



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.

Highlights

- 3 Year return for Public School Review Accountability Directorate
- Achieved at or above like schools in 10/10 testing areas in NAPLAN (Year 3 and 5)
- Visit by Minister of Education Dr Toni Buti to discuss Aboriginal Education and the WrapAround model.
- Visit by Director of Education Lisa Criddle to discuss engagement programs
- Visit by the Director General Lisa Rodgers to discuss student progress
- Completed NQS verification
- Additional 4 classroom teachers completed Teachwell training
- Successful Joeys program for 2025 kindergarten enrolments and families
- A very successful first Year 6 camp in many years, this year to Rottnest Island
- Joined Ngaparrti Ngaparrti Two Way Science/Reconnect to Country program
- Successful implementation of the Jambinu dancers through Ms Amy-Lee Tarchini and Mr Dwayne Taylor
- RPS was finalist in the VVA Education awards 2024 in the category Excellence in Cultural responsiveness.
- GRAMS commenced weekly GP clinic on a Tuesday morning at RPS
- EON started the edible garden and cooking program



Public Schools Review

In July of 2024 RPS was reviewed by the Department of Education's Public School Accountability directorate. The review is designed to give assurance to the local community, the Minister for Education and Training and the Director General about the performance of the school in delivering high quality education to students. At the conclusion of the process, the review team determines the timeline in which the school will be next reviewed, either in 1, 3 or 5 years. Reviewers Rohan Smith (Director) and Darren Simpson (Peer) assessed the school's self reflection and visited the school to validate their findings. Staff, students, parents, carers and community partners met with the reviewers and spoke about the school in reference to the six domains outlined in the Public School Review - The Standard document (Relationships and Partnerships, Learning Environment, Leadership, Use of Resources, Teaching Quality and Student Achievement and Progress). The reviewers awarded the school a 3 Year Return', the process was endorsed by Deputy Director General Ms Malesha Sands.



The reviewers validated the following:

Relationships and partnerships

- Engage high numbers of families, providing opportunities to celebrate success.
- Gardening, nutrition and cooking for sustainable eating are the basis of the partnership with the EON Foundation who have provided horticultural expertise and materials to establish an edible garden onsite.
- GRAMS provides weekly in-school clinical services. A memorandum of understanding, establishing the roles of personnel and responsibility for the provision of resources supports this valuable partnership.
- The School Board has a diverse membership that reflects the community. Board agendas include school improvement and initiatives that build student engagement, such as establishing the Rangeway bus.

Learning Environment

- The Joeys Pre-Kindergarten program has had a positive impact on the transition of students into the school environment. Parents, including staff, share child development experiences in a nurturing environment.
- Collaboratively, the Aboriginal education team deliver improvements for students and families in attendance, cultural experiences and classroom support, aligned to portfolios. They provide a vital link between families and the school.
- All staff demonstrate a deep understanding of the learning needs of students speaking Aboriginal English.
- Incentives for students such as the eagerly anticipated Rangeway Sports Academy and access to the 'Come Along Shop', assist students to maintain their good standing based on levels of attendance and positive behaviour.



Leadership

- The vision for the school is shared by the whole staff. Consultation with all staff and external stakeholders is a feature of the school's process when setting its strategic direction.
- A significant proportion of the staff have undertaken the professional learning masterclass through Teach Well, leading to a common language about teaching and consistency of delivery between classrooms. Specialist teachers also undertake professional learning, adapted to suit their classroom context.
- All staff receive coaching on their practice using an identify, learn, improve process with instructional coaches on staff. Coaching is focused on goals related to the improvement of student achievement.
- Staff engagement with the Department's plans is evident. The priorities of the annual Focus plan are contextually analysed and incorporated in school plans

Use of resources

- A standalone plan supports the provision of ICT devices and staff have begun to explore the use of digital technology learning tools, such as robots, for use in the classroom.
- A 'Closing the Gap' partnership with the Commonwealth Government has funded extensive training for staff in the use of MultiLit and purchase of resources, ensuring its implementation with fidelity.



Teaching Quality

- Staff are committed to the reduction in student cognitive load through low variance practice incorporating relationships to foster the full participation of students, including those with special educational needs.
- Student achievement is monitored to ensure all students with low progress and achievement are provided with an Individual Education Plan.
- The implementation of evidence-based programs such as Spelling Mastery, InitialLit, LanguageLift and Heggerty, guided by training for casual and contracted staff ensures consistency of the learning program.
- Early intervention is conducted through the Joeys Pre-Kindergarten program ensuring that learning and allied professional support can be provided for students upon entry into Kindergarten.

Student achievement and progress

- Reporting on student achievement and progress is supported by open nights that enable parents to have an insight into classrooms and access to staff, provided in a culturally responsive manner.
- Students perform at a comparable level to their peers in similar schools in systemic assessments.
- A strong focus has been placed on ensuring that a viable and rigorous curriculum is provided for students, supported by moderation opportunities that build staff understanding of curriculum and standards.



NAPLAN Year 3

Numeracy:

Performance decreased slightly from 1.1 to 0.9.

Reading:

Performance increased significantly from -0.2 to 1.1.

Writing:

Performance improved significantly from -0.7 to 0.6.

Spelling:

Performance improved significantly from -0.2 to 1.0.

Grammar & Punctuation:

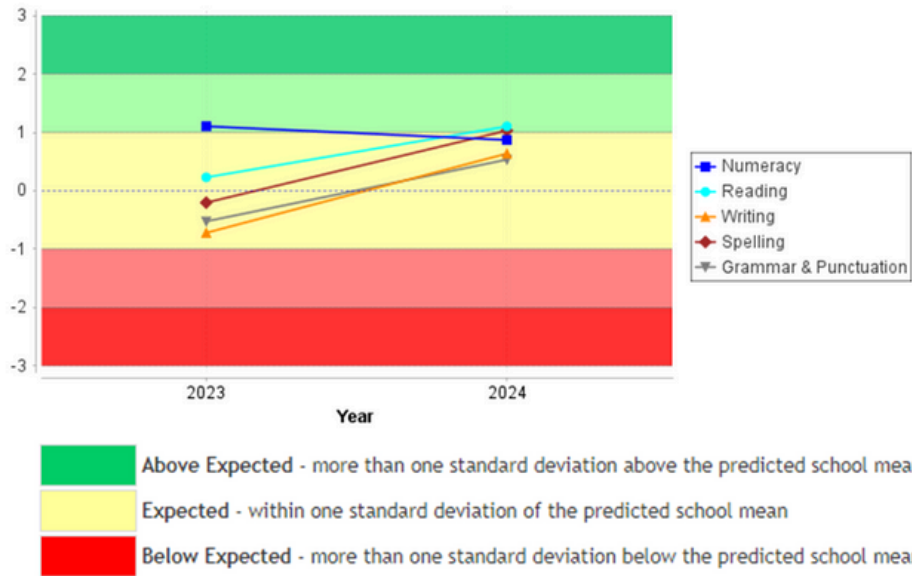
Performance improved significantly from -0.5 to 0.5.

All learning areas show an upward trend except for numeracy.

Comparative Performance for Year 3

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

Year 3 Performance



NAPLAN year 5

Comparative Performance for Year 5

Year 5	Performance		Students	
	2023	2024	2023	2024
Numeracy	0.6	1.5	25	29
Reading	0.3	0.6	27	28
Writing	0.4	0.6	27	29
Spelling	0.6	1.3	25	27
Grammar & Punctuation	0.3	1.5	25	27

Numeracy:

increased significantly from 0.6 to 1.5

Reading:

Performance increased slightly from 0.3 to 0.6

Writing:

Performance improved slightly from 0.4 to 0.6

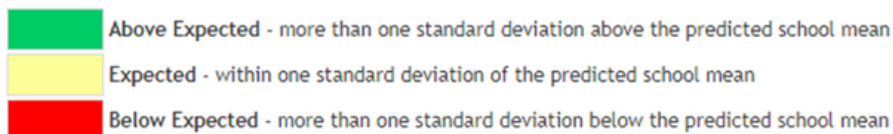
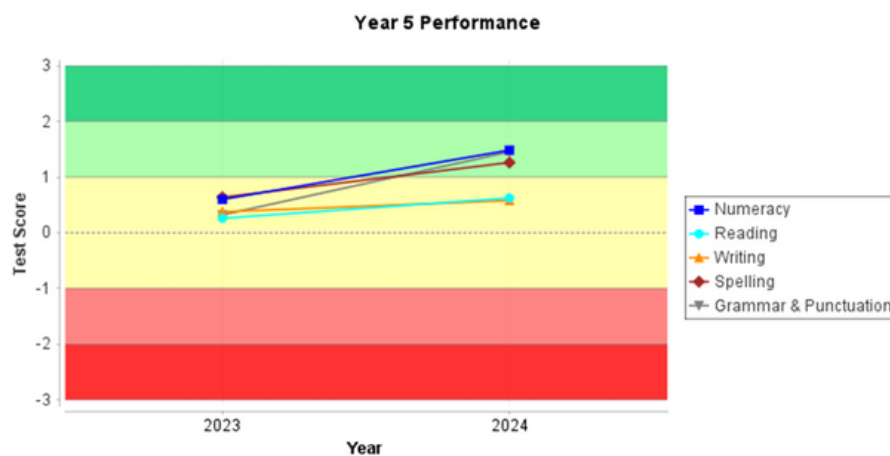
Spelling:

Performance improved significantly from 0.6 to 1.3

Grammar & Punctuation:

Performance improved significantly from 0.3 to 1.5

All learning areas show an upward trend



Staffing

Staff Information

	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			
Level 3 Teachers	3	3.0	0
Other Teaching Staff	16	14.6	1
Total Teaching Staff	19	17.6	1
Allied Professionals			
Clerical / Administrative	6	2.8	2
Gardening / Maintenance	1	1.0	0
Instructional	5	4.0	4
Other Allied Professionals	17	13.3	1
Total Allied Professionals	29	21.0	7
Total	51	41.6	8

Our staffing has been steady in 2024

Ashlyn Gray went on maternity leave and she was replaced by Devika Wise from Waggrakine PS.

We also welcomed Casey Giles and Karen Braford to our team, both level 3 classroom teachers.

Jade Fallon moved to Geraldton Primary school in Term 3 where she is on a FT contract as Principal.



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
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%
2024	86.0%	82.9%	91.0%	60.2%	59.9%	74.3%	64.2%	64.1%	89.4%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	13.0%	19.5%	22.8%	44.7%
2023	22.1%	18.3%	23.8%	35.8%
2024	19.5%	17.9%	22.6%	40.1%
Like Schools 2024	20.6%	17.9%	21.4%	40.0%
WA Public Schools 2024	65.0%	23.0%	9.0%	4.0%

- Non-Aboriginal Students: Consistent improvement in attendance rates across the years.
- Aboriginal Students: Fluctuating attendance rates, with a notable increase in 2023 but a decline in 2024.
- Overall Attendance: An initial improvement followed by a decline in 2024.

What we are doing about it:

1. Engagement Programs: Continue and expand programs that engage students in school activities, such as clubs, sports, and arts, which have shown to positively impact attendance.
2. Parental Involvement: Increase efforts to involve parents in their children's education through regular communication, workshops, and school events.
3. Recognition and Rewards: Implement recognition programs for students with high attendance rates, such as certificates, awards, or special privileges.
4. Cultural Inclusion: Incorporate more culturally relevant content and activities in the curriculum to make school more engaging and inclusive for Aboriginal students.
5. Mentorship Programs: Establish mentorship programs where Aboriginal students can receive guidance and support from community leaders or older students.
6. Community Partnerships: Strengthen partnerships with local Aboriginal communities to create a supportive network for students and their families.
7. Early Intervention: Identify students with attendance issues early and provide targeted support, such as counselling, tutoring, or home visits.
8. Health and Well-being: Promote health and well-being initiatives, including mental health support, to address any underlying issues that may impact attendance.
9. Transportation Solutions: Ensure reliable and accessible transportation options for students who may face difficulties getting to school.

Finance

School Financial Summary

Issued on 1 April 2025

School:	Rangeway Primary School	School Year:	Dec 2024 (Verified Dec Cash)
Region:	Midwest Region	Aria:	2.72
		Distance to Perth (km):	371.22

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 232,784	232,784	0
Carry Forward (Salary):	\$ 128,838	128,838	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 5,286,104	5,286,104	-0
Locally Raised Funds:	\$ 96,640	96,640	0
Total Funds:	\$ 5,744,366	5,744,366	0
EXPENDITURE			
Salaries:	\$ 4,537,608	4,537,608	0
Goods and Services (Cash):	\$ 994,122	911,904	82,218
Total Expenditure:	\$ 5,531,730	5,449,512	82,218
Variance:	\$ 212,635	294,854	-82,218

Student-Centred Funding		
Per Student	\$	2,240,234.00
School and Student Characteristics	\$	2,206,308.89
Disability Adjustments	\$	166,383.54
Targeted Initiatives	\$	361,232.08
Operational Response Allocation	\$	185,945.05
Regional Allocation	\$	126,000.00
Total	\$	5,286,103.56

Minimum Expenditure Requirement Summary		
Current Budget - SCFM and Locally Raised Funds	\$	5,382,744
Minimum Expenditure Requirement		
96% of current budget	\$	5,167,434
10% of carry forward	\$	
Total Minimum Expenditure	\$	5,167,434
Current Forecast Expenditure		
Salaries	\$	4,537,608
Goods and Services (Cash Expenditure)	\$	894,997
Total Forecast Expenditure (cash and salaries)	\$	5,432,605

Bank Account Balances (Cash)		
Bank Account	\$	138,885.41
Investment Account(s)	\$	0.00
Building and Other Funds Account	\$	0.00
Total for all Bank Accounts*	\$	138,885.41

*Reserve balances are included in the total

Reserve Account Balances		
Admin Server Reserve	\$	4,764.00
Plant & Equip > \$5000	\$	4,884.00
Computer & Laptops <\$5000	\$	1,500.00
ICT Infrastructure Resource Re	\$	17,479.00
Tier 3 Server Reserve	\$	1,000.00
Commbox Reserve	\$	14,100.00
Furniture Replacement < \$5000	\$	20,000.00
Garden & Maint Resource <\$5000	\$	1,430.00



Total for all Reserve Accounts	\$	65,157.00
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