

2020 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 2020 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 22 April 2021 at 02:17 PM by Benjamin Vevers (Principal)

The 2020 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 23 April 2021 at 10:38 AM by Lawrence Hamilton (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 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:

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.

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.

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.

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.

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.

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 and position

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.

For more detailed information regarding our school please visit our website at
<https://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 409 students were enrolled at this school in 2020, 181 female and 228 male.

36 percent of students had English as an additional language and 2 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) which takes into account parents' occupations and education.

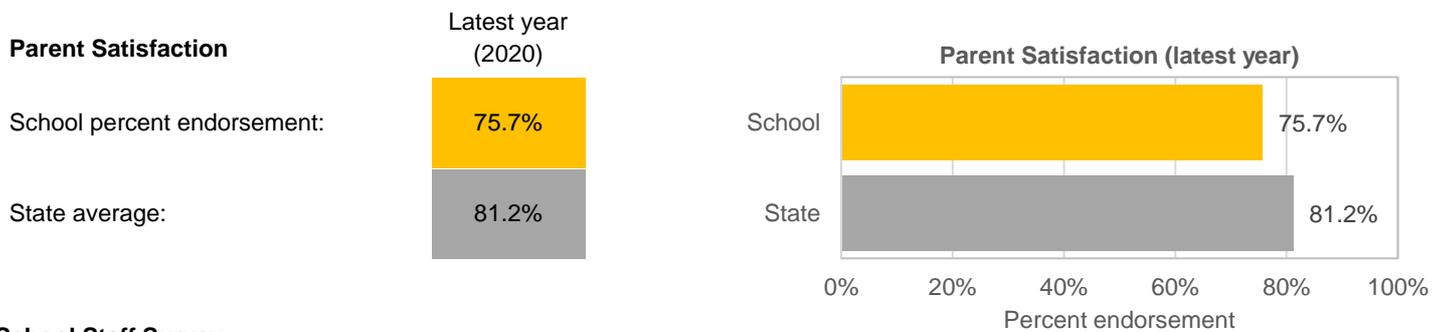
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

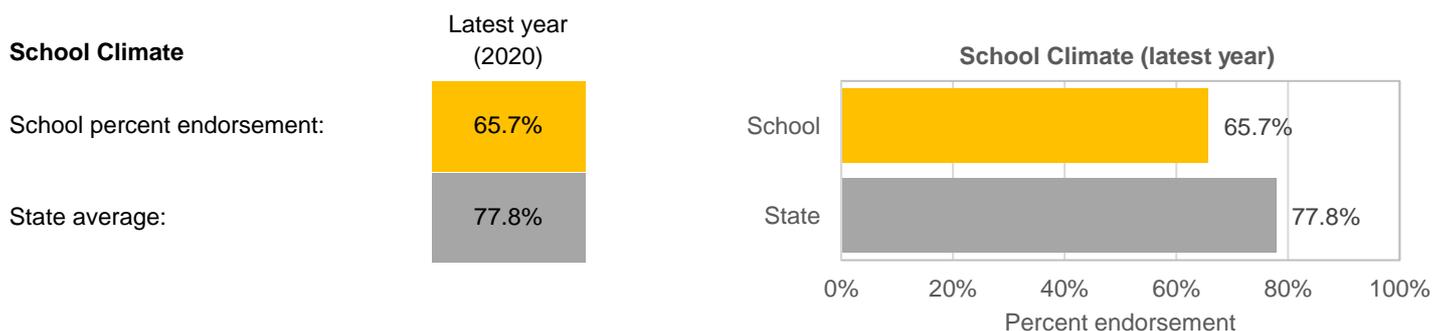


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

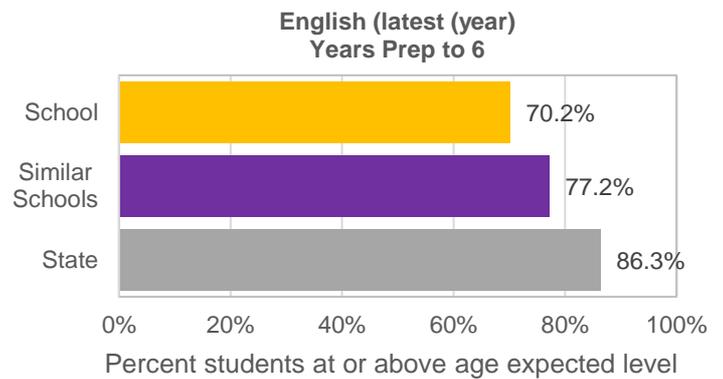
70.2%

Similar Schools average:

77.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

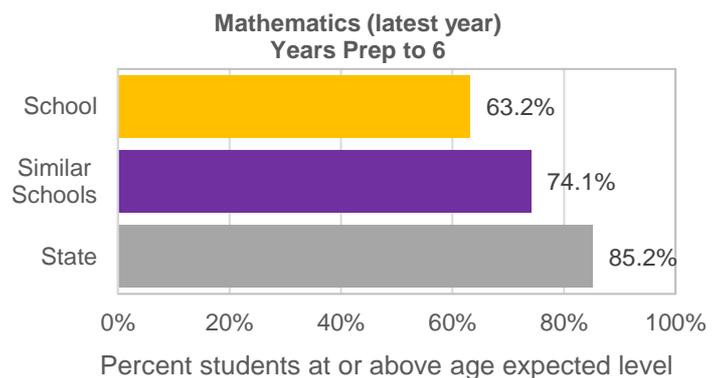
63.2%

Similar Schools average:

74.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

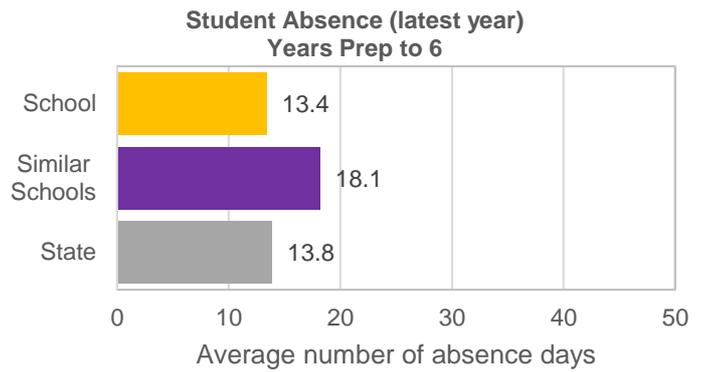
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.4	16.8
Similar Schools average:	18.1	17.8
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	92%	91%	95%	93%	92%	93%

WELLBEING

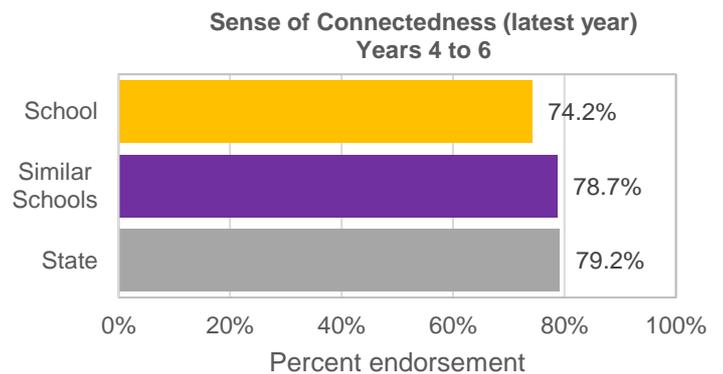
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	74.2%	79.1%
Similar Schools average:	78.7%	80.4%
State average:	79.2%	81.0%



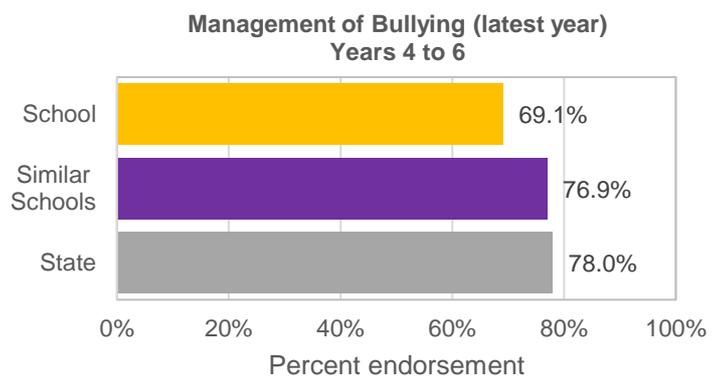
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	69.1%	75.2%
Similar Schools average:	76.9%	79.9%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$3,793,805
Government Provided DET Grants	\$781,219
Government Grants Commonwealth	\$4,050
Government Grants State	NDA
Revenue Other	NDA
Locally Raised Funds	\$90,650
Capital Grants	NDA
Total Operating Revenue	\$4,669,492

Equity ¹	Actual
Equity (Social Disadvantage)	\$461,282
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$461,282

Expenditure	Actual
Student Resource Package ²	\$3,922,851
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	NDA
Communication Costs	\$13,467
Consumables	\$114,853
Miscellaneous Expense ³	\$16,984
Professional Development	\$15,064
Equipment/Maintenance/Hire	\$145,827
Property Services	\$133,032
Salaries & Allowances ⁴	\$72,600
Support Services	\$163,151
Trading & Fundraising	\$13,786
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$39,435
Total Operating Expenditure	\$4,651,050
Net Operating Surplus/-Deficit	\$18,442
Asset Acquisitions	\$170,413

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$144,450
Official Account	\$11,122
Other Accounts	\$3,312
Total Funds Available	\$158,884

Financial Commitments	Actual
Operating Reserve	\$109,449
Other Recurrent Expenditure	\$1,168
Provision Accounts	NDA
Funds Received in Advance	\$76,047
School Based Programs	\$4,795
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$69,896
Maintenance - Buildings/Grounds < 12 months	\$6,813
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$268,168

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.