2017 Annual Report to the School Community

School Name: Rangeview Primary School

School Number: 5431

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool (SPOT)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

VICTORIA State Government | Education and Training

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 Riversdale 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 582 and the school is confident of maintaining its enrolments with the current 103 foundation enrolments for 2018.

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 24 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 three 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. The teaching teams are built around new staff with experienced staff.

In 2017 staff, students and parents contributed to the School Self Assessment and the future direction in the School Strategic Plan 2018-2021 for the school review with 3 school goals:

- To maximise learning growth across all areas of the curriculum
- Students to understand themselves as learners and the capacity for student agency
- To build an inclusive community that celebrates diversity

In 2018 our AIP will focus on:

- Writing workshop model and the craft of writing with Seven Steps to Writing Success
- The implementation of RRRR and KidsMatter

A broad range of specialist and extra-curricular programs are offered across the school. Visual arts, performing arts, physical education, German (LOTE) and library (F-4) or Digi Tech (L 5-6) introduced in 2018 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, originally starting in 2014 in Foundation and year 4. It is now fully established BYOD iPad program across all levels since 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 2017. In 2018 the FISO network has schools that are focussing on the instructional model in reading and writing. The visits to each school in 2017 enabled the schools to view practice and evaluate the consistency of the instructional model.

- Literacy PLC and restructured leadership model with learning specialists and Curriculum AP
- Agreed whole school instructional model for Writing
- Literacy coaching and modelling (0.2 release) by the learning specialists and targeted professional learning
- FISO network focus on instructional model and school visits and shared data
- Collective responsibility for student data ensuring12 month progress and strategies in place for all abilities

PDPs include Writing targets and focus

Achievement

Achievement Goal: Improve individual student achievement in writing outcomes

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 assessments and in turn reduce the low growth.

In 2018
- Review and modify planning documents in line with Victorian Curriculum and whole school approaches in Writing, including Seven Steps to Writing Success
- Evaluate the accuracy of teacher judgments in line with NAPLAN, on-demand, and other 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
- Data (Literacy Data sheets and Mid and End of year Progression Point data sheets)

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.

Engagement

Engagement Goal: Students to understand themselves as learners and the capacity for student agency

- Introduction of student portfolios across the school
- Continuing Professional Learning to build staff capacity with student portfolios and rich assessment tasks
- 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 the Harmony Day focus in term 1

- Introduction of DigiTech specialist area for level 5 and 6 with robotics, coding and programming, and throughout the school coding and programming in line with Victorian Curriculum with professional learning.

Wellbeing

Wellbeing goal: To build an inclusive community that celebrates diversity
- The whole school unit Harmony Day in term 1 to build on the previously successful units STEM and Just One Day empowering student learning and building a pride while promoting the 6Cs. It is a priority to continue this into 2018 with focus on student agency 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 and student portfolios
- The implementation of the RRRR

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
[enter web address here]

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 581 students were enrolled at this school in 2017, 285 female and 296 male.

18 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

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

School Staff Survey

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

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

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Higher Higher

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▮
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Higher ● Higher ● Similar ● Higher
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Similar ● Similar ● Similar ● Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 17 % / 58 % / 25 % Low / Medium / High **Numeracy** 23 % / 40 % / 37 % Low / Medium / High **Writing** 31 % / 40 % / 29 % Low / Medium / High **Spelling** 27 % / 51 % / 23 % Low / Medium / High **Grammar and Punctuation** 28 % / 34 % / 38 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2017 attendance rate by year level:

Results: 2017

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	94 %	94 %	95 %	94 %	94 %	94 %

Higher

Higher

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ——————— 100	Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ——————— 100	Lower

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
    - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
    - English and Mathematics for teacher judgements against the curriculum
   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
    - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
    - Sense of connectedness
    - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
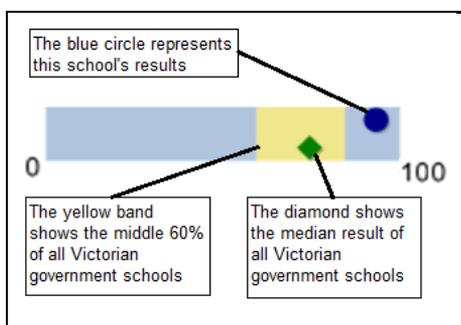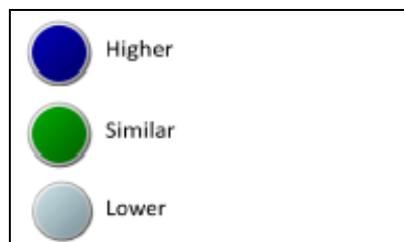

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

A sound financial position has been maintained during 2017. The resultant surplus includes some completed and planned works that have not been reflected as expenditure in 2017, including the CAR funding for 2017 completed in 2018. 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, 2017

Revenue	Actual
Student Resource Package	$4,102,759
Government Provided DET Grants	$552,940
Government Grants Commonwealth	$3,383
Revenue Other	$19,184
Locally Raised Funds	$569,843
Total Operating Revenue	**$5,248,109**

Equity[1]	
Equity (Social Disadvantage)	$18,538
Equity Total	**$18,538**

Expenditure	
Student Resource Package[2]	$3,999,009
Books & Publications	$8,477
Communication Costs	$11,472
Consumables	$84,732
Miscellaneous Expense[3]	$224,922
Professional Development	$22,289
Property and Equipment Services	$247,921
Salaries & Allowances[4]	$263,554
Trading & Fundraising	$48,368
Utilities	$46,664

Total Operating Expenditure	**$4,957,408**
Net Operating Surplus/-Deficit	**$290,701**
Asset Acquisitions	**$12,215**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$220,609
Official Account	$46,022
Other Accounts	$200,530
Total Funds Available	**$467,160**

Financial Commitments	
Operating Reserve	$151,213
Asset/Equipment Replacement < 12 months	$15,000
Capital - Buildings/Grounds incl SMS<12 months	$170,000
Maintenance - Buildings/Grounds incl SMS<12 months	$11,104
Cooperative Bank Account	$38,517
Revenue Receipted in Advance	$79,998
Provision Accounts	$1,328
Total Financial Commitments	**$467,160**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.