



## **2020 Annual Report**

### **School Context**

Rangebank is a medium sized school of 404 students, located in Cranbourne, in the South East of Melbourne. Our community has a strong and proud connection to the area. At Rangebank, we are proud to be home to many cultures. We are proud to be 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.

Following a review in 2019, Rangebank set in place a clear plan for continued growth and improvement in 2020 and beyond. This focus on growth and improvement encompasses all parts of the school; academic excellence, supporting student wellbeing, creating a beautiful environment and strong community relationships. Underpinning all of these are the shared values we have developed with our community:

**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

Our four year goals that we are working towards are:

1. To improve the learning growth of all students in literacy and numeracy.
2. To improve student engagement in their learning.
3. To improve the health and wellbeing of all students.

Rangebank's enrollment is 404 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 Specialist, 23 teachers, 1 Youth Worker, 1 Psychologist, 1 Primary Welfare Officer (PWO), 1 Business Manager, 1 Office Manager, 13 ES staff, 1 Canteen Manager and 1 Maintenance Technician.

Although 2020 presented many challenges, Rangebank performed well due to the strength of our team approach across the school. We are very proud of our school and the safe, warm and welcoming learning environment we have all worked hard to create.

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### **Framework for Improving Student Outcomes (FISO)**

Throughout 2020, Rangebank Primary School made solid progress towards developing and embedding a culture of collaboration and collective responsibility as part of our work towards building practice excellence.

The flexibility within the school day afforded by remote and flexible learning was leveraged to enable teachers to hone their skills in working together to plan and review teaching and learning programs. The use of recorded mini-lessons also supported teachers in reflecting individually and collaboratively upon their practice. The experience of working remotely also facilitated teams in reflecting on and embedding our agreed norms and protocols.

Our focus towards embedding the focus on evidence based high impact teaching strategies, through the creation of an evidence based instructional model, was heavily impacted by remote learning. The pause in progress, and the changes in the way professional learning is delivered, supported teachers and leaders to engage in a range of high quality professional learning experiences that have set a solid foundation for the work of 2021 and enabled teacher leaders to build their capacity and confidence to drive peer learning.

In our goal towards increasing student voice and agency, positive strides forward have been made. A team, aligned with the Assistant Principal for Wellbeing, has been created and students have had a voice in determining the improvements made to the school environment. The opportunities of learning in a digital environment also gave students the opportunity to direct the path of their learning and to choose the level of engagement they had with their teachers in small group 'learning clinics'. The enhanced use of Class Dojo gave teachers the space to celebrate student achievement at a personal and class level.

Rangebank's complete Matrix of Expectations supports teachers and students in creating and maintaining a positive learning environment. The framework also supports teachers and leaders to work with parents / carers / kin and students to address the needs of students at risk of disengaging with school / learning and to make reasonable adjustments to offer support for students with diverse needs.

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### **Achievement**

The constraints of the digital environment encouraged teachers to refine the focus of their teaching sessions and to have utter clarity around the intended learning. Students responded well to this method of teaching and, as onsite learning commenced, teachers worked hard in their teams to ensure the engagement short, sharp teaching sessions gained was maintained.

During remote and flexible learning, there was a realisation amongst teaching staff that benchmark and standardised assessments (which are challenging to conduct effectively in a R&FL space) need to be complemented by a suite of fine-grained formative assessment tasks that are aligned to identified curriculum standards. This has triggered an extension review and revisions of assessment schedules and the programmes used.

Given the challenges of supporting PSD students in a remote environment, there are pleasing signs of positive growth in learning according to PAT results.

### **Engagement**

Despite significant disruption to the way in which we delivered learning for much of 2020, the strong team culture and the speed in which we adapted meant staff, students and parents remained engaged with the school and learning throughout 2020. Having to find new ways to learn and communicate increased engagement between home and school, and continues to add value moving forward.

The year started off with a focus on the foundations of a thriving learning environment. Allowing students to have agency over the way the classrooms were set up, developing flexible learning options within classrooms and a team approach to teaching and learning. This resulted in a very connected group of staff and students.

The use of our online platform Compass, and also the engagement with Google Classroom and Class Dojo in the first term of 2020, meant when we went into the remote and flexible learning period we were able to move swiftly and ensure students were given the best possible opportunities to learn.

Daily online sessions - including individual, group and whole class check ins and learning sessions - helped to keep students engaged and connected with staff and peers.

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Rangebank staff were responsive to the needs of students and families throughout the remote and flexible learning period. Staff referred any students who were disengaged to our Wellbeing team who were able to support in many ways including supporting families with devices and access to the internet, work packs, furniture for work spaces, food hampers and even outreach work when necessary.

All of these supports meant that when we returned to onsite learning in term 4, attendance and engagement was high, even amongst our most vulnerable. To support this, our PLT teams focused on student confidence and engagement on the return to onsite learning.

Over 2020, Rangebank invested over \$150,000 on improving the environment to better reflect our school values and develop school pride. Improving the quality of the existing spaces and adding further activities has helped to engage the students in more healthy and active activities, some of these improvements are:

- Extending and painting administration area as our first contact space for the community
- Opening up the Foundation classrooms to create an open plan learning space
- New basketball, volleyball and bat tennis courts with synthetic grass
- Outdoor table tennis and table football facilities
- New netball rings
- Building the very popular gaga pit
- Outdoor art projects such as the rebound wall and large mural in the courtyard
- Development of our outdoor classroom
- Additional work on our gates and fencing to increase safety for all

It was with great pride and pleasure that we finished a challenging year in 2020 with a beautiful graduation for our grade 6's including inviting parents onto site for a covid safe ceremony. A truly memorable year of engagement for our school community, in many different ways, and in ways we had never imagined.

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## **Wellbeing**

A number of additional measures were put in place to support the wellbeing of our community in 2020. The school began 2020 with a heavy focus on developing safe and orderly learning environments across the school. In addition to that, the development of strong relationships between staff and students in term 1, based on our values was key to a supportive remote learning period. During remote and flexible learning many proactive measures were put in place to monitor and support the health and wellbeing of our staff, students and families.

Students regularly engaged in online check ins and lessons with teachers and ES. The school ran a number of whole school activities as well to ensure people felt connected to school and had some fun along the way.

Staff also facilitated times for students to socialise in a structured manner through WebEx sessions. Through these sessions, staff were also able to monitor students' wellbeing and engagement. Any students who were looking disengaged were supported and at times referred to the Wellbeing team, and supports were put in place. Our ES staff also had a number of students they contacted each day, to provide both check ins and support for the learning they were engaging in.

The Wellbeing team, led by our Assistant Principal, had a caseload. They supported some of our more vulnerable students and families throughout remote and flexible learning and for the remainder of the year once we returned to on site learning.

The school also supported up to 50 students on site throughout remote learning, these being students of essential workers, students with a disability or students that the school deemed vulnerable. This was an important measure to support our community.

On return to school in term 4, the priority was on 'healthy, happy and active kids'. Lessons were structured to re-engage students with the school and learning but also to be mindful of the impacts of a long lockdown. Mindfulness sessions and additional physical activity were timetabled each day.

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This was a big year for the wellbeing of our community. Importantly, Rangebank is confident that the support and strategies we have put in place are responsive to the needs of our community now and into the future.

### **Financial Performance**

The Financial and Performance report shows that the Rangebank Primary School has ended the 2020 year with a \$129,046 deficit. This deficit occurred through excess teaching staff and long term leave.

The school received \$461,283.00 in Equity Funding, which contributed to the employment of Welfare AP, Psychologist, Youth Worker and implementation of intervention programs. The Rangebank Primary School community, with an active Parents' Association and supported by staff, saw all fundraising suspended during 2020 due to Covid restrictions. Our hire of school facilities brought \$9,757.79 in revenue to the school in 2020. These monies were used to maintain building and grounds via the employment of a general maintenance contractor and other service providers.

2020 saw the school effectively use their CRT, maintenance budgets and additional SMP funding in the following areas around the school for our students safety and enjoyment:

- New waterproof walkway from Junior Building to BER building and the BER building to the Multipurpose building
- New Senior basketball court
- New 4 squares, bat tennis and badminton court
- New climbing cube in senior playground
- Seating area near the oval
- Replaced basketball and netball post/backboards and nets
- Fencing around the school

In addition to the above improvements the school was awarded a half a million dollar grant to commence building in 2021 new toilet blocks for the students.

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

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