

Rangeway Primary School

2020 Annual Report



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Rangeway Primary School is located within the Mid-West Education District in the City of Geraldton. In 2020 Rangeway PS operated with 2 Kindergarten classes, 2 Pre-Primary classes and 13 classes in Years 1 to 6.

The school's student population of 292 as identified through the February census with approximately 74% of Indigenous heritage. Our rate of student transiency throughout 2020 was 46.5%.

The Rangeway community is considered to be socio-economically disadvantaged as identified through an ICSEA of 755, which places it in the tenth decile of social disadvantage.

The school has established and maintained very strong interagency partnerships to support students at risk. We have both a School Chaplain and a School Psychologist on site to support students at risk. We also maintain partnerships with Desert Blue Connect and Helping Minds, amongst other agencies, to access support in the pastoral care/emotional well-being realm for our students.

Rangeway Primary School also has a 'Child and Parent Centre' located on site to support children aged 0 - 8 years old and their families. This site offers services to families from not just Rangeway, but also the wider Geraldton community.



DREAM AND BELIEVE, STRIVE AND SUCCEED

TOGETHER WE ACKNOWLEDGE THE CONTRIBUTIONS OF ABORIGINAL AUSTRALIANS AND NON-ABORIGINAL AUSTRALIANS TO THE EDUCATION OF ALL CHILDREN AND PEOPLE IN THIS COUNTRY WE ALL LIVE IN AND SHARE TOGETHER – AUSTRALIA !

Student Numbers

Year	K	PP	1	2	3	4	5	6
Students	30	36	36	36	42	32	36	44

* As reported on the Schools Online Website

Semester 1	2016	2017	2018	2019	2020
Primary (Excluding Kin)	401	366	288	266	262

* Student Census Figures

Whole school student numbers continue to trend downward, as has been the case over the past 5 years. This may be attributed to a variety of factors, though without hard data we could only speculate. Student transfers do not show significant movement to the private sector, nor to any cross-boundary enrolments at other public schools.

Families relocating out of our boundary without new families moving in seems to partially account for the decline in student numbers.

It has also been noted that the number of Year 6's leaving for secondary school outweighs the number of Kindergarten students enrolling. This demographic shift will also contribute to declining student numbers.



2020 ACER Progressive Achievement Testing

With the postponement of NAPLAN testing in 2020, our school has turned to the ACER Progressive Achievement Testing (PAT) for whole school data in Literacy and Numeracy.

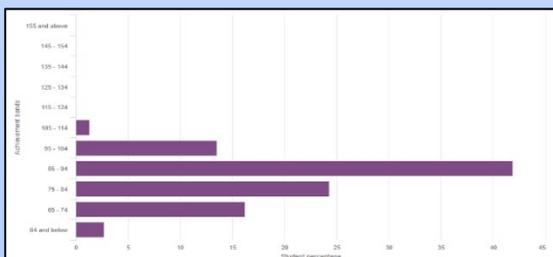
Our students sit the tests, delivered online using iPads, in the first five weeks of terms one and four. Teaching staff can access individual student data to plan for their students' learning, as well as measure individual progress over the twelve months of schooling.

There are some limitations to using ACER PAT for whole school reporting, such as an inability to focus purely on stable cohorts, however comparing the changes in data over the two tests (in mathematics and reading) allows us to identify trends in student progress and achievement.

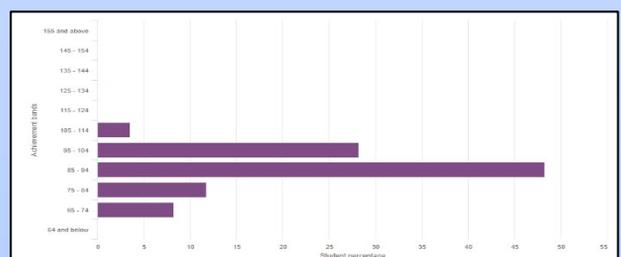
Mathematics

Years 1 and 2

Semester 1



Semester 2



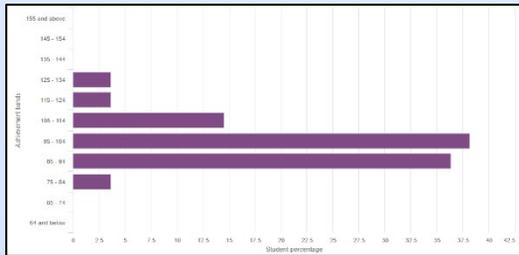
Key points:

- All students scored above the '64 and below' band and the number of students scoring in the '65 to 74' band decreased in second semester testing
- The majority of students achieved between bands '75-94' (66%) in semester one testing, while the majority of students achieved between bands '85-104' (76%) in semester two
- No students were moved above the '105-114' achievement band in second semester testing

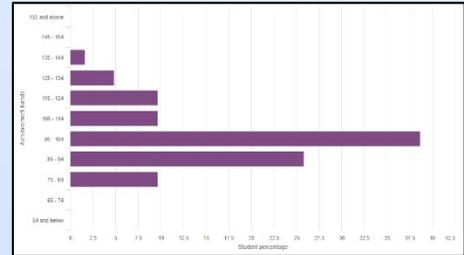
While there is a positive trend of student's average scores increasing over the two rounds of testing, we need to address the lack of student progress in the top bands.

Years 3 and 4

Semester 1



Semester 2



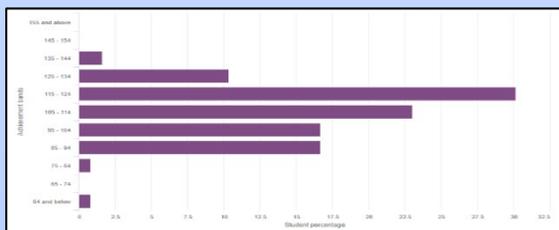
Key points:

- The number of students achieving in the lowest band (75-84) increased in second semester testing
- More students scored in the top three achievement bands in second semester testing
- The majority of students scored between 85-104 in both semester's testing

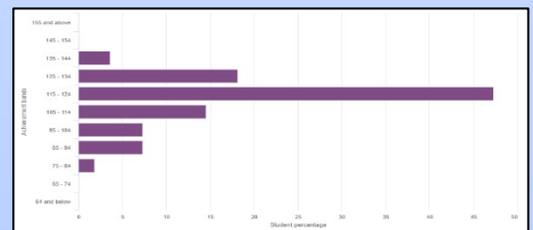
It was pleasing to see more students shifting from the lower and middle bands into the top three (including into the 135-144 band, which had zero students in semester one), however a concern is that the number of students achieving in the bottom band (75-84) also increased.

Years 5 and 6

Semester 1



Semester 2



Key points:

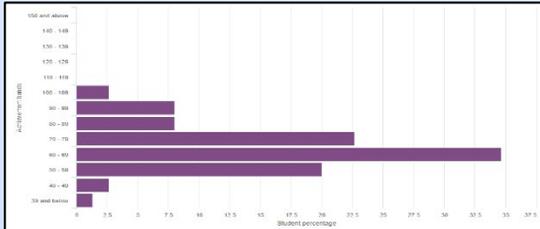
- The number of students achieving in the bottom four bands in semester one (19%) decreased in semester two (9%)
- The number of students achieving in the top two bands in semester one (12%) increased in semester two (22%)

While it is pleasing to see a decrease in lower scores and an increase in the number of students scoring in the higher bands, these changes are relatively small so there is room for improvement. The most significant difference between the two rounds of testing was the number of students achieving in bands 85 – 104: 34% in semester one versus 16% in semester two.

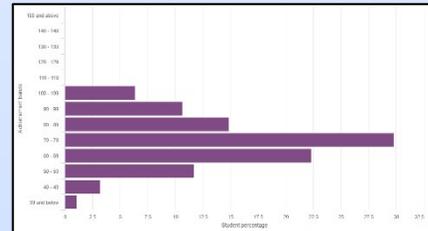
Reading

Years 1 and 2

Semester 1



Semester 2



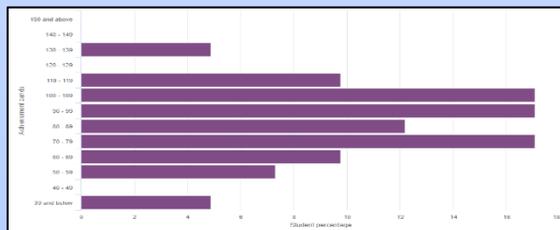
Key points:

- There were minimal changes to the number of students achieving at the lower and higher bands
- The overall trend was a movement of students from the lower middle to upper middle achievement bands (16% of students scored between 80-99 in semester one versus 26% in semester two).

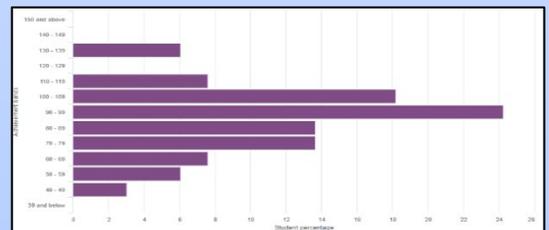
While there is a positive trend of steady progress for students achieving in the middle bands at the beginning of the year, however we need to focus on students achieving in the lower and higher bands.

Years 3 and 4

Semester 1



Semester 2



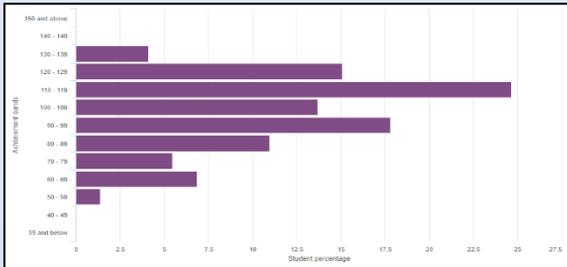
Key points:

- Our Year 3/4 Reading results in semesters one and two closely resemble the 'bell-curve' distribution, which suggests low numbers of student achieving at the low and high ends of the graph, with the majority sitting at the middle.
- Small increases and decreases in the number of students achieving in the top and bottom bands respectively is encouraging

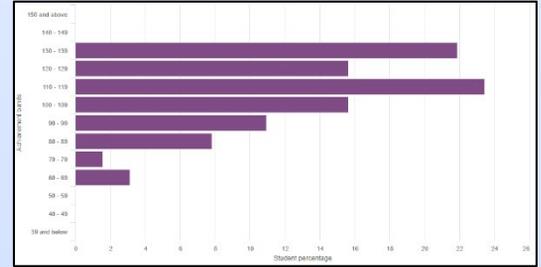
Although displaying a 'normal' distribution of student achievement, there is certainly potential to be pushing students in the middle bands to higher levels of progress/achievement.

Years 5 and 6

Semester 1



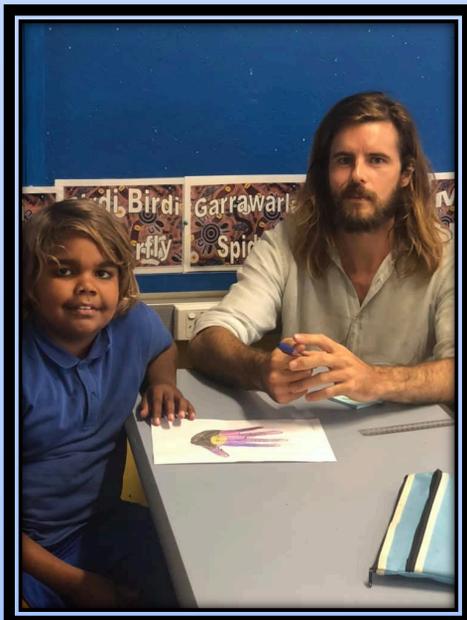
Semester 2



Key points:

- An encouraging trend of students moving from the lower and middle to the higher achievement bands in Years 5 and 6
- 4% of students achieved at the top band (130-139) in semester one compared to 22% in semester two
- 13% of students scored in the bottom three achievement bands in semester one, versus 5% in semester two

Positive results in the Year 5/6 Reading testing. While only representing a small portion of students, an area for development is the extension of students scoring in the higher achievement bands (those students who scored in the 130-139 band did not progress significantly over the two semesters of testing).



On Entry Assessment

In 2020 significant progress of results was made in Pre Primary in Reading, Speaking and Listening, Writing and Numeracy from the beginning of the year to the end. The reporting of median scores were reported by ICSEA decile with Rangeway PS being in the 10th decile.

The below table represents the percentage of students achieving the median score or above.

	Start of 2020	End of 2020
Reading (median score 428)	41%	92%
Writing (median score 176)	41%	96%
Numeracy (median score 379)	56%	89%

It appears that the implementation of the Heggerty Phonemic Awareness program in Pre Primary this year has resulted in significant progress of student achievement in reading and writing.

During 2020 all staff were upskilled in knowledge and delivery of the Sounds-Write phonics program. Teachers completed the formal training with DSF and Education Assistants participated in the online Udemy Sounds-Write course.

With high quality teaching and consistent, rigorous delivery of these programs, the percentage of students achieving the median score has increased with significant improvements noted.





Connected Learning at Rangeway PS

Connected Learning was the distance education model we designed to support our students and families during COVID-19 restrictions.

When student attendance became optional we needed to find an alternative to best meet the educational needs of our students, while acknowledging the limitations of online learning in our local school community.

Moving to a completely online learning platform would not meet the needs of most students and families in our local community.

The barriers identified included;

- Many households not having access to regular / reliable wifi.
- Many households not having the required ICT infrastructure (laptops/iPads/tablets) for multiple children in the home.
- Many parents/carers not having the required ICT literacy skills to access online learning platforms.

With this in mind, we developed our Connected Learning model.

We corresponded with parents via notes home, text messaging, Facebook posts and on our school website to inform them of the educational model.

We used the SeeSaw app to give each student an individual logon code and informed parents as to how they access it via their mobile phone.

Staff created physical work packages specifically designed to meet the individual learning needs of their students. These were printed and placed in boxes according to form rooms.

We also provided a stationery pack for each family to ensure they had the materials required to complete the activities.



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A designated two-hour window was advertised for parents to come and collect the Learning Packs.

We had the class boxes of Learning Packs stationed at the front gate and staff on hand to deliver the packs to the cars as families arrived. Staff were also able to show parents how to logon to the SeeSaw app on their phones at this time.

If any families had difficulty collecting their learning packs they could contact the school and we arranged for them to be delivered to their houses.

The SeeSaw app was then used as the communication tool between homes and school. Families could contact the class teacher directly via the app if they had any questions regarding the activities.

They could then take a photo of the completed task and send it to the teacher via the SeeSaw app for the teacher to mark.

For several weeks the staff were operating a dual style education program. One for the students who were choosing to physically come to school and the Connected Learning program for those who chose to remain at home.

It was a huge workload for staff to manage and I am extremely proud of their efforts to cater for all and overcome any barriers to best meet the needs of their students.

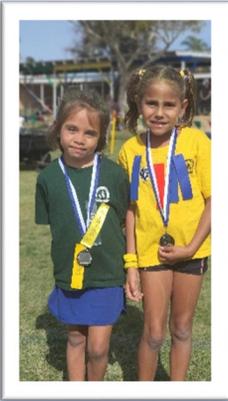
Every student at Rangeway PS had access to a continued educational program throughout the COVID-19 restrictions thanks both to a model that accommodated any community ICT limitations, and to the staff who worked hard to ensure continual learning was accessible to all of their students.

As restrictions eased, we were able to adapt to the 'new normal' and reschedule events and activities to later in the year as required.

In what was an extraordinary year to say the least, the educational programs and activities for the students at Rangeway PS remained accessible for all. A proud achievement, particularly when considering the additional challenges we faced in our context.



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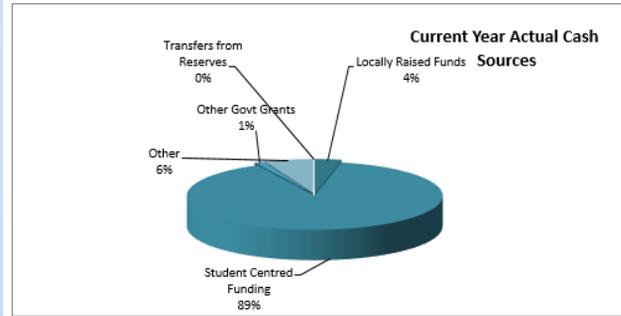
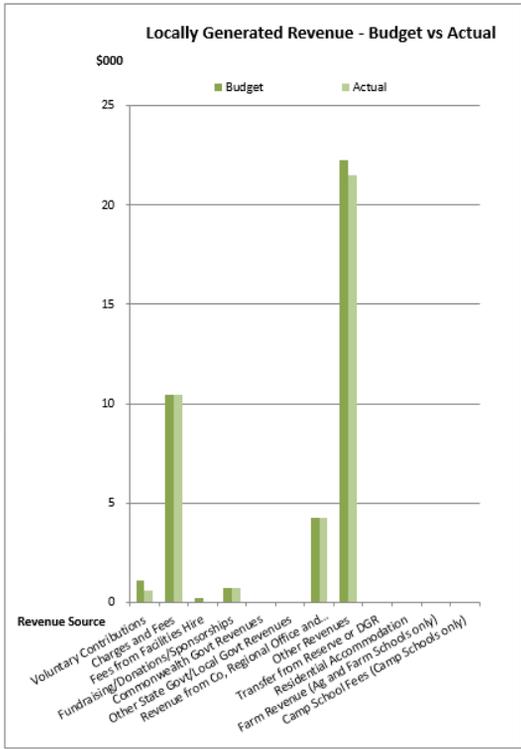


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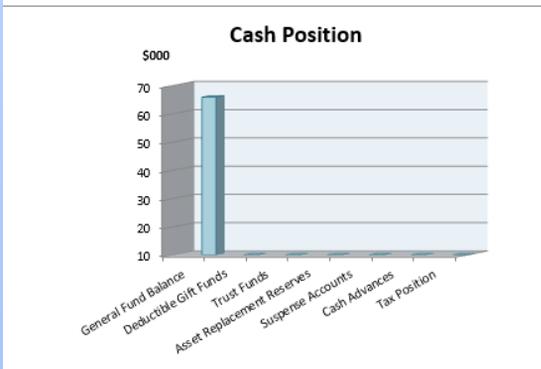
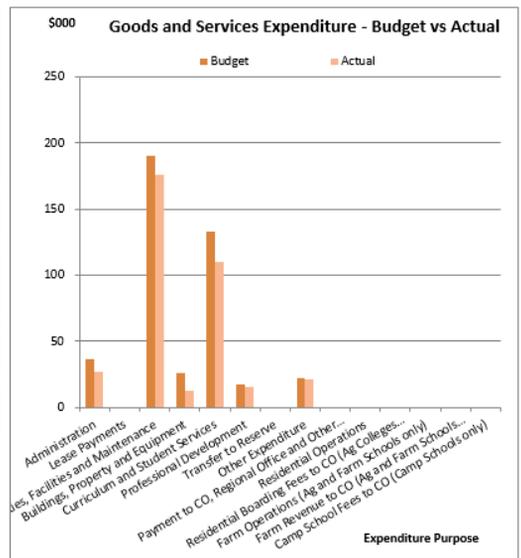
FINANCIAL SUMMARY

As at 31st December, 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,080.00	\$ 612.00
2	Charges and Fees	\$ 10,470.00	\$ 10,469.20
3	Fees from Facilities Hire	\$ 200.00	\$ -
4	Fundraising/Donations/Sponsorships	\$ 733.00	\$ 733.28
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 4,255.00	\$ 4,254.55
8	Other Revenues	\$ 22,219.00	\$ 21,488.83
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 38,957.00	\$ 37,557.86
	Opening Balance	\$ 79,107.00	\$ 79,107.38
	Student Centred Funding	\$ 310,646.00	\$ 310,645.95
	Total Cash Funds Available	\$ 428,710.00	\$ 427,311.19
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 428,710.00	\$ 427,311.19



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 36,208.00	\$ 26,940.02
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 190,815.00	\$ 175,704.97
4	Buildings, Property and Equipment	\$ 26,255.00	\$ 12,574.01
5	Curriculum and Student Services	\$ 133,268.00	\$ 109,792.91
6	Professional Development	\$ 17,875.00	\$ 15,372.08
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 21,804.00	\$ 21,129.09
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges or...)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 426,225.00	\$ 361,513.08
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 426,225.00	\$ 361,513.08
	Cash Budget Variance	\$ 2,485.00	\$ -



Cash Position as at:	
Bank Balance	\$ 65,342.17
Made up of:	\$ -
1 General Fund Balance	\$ 65,798.11
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 8,780.90
5 Suspense Accounts	\$ 261.16
6 Cash Advances	\$ (300.00)
7 Tax Position	\$ (9,198.00)
Total Bank Balance	\$ 65,342.17



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END OF REPORT