

The School Community



School Name: Rangebank Primary School (5232)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 12 March 2019 at 03:22 PM by Colin Avery
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 25 March 2019 at 01:28 PM by Lawrence Hamilton
(School Council President)

About Our School

School context

Welcome to Rangebank Primary, where students 'Teach, Learn and Lead'. This is our school vision, where all members of our school community see themselves as a teacher, a learner and a leader.

Rangebank Primary is located in the north of Cranbourne, very close to Cranbourne Bunnings, in South Eastern Victoria Region (SEVR). It is located on attractive grounds with large artificial grass playgrounds. This year upgrades will mean a vastly improved junior playground and senior courtyard areas will be developed.

The School values are to be Kind, to be Respectful, to be a Learner and to be Safe have been developed in 2018 in response to a fresh look at our school direction.

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.

Our school has achieved successful results through 'adding above expected value' to our students. 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, particularly with parents/guardians, 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 local area as well. 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 and China. 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.

Science is an important facet of student learning but in 2019 we aim to introduce STEM (Science, Technology, Engineering and Mathematics). 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; 17 classroom teachers; 6 specialists – Hindi (LOTE), The Arts, Science, Intervention (x2) and Physical Education; 8 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. This is our purpose.

Framework for Improving Student Outcomes (FISO)

During 2018 the school focused on three areas of FISO.

1. To achieve one year or more learning growth for all students in Literacy and Numeracy - By implementing the following strategies.
 - a) Introduce the CAFE Reading Program across the school at Rangebank Primary.
 - b) Increase the time allocation for literacy.
 - c) Continue intervention for years 1&2 and introduce intervention for years 3&4.
 - d) Provide feedback to teachers using peer observation, leadership observation and the provision of feedback following the observations.

Results: In our literacy results the school maintained or was slightly less than similar schools in Victoria. CAFE was having a positive effect according to teachers but another year would show further improvement together with the introduction of Jolly phonics in years F-2. Our year F had no child below standard for Reading, writing or speaking and listening. Year 3 had improved from the previous year across all areas of literacy. In numeracy, our highlights were in year 4 who improved the number of students below level.

<p>2. To improve the level of active involvement of students in their learning- By implementing the following strategies. a) To improve student engagement and decrease absenteeism. b) Provide authentic voice for students Results: Our student absences slipped back to 2016 levels which means we need to refocus as a school. We do have a large proportion of families who visit their homelands for extended periods but there are other students who find it difficult to get their child to school for a variety of reasons. the school has placed some resources in the area to assist the children to improve their attendance.</p> <p>3. To develop students as resilient, optimistic, co-operative, respectful members of the school community- By implementing the following strategies. a) To grow our students as Global Citizens through our sister-school relationship with Bluebells School International, exchange with Bluebells in 2018, regular Skype sessions with Bluebells and through event days such as Harmony Day, Diwali, etc. Results: Our connection with bluebells has remained strong. The skype sessions have continued strongly and the visit from Bluebells was a highlight of the year. We are looking forward to six students travelling to bluebells early February as our visit to them.</p>
Achievement
<p>Reading Improve the NAPLAN Reading results for years 3 and 5: - relative growth for top two bands from 20.5 to 25 - relative growth for bottom two bands from 33 to 25 - reading year 3 for top two bands from 37.5 to 40 - reading year 3 for bottom two bands from 19 to 15 - reading Year 5 for top two bands from 30 to 35 - reading Year 5 for bottom two bands from 19 to 15. Results: while our top two bands in years 3 & 5 remained about the same, the bottom two bands showed an increase. this is an area that we will need to address in 2019.</p>
Engagement
<p>Attitude to School Survey (Student Opinion Survey) Increase the school means for the students (Attitude to School Survey) in 2018 in the following measures. • Self-regulation and goal setting from 29.7% to 40.0% • Student Safety at or above state mean of 4.35 • Attitudes to attendance 43% to 50% • Resilience from 43.4% to 50% • Managing bullying 41.2% to 50% • Koori students results to be at or better than expected growth Decrease student absenteeism to at or below state average of 15 days per student. Results: Our Year 5 cohort has differed from years 4 and 6 in their positive responses to questions on the opinion survey. their results show that they are not as engaged, connected to the school etc., as were the previous year 5 cohort. this is consistent with their year 4 opinions. conversely, the year 4's showed an improvement in almost all areas from the previous year 4 results.</p>
Wellbeing
<p>Global citizenship To develop students as global citizens - Through involvement in Harmony day, special cultural activities, sister school visit and using Mappen. Results: Mappen and the development of the program with awareness and understanding of other cultures has provided our students with a wider cultural awareness. The support for our special event days has always been well received by the community.</p>
Financial performance and position
<p>The school over the year managed a small surplus in the SRP budget due to careful management. This involved filling leave positions only if the position was critical to the running of the school. The cash budget was closely</p>

watched and a small surplus was made that was to be carried forward for expected expenses early in term 1. The school applied for and was granted a grant to renovate the junior playground at a cost of \$200,000. the money is to be spent next year.

Equity funding was received in 2018 and has been used to provide a number of staffing positions - psychologist, assistant principal, and intervention teachers. Also, some funds were directed towards programs that supported student learning eg. lexia reading, essential assessment, reading eggs, etc. unfortunately it appears that with an improving SFOE index, the school will lose small amounts of funding each year for some years to come.




For more detailed information regarding our school please visit our website at
<https://rangebankps.vic.edu.au/>

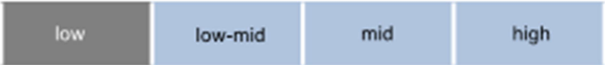

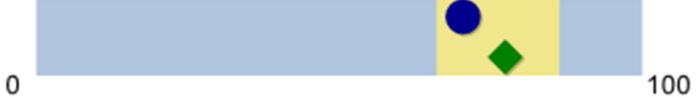
Performance Summary

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: 




School Profile	
<p>Enrolment Profile</p> <p>A total of 404 students were enrolled at this school in 2018, 193 female and 211 male.</p> <p>30 percent were EAL (English as an Additional Language) students and 2 percent 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>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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div>Results: English</div>  <div>Results: Mathematics</div> 	<div>Similar</div> <div>Similar</div>

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>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> Lower</p> <p> Similar</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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>


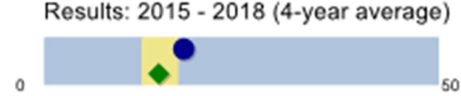


Performance Summary

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>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<div><p>Reading</p><table><tr><td>27 %</td><td>49 %</td><td>24 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>29 %</td><td>48 %</td><td>23 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>27 %</td><td>58 %</td><td>15 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>10 %</td><td>52 %</td><td>38 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>23 %</td><td>50 %</td><td>27 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	27 %	49 %	24 %	Low	Medium	High	29 %	48 %	23 %	Low	Medium	High	27 %	58 %	15 %	Low	Medium	High	10 %	52 %	38 %	Low	Medium	High	23 %	50 %	27 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
27 %	49 %	24 %																														
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Performance Summary

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 Results for this school:  Median of all Victorian Government Primary Schools: 

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</p> <p>School Comparison 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 2018 attendance rate by year level:</p> <table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>91 %</td><td>92 %</td><td>90 %</td><td>89 %</td><td>91 %</td><td>90 %</td><td>91 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	90 %	89 %	91 %	90 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	90 %	89 %	91 %	90 %	91 %										

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>Students Attitudes to School - Sense of Connectedness</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,596,923	High Yield Investment Account	\$51,688
Government Provided DET Grants	\$620,254	Official Account	\$910
Government Grants Commonwealth	\$5,100	Other Accounts	\$26,566
Government Grants State	(\$1,004)	Total Funds Available	\$79,164
Revenue Other	\$57,805		
Locally Raised Funds	\$294,949		
Capital Grants	(\$25,025)		
Total Operating Revenue	\$4,549,002		
Equity¹			
Equity (Social Disadvantage)	\$530,505		
Equity Total	\$530,505		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,541,736	Operating Reserve	\$10,000
Books & Publications	\$463	Funds Received in Advance	\$25,297
Communication Costs	\$8,685	School Based Programs	\$12,540
Consumables	\$134,517	Capital - Buildings/Grounds < 12 months	\$28,826
Miscellaneous Expense ³	\$333,948	Maintenance - Buildings/Grounds < 12 months	\$2,500
Professional Development	\$17,667	Total Financial Commitments	\$79,164
Property and Equipment Services	\$460,507		
Salaries & Allowances ⁴	\$17,679		
Trading & Fundraising	\$58,787		
Travel & Subsistence	\$13,295		
Utilities	\$35,266		
Total Operating Expenditure	\$4,622,549		
Net Operating Surplus/-Deficit	(\$73,548)		
Asset Acquisitions	\$15,551		

(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 04 March 2019 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.

How to read the Annual Report

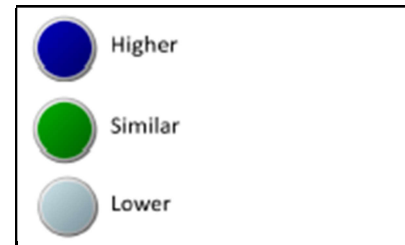
What does the *About Our School* section refer to?

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.

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.



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)

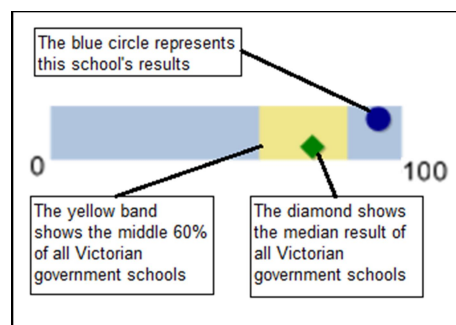
Engagement

- 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.

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*' or '*ND*' 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').