

# 2021 Annual Report to The School Community



**School Name: Rangeview Primary School (5431)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 15 March 2022 at 05:43 PM by Marika Ferguson (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 26 April 2022 at 10:36 PM by Sherol Singh (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

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### 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 within the Riversdale Network in the North Eastern Victoria Region. Rangeview PS has arisen from three school mergers in the early 1990s encompassing Verdale (original) with Heatherdale, and later Eastmont primary schools. The school's site capacity was capped at 525 students in 2006. The student enrolment has well exceeded these numbers and in 2020 the school negotiated a 700 student site capacity. The school community is culturally and linguistically diverse.

#### Students

A total of 665 students were enrolled at this school in 2021, 336 female and 329 male.

30 percent of students had English as an additional language and NDP 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: Low, which indicates that the community has a high socio-economic profile.

#### Staffing profile

Rangeview has 3 Principal Class members and 35.36 EFT teaching staff and 10.34 EFT ES staff. Total of 45.7 EFT staff

School Vision: Providing every student the opportunity to learn, thrive and excel. The School Values are:

- Respect
- Responsibility
- Learning
- Teamwork

In 2021 there was on-going professional learning for staff with a focus on Professional Learning Communities, the Workshop Model and Mathematics. As a result, student learning growth and achievement is above expected levels, particularly in Mathematics. Curriculum planning was aligned to the Victorian Curriculum in English and Mathematics and the whole school pedagogy 'the Workshop Instructional Model' became the agreed approach to teaching and learning for writing. The whole school Assessment Schedule was revised and refined which enabled greater whole school precision in tracking individual student progress. The integrated two-year planner was utilised to ensure all learning areas in the Victorian Curriculum were taught. A whole school inquiry focus on STEM enabled student involvement in real life problem solving experiences. A tiered model for student wellbeing support was further embedded which, through the use of targeted support programs, enabled deeper engagement and strengthened wellbeing for students and families and the building of a positive climate for learning.

In 2021 the school went through a year of Review culminating in a new School Strategic Plan (SSP) for 2022-2025. Details of school goals in both Teaching and Learning, and in Wellbeing and Engagement are outlined below.

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### Framework for Improving Student Outcomes (FISO)

At Rangeview Primary School in 2021, we faced a second year of COVID19 restrictions with students experiencing a combination of onsite and remote and flexible learning. As a school we were able to quickly and efficiently pivot between the two differing styles of teaching and learning. Supporting the health and wellbeing of our students throughout 2021 became paramount.

Our school's key focus areas were:

- The implementation of the Tutor Learning Initiative (TLI) and strengthening of support programs already in place.
- Extensive whole school data analysis in Literacy and Numeracy to determine those students affected negatively by the 2020 pandemic disruptions, those who showed growth and those who benefited from the modified learning style.
- Continuing to embed the Workshop Instructional model across the school.
- Primary Maths/Science Specialists (PMSS) - first year of professional learning.
- Establishing an agreed approach to monitoring and responding to student mental health & wellbeing concerns.
- The design of the Student Wellbeing Survey.
- Rangeview Wellbeing & Engagement Model (Tier System).
- Maintaining connection with parents/carers during remote and flexible learning and the restrictions associated with onsite learning.
- Lead school in the Rights, Resilience and Respectful Relationships (RRRR), leading a community of practice (COP) group of partner schools.

#### Annual Implementation Plan 2021

With the disruption of COVID19 to the Rangeview Primary School school year, our Annual Implementation Plan was modified to suit remote and flexible learning. Teaching and Learning and Health, Wellbeing and Engagement became our focus while our students were required to engage in learning from home due to the pandemic.

Goal 1 - To maximise learning growth for every student across the curriculum.

Key Improvement Strategy 1 – Learning catch-up and extension priority.

Building teacher capability to deliver targeted student support in literacy and numeracy with a focus on Reader's Workshop.

Embed Writer's workshop.

Tutoring Learning Initiative 2021.

Key Improvement Strategy 2 – Happy, active and healthy kids priority.

Establish an agreed approach to monitoring and responding to student mental health & wellbeing concerns.

Introduce the new schoolwide Student Behaviour Support Model 2021.

Continue to embed the Rangeview Wellbeing Model (Tier System)

Design new Student Wellbeing Survey F - 6 and implement as pre and post wellbeing measure.

Key Improvement Strategy 3 – Connected schools priority.

Strengthen & embed the connection with parents/carers developed during remote and flexible learning.

Goal 2: To enhance wellbeing, foster an inclusive and respectful culture that celebrates diversity.

Key Improvement Strategy 1 – Lead school in the Rights, Resilience and Respectful Relationships initiative, the school will lead a COP group of partner schools to develop, deliver and embed the RRRR model.

The Rights, Resilience and Respectful Relationships model will continue to be taught and further embedded across the school.

Key Improvement Strategy 2 – Students will investigate the concept of ethnicity and ability diversity to deepen their understanding of the world and their place in it as global citizens.

A partnership forged with Eastwood Primary School will be further developed to begin to build our students understanding of ability diversity.

#### AIP 2021 Achievements

The whole school instructional model in Writing has been well embedded across the school and is now being used in reading. Teachers use the instructional model in all classrooms and children are very aware of the language of the model. Learning intentions and success criteria are used in all writing sessions and the Gradual Release of Responsibility model is used throughout. Students can articulate learning goals and discuss strategies to meet these goals in conference sessions with the teacher. The Tutor Learning Initiative has been successfully implemented in 2021

In Semester 2 2021, Rangeview Primary School had our school review. This is a process that all schools must participate in a school review every 4 years. The school review provides assurance of ongoing compliance with the minimum requirements for school registration and informs the development of the school's 4 year School Strategic Plan (SSP).

Our new STRATEGIC PLAN 2022- 2025 is as below:

Goal 1 DET Priorities Goal

- Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
- Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Goal 2 To improve student learning outcomes for every student in literacy and numeracy

- Deepen teacher capacity to use data to inform teaching and learning through strengthening the PLC framework
- Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice, to improve student learning outcomes.

Goal 3 To improve all students' engagement and agency in their learning

- Strengthen a whole school understanding and approach to student agency and voice in learning.
- Build teacher and student capacity to have a consistent understanding, and implementation of strategies that support targeted feedback.

Goal 4 To develop confident, resilient students equipped to thrive in the contemporary world

- Continue to strengthen the school's processes for supporting resilience, health and wellbeing.
- Continue to develop students' appreciation for cultural and neurodiversity.

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## Achievement

Achievement Goal - To maximise learning growth for every student across the curriculum.

In 2021:

Remote and Flexible Learning

- As a whole staff we were able to pivot to and from remote learning in 2021 with very short notice, due to the extensive learnings in 2020.
- The Seesaw online platform was utilised for learning tasks, feedback and communication with both students and families.
- Staff utilised online resources for lesson delivery and assessment that allowed differentiation.
- Webex Meetings were utilised to provide face-to-face contact between students and teachers.
- Teaching and learning was modified during this time when compared to face-to-face learning.

PSD Students

In 2021 Rangeview supported the learning and engagement of 13 students funded under the Program for Students with a Disability. All of these students were supported by an Education Support Staff member in the classroom and all of these students had termly Student Support Group (SSG) meetings and Individual Education Plans (IEPs). Every student's IEP contained individual goals tailored to meet the learning and engagement needs of the student. Every student showed significant progress towards their individual goals. During periods of Remote and Flexible Learning all of the students on the PSD program were invited to attend onsite to support their learning and engagement. Eight students attended for the majority of the remote learning periods.

Tutor Learning Initiative (TLI)

- Commenced with a full time tutor and another 3 day a week tutor. This coincided with our already established Literacy Support Program, EAL Support Program, Quick Smart Maths and Level 2 Maths Support.

- Extensive data analysis using a range of formative and summative testing to inform students eligible for the program.
- Approximately 100 students benefited from 2-3 sessions of targeted learning catch up per week.

#### Embedding the Whole School Instructional Model

- Despite ongoing COVID lockdowns, we continued to embed the Workshop Model in our teaching practice in 2021.
- Lessons have a clear mini lesson with Learning Intentions and Success Criteria so that students can clearly articulate what they will learn and if they have been successful.
- Consultant Danny Hyndman presented the Reader's Workshop Model to staff in Term 1.
- Every student used a Reader's Notebook to compliment the model.
- Planning documents clearly reflected the instructional model with the gradual release of responsibility.

#### Primary Maths and Science Specialists (PMSS) - Rangeview focus on Maths

- Following a successful application process in 2020, 2 teachers commenced in the fully funded PMSS program.
- Aim to improve student engagement and achievement in Mathematics and have a sustainable impact on our school.
- Extensive DET training provided to the 2 teachers and the Principal (20 days over 2 years).
- Creation of a 'Maths at Rangeview' Google Drive with accessible Maths resources for staff and students.

#### 2021 Achievements

The whole school instructional model in Writing has been well embedded across the school and is now being used in reading. Teachers use the instructional model in all classrooms and children are very aware of the language of the model. Learning intentions and success criteria are used in all writing sessions and the Gradual Release of Responsibility model is used throughout. Students can articulate learning goals and discuss strategies to meet these goals in conference sessions with the teacher.

#### 2022 Focus

Reading will be a focus over the next 4 years as a component of our new strategic plan (review completed in 2021). Mathematics will be a focus, particularly with tutoring and extension. The Tutor Learning Initiative will continue and be strengthened in 2022.

#### NAPLAN 2021 RESULTS

##### NAPLAN TOP 2 BANDS YEAR 3 2021

###### Reading Y3

- 2019 Achieved 77%
- AIP Goal 2021 80%
- Achieved 77% (Like Schools 77%)

###### Writing Y3

- 2019 Achieved 71%
- AIP Goal 2021 70%
- Achieved 77% (Like Schools 73%)

###### Numeracy Y3

- 2019 Achieved 61%
- AIP Goal 2021 78%.
- Achieved 58% (Like Schools 63%)

###### Spelling Y3

- 2019 Achieved 72%
- AIP Goal 75%
- Achieved 71% (Like Schools 67%)

##### NAPLAN TOP 2 BANDS YEAR 5 2021

###### Reading Y5

- 2019 Achieved 58%



- AIP Goal 2021 70%
- Achieved 68% (Like Schools 63%)

#### Writing Y5

- 2019 Achieved 33%
- AIP Goal 2021 40%
- Achieved 32% (Like Schools 33%)

#### Numeracy Y5

- 2019 Achieved 53%
- AIP Goal 2021 60%.
- Achieved 67% (Like Schools 54%)

#### Spelling Y5

- 2019 Achieved 52%
- AIP Goal 55%
- Achieved 49% (Like Schools 55%)

### PERCENTAGE OF YEAR 5 STUDENTS ABOVE BENCHMARK GROWTH

#### Reading Y5

- 2019 Achieved 13%
- AIP Goal 2021 30%
- Achieved 36% (Like Schools 31%)

#### Writing Y5

- 2019 Achieved 38%
- AIP Goal 2021 33%
- Achieved 35% (Like Schools 29%)

#### Numeracy Y5

- 2019 Achieved 32%
- AIP Goal 2021 42%.
- Achieved 51% (Like Schools 30%)

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## Engagement

Engagement Goal - To develop student agency and an understanding of themselves as learners.

Remote and Flexible Learning brought new challenges with student engagement in 2021. Students were exposed to a greater level of agency, self-direction and autonomy. Some students and families who flourished in remote learning 2020 found the repeated nature of this requirement a significant issue in 2021.

Students that benefited from the remote and flexible learning environment and engaged well:

- Introverted and Self-directed learners
- Students that like to work at their own pace
- Speedy workers – could finish and move on without being held up by slower workers
- Students with significant support at home.
- Students that like the 'quiet' of being at home and work better without the disruptions of a class.
- Students with close siblings or remotely well connected friendship groups

Students who found the remote learning environment challenging and disengaged included;

- Students who did not have support to complete learning at home
- Students that had no other contact with friends, peers or siblings
- Some students with an ADHD diagnosis and very active students



Strategies to address student non-attendance during remote and flexible learning included:

- student learning in areas of wellbeing and engagement
- daily wellbeing check in of students
- agreed plan to contact families after 3 days of non-attendance
- ES staff working with funded students via Webex
- Provision of iPads and laptops to students without devices
- State Schools Relief provision of desks and chairs to designated 'at risk' students
- The invitation to attend on-site learning for vulnerable students and students with a disability not able to engage in learning at home

During normal school operations, student non-attendance was closely monitored by the Principal Class. Students with repeated days of absence were contacted directly and support strategies put into place. Some strategies included community education around covid safe practices at school. Some members of the community were concerned around students returning to onsite learning and a level of reassurance was beneficial to minimising these absences.

To support student engagement during the transition back to onsite learning, Rangeview:

- Commenced a 2 week 'start up' program at the start of Term 4, concentrating on procedures, team building, collaboration and boundaries. (This program normally starts the school year).
- Assessment schedules were modified with less summative formal testing and more formative, task based assessment
- Continued communication with parents and students via the Seesaw platform for continuity.

The happy, active and health kids priority saw us introduce an agreed approach to monitoring and responding to student mental health & wellbeing concerns, introduce the new schoolwide Student Behaviour Support Model 2021, continue to embed the Rangeview Wellbeing Model (Tier System), and design new Student Wellbeing Survey F - 6 and implement as pre and post wellbeing measure. By the end of 2021 student wellbeing check-ins were being completed daily are now established practice. Students were seeking help when needed and are helping others. Students could reflect on pandemic experiences in a balanced, optimistic manner. Teachers could source resources and support options for students (and themselves) and show an understanding of what warning signs look like for students in distress. Teachers were explicitly teaching help seeking in classrooms. The language of mental health was being used across the school. The new whole school wellbeing survey was run in Term 1 and this data was shared with all teachers down to the classroom level.

In 2022, the school will introduce The Resilience Project. This model will be led by the new Leading Teacher and Acting Assistant Principal and will ensure that a focus on mindfulness and resilience is at the forefront for our students.

#### STUDENT ATTITUDES TO SCHOOL SURVEY RESULTS 2021

(In 2021 the SATSS Survey was modified to reflect COVID19 Health and Wellbeing - SATSS not done in 2020)

% Positive

Motivation and Interest

- 2019 Achieved 80%
- Goal 2021 87%
- Achieved 73%.

Self-Regulation and Goal Setting

- 2019 Achieved 84%
- Goal 2021 90%
- Achieved 82%

Learning Confidence

- 2019 Achieved 78%
- Goal 2021 78%
- Achieved NA

#### Student Voice and Agency

- 2019 Achieved 60%
- Goal 2021 66%
- Achieved 60%

#### Classroom Behaviour

- 2019 Achieved 75%
- Goal 2021 73%
- Achieved NA

#### PARENT OPINION SURVEY RESULTS 2021

##### Teacher Communication

- 2020 Achieved 74%
- Goal 2021 71%
- Achieved 72%

#### Student Motivation and Support

- 2020 Achieved 82%
- Goal 2021 73%
- Achieved 73%

#### Effective Teaching Time

- 2020 Achieved 79%
- Goal 2021 83%
- Achieved 78%

#### Student Voice and Agency

- 2020 Achieved 78%
- Goal 2021 81%
- Achieved 80%

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## Wellbeing

Wellbeing Goal - To enhance wellbeing, foster an inclusive and respectful culture that celebrates diversity

We prioritised health, wellbeing and engagement across the school during the 2021 year. This was focused on both students and staff, and it's importance highlighted by the COVID19 global pandemic.

#### Actions

We continued to embrace our communities cultural diversity through explicit teaching in cultural diversity in Term 1 which culminated in Harmony Day. We displayed a giant world map in the foyer and each student placed two coloured dots on the map to represent the birthplace of each parent. Different colours were used to represent each Level. We will further extended our students understanding of diversity though the investigation of ability diversity with a specific focus on hearing impairment. Teachers delivered a series of lessons designed to develop student's understandings of hearing impairment and students learnt basic AUSLAN signs for simple conversation and for the lyrics to the National Anthem. A partnership was forged with Eastwood Primary School and students and staff from Eastwood PS attended Rangeview Assemblies to present on hearing impairment. Rangeview students were able to use AUSLAN to sign the anthem for these guests.

Daily checkins were designed by each level using the platform SeeSaw during periods of Remote and Flexible Learning. Students responded each morning on a 5 point Likert Scale to indicate their emotional state. Teachers followed up on students displaying negative responses. If teachers were not satisfied after follow up that the students

were safe and well, a referral was made to the Assistant Principal / Leading Teacher for more intensive support. Students demonstrate that they feel connected to the school and have positive attitudes to attendance. They feel cared for and valued by school staff. Teachers recorded daily checkins with students. Due to covid restrictions parents and carers were not been able to attend onsite for much of the year. This has caused a rift in the relationships and communication between the school and families.

In 2022 we will continue to celebrate our cultural diversity and will run the whole school Harmony Day in Term 1. We will re-launch the Parents and Carers Committee to ensure that the connection and relationship between the school and families is rebuilt. we will involve families in school events wherever possible. We will continue to run wellbeing checkins across the school and we will relaunch the Fathering Project.

#### Rights, Resilience and Respectful Relationships

We worked to further embed the Rights, Resilience and Respectful Relationships across the school. Every grade explicitly taught the curriculum materials once a week and this was reflected in their planning documents. We ran termly professional learning sessions for the whole staff on implementing a culture of RR. Teams were asked to present at these sessions to further illustrate work occurring across the school. We held a whole school RR & eSmart Celebration Day in Term 2 which engaged students in learnings from the two focus areas within vertical groupings. We led a community of practice with a group of new partner schools as they embarked on the RR journey. This included hosting / organising regular CoP meetings and professional learning sessions. We included two student RR leaders in the new RR Action Team and invited partner schools students and action teams to RR events at Rangeview. Outcomes of this work included; weekly sessions in explicit teaching of RRRR curriculum have been delivered throughout the year. Students can demonstrate increased knowledge of gender equality, emotional literacy, personal strengths, positive coping, problem solving, stress management, help seeking, gender and identity and positive gender relationships, teachers are delivering strong weekly lessons in the RR curriculum and the language and values of RR are in all areas across the school, leaders have worked with staff to embed the RR model and a whole school Celebration Day was held in term 2 'Superhero Day' where students worked on RR materials and celebrated their own hero/role model. It has been very difficult to meet regularly with the partner schools due to covid restrictions. Although many meetings have gone ahead, several CoP sessions have had to be cancelled.

In 2022, RRRR will be partnered with the Resilience Project across the school. Topics 1 - 6 will be taught from the Resilience Project materials and Topics 7 & 8 will continue to be taught using the RR curriculum. A new RR leader will work with the Partner Schools to ensure the RR model is embedded in all schools in our CoP.

#### STUDENT ATTITUDES TO SCHOOL SURVEY RESULTS 2021

(In 2021 the SATSS Survey was modified to reflect COVID19 Health and Wellbeing - SATSS not done in 2020)

% Positive

##### Classroom Behaviour

- 2019 Achieved 75%
- Goal 2021 75%
- Achieved 75%

##### Resilience

- 2019 Achieved 78%
- Goal 2021 78%
- Achieved 75%

##### School Connectedness 80%

- 2019 Achieved
- Goal 2021 77%
- Achieved 80%

##### Respect for Diversity

- 2019 Achieved 74%
- Goal 2021 72%

- Achieved 74%

#### Managing Bullying

2019 Achieved 79%

- Goal 2021 69%

- Achieved 71%

#### PARENT OPINION SURVEY Target 2021

##### Parent Participation and Involvement

- 2020 Achieved 86%

- Goal 2021 87%

- Achieved 82%

##### Teacher Communication

- 2020 Achieved 74%

- Goal 2021 71%

- Achieved 72%

##### School Improvement

- 2020 Achieved 76%

- Goal 2021 75%

- Achieved 77%

##### Confidence and Resiliency

- 2020 Achieved 81%

- Goal 2021 87%

- Achieved 83%

##### Non-Experience of Bullying

- 2020 Achieved

- Goal 2021 85%

- Achieved 78%

##### Respect for Diversity

- 2020 Achieved 83%

- Goal 2021 90%

- Achieved 92%

##### Promoting Positive Behaviour

- 2020 Achieved 94%

- Goal 2021 87%

- Achieved 89%

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## Finance performance and position

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

Revenue	Actual
Student Resource Package	\$5,764,486
Government Provided DET Grants	\$483,144
Government Grants Commonwealth	\$10,718
Government Grants State	\$0
Revenue Other	\$8,904

Locally Raised Funds	\$585,902
Capital Grants	\$0
Total Operating Revenue	\$6,853,154

Equity	Actual
Equity (Social Disadvantage)	\$12,294
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,294

Expenditure	Actual
Student Resource Package	\$5,269,137
Adjustments	\$0
Books & Publications	\$14,277
Camps/Excursions/Activities	\$113,442
Communication Costs	\$8,251
Consumables	\$132,592
Miscellaneous Expense	\$78,127
Professional Development	\$23,428
Equipment/Maintenance/Hire	\$199,619
Property Services	\$59,457
Salaries & Allowances	\$318,512
Support Services	\$25,101
Trading & Fundraising	\$30,414
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$56,276
Total Operating Expenditure	\$6,328,633
Net Operating Surplus/-Deficit	\$524,521
Asset Acquisitions	\$103,973

- (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	\$58,709
Official Account	\$43,668
Other Accounts	\$42,473
Total Funds Available	\$144,849

Financial Commitments	Actual
Operating Reserve	\$144,849
Other Recurrent Expenditure	\$7,477
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
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	\$152,326

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.

Surplus: Rangeview operated in a surplus in 2021 in part due to COVID and the school operating in an extended period in closure with only a limited number of staff on site. There were some capital expenditure on facilities improvements: installation of the new deck off the library, replacement of the old carpet in classrooms and office spaces, and installation of the shade sail over the new play equipment next to the oval. Emergency funding through DET was used to replace an unsafe retaining wall and staircase off the library. The school has developed a master plan concept for extensive future funding from the VSBA.

Grants: the school was successful in achieving three grants in 2021; \$400 000 for an amenities upgrade for the senior toilet block through capitol works maintenance funding, \$200 000 for an inclusive playground space on the north oval banks and \$25 000 for a shade sail to protect the new Library deck and create an outdoor classroom. All three projects will be undertaken in 2022.

Contracts: Rangeview has contracts for the use of the hall by 2 sporting clubs, Mitcham Thunder and Nunawading Spectres. PSW's contract has a small percentage of uniform sales. RPS has employed our maintenance person. OSHClub is our significant financial contract with a 2 year contract to provide out of hours school care.

Rangeview is financially well managed with budgets and expenditure monitored. There are long term capital expenditure plans developed and we have successfully improved the infrastructure and facilities over many years. Both 2020 and 2021 presented significant difficulties in school internal fundraising due to covid restrictions. With the easing of restrictions in 2022 it is envisaged that the school will be in a position to resume a higher level of community based fundraising.

**For more detailed information regarding our school please visit our website at**  
<https://rangeview.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 665 students were enrolled at this school in 2021, 336 female and 329 male.

30 percent of students had English as an additional language and NDP 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).

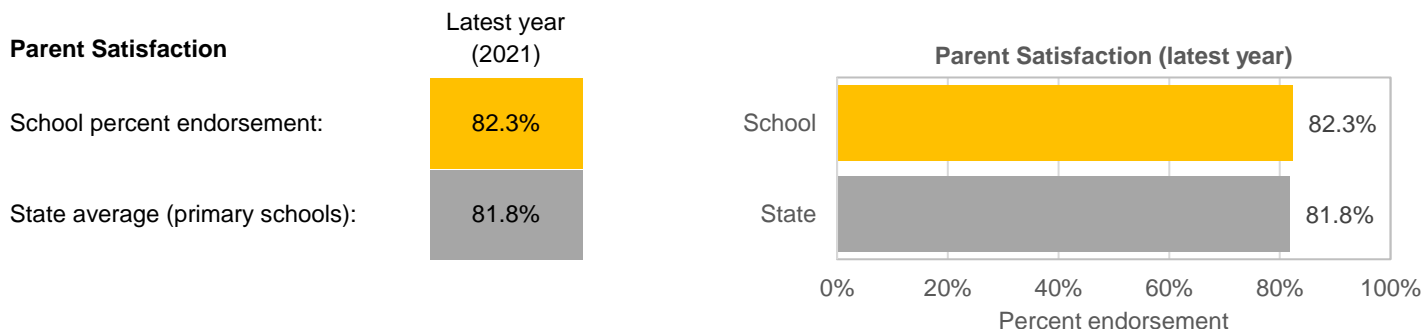
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

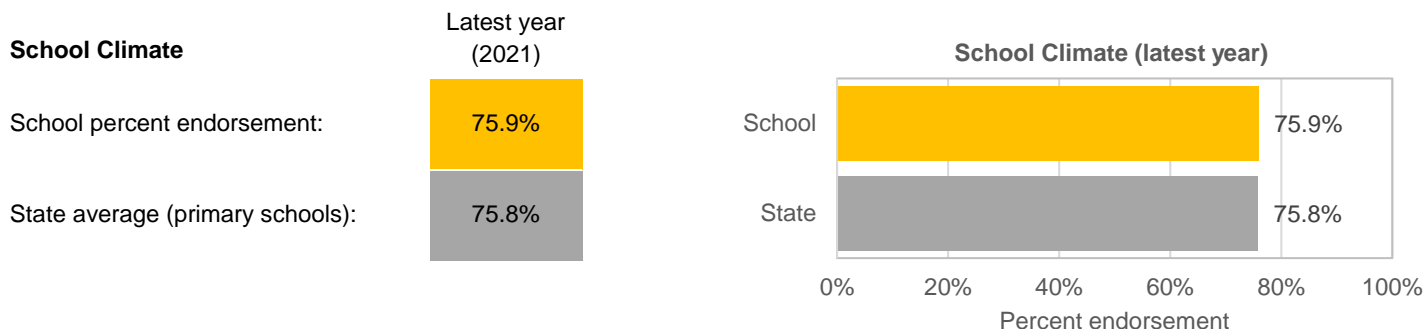


### School Staff Survey

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:

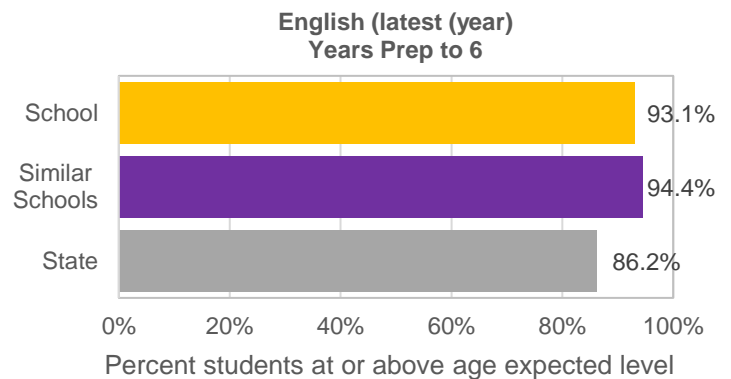
93.1%

Similar Schools average:

94.4%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

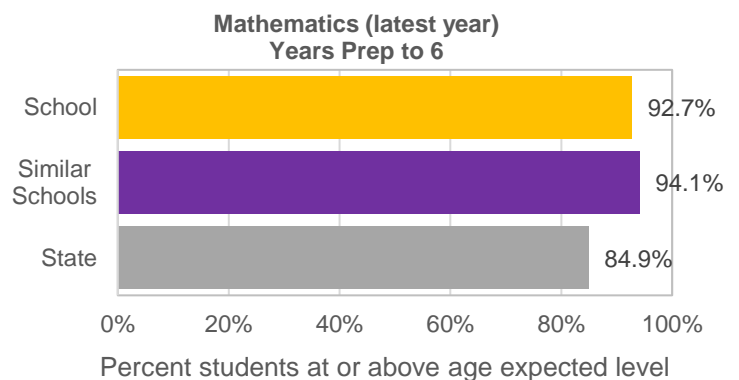
92.7%

Similar Schools average:

94.1%

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.

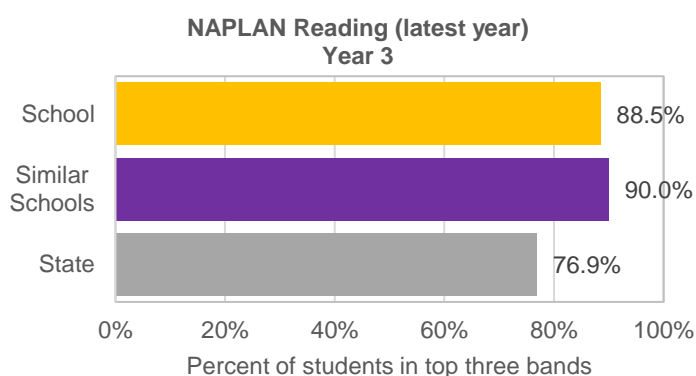
### NAPLAN

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.

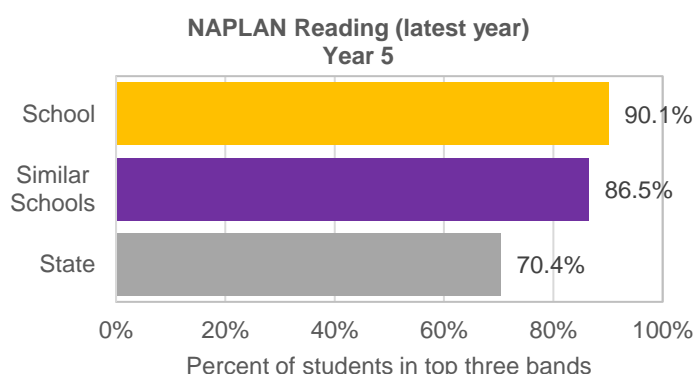
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.5%	88.5%
Similar Schools average:	90.0%	89.6%
State average:	76.9%	76.5%



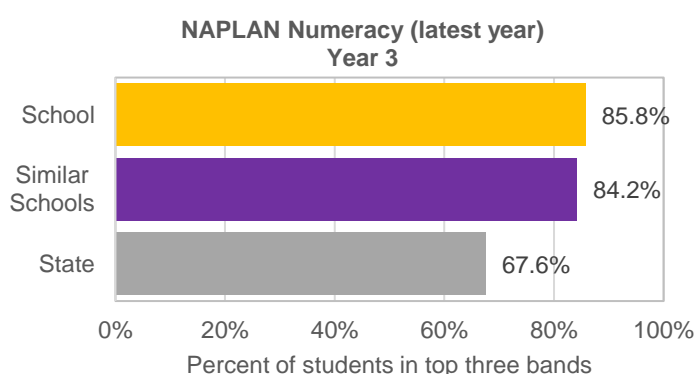
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.1%	88.8%
Similar Schools average:	86.5%	84.0%
State average:	70.4%	67.7%



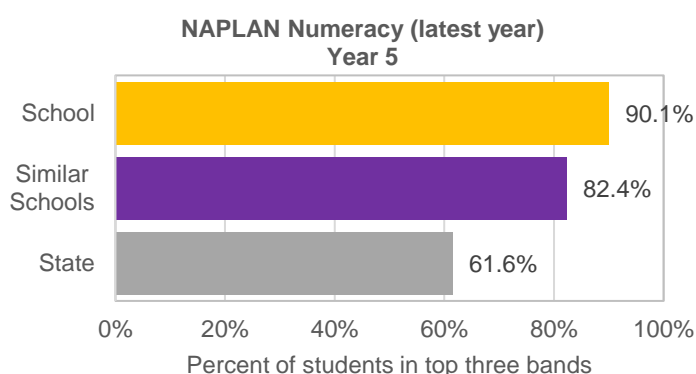
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.8%	86.0%
Similar Schools average:	84.2%	85.7%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.1%	91.5%
Similar Schools average:	82.4%	80.3%
State average:	61.6%	60.0%



## ACHIEVEMENT (continued)

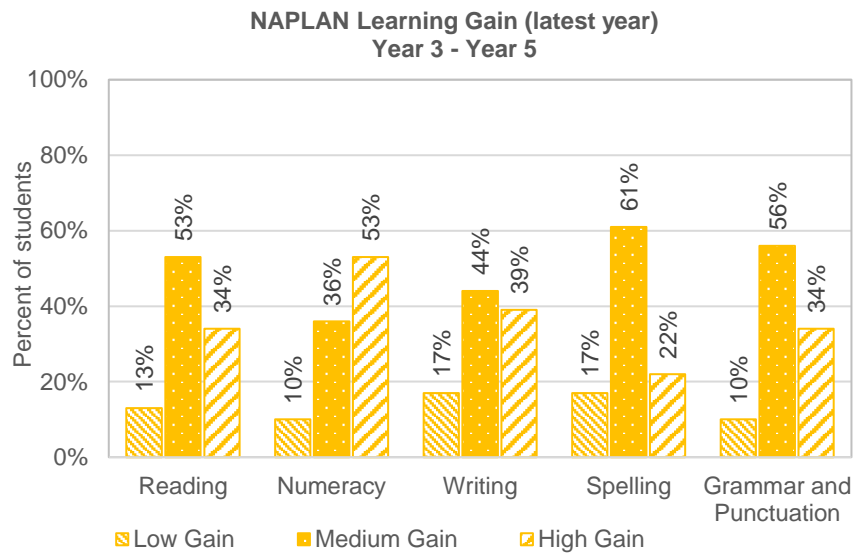
### NAPLAN Learning Gain

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:	13%	53%	34%	31%
Numeracy:	10%	36%	53%	34%
Writing:	17%	44%	39%	32%
Spelling:	17%	61%	22%	29%
Grammar and Punctuation:	10%	56%	34%	34%



## ENGAGEMENT

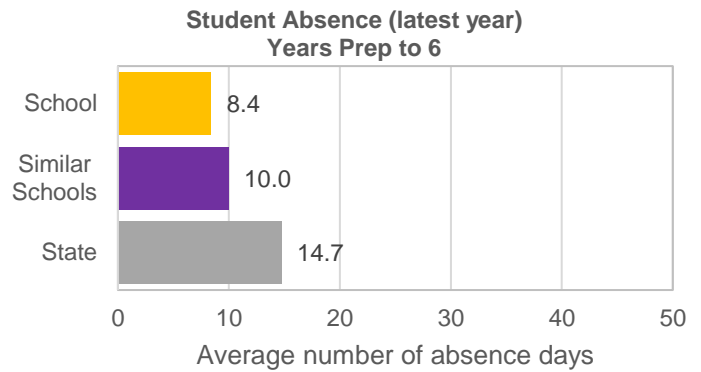
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	8.4	10.9
Similar Schools average:	10.0	11.8
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):	95%	96%	96%	97%	95%	96%	95%

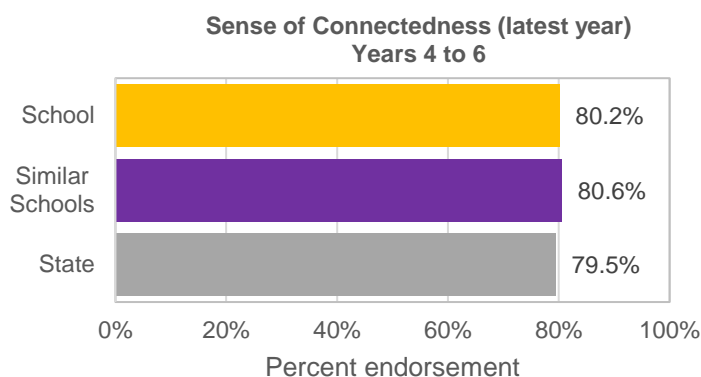
## WELLBEING

**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).

<b>Sense of Connectedness Years 4 to 6</b>	<b>Latest year (2021)</b>	<b>4-year average</b>
School percent endorsement:	80.2%	77.9%
Similar Schools average:	80.6%	80.8%
State average:	79.5%	80.4%

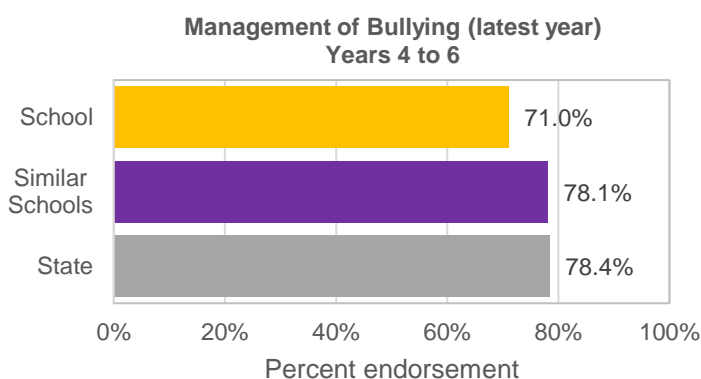


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

<b>Management of Bullying Years 4 to 6</b>	<b>Latest year (2021)</b>	<b>4-year average</b>
School percent endorsement:	71.0%	74.1%
Similar Schools average:	78.1%	79.2%
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	\$5,764,486
Government Provided DET Grants	\$483,144
Government Grants Commonwealth	\$10,718
Government Grants State	\$0
Revenue Other	\$8,904
Locally Raised Funds	\$585,902
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,853,154</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$12,294
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$12,294</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,269,137
Adjustments	\$0
Books & Publications	\$14,277
Camps/Excursions/Activities	\$113,442
Communication Costs	\$8,251
Consumables	\$132,592
Miscellaneous Expense <sup>3</sup>	\$78,127
Professional Development	\$23,428
Equipment/Maintenance/Hire	\$199,619
Property Services	\$59,457
Salaries & Allowances <sup>4</sup>	\$318,512
Support Services	\$25,101
Trading & Fundraising	\$30,414
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$56,276
<b>Total Operating Expenditure</b>	<b>\$6,328,633</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$524,521</b>
<b>Asset Acquisitions</b>	<b>\$103,973</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$58,709
Official Account	\$43,668
Other Accounts	\$42,473
<b>Total Funds Available</b>	<b>\$144,849</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$144,849
Other Recurrent Expenditure	\$7,477
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$152,326</b>

*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.*