

# 2017 Annual Report to the School Community



School Name: Rangebank Primary School

School Number: 5232





## About Our School

### School Context

Welcome to Rangebank Primary, where students 'Teach, Learn and Lead'. Yes, we believe students can teach others. There is no better way to learn than to teach. Students learn and lead. Our academic and social programs aim at developing the learning ability of our students together with the social attitude of a successful global citizen.

Rangebank is the first government school in Australia where the Hindi language is integrated and is our Language Other Than English.

*"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 ... a priority Asian language". Jewel Topfield, 'The Age', 30/10/2012.*

Our school has achieved outstanding results through 'adding above expected value' to each and every student. 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 attractive in choosing Rangebank, while having similar benefits to larger schools.

With 400 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 their students. Our school goals focus on providing improved student literacy, a quality numeracy program together with flexible learning opportunities.

A major highlight for the school each year is our school productions for both junior and senior grades. Community carols in December is also a feature.

Science is an important facet of student learning. A specialist science teacher has developed an innovative, engaging program for all year levels. Staff work and plan in teams across the school for improved consistency of student learning and wellbeing. Currently Rangebank has 45 dedicated members of staff consisting of a Principal; 2 Assistant Principals; 18 classroom teachers; 6 specialists – Hindi (LOTE), The Arts, Science, Intervention (x2) and Physical Education; 7 Education



Support staff; 2 office staff; 2 computer technicians; 2 Student Welfare officers, 1 Chaplain and 1 Maintenance officer. We also have 1 school psychologist to support our student's mental health and 2 Crossing Ladies.

Our students Dream, Believe, Strive and Achieve. (School Motto)

### Framework for Improving Student Outcomes (FISO)

To achieve one or more years learning growth for all students in Literacy and Numeracy.

To develop a culture of collective responsibility across the school for student learning outcomes.

To develop, document and implement a whole school pedagogical vision supported by the E5 Instructional Model.

To develop a whole school curriculum that identifies the essential skills and knowledge that the students need.

To teach to the point of need of each student, using assessment data to support student learning.

To take appropriate steps to improve teacher competence and to support high quality instruction in every classroom.

To improve the level of active involvement of students in their learning – Student Voice.

Define, document and demonstrate authentic Student Voice in the school.

To develop learning confidence in all students across the school.

Create and implement a collaborative learning environment.

To develop students as resilient, optimistic, co-operative and respectful members of the school community and as a global citizen.

To continue to develop a positive learning community within the school community.

Investigate and implement a whole school approach to wellbeing with appropriate frameworks and programs.

To effectively allocate and use resources (human, physical and financial) to attain the goals in achievement, engagement and wellbeing

To investigate and implement the optimal allocation, monitoring and review of resources that is evidence based to efficiently provide structures and programs within the educational framework.

To market the school within the wider community.

To strategically plan for staff succession.

To strategically plan for changing enrolment levels throughout the school.

Following the evaluation of our 2017 improvement Initiatives, it is clear to us that we have made significant improvement in numeracy but our attention now needs to focus on Reading across the school. To this end we have engaged a literacy consultant (Lyn Watts) to assist which is beginning Term 4 2017 in preparation for 2018.

Maintaining the Hindi program and strengthening our links with Bluebells School in Delhi, is proving to be a significant step forward for Rangebank. Continuous improvement with our sister-school links and the development of global citizenship for all our students is seen as an important goal for 2018 and beyond.



Reviewing 2017, there were many areas of the achievement section completed. Below are detailed points that were included in the Annual implementation Plan : -

### Teaching and learning;

- Using data to drive teaching and learning in our Professional Learning Teams (e.g. Foundation; Years 1 & 2; Years 3 & 4; Years 5 & 6; and specialists)
- Professional dialogue based on growth – this is a change from a previous focus on achieving minimum standards that did not recognise children who were below standard but who made significant improvements.
- Triangulation of data - ACER and Essential Assessment
- PLT process to look at growth, evaluation of interventions and teaching and learning strategies.
- Intervention P-2
- Tracking of students
- Cohort tracking
- 1 hour sessions

### Mathematics

- Developmental framework
- Learning intentions
- 2 week units
- Essential Assessment
- Consistent planning including extending and enabling prompts
- Numeracy Intervention

### Engagement

Student attendance that is used as a measure of student engagement is an area that the school has focused on throughout the year. In 2016, it was higher than expected and beyond the state average. With our focus in the newsletter, through teachers phoning home and at times a letter sent home, our attendance results have improved greatly. Our results indicate that we are now below the State median score.

In the student survey, our students felt that they are presented with a 'differentiated learning challenge is high and in the third quartile. Also high is effective teaching time and stimulated learning

### Wellbeing

Throughout 2017, the students have been exposed to a number of wellbeing programs, especially the Leader In Me (Stephan Covey). This has led to our students positive results the connectedness and improved attendance from 2016 at Rangebank.

Rangebank provides many avenues of support for our students. With a Chaplain, Student Welfare officers, Child Psychologist and an Assistant Principal (in charge of student wellbeing) there are opportunities for our students to make connections. The school also supports students through programs from the Alannah and Madeline Foundation related to bullying and social skills and tap into many other external agencies as required e.g. SECASA, Child First, DHS and others. The students indicate that they believe they have 'student voice and agency' at the school.

There remains work to do in regards to managing bullying, but the survey results are an improvement over past years. This indicates our programs are beginning to take effect.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 416 students were enrolled at this school in 2017, 203 female and 213 male.</p> <p>27 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>
<p><b>NAPLAN Year 5</b></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 Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>33%</td> <td>46%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>46%</td> <td>34%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>58%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>-</td> <td>44%</td> <td>56%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>49%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	46%	21%	Numeracy	20%	46%	34%	Writing	16%	58%	26%	Spelling	-	44%	56%	Grammar and Punctuation	28%	49%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1010"> <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>92 %</td> <td>91 %</td> <td>91 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	91 %	94 %	93 %	94 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	91 %	94 %	93 %	94 %	93 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

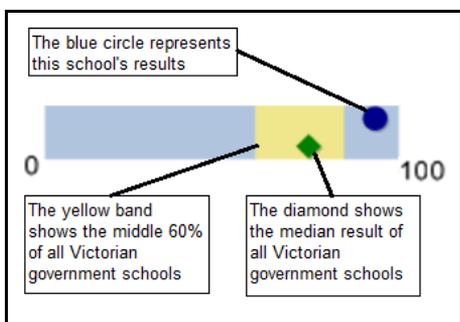
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

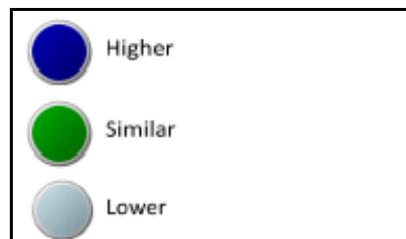


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



## Financial Performance and Position

### Financial performance and position commentary

Rangebank has showed a net surplus of \$58,199. With some invoices not received by the end of the year, this figure will fall but remain in a small surplus when payment is made in 2018.

Through careful financial management, the school has been able to fund the multi-purpose hall extension which has provided a stage in the hall and a walk way to the wellbeing room which can be used as a 'green room' for school performances. This building is now a far more useful addition to the school facilities profile. The funding for this building extension has been over a four to five year period without government assistance.

During 2017, the school received from the Department of Education and Training, equity funding that totalled \$569,657 as an extra payment. This figure is based on the social and educational circumstances of the parent community.

Equity funding was spent in the following areas: -

School psychologist;

Assistant principal for curriculum;

Intervention for children at years 1&2 and 3&4;

An additional classroom teacher to support large numbers in that area;

A teacher aide to support data entry for staff;

CRT budget to cover assessment and reporting;

Teacher Aide to support speech therapy;

The leader in Me program;

The engagement of a literacy consultant and classroom material to support 'Café Reading';

Compass reporting to keep parents up to date with regular assessment of students;

The Mappen program of Inquiry Learning;

The Lexia program for students below expected level and above expected level;

And a lease of mini-iPads to support learning throughout the school.

This funding goes beyond the amount received but the school community believes this expenditure forms important areas to fund for our school.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,350,644	High Yield Investment Account	\$98,085
Government Provided DET Grants	\$731,734	Official Account	\$34,767
Government Grants Commonwealth	\$17,198	Other Accounts	\$101,142
Revenue Other	\$39,843	<b>Total Funds Available</b>	<b>\$233,994</b>
Locally Raised Funds	\$152,380		
<b>Total Operating Revenue</b>	<b>\$4,291,798</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$569,657		
<b>Equity Total</b>	<b>\$569,657</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,342,969	Operating Reserve	\$111,245



Books & Publications	\$249	Asset/Equipment Replacement < 12 months	\$13,000
Communication Costs	\$7,211	Capital - Buildings/Grounds incl SMS<12 months	\$28,000
Consumables	\$25,312	Maintenance - Buildings/Grounds incl SMS<12 months	\$30,000
Miscellaneous Expense <sup>3</sup>	\$338,650	Revenue Received in Advance	\$36,364
Professional Development	\$15,038	School Based Programs	\$7,000
Property and Equipment Services	\$534,899	Other recurrent expenditure	\$3,385
Salaries & Allowances <sup>4</sup>	\$2,864	Asset/Equipment Replacement > 12 months	\$5,000
Trading & Fundraising	\$38,666	<b>Total Financial Commitments</b>	<b>\$233,994</b>
Travel & Subsistence	\$8,811		
Utilities	\$35,330		

<b>Total Operating Expenditure</b>	<b>\$4,349,997</b>
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<b>Net Operating Surplus/-Deficit</b>	<b>(\$58,199)</b>
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<b>Asset Acquisitions</b>	<b>\$11,356</b>
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- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.*