

2021 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).
- 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 2021 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 25 March 2022 at 03:37 PM by Adriana Allan (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 07 April 2022 at 11:41 AM by Lawrence Hamilton (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Rangebank is a medium sized school of approximately 400 students, located in Cranbourne in the South East of Melbourne. Our community has a strong and proud connection to the area.

- Rangebank Primary School's enrolment is 404 students and this is broken up into 18 grades.
- We have 2 international students and 14 indigenous 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, 2 Learning Specialists, 25 teachers, 1 Youth Worker, 1 Psychologist, 1 Primary Welfare Officer, 1 Business Manager, 16 Education Support staff, 1 IT Technician, 1 Canteen Manager and 1 Maintenance Technician.
- The school family occupation and education (SFOE) index is 0.4863. Compared to other state schools, this is categorised as "medium" in socio-economic terms.

At Rangebank, we are a welcoming community and are proud to be home to many cultures. Approximately 37% of the schools' student population comes from families where the language background is other than English, and 27% of students qualify for EAL support. 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 have historically visited once every 2 years and they visit us bi-annually.

Throughout 2021, Rangebank continued our focus on growth and improvement in all parts of the school: academic excellence, supporting student wellbeing, creating a beautiful environment and building 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:

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

Although 2021 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.

Framework for Improving Student Outcomes (FISO)

Due to the continued disruption to schooling throughout 2021 caused by the COVID-19 pandemic and frequent lockdowns and school closures, the school aligned our work with the DET priorities: Learning Catch up and Extension; Happy, Healthy and Active Kids; and Connected Schools. The focus in alignment with these priorities was in supporting students through the continuity of our learning programs and provision of support to cater for student learning and wellbeing needs across all areas of the school. Throughout each lockdown period, we balanced the provision of an onsite learning program for essential service and vulnerable families, with the delivery of an engaging and rich curriculum program for all students. The school continued to make solid progress towards embedding a culture of collaboration and collective responsibility for students and spent the year working with DET teaching partners to design and develop our Instructional Model. Our PLT structures supported this work, with staff collaborating in year level and cross-level teams throughout this process. The remote learning periods afforded greater opportunities for staff professional development and learning, which accelerated our progress towards the development of our Instructional Model.

With the introduction of the Tutor Learning Initiative, Rangebank was able to provide targeted and intensive support to students across F-6 who required support and recovery from the challenges of remote learning in 2020, and to extend those students that had plateaued in their learning growth. Our two tutors worked with small groups of students identified through a range of data sets as making less than 12 months of growth in the preceding 12 month period. The focus of the work was initially centred on literacy, but expanded into numeracy with the return of our second tutor from

maternity leave. Working in five to six week cycles, students engaged in a programme targeted to meet very specific needs identified through the ACER Progressive Achievement Test programme (eg: the ability to skim a text for key information). This programme continued throughout the various periods of remote and flexible learning provision. For those students that attended and engaged consistently with the programme, learning growth was very positive.

Achievement

Rangebank is proud of our inclusive learning environment where we prioritise academic progress and excellence for all students. All students on the Program for Students with a Disability (PSD) showed satisfactory achievement of goals set on individual learning plans.

The percentage of students working at or above the age-expected standard has continued to improve, despite the COVID-19 pandemic, and in English, is comparable, and in some areas exceeds, similar schools. Our focus in 2021 on curriculum referenced, collaborative and student centred planning supported this by focussing teachers' attention towards expected and appropriate learning progressions and ensuring that the steps to success were able to be clearly articulated to students.

Our participation rates in NAPLAN in 2021 were outstanding, with 100% participation from our Grade 5 students. We have made steady improvement in this space over the past four years, with our four-year average for students achieving in the Top 2 bands for NAPLAN (Reading, Writing and Maths) now consistently meeting or exceeding that of similar schools. This improvement is largely due to the school's sensitive and careful preparation phase that equips students with the skills and confidence to tackle the test. We have conducted NAPLAN online for several years now and have developed a calm, supportive and confidence building environment which enables all students to participate at their level.

Our focus as a school continues to be on developing skills in Literacy and Numeracy which will enable students to become more independent learners able to self monitor their progress against agreed criteria.

Engagement

With significant remote learning periods throughout 2021, student engagement continued to be a focus. Daily Webex sessions were provided for students each morning to build and maintain social connections, coupled with afternoon learning clinics to assist students with support, feedback and further check-ins. Each cohort discussed and established clear protocols for the use of Webex and intensive professional learning was provided to staff to support their management of Webex sessions and to ensure students were actively engaged during these sessions.

Student attendance at school continued to be a priority throughout 2021 with the implementation of our weekly "Attendance Cup" to celebrate class attendance. This, coupled with the consistent focus on celebrating student achievement and engagement both remotely and when we returned onsite saw our average number of absences improve by 3%, which is now better than similar schools and approaching the state average.

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. This is further supported by our work in embedding our school values in everyday practice and the use of the Zones of Regulation to support student emotional awareness and regulation.

As we focused intently during remote learning on maintaining student engagement and connectedness to school and their peers, our Grade 4-6 students reported an increase in their sense of connectedness in the annual Attitude to School Survey.

Rangebank Primary School also saw an improvement in Parent satisfaction with the school in 2021 and this is now similar to the state average.

Wellbeing

A number of additional measures were put in place to support the wellbeing of our community in 2021. The school began 2021 with a continued 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 Terms 1&2, 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.

In addition to the delivery of teaching and learning programs, 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 85 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 face-to-face learning in Term 4, the priority was on re-establishing classroom expectations, consolidating understanding of our school values and on re-engaging students in the physical environment of the school. 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.

2021 was another 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.

Finance performance and position

The Financial and Performance Report shows that Rangebank ended the 2021 school year with a credit surplus of \$256,817. We paid off our credit deficit from 2020 and of the 2021 credit surplus amount, \$10,200 was paid in contribution to the Tutor Learning Initiative. \$140,000 was drawn down from credit into cash and used to cover our operating expenses, including extra funding of CRTs to cover COVID-19 related staff leave. This left us with a credit surplus of \$115,161 for the 2021 school year, which was a result of strategic staffing and management of long-term leave replacements, and will be put towards covering staffing expenses, including the appointment of an additional Learning Specialist for 2022.

The school received \$442,163 in Equity funding, which contributes to the employment of our Assistant Principal (Wellbeing), Psychologist, Youth Worker and the delivery of our intervention programs.

Our hire of school facilities, voluntary fee contributions and local fundraising, including through the school Canteen brought \$150,074 in revenue to the school in 2021. These funds were used to maintain our buildings and grounds via the employment of a general maintenance contractor and other service providers as well as to support the delivery of our teaching and learning programs.

2021 saw the continued upgrade to our school facilities with the installation of a new climbing cube in the Senior playground at the beginning of the school year.

The grant obtained in 2020 to facilitate the new toilet block build was impacted by the COVID-19 pandemic, and these works were delayed until 2022. In addition to this, the school was successful in obtaining DET grants to install solar panels and new shade sails to support outdoor learning, both of which are to be installed in 2022.

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

For more detailed information regarding our school please visit our website at

www.rangebankps.vic.edu.au

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 404 students were enrolled at this school in 2021, 184 female and 220 male.

37 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

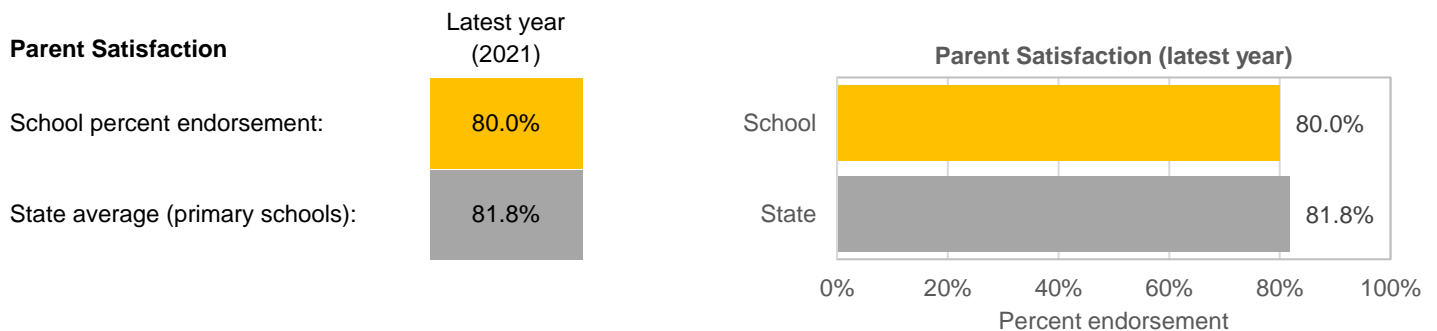
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

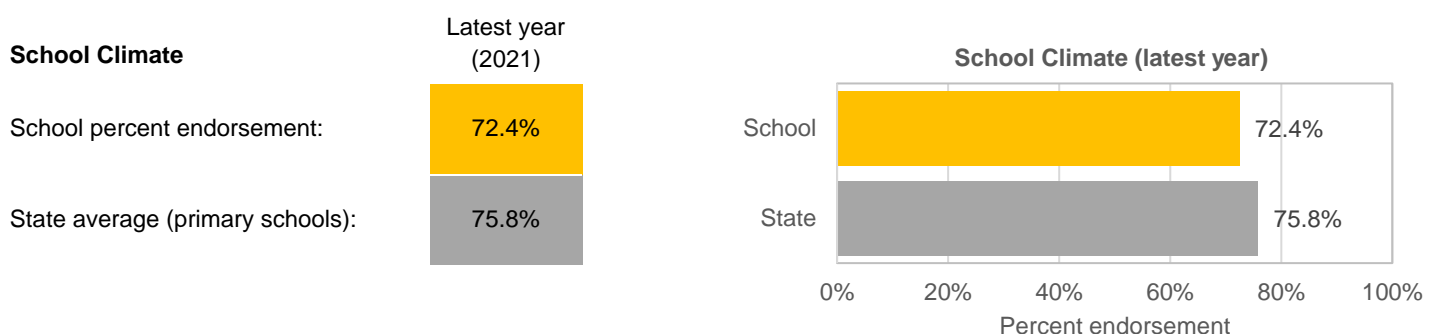


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

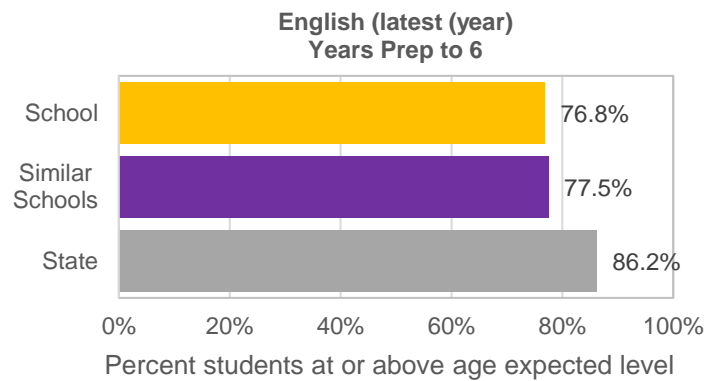
76.8%

Similar Schools average:

77.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

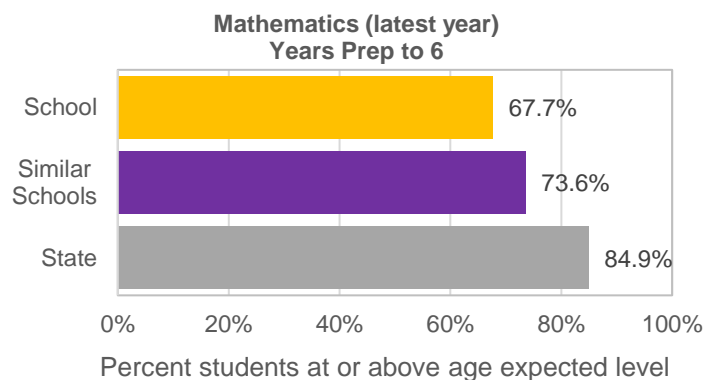
67.7%

Similar Schools average:

73.6%

State average:

84.9%



ACHIEVEMENT (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

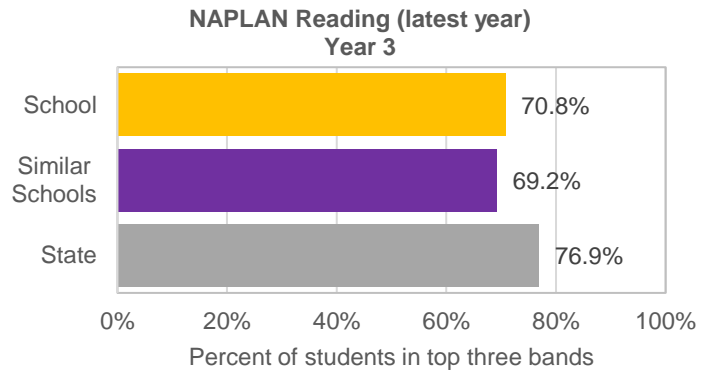
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

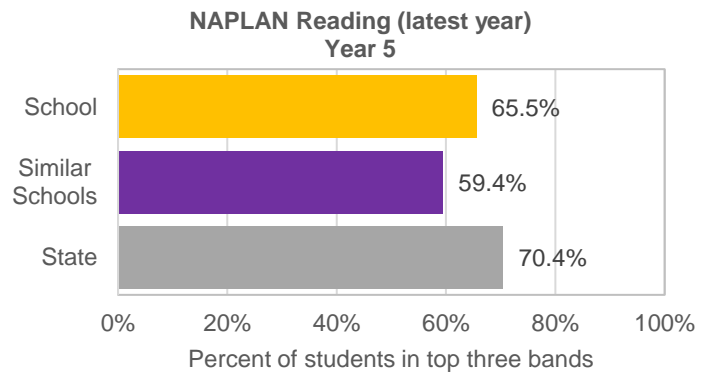
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.8%	67.7%
Similar Schools average:	69.2%	67.9%
State average:	76.9%	76.5%



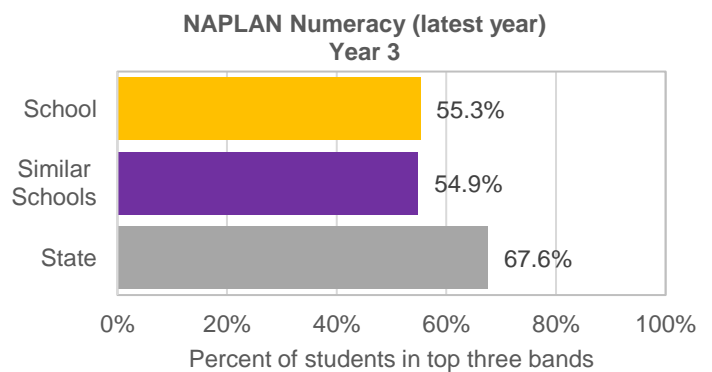
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.5%	54.2%
Similar Schools average:	59.4%	55.8%
State average:	70.4%	67.7%



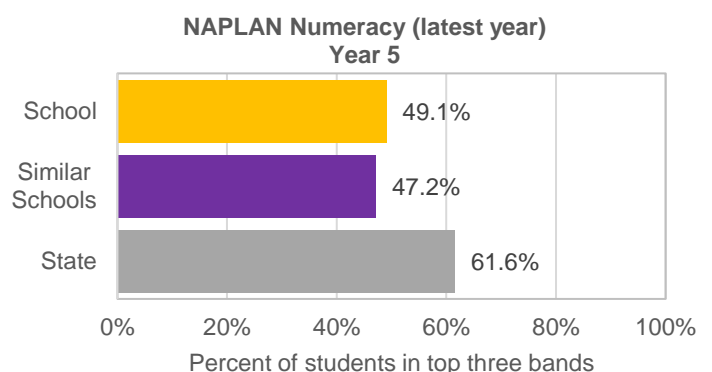
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.3%	59.2%
Similar Schools average:	54.9%	55.8%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	49.1%	41.4%
Similar Schools average:	47.2%	46.2%
State average:	61.6%	60.0%



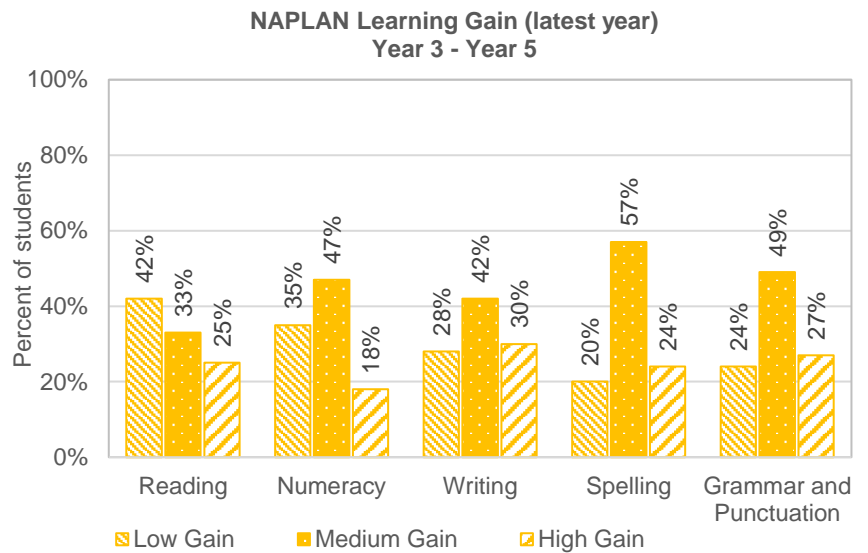
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	42%	33%	25%	20%
Numeracy:	35%	47%	18%	21%
Writing:	28%	42%	30%	21%
Spelling:	20%	57%	24%	25%
Grammar and Punctuation:	24%	49%	27%	22%



ENGAGEMENT

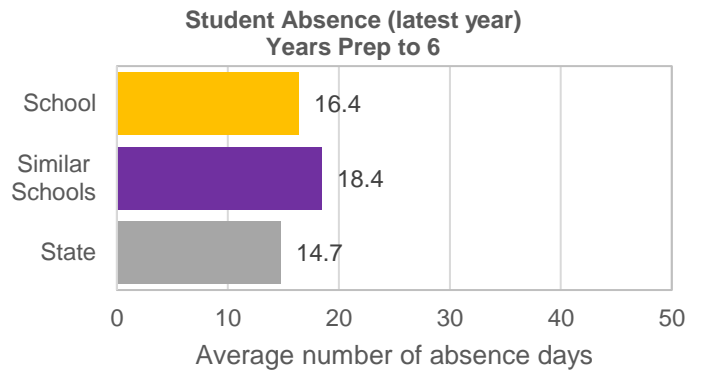
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.4	17.1
Similar Schools average:	18.4	18.0
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	92%	91%	91%	93%	91%	92%

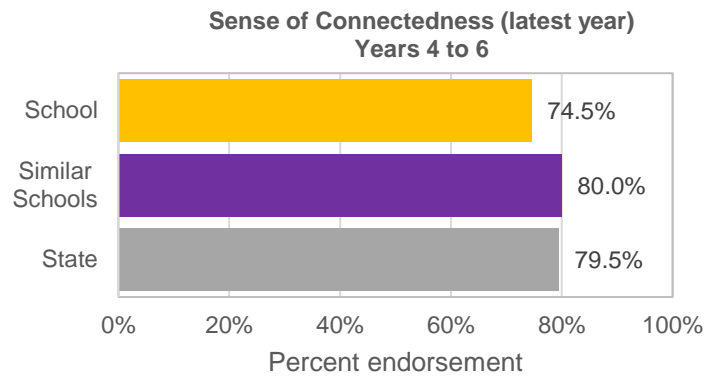
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	74.5%	76.5%
Similar Schools average:	80.0%	80.1%
State average:	79.5%	80.4%

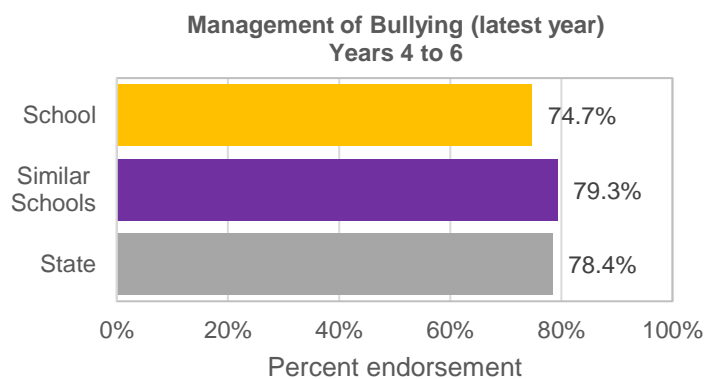


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	74.7%	73.9%
Similar Schools average:	79.3%	79.6%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,155,773
Government Provided DET Grants	\$615,975
Government Grants Commonwealth	\$1,200
Government Grants State	\$0
Revenue Other	\$21,502
Locally Raised Funds	\$128,572
Capital Grants	\$0
Total Operating Revenue	\$4,923,022

Equity ¹	Actual
Equity (Social Disadvantage)	\$442,163
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$442,163

Expenditure	Actual
Student Resource Package ²	\$4,039,873
Adjustments	\$0
Books & Publications	\$128
Camps/Excursions/Activities	\$24,321
Communication Costs	\$8,688
Consumables	\$83,586
Miscellaneous Expense ³	\$13,926
Professional Development	\$4,679
Equipment/Maintenance/Hire	\$103,252
Property Services	\$33,092
Salaries & Allowances ⁴	\$65,316
Support Services	\$251,340
Trading & Fundraising	\$7,047
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,957
Total Operating Expenditure	\$4,666,204
Net Operating Surplus/-Deficit	\$256,817
Asset Acquisitions	\$61,855

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$168,032
Official Account	\$22,756
Other Accounts	\$7,132
Total Funds Available	\$197,919

Financial Commitments	Actual
Operating Reserve	\$99,961
Other Recurrent Expenditure	\$1,348
Provision Accounts	\$0
Funds Received in Advance	\$15,146
School Based Programs	\$922
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$15,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$132,377

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.