



School Overview

At Rangeway Primary School, our motto "Working Together" guides everything we do. This doesn't just happen inside the classroom – it includes our strong partnerships with families, carers, and the wider community.

Located in Geraldton, our school has 12 classes and is proud to be an inclusive, culturally rich learning community. We deeply value Aboriginal culture and language, and this is reflected in the way we teach, learn, and build relationships across the school.

From the moment a family walks through our doors, everyone – from the Principal to our front office team – works to create a warm, welcoming environment. Building strong, respectful relationships with students and their families is at the heart of our work.

We support our students to grow socially, emotionally, and academically. Our school has high expectations for learning and wellbeing, and we are fortunate to have a committed team of teachers, allied professionals, and a strong group of Aboriginal Education Officers who work closely with our families.

To encourage regular attendance, we provide a bus service for our early years students. We are also working hard to build Rangeway Primary School as a hub of wrap-around support. We partner closely with GRAMS (Geraldton Regional Aboriginal Medical Service), who run a weekly doctor's clinic at our school.

Through our work with the EON Foundation, we have developed a community food garden where students grow vegetables, learn about healthy eating, cook together, and take fresh produce home.

We have strong connections with Ngala, who run the Strong Self, Strong Spirits program at our school, helping our students build confidence, resilience, and positive social-emotional skills.

Our school chaplain is also available two days a week to support students through teacher referral or by students self-referring.

We keep our class sizes small so that staff can provide personalised support and meet individual needs. Many of our students start school facing challenges across several developmental areas, so early intervention and targeted support are a major focus for us. Our role is to ensure every child leaves Rangeway Primary School with strong skills in literacy and numeracy, and with a deep pride in their culture and identity.

Although many of our students face significant social and educational disadvantages, we are dedicated to closing the gap and helping every child succeed.

We keep families informed and involved by hosting school events, maintaining an open-door approach in the office, publishing our school magazine twice each term, and encouraging parents to stay connected through regular teacher yarns. If you'd like to get a real sense of our wonderful school community, please visit our Facebook page or our school website. You are always welcome to pop in – we would love to show you what Rangeway Primary School can offer you and your family.



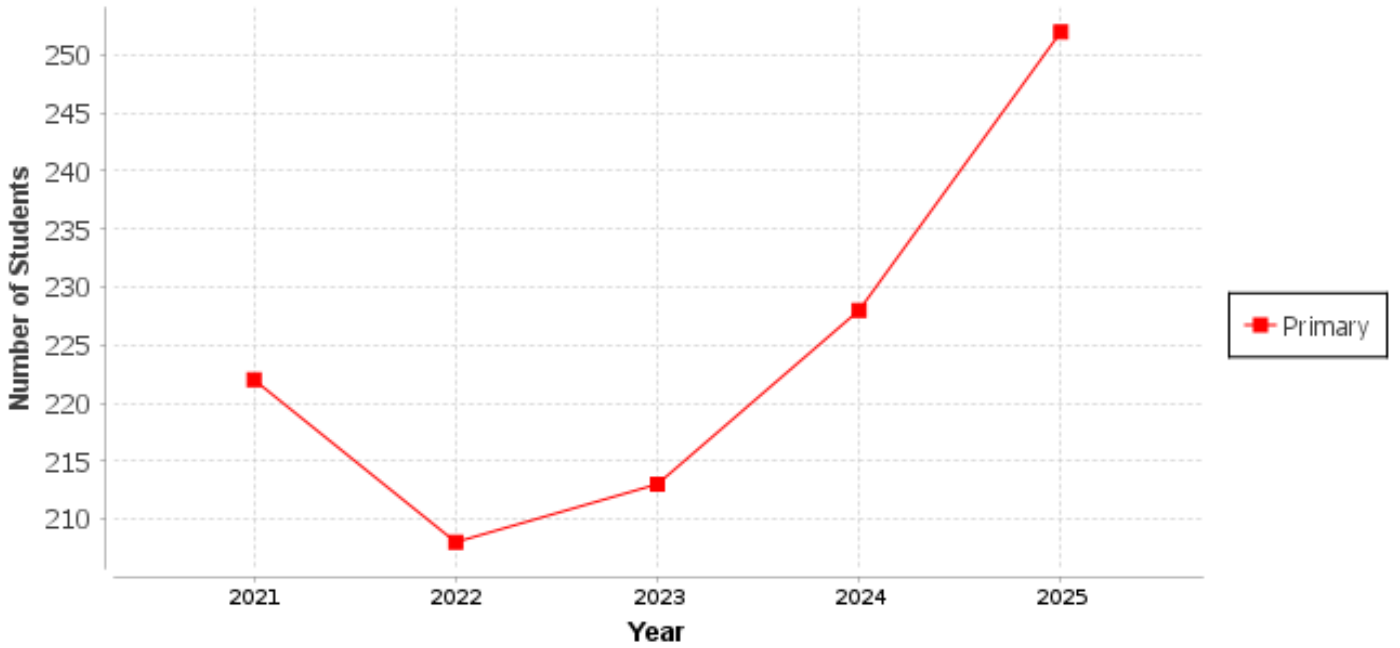
Highlights

- Winner of the 2025 WA Education Award in the category Wellbeing and Learning
- Finalist in VWA Education Awards 2025 in the categories; Excellence in Cultural Responsiveness and Excellence in Wellbeing and Learning.
- Achieved at or above like schools in 10/10 testing areas in NAPLAN (Year 3 and 5)
- Completed NQS verification
- Additional 2 classroom teachers completed Teachwell training
- Successful Joeys program for 2025 kindergarten enrolments and families
- A very successful second Year 6 camp in many years, this year to Kalbarri
- Participated Ngaparrti Ngaparrti Two Way Science/Reconnect to Country program in partnership with NACC
- GRAMS continued a successful weekly GP clinic on a Tuesday morning at RPS
- EON embedded the edible garden and cooking program



Enrolments

Semester 1 Student Numbers

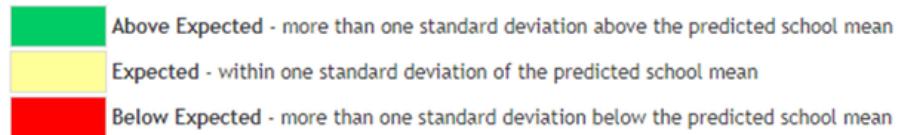
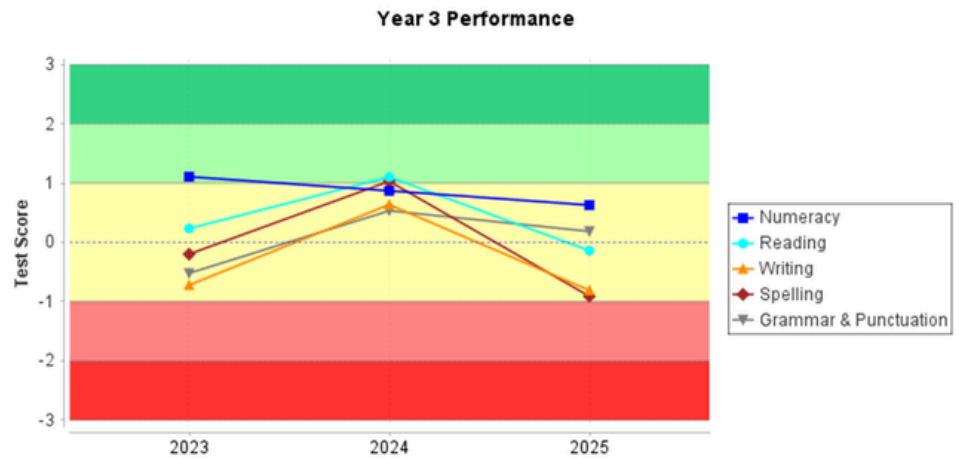


NAPLAN Year 3

Comparative Performance for Year 3

Year 3	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	1.1	0.9	0.6	26	28	25
Reading	0.2	1.1	-0.1	27	31	30
Writing	-0.7	0.6	-0.8	27	29	28
Spelling	-0.2	1.0	-0.9	25	29	30
Grammar & Punctuation	-0.5	0.5	0.2	25	29	30

Year 3 Performance



Our most recent data shows that student outcomes in Year 3 have decreased across all measured areas compared to last year. While this downward shift is important for us to address, it is also reassuring to note that our results remain within one standard deviation of like schools. This means that although our scores have dipped, our overall performance is still broadly consistent with schools serving similar communities.

These results highlight two key messages for our school:

- Our students continue to perform within the expected range when compared to similar schools, even with the challenges many of them face.
- The downward trend alerts us to areas where we need to strengthen teaching, early intervention, and targeted support, particularly in the early years where foundational skills are established.

Moving forward, we will continue to monitor these patterns closely and build on our existing strategies – including small class sizes, strong attendance support, cultural and community partnerships, and focused literacy and numeracy interventions – to ensure our students maintain steady progress and continue moving towards long-term improvement.

NAPLAN year 5

Comparative Performance for Year 5

Year 5	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	0.6	1.5	-0.2	25	29	20
Reading	0.3	0.6	1.4	27	28	21
Writing	0.4	0.6	0.0	27	29	22
Spelling	0.6	1.3	0.1	25	27	20
Grammar & Punctuation	0.3	1.5	0.5	25	27	20

Numeracy:

Decreased from 1.5 to -0.2

Reading:

Performance increased significantly from 0.6 to 1.4

Writing:

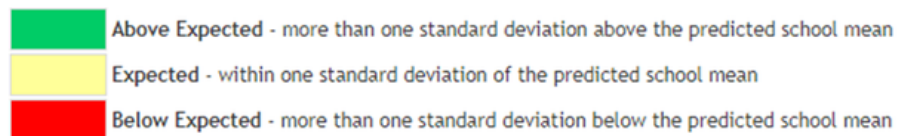
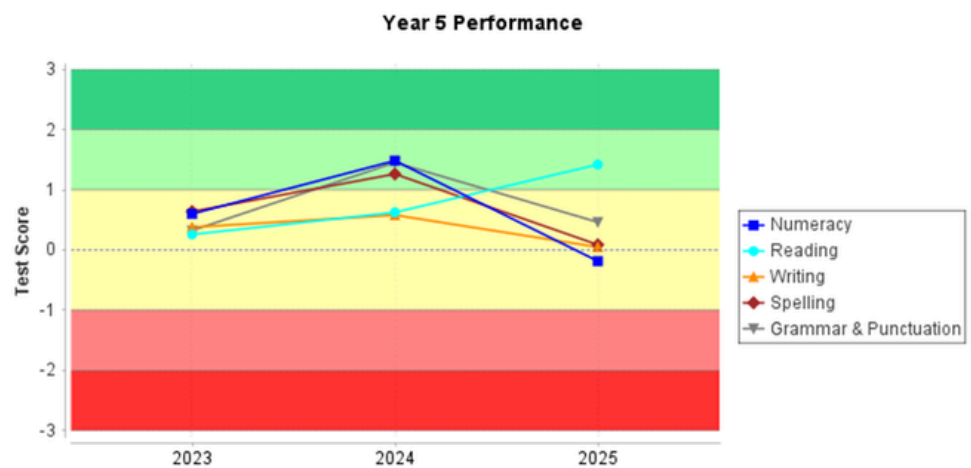
Slightly decreased from 0.6 to 0

Spelling:

Performance decreased from 1.3 to 0.1

Grammar & Punctuation:

Performance decreased from 1.5-0.5



Our Year 5 NAPLAN results this year show a mixed pattern of achievement, with some strong areas of growth alongside several areas that have declined. While there has been a downward trend across most learning areas, it is important to note that our performance remains within one standard deviation of like schools, indicating that our results are still broadly consistent with schools serving similar communities.

Reading was a standout area, with performance improving significantly from 0.6 to 1.4, reflecting the positive impact of our whole-school focus on reading fluency, comprehension strategies and consistent daily reading routines. Writing recorded a small decline, moving from 0.6 to 0, suggesting the need for continued emphasis on sentence structure and idea development. Spelling (from 1.3 to 0.1) and Grammar & Punctuation (from 1.5 to 0.5) both showed noticeable decreases and will be areas of renewed focus in 2026.

Numeracy results declined from 1.5 to -0.2, representing the most significant shift downward. While this decline is a concern, the cohort's performance continues to sit within the expected comparative range for similar schools. This reinforces the need for strengthening foundational number skills, guided practice and explicit instruction in mathematical reasoning.

Overall, while the Year 5 results highlight areas needing targeted support and instructional strengthening, they also confirm that our achievement levels remain comparable to like schools. This data will inform our ongoing planning, early intervention programs, and the continued implementation of high-impact, evidence-based teaching practices across all classrooms.

Staffing

Staff Information

In 2025 we saw a turnover of approximately 4 teaching staff due to movement because of re-location. Allied support staff remained mostly constant.

We said farewell to

Mr. Jeremy Buckner who moved to Walkaway Primary School

Ms Karen Barford who moved to Waggrakine Primary school

Mrs Casey Giles who moved to Geraldton Primary School

Ms Jade Fallon who won a substantial position as Principal at Beachland Primary School.

We welcomed Mrs Shannan Robinson as our new substantial Deputy principal

Mr Dwayne Taylor was nominated as Aboriginal Student of the year during his final year at TAFE.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	20	17.3	2
Total Teaching Staff	20	17.3	2
Allied Professionals			
Clerical / Administrative	4	3.0	0
Gardening / Maintenance	1	1.0	0
Instructional	6	3.8	4
Other Allied Professionals	27	21.4	5
Total Allied Professionals	38	29.1	9
Total	61	49.4	11



2025 Rangeway Primary School Staff Principal: Ms Karin van Donge

Front Row: Natalie McKillop, Barbara Varney, Catherine Thomas, Justine Bell, Karin van Dongen, Salome Ehlers, Hayley Finch, Nicole Cragan, Natasha Karkoe, Kandi Cullen
 Row 2: Kylie Conder, Mahalia Manuel, Tania Gray, Jenny Hoare, Kym Trenfield, Monae Kumeroa, Kym Hacon, Casey Giles, Colette Pattison, Katelyn Condon, Yvonne Mansfield, Sherylee Haynes
 Row 3: Tevin Quadrio, Emily Molloy, Lisa Mardon, Raechel Hall, Tara Lane, Narelle Cocking, Carlie Taylor, Dwayne Taylor, Clare Muller, Colleen Robertson, Georgia Brown, Devika Wise
 Row 4: Mason Drage, Karin Agnew, Malin Kelly, Natasha Ryan, Darren Moody, Devon Jones, Jeremy Buckner, Harrison Steel, Jaye Grill, Deanna Hoffmann, Erin Noguera
 Absent: Mary Agnew, Karen Barford, Jeremy Bedford, Susan Craig, Cougar Dixon, Jemma Franklin, Haylee Gaskin, Ashlyn Gray, Leanne Hearn, Steve James, Jodi Jones, Amaitpal Kaur, Rowena Manalo, Sophie McQuie, Narelle Mickle, Lisa Morgan, Jason Plant, Herminia Remedio, Vanessa Rowe, Amy-Lee Tarchini, Coral Wear, Zac Wheelodon, Gerard Williamson

Attendance

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
2023	81.8%	86.5%	90.3%	65.3%	60.6%	74.3%	68.5%	68.9%	88.9%
2024	86.0%	82.9%	91.0%	60.2%	59.9%	74.3%	64.2%	64.1%	89.4%
2025	76.4%	84.0%	90.7%	58.1%	54.5%	73.2%	61.1%	57.7%	89.1%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	22.1%	18.3%	23.8%	35.8%
2024	19.5%	17.9%	22.6%	40.1%
2025	17.2%	18.3%	20.5%	44.0%
Like Schools 2025	14.4%	12.8%	22.3%	50.5%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

Non-Aboriginal Students

- Decreased from 86% in 2024 to 76.4%
- Below Like Schools and WA benchmarks

Aboriginal Students

- Decreased from 60.2% in 2024% to 58.1%
- Slightly above Like Schools, but well below WA benchmarks

Summary of Key Findings

- Ongoing decline since 2023
- Significant gap to WA averages
- Persistent Aboriginal attendance gap
- Increase in severe non-attendance
- Low proportion of regular attenders

Attendance Overview

Overall attendance declined from 68.5% (2023) to 61.1% (2025). While this remains well below WA Public Schools (~89%), our attendance is still above Like Schools. A slight improvement in 2024 was not sustained. Attendance remains a whole-school priority.

Strategic Direction

Continued focus on Early Intervention for targeted students and reducing Severe non-attendance

- Early identification and intervention: Identify and support at-risk students early (case management, family contact, targeted plans)
- Student engagement: Expand sport and interest-based activities to increase connection to school, example Friday afternoon whole school sport.
- Family partnerships: Strengthen communication and involvement with parents/carers, particularly with Aboriginal families.
- Attendance recognition: Promote and reward improved and consistent attendance.
- Cultural responsiveness: Embed culturally inclusive practices, particularly for Aboriginal students.
- Mentoring & community links: Leverage mentors and strengthen partnerships with local Aboriginal community.
- Wellbeing support: Address barriers through wellbeing, mental health and support services.
- Transport support: Provide transport solutions for families facing difficulty using the RPS bus service.

Finance

School income by funding source

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 84,941	84,941	0
Carry Forward (Salary):	\$ 209,913	209,913	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 5,848,672	5,848,672	-0
Locally Raised Funds:	\$ 79,447	90,718	-11,271
Total Funds:	\$ 6,222,973	6,234,244	-11,271
EXPENDITURE			
Salaries:	\$ 4,995,458	4,995,458	0
Goods and Services (Cash):	\$ 928,876	770,968	157,909
Total Expenditure:	\$ 5,924,334	5,766,425	157,909
Variance:	\$ 298,639	467,818	-169,179

Student-Centred Funding

Per Student	\$ 2,491,028.00
School and Student Characteristics	\$ 2,765,629.72
Disability Adjustments	\$ 54,655.36
Targeted Initiatives	\$ 373,267.64
Operational Response Allocation	\$ 131,787.16
Regional Allocation	\$ 31,644.00
Total	\$ 5,848,011.88

Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	\$ 5,934,670
Minimum Expenditure Requirement	
96% of current budget	\$ 5,697,284
10% of carry forward	\$
Total Minimum Expenditure	\$ 5,697,284
Current Forecast Expenditure	
Salaries	\$ 4,995,458
Goods and Services (Cash Expenditure)	\$ 770,968
Total Forecast Expenditure (cash and salaries)	\$ 5,766,425