

2016 Annual Report to the School Community



School Name: Rangeview Primary School

School Number: 5431



Name of School Principal:	Elizabeth Barr
Name of School Council President:	Lloyd Lazaro
Date of Endorsement:	26 April 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Rangeview Primary School is located within the established eastern metropolitan suburb of Mitcham in the City of Whitehorse and is part of the Whitehorse Network of Schools in the North Eastern Victoria Region. In 2014 the school celebrated its 20th anniversary as Rangeview PS, having arisen from two school mergers in the early 1990s encompassing Verdale, Heatherdale, and Eastmont primary schools.

The school's site capacity was capped at 525 students in 2006 and the student enrolment has been relatively steady around 560 to 580 students. The current enrolment sits at 578 and the school is confident of maintaining its enrolments with the current 93 foundation enrolments for 2017.

The school's Student Family Occupation (SFO) density has ranged between 0.2474 and 0.29 over the last 4 year period indicating a school community with a high overall socio-economic status, and suggesting that student means could be expected to be well above the State results.

The proportion of students with a language background other than English (LBOTE) is mid-high and attracts a small amount of additional funding in the Student Resource Package (SRP) to support the learning needs of EAL students. There are currently 25 classes, the majority of which are structured in year levels.

The staffing profile has reflected the enrolment trend remaining relatively steady with minimal staff movement. The leadership profile includes two principal class officers with 32.6 EFT teachers. The 9.6 education support (ES) staff provide administrative support, some learning intervention and support for PSD students. Rangeview has 3 graduate teachers starting this year. The teaching teams are built around new staff with experienced staff.

In 2017 staff, students and parents will be contributing to the School Self Assessment and the future direction in the School Strategic Plan 2018-2021 for the school review. In 2016 the priorities were:

- Writing workshop model and the craft of writing
- Final stage of BYOD iPad program
- KidsMatter investigation and initial implementation
- 21st Century Learning skills and strategies with feedback, student voice and choice

A broad range of specialist and extra-curricular programs are offered across the school. Visual arts, performing arts, physical education, library and German, which is the school's language other than English (LOTE) are the school's F-6 specialist provision. A focus on technology sees all classrooms with interactive whiteboards or large flat screen televisions and a range of hardware resources including desk top, laptops and iPads. A research-based decision to pursue portable tablet technology and an optional 'bring-your-own-device' (BYOD) iPad program has been implemented with students in from Foundation to year 6 in 2016, originally starting in 2014 in Foundation and year 4. It is now fully established BYOD iPad program across all levels in 2016.

Parent engagement is high with an active school council and parent community. The school's website provides rich information and offers parent input via surveys and blogs and consultation is ongoing.

Working bees are well attended and fundraising is strong. There is a commitment to continuously improving the physical learning environment for students. The outdoor areas offer a range of play opportunities and in recent times the school has created a large vegetable garden from unused and underdeveloped space adjacent to the oval underpinning the current flora and fauna focus.

Strong community pride extends into the internal learning environment. A number of relocatable mod 5 buildings provide additional classrooms. A permanent stand-alone building houses the ICT lab. A more recent focus on facility development has resulted in the creation of a master plan to maximise playground space and enhance classroom connectedness. It includes the addition of four mod 5 buildings, the removal of the aged mod 2 buildings and the re-positioning of existing buildings. The three mod 5 additions have been located to form a senior learning hub. The large BER multipurpose building offers substantial space for indoor physical education, performing arts, instrumental music, a well-appointed teaching kitchen for student cooking tasks, and before and after school care.



Framework for Improving Student Outcomes (FISO)

Rangeview PS had focussed on excellence in teaching and learning in 2016. The audit while demonstrating the successful work with the instructional model in writing, there had been a delay in professional learning in Numeracy. The FISO network has schools that are currently establishing agreed approaches in Numeracy. The visits to each school in 2016 enabled the schools to view practice and evaluate the consistency of the instructional model.

- Established Numeracy PLT and leadership model
- Agreed whole school instructional model for Numeracy including SURF
- Bastow Leading Numeracy and Leadership Teams
- Numeracy coaching (0.2 release) and targeted professional learning
- FISO network focus on instructional model and school visits and shared data
- Collective responsibility for student data ensuring 12 month progress and strategies in place for all abilities
- PDPs include Numeracy targets and focus

Achievement

Achievement Goal: Improve individual student achievement in literacy and numeracy

The excellent student achievement is evident in teacher judgements and NAPLAN results, which are similar or better than similar schools and higher than overall state results. We have focused on increasing the percentage of students with medium to high gain from grade 3 to 5 in all Literacy and Numeracy assessments and in turn reduce the low growth. This is very evident in the Numeracy results.

In 2016

- Review and modify planning documents in line with Victorian Curriculum and whole school approaches in Mathematics, Writing and Reading
- Evaluate the accuracy of teacher judgments in line with NAPLAN, on-demand and Essential Numeracy Assessments
- Aligned Professional Learning establishing whole school approaches – focusing on Writing traits and the writing workshop
- Giving and receiving feedback to be the focus – teacher to teacher, student to teacher, teacher to student, student to student
- BYO iPad program to support and extend learning
- Ongoing review of Assessment Schedules in Literacy and Numeracy
- Data (Numeracy and Literacy Data sheets and Mid and End of year Progression Point data sheets)
- Review units of work to further develop deeper levels of thinking and inquiry-based approach to learning and support the implementation of the Victoria Curriculum
- The focus in 2017 is planned to move to Mathematics utilising Bastow Institute Leadership in Mathematics and building a sustained leadership and school wide instructional model
- Evaluation of student outcomes included the Teacher Judgements to have collective responsibility for data and address ‘faces to the data’ was very successful and showed the need to ensure moderation of assessment tasks within levels and across levels is rigorous.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement



Engagement Goal: Strengthen student engagement with their learning

- Fully implemented BYO iPad program across the school (staggered introduction over 3 years)
- Continuing Professional Learning to build staff capacity with technology including Sentral and iPad coaching sessions across the school
- 2017 is the last year of New Pedagogies for Deep Learning (NPDL)– 0.2 shared allocated leaders (Melissa Dann and Nicole Barnes) representing Rangeview’s 21st Century Learning
- PLT (Professional Learning Teams) – NPDL with leaders and representatives across the school to drive implementation across the school and 2 inquiry units planned per year level – achieve a whole school authentic learning unit with a STEM focus in term 2
- Robotics coding and programming in level 5, throughout the school coding and programming in line with Victorian Curriculum with professional learning

Wellbeing

Wellbeing Goal: Improve student connectedness with their peers and school

- The whole school unit Just One Day in 2016 was highly successful empowering student learning and building a pride while promoting the 6Cs. It is a priority to continue this into 2017 with the STEM units across the school in term 2 with focus on student voice and choice started in 2016.
- Implementation of KidsMatter with student and parent surveys have been analysed and compared to Student Attitudes to School data especially on student perception of safety and motivation
- Professional Learning aligned to the agreed whole school approaches for example the 6Cs aligned to the school values, included in the Start Up program and inquiry learning planners
- Involve students in goal setting, self-assessing and reflecting on their learning for example the self-assessment by all students to be included in the new reports
- Low absence data across the school and a high regard to attendance – Every Day Counts and absences monitored and intervention when required with Attendance Plans

For more detailed information regarding our school please visit our website at
<http://www.rangeview.vic.edu.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 575 students were enrolled at this school in 2016, 278 female and 297 male. There were 14% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>
<p>NAPLAN Year 5</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>51%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>44%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>35%</td> <td>36%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>49%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>46%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	51%	27%	Numeracy	15%	44%	41%	Writing	29%	35%	36%	Spelling	24%	49%	27%	Grammar and Punctuation	15%	46%	39%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</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>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	94 %	95 %	95 %	93 %	<p>● Similar</p> <p>● Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	94 %	95 %	95 %	93 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

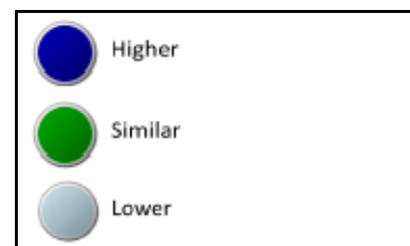
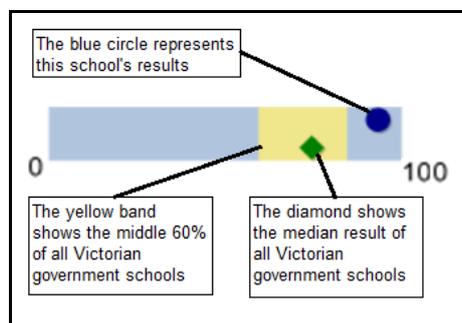
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

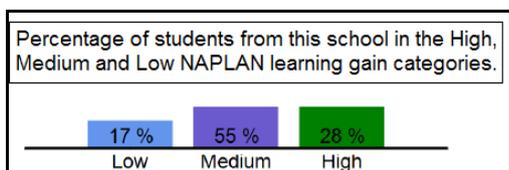
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

A sound financial position has been maintained during 2016. The resultant surplus includes some completed and planned works that have not been reflected as expenditure in 2016. Government funds, and those raised through parent contributions and local fundraising, were allocated to meet the needs of students consistent with the school's Strategic Plan and Annual Implementation Plan. Our commitment to continued property maintenance and development, as well as the provision of capital equipment in a modern technological learning environment, will require careful planning and the employment of appropriate prioritization strategies. With government funding, the ongoing support of a school community which values the provision of high quality educational opportunities for students and strategic long term financial planning the school is well placed to meet the challenges ahead.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,858,110
Government Provided DET Grants	\$460,068
Government Grants Commonwealth	\$7,583
Government Grants State	\$3,148
Revenue Other	\$13,634
Locally Raised Funds	\$513,030
Total Operating Revenue	\$4,855,573

Expenditure	Actual
Student Resource Package	\$3,745,622
Books & Publications	\$8,772
Communication Costs	\$7,296
Consumables	\$80,466
Miscellaneous Expense	\$204,633
Professional Development	\$19,289
Property and Equipment Services	\$250,567
Salaries & Allowances	\$223,787
Trading & Fundraising	\$54,033
Utilities	\$36,863
Total Operating Expenditure	\$4,631,328

Total Operating Expenditure **\$4,631,328**

Net Operating Surplus/-Deficit **\$224,245**

Asset Acquisitions **\$68,700**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$57,825
Official Account	\$23,475
Other Accounts	\$205,228
Total Funds Available	\$286,528

Financial Commitments	Actual
Operating Reserve	\$137,516
Capital - Buildings/Grounds incl SMS<12 months	\$22,488
Maintenance - Buildings/Grounds incl SMS<12 months	\$35,000
Cooperative Bank Account	\$20,366
Revenue Received in Advance	\$70,757
Provision Accounts	\$400
Total Financial Commitments	\$286,528

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.