

# 2019 Annual Report to 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](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 02 November 2020 at 12:45 PM by Benjamin Vevers (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 11 November 2020 at 11:12 AM by Lawrence Hamilton (School Council President)

## About Our School

### School context

Rangebank is a medium sized school, located in an established part of Cranbourne in the South East of Melbourne. Our school community is proud to be home to many cultures. Further to that we are the first state primary school in Australia to teach Hindi from foundation to grade 6. Further to this, Rangebank has a strong connection to India and a sister school in Delhi that we visit once every 2 years and they visit us bi-annually.

Rangebank is proud of our values and they are visible and enacted in all that we do. These shared school values were developed with parents, students and staff, using the School Wide Positive Behaviour Support program;

Be Respectful - look after people and property

Be Safe - protect yourself and others

Be Kind - be friendly and considerate to others

Be a learner - be motivated and try your best

Rangebank's enrollment is 410 students and this is broken up into 18 grades. We have 2 international students currently enrolled. Rangebank offers 4 specialist subjects; PE, Art, STEM and Hindi. Our staffing profile includes 1 Principal in an Acting role, 2 Assistant Principals, 1 Learning Specialists, 23 teachers, 1 Youth Worker, 1 psychologist, 1 Primary Welfare Officer (PWO), 1 business manager, 1 office manager, 9 ES staff, 1 canteen manager and 1 maintenance person.

During 2019, Rangebank underwent a whole school review. This involved a process of reflection over terms 1 and 2. Through this we engaged staff, students, parents and the community members, reviewing our performance against our 4 year goals as well as reflecting on the highlights and challenges. In term 3 our review occurred, led by a Department of Education appointed panel. This was an excellent opportunity for the school to reflect but also set goals for the future with the expert guidance of the panel members. The final report was handed down in term 4 and the focus for the next 4 years is on;

- To improve the learning growth of all students in literacy and numeracy, with a particular focus on reading.
- To improve student engagement in their learning
- To improve the health and wellbeing of all students.

### Framework for Improving Student Outcomes (FISO)

In 2019, Rangebank's AIP focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Empowering students and building school pride and Global Citizenship. This included;

- Further development of Professional Learning Teams (PLT) across the school
- a focus on a consistent agreed approach to teaching reading across the school
- implementation of School Wide Positive Behaviour Support (SWPBS) program

In order to support improvements in the FISO area 'building practice excellence', Rangebank collaborated with Leading Teachers from the Department's Differentiated Support for Schools initiative. The focus of the collaboration was building teacher capacity and developing the leadership skills of our Professional Learning Team leaders to continue the work into 2020 and beyond. This work leaned heavily on the High Impact Strategies and the Pedagogical Model, as well as the FISO Improvement Cycle, to leverage change. An additional facet of this collaboration was an introduction of peer observation and the initiation of Learning Walks. Through the creation of bespoke monitoring tools to measure growth at a fine grained level and the monitoring of progress through the SIT process, positive changes in the quality of explicit teaching were identified both by the Teaching Partners and by our staff.

Readiness to learn is a vital part of school life. Beginning at the start of 2019, the implementation of the SWPBS

program was, and continues to be, pivotal in teachers and students recognising and celebrating positive behaviours that ultimately lead to increased student outcomes. With the support of a Department SWPBS coach, our Assistant Principal led the development of school wide values and engaged parents, staff and students in this process. This was a great 'coming together' for the community and has laid the foundation for the school into the future.

## **Achievement**

Recognising the importance of a workforce engaged in their own learning as well as supporting the learning of others, Rangebank has worked hard in the last 12 months to invest in our staff. Research has continually shown one of the most important factors to improving student outcomes is the teacher. Therefore we want our teachers to be the most effective they can be and to be focused on growth - put simply, getting better each year.

Supported by DSSI Teaching Partners, a cohort of middle leaders participated in the Leading Literacy for Networks program throughout 2019. The team shared their learning through the delivery of a range of professional learning opportunities for the wider staff. The team focused on delivering professional learning in a manner that was consistent with adult learning principles and supported teacher agency over their professional growth. The focus of this work linked directly with our focus on improving student literacy outcomes as well as introducing wider elements of evidence based best practice to the teaching team. The outcome of this professional learning programme is a team of teachers with a shared and consistent approach to teaching reading at a student's individual point of need through individual conferences. Moving into 2020 and beyond, this success has, and will continue to be, leveraged to support the implementation of a guaranteed and viable curriculum as well as a shared instructional model.

Recognising the importance of an engaged and empowered middle leadership team in improving student outcomes, towards the end of 2019 all teachers in middle leadership positions were offered both 1-1 coaching and the opportunity to engage in professional learning. Alongside this, in term 3 2019, Rangebank employed an Assistant Principal for Teaching and Learning to ensure that improving teacher capacity in order to improve student outcomes remains in sharp focus in coming years. We remain dedicated to creating the conditions and the leadership to improve our teaching and lift outcomes for all students.

## **Engagement**

Rangebank recognises that students and staff need to have the right conditions to thrive and engage with their school, their peers and teachers and ultimately their learning.

In 2019 to address the students engagement goal of 'demonstrate authentic Student Voice in the school, Rangebank;

- implemented the SWPBS program, and developed a whole school matrix of our Values and expected behaviours.
- The 'Zones of Regulation' program has been used to support the regulation of targeted students and to assist those individuals to develop strategies to self-regulate.
- new year 6 leadership structure to allow more students the opportunity to lead and have a voice.

Rangebank developed an attendance team approach and policy in 2019. This involved following up absences daily firstly by the class teacher and then through our wellbeing team. Attendance follow ups are documented on Compass and allow the wellbeing team the ability to analyze longer term trends and identify the unmet needs that are resulting in high absence rates. A team approach to support families of high absence students has been effective and engaged both DET resources and external agencies.

Rangebank also implemented in-class strategies for celebrating attendance as well as a weekly attendance cup celebrating the classes with the best attendance.

Looking forward to 2020, Rangebank will have a key focus on the Department of Education resource 'Amplify' aimed at increasing student voice and agency. This will be demonstrated by having a student representative from each class regularly meeting with the Wellbeing team. Suggestion boxes to encourage students to find their voice will be placed in each building.

## Wellbeing

Rangebank had some positive changes and improvements to our students wellbeing goal of; 'to implement a whole school approach to well being with appropriate frameworks and programs'.

In 2019, Rangebank created a wellbeing team consisting of Assistant Principal, Psychologist, Primary Welfare Officer and in the second half of the year a Youth worker from the Les Twentyman Foundation.

This team worked together to support families and students throughout the school on a short or long term basis. In 2019, Rangebank began the implementation of the School Wide Positive Behaviour Support Program (SWPBS). The Assistant Principal for wellbeing developed a team to guide the school community through the implementation process of the SWPBS program. One of the milestones for this in 2019 was working with staff, students and parents to develop an agreed set of values.

A partnership between CAMHS and School EarlyAction (CASEA) and Rangebank was formed and implemented throughout 2019. The CASEA team worked with school staff to:

- Identify children who could benefit from the service.
- Mental Health Assessments.
- Specialist child and parent group programs.
- Specialist individual treatment for children. This includes support for families and key teaching staff.
- Professional development to school staff on Mental Health issues in Primary School Aged children.
- On-going specialist advice to school staff.

Looking ahead to 2020, Rangebank will have a focus on developing safe and orderly environments. Classrooms will be set up to provide flexible learning options as well and break out spaces to support student's self regulation.

## Financial performance and position

### Financial Position and Performance

Rangebank Primary School's commitment to financial controls and management has enabled the school to end the 2019 school year in a sound financial position. The Financial and Performance report shows that the school has ended the year with a \$63,338.00 surplus. This surplus will be allocated to meet the current and future needs of all our students to promote personal growth and academic achievement.

The school received \$505,124.21 in Equity Funding, which contributed to the employment of Welfare AP, Psychologist, Speech Therapy Assistance, Youth Worker and implementation of intervention programs.

We received a \$20,000.00 Employee Wellbeing Department funding to install a security wall within the Reception area as per the requirements of the PINS placed on the school

The Rangebank Primary School community, with an active Parents' Association and supported by staff, saw a successful fundraising program raising over \$13,000 in 2019. The fundraising funds contributed to the Junior Playground upgrade. We were successful in obtaining the amount of \$200,000.000 from the Inclusive Schools Funds Round 4 grant to upgrade our Junior Playground.

Our hire of school facilities brought \$53,282.84 in revenue to the school. These monies were used to maintain building and grounds via the employment of a general maintenance contractor and other service providers.

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




**For more detailed information regarding our school please visit our website at**  
[www.rangebankps@education.vic.gov.au](mailto:www.rangebankps@education.vic.gov.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

#### Enrolment Profile

A total of 418 students were enrolled at this school in 2019, 196 female and 222 male.

32 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

No Data Available



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>            Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span></p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p> <p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p> <p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p> <p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></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: ◆

**Key:** Similar School Comparison  
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain</b> 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>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>48%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>60%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>51%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>65%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>45%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	48%	28%	Numeracy	27%	60%	13%	Writing	35%	51%	14%	Spelling	14%	65%	20%	Grammar and Punctuation	41%	45%	14%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>89 %</td> <td>93 %</td> <td>91 %</td> <td>90 %</td> <td>88 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	89 %	93 %	91 %	90 %	88 %	88 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	89 %	93 %	91 %	90 %	88 %	88 %										

### 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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Similar <span style="color: lightblue; font-size: 2em;">●</span></p>
<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>Below <span style="color: blue; font-size: 2em;">●</span></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, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,695,898	High Yield Investment Account	\$124,739
Government Provided DET Grants	\$750,910	Official Account	\$26,787
Government Grants Commonwealth	\$3,800	Other Accounts	\$1,542
Government Grants State	\$10,050	<b>Total Funds Available</b>	<b>\$153,068</b>
Revenue Other	\$103,783		
Locally Raised Funds	\$217,974		
Capital Grants	\$25,025		
<b>Total Operating Revenue</b>	<b>\$4,807,439</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$505,124		
<b>Equity Total</b>	<b>\$505,124</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,644,588	Operating Reserve	\$148,875
Communication Costs	\$17,341	Funds Received in Advance	\$81,579
Consumables	\$125,516	School Based Programs	\$8,589
Miscellaneous Expense <sup>3</sup>	\$355,489	Capital - Buildings/Grounds < 12 months	\$13,045
Professional Development	\$33,823	<b>Total Financial Commitments</b>	<b>\$252,088</b>
Property and Equipment Services	\$335,020		
Salaries & Allowances <sup>4</sup>	\$56,996		
Trading & Fundraising	\$41,802		
Travel & Subsistence	\$561		
Utilities	\$44,137		
<b>Total Operating Expenditure</b>	<b>\$4,655,274</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$152,165</b>		
<b>Asset Acquisitions</b>	<b>\$35,400</b>		

(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 26 February 2020 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.

## 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)

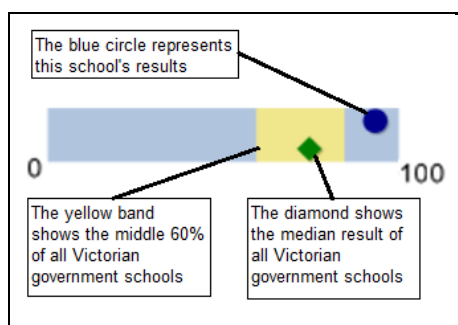
### Engagement

- 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).

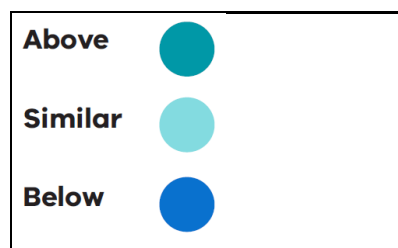


## What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## 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').