinion to school survey' section on connectedness to school factor which indicated a level below similar schools but within the middle 60% of government schools. Following a feedback session with students, the school discovered that the students rated the school higher than reported due to students not fully understanding the question.

Rangebank provides many opportunities to students through a wide range of activities to improve student engagement and fun, such as: - school concerts/productions occur in two groups – Foundation –year 2, and, Year 3-6. Students participate in a wonderfully produced and presented school production. Both were highly received and acclaimed by students, parents and staff. Students also perform in a Community Carols evening at the school in December. The school also provides opportunities for camps and excursions, a number of highly successful community activities – Mother's Day breakfast and walk, Father's Day breakfast, Grandparents Day, Dream Day, Nelson Mandela Day, Diwali, together with sports days and many others.

The Student Representative Council (SRC) meet and represent their grades with many proposals that benefit the school.

Towards the end of 2013, students were chosen to leadership roles together with training after presenting to their teachers and classmates. Various roles are undertaken such as from assembly MC's to bike shed and curriculum monitors. The opportunity to lead and be excellent role models for our younger students was taken up by many of our school leaders.

Wellbeing

Student's need to feel safe at school. Through the 'student attitude to school survey' the students felt that the school is a safe place but was below the median score for Victorian schools. After a feedback session, the students indicated they would have rated the school higher if the question was fully understood.

The school has a Primary Welfare Officer (PWO) who works one day per week. In 2015 the school is hoping to increase this time to at least two days per week. The students have the opportunity to visit and speak with the SWO either singularly or as part of a group. Group work can include how to make friends, how to control anger, how to cope with a loss in my family, etc.

The school also has two Chaplains who listen to the students and take small groups similar to the PWO.

Student voice is important to Rangebank and the SRC (Student Representative Council) provide an avenue for such discussions.

Productivity

Productivity is measured in many ways but two measures used by the Department of Education and Training are the need for Workforce Bridging and School Climate taken from the School Staff Survey.

Workforce bridging has not been required by the school in 2014 and is not expected to be needed in 2015. The SRP budget in 2014 will allow a surplus at the end of the year in both the credit and cash sections of the budget. The school cash surplus at the end of the year has allowed the school to budget for an ongoing building maintenance program.

School climate is well above the minimum threshold figure of 64% and the median level for Victorian government schools indicating a very positive atmosphere for staff. Our parents have also indicated a positive school climate.

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 373 students were enrolled at this school in 2014, 183 female and 190 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>


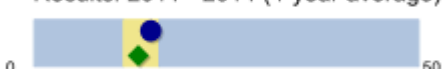


Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
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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>10%</td> <td>54%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>55%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>-</td> <td>45%</td> <td>55%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>45%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	10%	54%	36%	Numeracy	18%	50%	33%	Writing	25%	55%	20%	Spelling	-	45%	55%	Grammar and Punctuation	23%	45%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="555 824 1038 920"> <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>91 %</td> <td>92 %</td> <td>92 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	92 %	94 %	94 %	93 %	91 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	92 %	94 %	94 %	93 %	91 %										

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

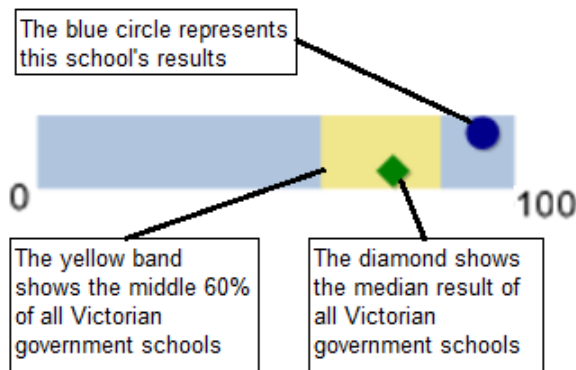
What are student outcomes?

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 colleges, 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.



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.

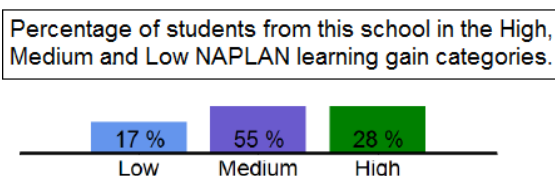
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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 - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$2,622,082
Government Provided DE&T Grants	\$254,476
Government Grants State	\$221
Revenue Other	\$49,913
Locally Raised Funds	\$223,186
Total Operating Revenue	\$3,149,878

Funds Available	Actual
High Yield Investment Account	\$92,896
Official Account	\$6,064
Total Funds Available	\$98,960

Expenditure	
Student Resource Package	\$2,636,841
Books & Publications	\$9,186
Communication Costs	\$5,352
Consumables	\$60,947
Miscellaneous Expense	\$89,382
Professional Development	\$13,661
Property and Equipment Services	\$244,770
Salaries & Allowances	\$58,756
Trading & Fundraising	\$30,706
Travel & Subsistence	\$140
Utilities	\$30,696
Total Operating Expenditure	\$3,180,437

Financial Commitments	
Operating Reserve	\$78,148
Asset/Equipment Replacement > 12 months	\$20,812
Total Financial Commitments	\$98,960

Net Operating Surplus/-Deficit	(\$30,558)
Asset Acquisitions	\$16,118

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.

Financial performance and position commentary