

Principal's Report 30/01/23

Student numbers are currently at 366.

Thank you all for welcoming me as the Acting Principal for Term 1, 2023. I attended the school during the last week of holidays to complete a thorough hand over with Aisha Shariat and Adi Allan, as well as Anne Martin, our Network SEIL. I also met with Hazel Barker and Deb Ignace to be bought up to speed with the AIP and all things Rangebank. I look forward to my time here before the return of Adi in her newly appointed substantive Principal role commencing in Term 2.

Key Events:

As always, Term 1 is a busy and exciting time with many activities coming up.

Some of these include:

- Foundation assessment meetings being completed prior to commencement
- Meet and Greet meetings between parents/guardians and teacher proposed for week 4
- Year 5/6 Interschool Sport commencing towards the second half of term
- School photo day on the 14th February
- Division Swimming Carnival 8th March
- NAPLAN 15th -27th March
- Student Support Group (SSG) meetings
- Easter Bonnet Parade on the last day of term as we head into the term break

Enrolments:

Our student numbers have continued to fluctuate with family movement in and out of the area. We have had five new students enrol for the beginning of the year settling our numbers currently at 366. This is broadly in line with our end of year projections.

Staffing update:

Currently we are still adjusting our staffing for 2023. Unfortunately, we did not have any applicants apply for the advertised Graduate position at the end of 2022. There is a teacher shortage across the state, which is prevalent across our Casey South Network. We are working with Adi in relation

to budgeting to look at readvertising the position for a Generalist Classroom teacher. We are also exploring options of new Department Initiatives such as employment through the 'Permission to Teach' program.

Annual Implementation Plan:

The 2023 AIP has been completed with input from Adi, Aisha, Bec, Hazel and Deb to ensure a thorough and consistent understanding and direction for the school as we head into our review in Term 3. We will continue to provide a brief update on our progress towards the achievement of our AIP Key Improvement strategies at each School Council meeting. By the end of 2023:

- the percentage of Year 5 students assessed as making above benchmark growth in numeracy will be at or above 20%
- the percentage of Year 5 students assessed at meeting benchmark, or above benchmark growth in reading will be at or above 82%
- achieve a less than 10% difference between teacher judgement and year 5 NAPLAN reading, writing and numeracy.
- 'Stimulating learning' will be at or above 80%
- 'sense of connectedness' to be 85% or greater
- 'Self-regulation and goal setting' will be at or above 90%
- 'Effective classroom behaviour' will be at or above 80%

A summary of the key actions and outcomes in the areas of Teaching and Learning and Wellbeing are listed below:

Learning priority

Establish consistent approaches to collaborative work

- Teachers feel more confident in providing engaging collaborative tasks that all students can access.
- Students report increased engagement in collaborative learning.

Establish consistent approaches to formative assessment.

- Students are more able to identify their next steps in learning.
- Teachers feel more confident in responding 'in the moment' to student data.

Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs - aligned with interventions to support social and emotional needs.

- All staff have access to a 'menu' of adjustments for students with learning challenges.
- EAL students are supported to achieve their potential.

Be Respectful Be Safe Be Kind Be a Learner

- Students achieving below national minimum standard have access to targeted support.
- Students who identify as Aboriginal and/or Torres Strait Islander have access to culturally sensitive and appropriate resources and support.

Increase student engagement in Numeracy lessons.

- Teachers are able to provide engaging low floor / high ceiling collaborative tasks.
- Students are engaged and challenging in numeracy.

Wellbeing

Develop tiered systems of support that enable staff to identify and respond to students' individual social and emotional needs - aligned with interventions to support learning needs

- Compass pulse is utilised to identify trends and intervene proactively
- Students have access to a 'quiet' space and recess and lunch to support emotional wellbeing and regulation.
- All staff have access to a 'menu' of adjustments for students with social and emotional challenges.

Build staff capacity to understand and implement Individual Education Plans and Behaviour Support Plans.

- Goals on Individual Education Plans and Behaviour Support Plans are SMART
- Individual Education Plans and Behaviour Support Plans are accessible to all staff
- Student Support groups led by teaching staff where appropriate

Implement a whole school bullying intervention programme

- A reduction in major behaviours related to relationship issues.
- Increased staff confidence to manage bullying (process)

Strengthen consultation and communication with the wider community with regard to student wellbeing and engagement.

- Parent voice present in Wellbeing initiatives.
- Whole school community is regularly informed about Wellbeing initiatives in school and given the opportunity to give feedback.

Finance

A summary of the financial performance of the school for 2022 shows a credit surplus of \$107,449 -. This surplus was essentially carried forward from the previous year (ie 2021 Surplus \$115,295-), which therefore represents a small \$7,846 credit deficit in real terms for the 2022 financial period.

On a cash basis the schools operating Statement to 31st December shows a surplus of \$58,241-.

Carrying forward the previous year's surplus enabled the school to continue to fund areas such as Learning specialists and the Tutor Learning Initiative.

Cash surpluses provide a buffer to cover ever increasing operating expenses, including extra funding of CRTs to cover ongoing COVID-19 related staff leave. Well reported teacher staffing shortages are likely to result in an increase to staffing expenses on a credit and cash basis which we will be closely monitoring throughout the 2023 school year.

The school received \$489,012 in Equity funding, which contributes to the employment of our Assistant Principal (Wellbeing), and the delivery of our intervention programs.

Our hire of school facilities, voluntary fee contributions and local fundraising, including through the school Canteen and by our Parent Network raised \$199,507 in revenue to the school in 2022. These funds were used to maintain our buildings and grounds, purchase games and learning activities for students during playtime breaks and fund general operations including the delivery of our teaching and learning programs.

The school and School Council continue to work closely together in effectively managing the budget in a manner appropriate to the changing financial circumstances.

Building and Grounds

2022 saw the continued upgrade to our school facilities with the major redevelopment of the student toilet facilities. A new shade sail was erected which was predominantly funded by successful grant applications. The approved project to install solar panels has encountered delays, however we hope to see this completed in 2023.