2023

ANNUAL REPORT

Rangeway Primary School

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School Overview

At Rangeway Primary School our motto is 'Working Together'. We apply this motto within the school but we also promote working together with families and carers in the wider school community.

We are located in the city of Geraldton and have 12 classes. Our school is very inclusive, and we have strong beliefs in valuing and sharing Aboriginal culture and language within our school and network.

Everyone in our school -from the Principal to the School Officer in the front office- takes on this responsibility by building relationships with children and their families from their very first visit to our school.

We support students to build strong social skills and have high expectations for their social-emotional wellbeing and academic goals. We have a dedicated team of Classroom Teachers, Allied Professionals, and a strong team of Aboriginal Education Officers.

Our school community has a strong emphasis on sport, our students in year 4-6 are able to be part of our Rangeway Sports Academy, which requires Sports Academy students to demonstrate pride in their work, feeling confident being themselves and demonstrate exemplary behaviour at school and in the community. We try and support regular attendance for our students by providing a bus service for students in the early years. This year we have entered a partnership with GRAMS, (the Geraldton Regional Aboriginal Medical Service) and they provide a doctor's clinic once a week at the school. We are working with the EON Foundation to create a community food garden at the school. Our students tend to the vegetables and use the produce to prepare healthy meals as well as taking fresh produce home.

We inform our parents of what we are doing at the school by inviting them to events, have an open-door policy in the office, publish our school magazine twice a term and we encourage parents to engage with the SeeSaw App.

If you would like to get a snapshot of our amazing school, please find us on Facebook or check our webpage. You are always welcome to pop in for a visit as we would be delighted to show you what Rangeway Primary School can offer you and your family.
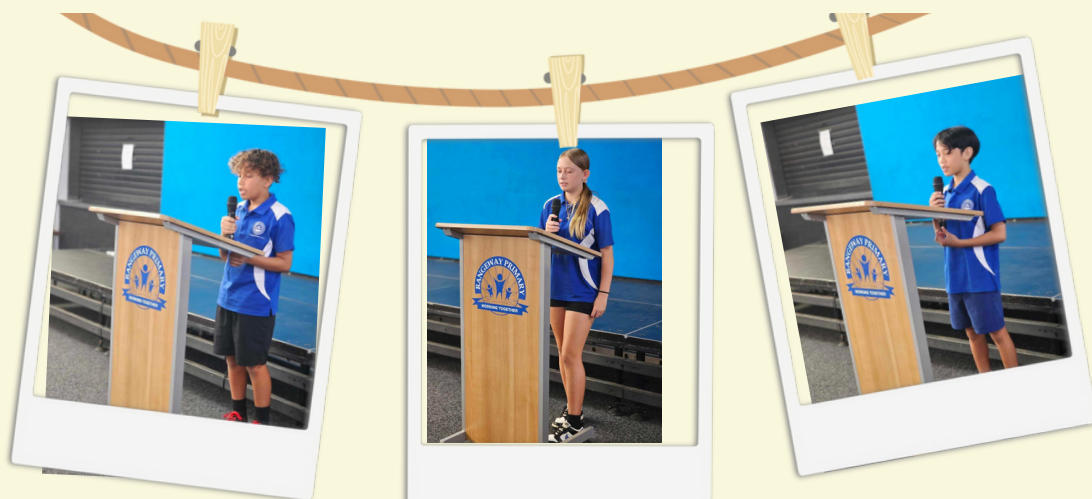
Student Numbers and Characteristics

Semester 1 Student Numbers
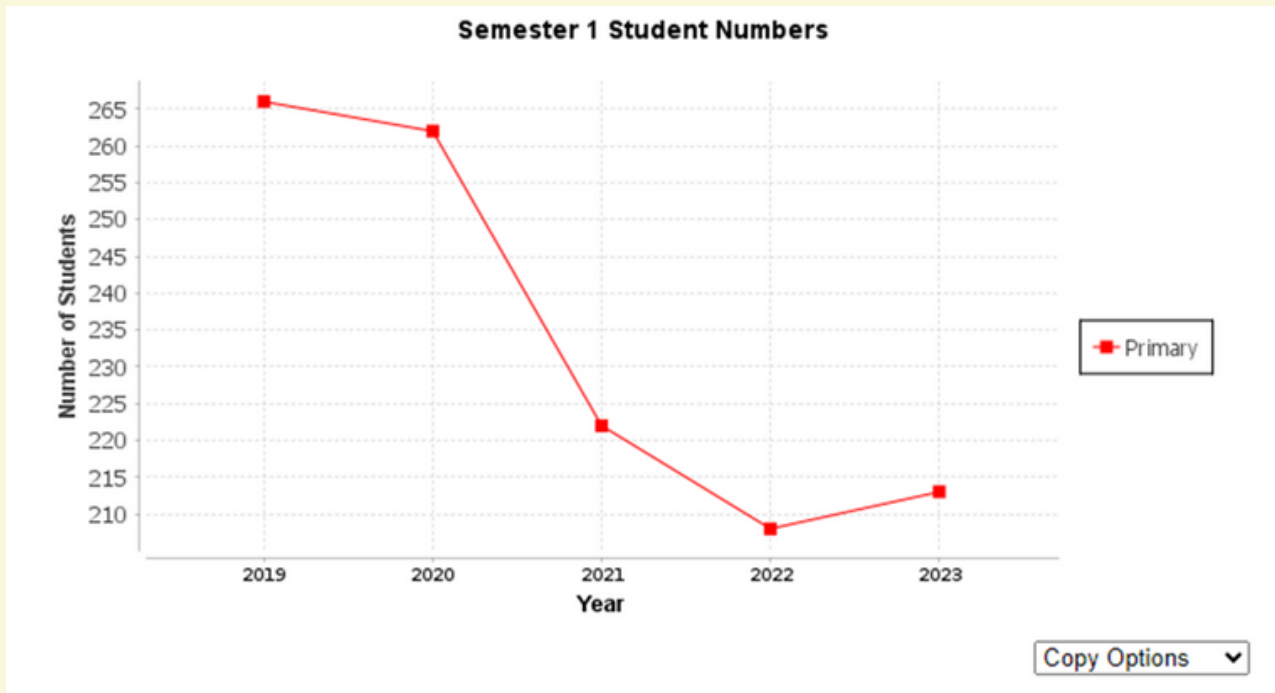
Our focus has been to develop positive relationships with families within the wider Rangeway community. We have implemented many targeted strategies to increase community engagement such as family barbeques and morning teas for family get togethers. Teaching staff often accompany the Aboriginal Education Team on home visits. This year's netball team has created a huge family support system.

We are passionate to remove barriers for students that might prevent them from attending school. We have our daily breakfast club and provision of school uniforms and shoes. The school funds town bus fares and we have our own Rangeway Bus to support and promote Kindergarten and Pre-primary attendance.

Workforce composition

In 2023 we saw a turnover of approximately 4 teaching staff because of retirement and/or re-location. Allied Support staff remained constant.
We said farewell to
Mrs Leanne Bidwell who moved to Geraldton Alternative Learning Setting.
Mrs Joanne Keemink who moved to Geraldton Primary School.
Mrs Shannan Robinson who went to Mt Tarcoola PS.
One of our AIEO's Ms Amy-lee Tarchini was selected for the Aboriginal Language Teaching program and will start her training early 2024.
Our Aboriginal Language Teacher Ms Natasha Ryan was nominated for the Women in Leadership awards in 2023.

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Total Administration Staff	4	4.0	0
Teaching Staff			
Other Teaching Staff	18	14.9	1
Total Teaching Staff	18	14.9	1
Allied Professionals			
Clerical / Administrative	5	3.0	0
Gardening / Maintenance	1	1.0	0
Instructional	6	5.0	3
Other Allied Professionals	16	13.5	1
Total Allied Professionals	28	22.5	4
Total	**50**	**41.4**	**5**
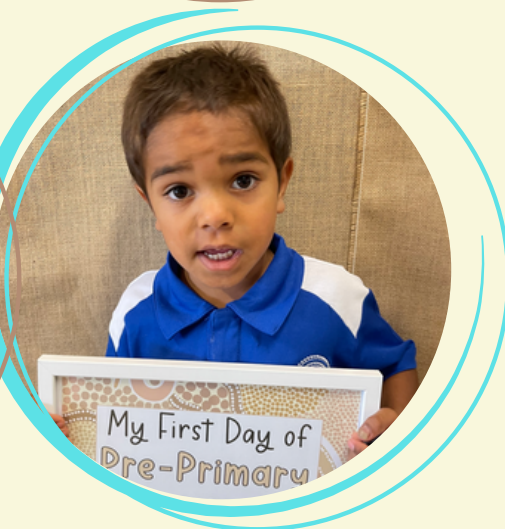
Student Attendance

Attendance Overall

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	87.9%	89.5%	92.4%	65.6%	66.8%	76.8%	71.3%	75.7%	91.0%
2022	78.4%	83.0%	88.3%	52.8%	57.5%	69.5%	59.1%	69.0%	86.6%
2023	81.8%	86.5%	90.3%	65.3%	60.6%	74.3%	68.5%	68.9%	88.9%

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	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	28.5%	21.5%	21.5%	28.5%
2022	13.0%	19.5%	22.8%	44.7%
2023	22.1%	18.3%	23.8%	35.8%
Like Schools 2023	26.1%	20.9%	20.6%	32.5%
WA Public Schools 2023	61.0%	25.0%	10.0%	4.0%

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Our attendance rate trend is upward.
·We haven't reached attendance rates at the before COVID level.
·Our 2023 RPS attendance rate is similar to that of like schools.
·There is a big discrepancy between attendance rate of Aboriginal and non-Aboriginal students.
·We plan on working closely with the Aboriginal parent body at the school to strategically employ resources to reduce this gap.

RANGEWAY PRIMARY SCHOOL ATTENDANCE PLAN 2023

Whole school Strategies				
Reward for 90% RWP Bus	Never Be Absence Amy-Lee & Dwayne	100% Attendance Lunch Karin Icey poles weekly Spinner fortnightly on P.A.	Class Attendance Rate acknowledgement in assembly; 4 trophy's	Link to Good Standing 90%

When a Student is absent:
1. Check "Message You" if there is an explanation if yes change this on Integris otherwise go to step 2.
2. Make phone call: if you speak to parent/carer change Integris to R. If no answer leave U on Integris but add in comments that phone call was made with initials of AIEO.
3. After 5 U entries - Home visit: -Contact yes: update on Integris -No contact; notification (1) left at house, enter on Integris (Nr disconnected go straight to homevisit)
4. After another 5 U entries - Home visit Contact yes: update on Integris -No contact; Letter of referral left (2), enter on Integris

Attendance meetings on Thursday Block 6

Targets:
To return to pre-COVID attendance rates. 85% for the Geraldton region and 78% for RPS. In 2022 we reached an attendance rate of 59 %.
To return to regular attendance pre-Covid for the Geraldton region is: 54% and 41 % for RPS. In 2022 we reached a regular attendance rate of 13%
- To achieve the attendance targets Set in the Case Management Approach in each classroom (refer to classroom case management plans.
- 2022 Unauthorised attendances are 63%, in 2023 we want to get this closer to the Geraldton region of 50%.
- Whole staff attendance expectation is 80%, aim is to change this mindset and expectation to 90%

NAPLAN

I·NAPLAN Online has changed significantly from its previous iterations and 2023 should be viewed as a fresh starting point

·The previous band system has changed to 4 proficiency standards - Exceeding, Strong, Developing and Needs Additional Support. This system is not directly comparable to the previous years band system.

·The timing of NAPLAN Online has also changed from the beginning of Term 2 to the second half of Term 1, meaning the test is also normed at a different time. This is important to note as it reflects a different developmental period of the year than any previous test

·Schools will receive their data earlier than previous years enabling our data analysis to have greater impact upon improvement timelines

·No NAPLAN-to-NAPLAN progress or previous proficiency levels will be reported until 2025

·NAPLAN testing domains remain the same - Numeracy, Reading, Writing, Spelling and Grammar and Punctuation.

Students at each year level start with the same set of questions (testlet A). Each student's answers in Testlet A will determine the questions they see in the second Testlet. These may be less complex (B) or more complex (D).

The student's answers in the second testlet will determine the difficulty of questions in the final testlet: highest complexity (F), average complexity (E), lowest complexity (C). Students who receive a low score for testlet A move directly to testlet C and then complete testlet B.

NAPLAN results for each student are based on both the number and difficulty of the questions the student answered correctly. A student who completes a more complex set of questions is more likely to achieve a higher score, while a student who answers the same number of questions correctly, but follows a less complex pathway, will achieve a lower score.

Investigate/Keep an eye on
Our performances in the test domains below were fairly close to both like school means and the comparative performances. At the moment they don't warrant a full investigation given the differential wasn't huge, but they are worth noting to keep an eye on. We will examine, quality assure and adjust our approaches to these areas within our yearly operational improvement processes. Structured intervention, Multilit, spelling program uninterrupted literacy block, Language lift and Bond Blocks.

Future Directions:
As a school, due to our operational and strategic stage, we are in the process of revising our operational and curriculum approaches to quality assure that what we have in place works for our contextual needs. The focus is on teachers being able to deliver quality teaching and learning to our students at their point of need. There is no specific focus on re-working any of our curriculum for the specific benefit of NAPLAN, but rather to ensure we have a balanced curriculum and education program.

Numeracy year 3 & 5

Comparative Performance for Numeracy

Numeracy	Performance 2023	Students 2023
Year 3	1.1	26
Year 5	0.6	25

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Percentage of students in each Proficiency Level

include School Student Numbers ☐

Proficiency Level	Year 3 Numeracy			Year 5 Numeracy			Former Year 6 Numeracy		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023	2023	2023	2023
Exceeding	4%	1%	11%	0%	0%	11%	10%	0%	12%
Strong	8%	16%	50%	16%	18%	53%	19%	0%	49%
Developing	42%	22%	24%	28%	29%	23%	33%	0%	24%
NAS	46%	61%	14%	56%	53%	12%	38%	0%	13%

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IIn 2023, Year 3 Numeracy data has shown that students performed above the performance of like schools. Year 5 Numeracy data shows that students have performed at the expected level compared to like schools, an improvement from 2022.

86% of students in Year 3 are in the Developing and Needs Additional Support Proficiency level, however compared to like schools a higher percentage are in Developing. Year 3 students have 3% more students Exceeding, than in like schools. 84% of students in Year 5 are in the Developing and Needs Additional Support Proficiency level.

The positive impact from an improved focus in Numeracy and intervention may be attributing to the Above Expected and Expected performance for both Years 3 and 5 students.

Focus for 2024
-In 2023, the Mathematics Committee ran a process to select a suitable Maths program for RPS to improve student outcomes. The chosen program was Learning Through Doing for PP-5, with 2 classes of Years 5/6 and 6 choosing to trial Maths Trek. The programs will be treated as a trial, and termly feedback from staff will be sought during 2024 to determine future direction. Focus is on a consistent approach across the school in addition to high quality teaching and using data effectively to case manage students.
-        We will continue with the implementation process of the Bond Blocks program for Tier 1 instruction for Kindy to Year 3 and Tier 2 & 3 intervention for Years 2-6 students to assist with closing the gap, continually reviewing groups to ensure students are accessing intervention at their point of need. The Bond Blocks program focuses on counting, basic addition and subtraction facts and problem solving.

Reading year 3 & 5

Comparative Performance for Reading

Reading	Performance 2023	Students 2023
Year 3	0.2	27
Year 5	0.3	27

Percentage of students in each Proficiency Level

include School Student Numbers ☐

Proficiency Level	Year 3 Reading			Year 5 Reading			Former Year 6 Reading		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023	2023	2023	2023
Exceeding	4%	3%	16%	0%	2%	18%	4%	0%	17%
Strong	11%	14%	45%	7%	21%	51%	26%	0%	45%
Developing	19%	28%	24%	52%	27%	18%	13%	0%	22%
NAS	67%	55%	14%	41%	50%	11%	57%	0%	14%

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In 2023 Year 3 Reading data continued a longitudinal downward trend since 2019 despite some success with 4 students being in the top 20%, which is above like schools. The downward trend is represented by a score of 370 in 2023 down from 420 in 2022. Alarmingly, a significantly large number of students are represented in the bottom 20% and this is more than like schools. This can be attributed to the 2023 Year 3 students being impacted by limtied access to schooling during COVID, poor attendance and a lack of intervention being offered by the school in the period of time that these students were in K-2 (2019-2022). 67% of students are represented as Not At Standard.

For the first time in 2022 reading intervention through the MultiLit Program (MacqLit and MiniLit Sage) was offered at Rangeway PS. The intention of this intervention at Tier 2 level was coordinated with implementation of the MultiLit Tier 1 program of InitiaLit strategically to appease the downward trend of results. Using a consistent whole school approach with rigour and fidelity across the school at Tier 1 and Tier level is emphasised through high impact instructional strategies is anticipated to commence an upward trajectory in the coming years. To ensure fidelity of this program staff collaborated to develop Scope and Sequences of the program. Education Assistants were allocated to ensure effective and consistent data collection, analysis and action.

In likeness, the Year 5 data is below like schools and on a longitudinal downward trend despite an increase in achievement in 2022. With 0% students achieving the top 20% and 81% in the bottom 20% it is evident that closing the gap of achievement with like schools requires prioritisation at Rangeway PS. Once again, factors included for the downward trend and achievement below like schools is due to low/severe attendance, COVID, a lack of reading engagement in homes and RPS not having early years Tier 2 reading intervention for this cohort. In 2022 implementation of Spelling Mastery was introduced in Years 3-6 with the purpose of increasing progress and achievement in spelling with an impact on reading. Staff collaboration ensured development of a Scope and Sequence for the Spelling Mastery program with the intention of closing the gap in student achievement.

Writing year 3 & 5

Comparative Performance for Writing

Writing	Performance	Students
	2023	2023
Year 3	-0.7	27
Year 5	0.4	27

Percentage of students in each Proficiency Level

include School Student Numbers ☐

Proficiency Level	Year 3 Writing			Year 5 Writing			Former Year 6 Writing		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023	2023	2023	2023
Exceeding	4%	2%	9%	0%	2%	10%	0%	0%	11%
Strong	15%	27%	65%	15%	22%	54%	10%	0%	45%
Developing	22%	22%	14%	37%	25%	22%	33%	0%	28%
NAS	59%	50%	10%	48%	51%	12%	57%	0%	14%

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2023 Year 3 writing achievement is below like schools with 81% being in the bottom 20% in comparison to 64% of like schools, with only 15% in the middle 60%. Positively 4% of students are in the top 20% which is the same as like schools. Writing has been identified as a difficult process for students at RPS due to limited speech and fine motor development in the early years and significantly high numbers of referrals to Child Development Services for Speech and Occupational Therapy.

In 2023 an audit of current writing teaching and learning practices was carried out by staff across the whole school. Research and trials of approaches were evaluated and appraised. A process of focus on sentence writing in Years PP-2 following the Scope and Sequence of the Syntax Project enabled staff upskilling of the teaching of writing sentences and paragraphs. Increased skills in students Oral Language were identified as an essential element to improve writing achievement and this was enabled through implementation of the MultiLit Program LanguageLift as a PP and Year 1 Tier 2 intervention.

The Year 5 writing data represents a larger percentage of students achieving in the middle 60% and this is equal to like schools. 63% of students are within the bottom 20% which is close to like being schools being at 59%. The Year 5 cohort had 0% of students in the top 20%. This indicates there is significant opportunity for students to increase progress through strategic actions of teachers such as case management. Whilst the Year 5 writing data achievement indicates potential for an upward trend, factors such as attendance, COVID and a low socio demographic decile impact progress. In 2023 teachers of Year 3 - 6 researched and implemented the Seven Steps of Writing Program to ensure strategic and cohesive implementation of the 'craft' of writing.

Positive Behaviour in Schools (PBS)

<u>Expectations taught</u>:

Keep an eye on:

6 out of 15 (40%) of students could state the current fortnightly focus. •

6 out of 10 (60%) staff could recall the current fortnightly focus.

Future directions:

Continue with the fortnightly focus posters, many staff commented that they work as an effective reminder in the classroom for both staff and students. • Continue with weekly assemblies, these are proving to be effective in teaching both the fortnightly focus and in students knowing the expectations

<u>Violations system</u>:

Keep an eye on:

A 'School Wide Positive Student Behaviour Support Plan" has been created and contains all mandated documents, information about the schools PBS and school processes for responding to behaviour.

Future directions:

Encourage staff to view behaviour errors as an opportunity to teach the correct skill through a clearly defined continuum of strategies. Developing a consistent response that is respectful and used by all staff reduces the chances of escalating behaviour.

<u>Decision making</u>:

<u>Keep an eye on</u>:

Behaviour data is recorded on SIS by Admin for Admin managed and Staff managed, by staff •

Each staff meeting has a standing PBS timeslot where any relevant data is shared.

<u>Future directions</u>: Teacher managed behaviours (that are repetitive, regularly occurring, out of character or require more than low level CMS Skills to manage) are recorded on SIS using the behaviour recording script to ensure data is reflective of low-level behaviours as well as high level.

Behaviour summary reports are made available to staff at least three times per year with the data used to make decisions regarding designing, implementing and revising school-wide effective behaviour support.

Behaviour Matrix

Students suspended				% students suspended				Days lost due to suspension			
2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
67	72	37	19	17%	21%	12%	6%	738	650	276	136

Our suspension data has been reduced over the past few years to a level that is comparable with the state average.. Less days lost due to suspension has resulted in more days at school spent on Teaching and Learning.
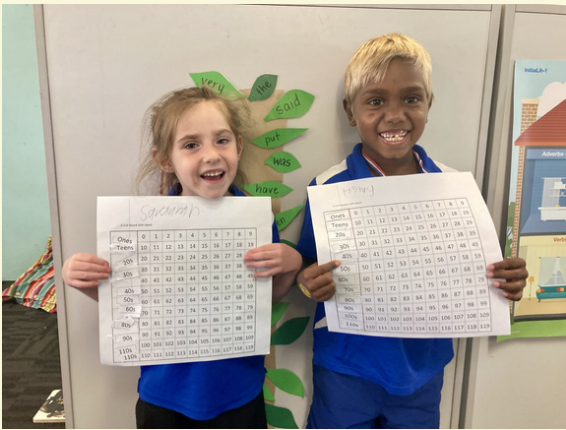
School Income by Funding Source

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash):	97,701	97,701
Carry Forward (Salary):	225,625	225,625
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,836,079	4,836,079
Locally Raised Funds:	150,045	151,075
Total Funds:	**5,309,450**	**5,310,481**
EXPENDITURE		
Salaries:	4,150,503	4,150,503
Goods and Services (Cash):	1,026,412	798,355
Total Expenditure:	**5,176,915**	**4,948,858**
VARIANCE:	**132,535**	**361,622**

INCOME - Dec 2023 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash)	97,701	97,701
Carry Forward (Salary)	225,625	225,625
STUDENT-CENTRED FUNDING		
Per Student	1,981,368	1,981,368
School and Student Characteristics	2,049,390	2,049,390
Disability Adjustments	75,328	75,328
Targeted Initiatives	322,297	322,297
Operational Response Allocation	116,860	116,860
Total Funds:	**4,545,243**	**4,545,243**
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	216,000	216,000
Transition Adjustment	0	0
School Transfers – Salary	(304,369)	(304,369)
School Transfers - Cash	379,206	379,206
Department Adjustments	0	0
Total Funds:	**290,837**	**290,837**
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	1,636	1,635
Charges and Fees	4,370	4,370
Fees from Facilities Hire	227	227
Fundraising/Donations/Sponsorships	8,883	8,884
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schoo	67,007	67,007
Other Revenues	50,306	51,336
Transfer from Reserve or DGR	17,616	17,616
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	**150,045**	**151,075**
TOTAL	**5,309,451**	**5,310,481**

EXPENDITURE - Dec 2023 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
SALARIES		
Appointed Staff	3,776,160	3,776,160
New Appointments	0	0
Casual Payments	371,342	371,342
Other Salary Expenditure	3,001	3,001
Total Funds:	**4,150,503**	**4,150,503**
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	70,716	59,603
Lease Payments	5,008	5,005
Utilities, Facilities and Maintenance	207,896	164,372
Buildings, Property and Equipment	180,722	177,173
Curriculum and Student Services	356,996	139,528
Professional Development	62,357	58,986
Transfer to Reserve	19,378	19,378
Other Expenditure	27,339	30,311
Payment to CO, Regional Office and Other schools	96,000	144,000
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	**1,026,412**	**798,356**
TOTAL	**5,176,915**	**4,948,859**

Identified school priority

Identified school priority	Progress against priority	Planned actions
Improve attendance rate	• Continue the upward trend. • Increase the attendance rate. (70% in 2023) • Reduce severe at-risk attendance category • Increase the regular attendance which currenly sits at 35%	• Attendance officers re-instated • Support from MVVDEO • Contnue with bus • Collaborate with CPC • Partnership with GRAMS
Measure student's engagement and well-being and use this data to inform where to next	• Interpret data we gather from Rumbles Quest • Incorporate this into our MTSS system	• Audit our Social Emotional Learning programs • Identify what we need and what can go •
Continue "closing the Gap in Literacy and numeracy	• Improve value adding progress on On-Entry for PP-2 • Improve value adding progress in NAPLAN, reading, writing, spelling and Grammar and punctuation and Mathematics	• Continue to run structured intervention for reading, writing and oral language through the MultiLit suite • Continue intervention for Numeracy through Bond Blocks

Rangeway Primary School