



Rangeville State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Rangeville State School is located in the Darling Downs and is one of the schools in Education Queensland's Toowoomba District. It is situated on a 6.3 hectare site near the scenic attraction of Picnic Point and almost at the top of the Great Dividing Range.

Currently the school has 734 primary aged students, 62 children registered with our Early Childhood Development Program (ECDP) and 78 staff, of whom 31 are classroom teachers. Our school celebrates diversity and we celebrate working with students from over 24 different nationalities. We also have 39 students identified with various disabilities working in an inclusive and supportive environment throughout the school.

The school provides a curriculum program ranging from Prep to Year 6 with a range of teaching situations in single age levels and at times multiage groupings. Diversity exists in this type of learning and the teaching environments created by experienced teaching staff. This diversity adds to the unique texture of the school and the variety of placement options for students enabling staff to cater for the range of individual student needs. The programs offered to students cater for the varying interests and abilities. Students are generally highly motivated and strong academically.

Active parent bodies including the P&C Association and Rangeville Out of School Hours Care (ROSHC) support the school. A fortnightly newsletter, *Newslink* is published every second Friday via our school's website, with an email containing the publication being sent to parents upon request.

The school offers a wide range of intra-school and inter-school sports as well as an extensive extra-curriculum program including choirs and instrumental bands.

Rangeville State School opened on 1 July 1909 with an enrolment of 33. By the end of that year, this had grown to 95 and until extensions were completed children attended school in a room 9m by 4.5m. Enrolment peaked at 1147 in 1981. Since Rangeville opened, well over 16 000 students have attended our school.

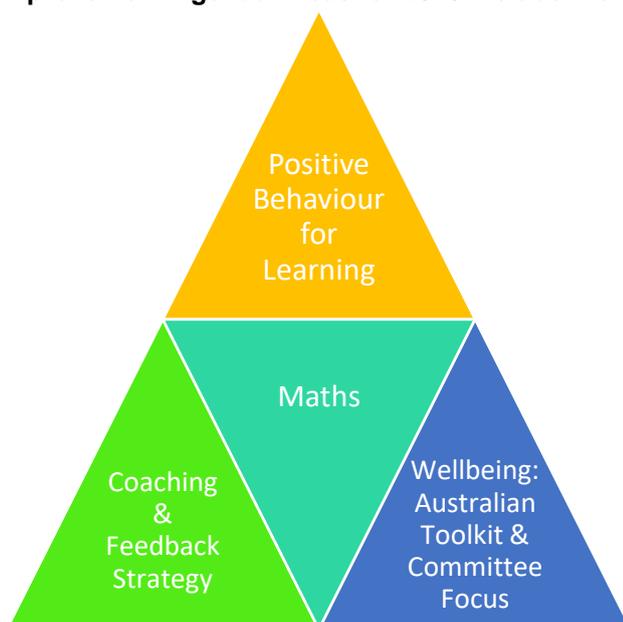
A feature of this history of Rangeville is that during its first 100 years only ten changes of Principal have occurred. The congenial climate, enthusiastic students and supportive families no doubt encouraged the leadership stability that helped the school gain the prestige that it enjoys today.

Rangeville State School can lay claim to several firsts. Rangeville has the distinction of having built the first swimming pool in a Queensland State School outside of the metropolitan area and was one of the first schools to implement a successful music program - this in 1920. Another first was the building of the school assembly hall. This project was completed in 1968 and through the foresight of the Principal and the P & C Association, the school gained a fine amenity. 2009 saw a new multi-purpose hall and library built. In 2016, two multi-purpose courts were built to enable students to play a range of court-based sports including basketball, tennis and netball. Many parents and citizens have worked long hours to provide additional amenities for the school and its students. In 2019 our impressive Prep/One Outdoor Learning Environment was opened. This being a significant and important project for our school, P&C and community enabling our students to grow, develop and learn in an age appropriate, inspiring natural outdoor learning environment.

At Rangeville, we are proud of our history and have seen students go on to achieve many successes in life. Rangeville State School has been an innovator in education and this tradition continues today.

School progress towards its goals in 2018

Our Strategic Improvement Agenda Areas for 2018 include the following



Key Systemic Requirements

1. Priority School Review:
 - a. Priority 1: The establishment of a whole school professional learning culture and environment with a specific focus on staff well being
 - b. Priority 2: Use the model for planning curriculum units in English in Mathematics to enable consistency of curriculum planning and alignment to the Australian Curriculum

Key Dates:

- ✓ 9 months: March 2018
- ✓ Completed May 2018

Achievement: The below findings are taken from the School Improvement Priority School Review, Final Report Outcomes section:

The SIU recognises the emerging school improvements that have been initiated over the past twelve months. School leaders have collaboratively developed and constructed a leadership team that has clearly defined roles, responsibilities and accountabilities aligned to the improvement agenda. They acknowledge a continuing need to build on current practices to develop and enhance individual and collective leadership capabilities.

PBL has been successfully introduced as a whole-school approach to the management of student behaviour. Clear expectations, the growth of a consistent classroom approach and building of a common language to discuss behaviour are evolving. Teachers acknowledge the need to maintain the current focus on PBL. The sharing of behaviour data more broadly with staff members has been identified as an important future focus.

Teachers value the opportunity to plan collaboratively with the HOC and year level colleagues in the area of mathematics. They report analysing data, discussing assessment strategies, and developing unit content and differentiation strategies in planned sessions each term. Teachers indicate high levels of satisfaction in the sharing of effective teaching strategies.

School leaders articulate this approach is building teacher curriculum understanding and capability in mathematics. They describe the next steps in this area as the development of learning goals and descriptive feedback to support improvement in individual student learning outcomes.

Teachers report participating in weekly 'pulse' surveys focused on individual and collective wellbeing. School leaders indicate that data gathered from these surveys is reviewed and discussed with key themes guiding the next steps in building a positive school culture.

A collegial engagement agreement has been collaboratively developed. Implementation of a supportive coaching and feedback model has commenced. School leaders acknowledge the need for the continuing development of a strong coaching model aligned with the improvement agenda.

Teachers comment positively on the growing range of communication strategies to share information and to support school management.

The Regional Director and ARD are committed to continuing their close support and guidance for the leadership team at the school.

2. Quadrennial School Review: Completed by end of Semester 1 2018

Key Measures:

Students	2016	2017 Achievement	2018 Target	2018 Achievement
Maths		Goal and target to be collaboratively set		
Attendance		91.9	93	93.4
Student Behaviour Is well managed at this school.		84.5	90	80.5

Staff	2016	2017 Achievement	2018 Target	2018 Achievement
Staff Morale	44.6	72.2	80	97.9
Staff Pulse Survey		72	75	75.5
Student Behaviour Is well managed at this school.	57.1	75.9	85	95.7
There is good communication between all staff at my school.	56.4	72.2	80	97.8
My school encourages coaching and mentoring activities	83.3	92.5		95.7
My school encourages me to undertake leadership roles.	80.8	87.8	90	95.5
Students with disability are well supported	77.8	77.8	85	97.9

Community	2016	2017 Achievement	2018 Target	2018 Achievement
Overall SOS Data		94.6	96	97.5
Student Behaviour Is well managed at this school.	93.1	84.5	90	96.6

Future outlook

Our School's Strategic Agenda will focus on the following three Strategic Anchors and Four Strategic Objectives until 2024:

Our Strategic Anchors

Community: Everyone has access to, participates in and is engaged in learning in a safe and flourishing school community

Early Learning: Children and families are safe, connected and have a sense of belonging to succeed as confident, involved learners

Reading and Numeracy: Learners have the skills and confidence in Reading and Maths to succeed in life

Rangeville State School 2019 – 2024 Strategic Objectives

Improvement Priority – Reading and Numeracy

1. Improve A-C Data
2. Improve staff data literacy
3. Data informs teaching practices
4. Improve staff fidelity in the implementation of curriculum and assessment
5. Develop and enact a consistent school wide pedagogy
6. Showcase best practice in teaching
7. Implement coaching and feedback to all staff

Improvement Priority – Community: Ownership of ACARA

1. Professional development to enable ownership of ACARA rollout: HASS & Digital Technology
2. Whole school consistent approach to ACARA implementation: Consistent unit planning
3. Differentiated teaching models – inclusiveness
4. Improve A-C Data
5. Standards are assessed and moderated across year levels
6. Adoption of the P-12 Assessment and Reporting Framework

Improvement Priority – Community: Positive Behaviour 4 Learning & wellbeing for students

1. Further implementation of PBL policy
2. Enhancing all staff capability in PBL
3. Celebrating student achievements (A-C, Behavioural, Cultural & Social & Emotional)
4. Showcasing PBL student excellence
5. Implement coaching and feedback to all staff

Improvement Priority - Early Learning

1. Build staff capability and knowledge of child development and learning
2. Enhance Transition to Prep practices
3. Early intervention with underperforming prep students
4. Improve A – C Data
5. Improve Staff Data Literacy Skills
6. Develop reciprocal partnerships
7. Enhance family interactions

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	705	732	723
Girls	344	376	363
Boys	361	356	360
Indigenous	47	55	56
Enrolment continuity (Feb. – Nov.)	96%	94%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Rangeville State School has a diverse and supportive school culture and student body. Of our 734 student body our school statistics show the following diversities:

Statistics Area	Total	Percentage of student population
Prep – 6 Student Population	734	
Number of New Students (2019)	162 (112 Preps)	
Number of Indigenous Students	60	8%
Number of EAL-D Students	70	9%
Number of Students in Care	7	1%
Number of students SWD	39	5%
2018 ICSEA Rating	1032	

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	21	23
Year 4 – Year 6	24	24	26

Note:
The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our Approach to Curriculum Delivery

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- In 2017, staff identified the need to incorporate improvement of student learning outcomes in Mathematics into our explicit improvement agenda. The goal was to empower both our teachers and students; teachers with increased capability and confidence in effectively delivering the Australian Curriculum: Mathematics, and students, with the knowledge and skills to apply mathematics confidently and capably in their studies and their daily lives.
- Whole-school A-E LOA in Mathematics for the preceding three years had been below that expected for a school with our demographics (see Appendix 1.1, 1.2). This correlated with other data including NAPLAN Numeracy and PAT-M. Anecdotal observations from teachers indicated a reduction of student engagement in Mathematics. The school had adopted the C2C Mathematics program with the introduction of the Australian Curriculum (AC) in 2012 and in subsequent years, very little work had occurred to adapt C2C to our school context. Professional development as a staff in unpacking the AC: Mathematics had also been limited. Staff were working largely in isolation from each other in trying to implement this significant Learning Area.
- An explicit improvement agenda was formulated to achieve the following objectives:

Systematic Curriculum Delivery

- ✓ Utilise collaborative PLC structures and processes within and across year levels to:
- ✓ build teacher capability in understanding the four proficiencies, achievement standards and scope and sequence of AC Mathematics
- ✓ adapt the C2C materials to suit our school context, whilst ensuring alignment to the AC
- ✓ create clear and consistent planning documentation across the school to aid delivery
- ✓ create of a 'Faces on the Data' approach (Sharrat and Fullan 2012), suitably tailored to track the learning outcomes of every student in Mathematics
- ✓ evaluate, through a 'Faces on the Data' evidence-based approach, the effectiveness of instruction

Pedagogical Practices

- ✓ Utilise collaborative PLC structures and processes within and across year levels to:
- ✓ review the Pedagogical Framework to ensure it reflects a current and agreed, research-validated approach around which to frame our curriculum design and delivery
- ✓ co-develop and enact engaging and high-yield school-wide pedagogies for Mathematics (Hattie, Fisher and Frey 2017) (Sharrat and Fullan 2012) (Archer and Hughes 2011)
- ✓ implement inquiry cycles to facilitate collegial dialogue, and build staff capability in generating effective, evidence-based strategies focussed on increasing student engagement and achievement in Mathematics
- ✓ co-design differentiated approaches to actively engage students in learning at their instructional level (varying the pathways)
- ✓ share successful practice with colleagues, leveraging different skills and strengths

Intentionally foster collaboration

- ✓ create a Year Level PLC Representative role and develop a professional development program to support
- ✓ capability building in teacher instructional leadership, to engender a high-level-of-trust, collaborative process

- In 2018, a school-developed curriculum planning template, 'PLAN 4 ME', was embedded in English and Mathematical Units. It is utilised in a way in which teachers plan for differentiation and sequence the use of high-yield strategies for student improvement.
- The National Curriculum was implemented in Prep to Year 6 in Mathematics, Science, History and Geography through the C2C units. At the end of 2015, our specialist teachers of PE, Music, Digital Technologies and LOTE (Chinese) trained in the National Curriculum for their subjects and wrote school programs to implement with Rangeville students in 2016.
- Explicit Instruction was and remains, a key pedagogical approach in delivering the curriculum at Rangeville, with Archer's 16 Elements of Explicit Instruction featuring in teachers' lesson design and delivery. Teachers were provided with opportunities to view modelling of explicit instruction lessons and for feedback on their own explicit instruction lessons.
- We also provide learning support and extension programs for students by identifying the levels of differentiation required and then providing access and support to programs including Gifted & Talented.
- Identification of students for such support is enabled by careful tracking of each student by their teacher on a school-designed data-tracking document known as 'The Beaker'. Tracking occurs through a broad range of Literacy and Numeracy assessments.

Co-curricular Activities

- In addition to Chess, Robotics, Lego clubs the school also provided access to the range of academic competitions including Maths Olympiad, Optiminds and the UNSW challenges for Maths, English, Science and Technology.
- Several sporting and cultural activities were also provided with great success as many students continue to gain representative honours in swimming, athletics and team events. 3 students represented QLD at various National Competitions.
- The school has also been especially successful in musical and drama events including:
 - outstanding performances in Choral work at the Toowoomba Eisteddfod;
 - outstanding performances by the string ensemble and concert and stage bands at the Eisteddfod, FANFARE and TYME; Our Senior Strings Ensemble were awarded the Regional Gold Award at the Strings FANFARE and narrowly missed out on competing the State FANFARE Competition.
 - the very successful staging of Seussical the Musical, an annual musical staged at the Empire Theatre. In 2018 our Voices Off Auslan Choir joined and performed for the very first time as part of the programme of our Musical celebration at the Empire Theatre.
- Rangeville is proud of its environmental focus and operates a very successful student Rangeville Representative Club which is responsible for implementing and maintaining our student environmental program including student vegetable and flower gardens, school chickens and native bees, composting systems and permaculture systems. The Student Representative Club were successful in achieving second place in the 2018 Toowoomba Carnival of Flowers Student Garden competition. Great acknowledgement for the hard work of the students and staff throughout 2018.

How information and communication technologies are used to assist learning

Rangeville students engage in digitally supported programs every day. These programs are interwoven throughout the key learning areas as well as in the production of specific unit presentations and school productions. An increasing level of student assessment is directly linked to ICT's across the school and staff have increased the levels of interaction with whiteboard technology.

In 2018, in conjunction with our P&C Association a Year Five/Six computer lab was established to ensure greater access and flexibility is provided for our students.

To provide additional high impact and motivating learning we purchased five Lego robotic kits and five Sphero robots and these have been utilised to support the development of student coding skills and learning

Social climate

Our three schoolwide Positive Behaviour for Learning (PBL) expectations of: **Be Safe, Be Respectful and Be a Learner** are the embedded foundations to maintaining a safe, supportive and disciplined learning environment at Rangeville State School. The school has developed a comprehensive Responsible Behaviour Plan which was collaboratively updated with staff and endorsed by our Parents and Citizen Association in 2018. This includes a description of our Tier 1 shared approach, referral processes, support plans and materials which are used throughout the school. A copy of our Responsible Behaviour Plan can be found on our school website.

The school operates a Positive Behaviour for Learning committee which meets each fortnight to discuss school based behavioural data, establish behaviour focuses for explicit teaching each week and review/update Positive Behaviour for Learning operations and processes across the school. Our school is accredited as a Tier 1 Positive Behaviour for Learning school, and we are using 2019 to ensure fidelity of our consistent practices before moving to Tier 2 in 2020. The school has developed a comprehensive Positive Behaviour for Learning action plan which is monitored and reviewed each month by the PBL committee. Leaders from our PBL Team are presenting *“Our Journey: Improving School Climate and Setting Students Up for Success”* at the state-wide PBL Conference in Brisbane in June 2019.

In 2018, the school developed a new Student Services framework which details a more streamlined and rigorous approach to providing support for students regarding their Academic progress, Learning Behaviours & Needs and Social and Wellbeing Supports. This framework was implemented across the school in 2018 and has continued to be embedded and refined in 2019.

The school has access to a Guidance Officer for two days each week. The school also has resources funded through the National School Chaplaincy Program to engage a Chaplain for two days each week. Both the Guidance Officer and Chaplaincy service are available to assist students with a range of academic, social/emotional and wellbeing needs.

In 2018, the Leadership Team worked with the Guidance Officer to introduce the Zones of Regulation Model at Rangeville State School. The ‘Zones’ pedagogy is evidence based and is an important tool at Rangeville State School as it assists with:

- Students who struggle with self-control,
- Students who need support with emotional regulation,
- Students with poor attachment and relationship skills,
- Students who experience chronic stress or shortfalls in learning,
- Students who are trauma-affected or exposed to traumatic stressors,
- Students who need to build personal stamina for independent learning and
- High achieving students who require strategies for personal resiliency.

Student Leadership qualities are also strongly emphasised in students at Rangeville State School. Students are continually encouraged to be organised, show initiative, treat people fairly and display courage by giving things a go. Students are encouraged to consider themselves ambassadors of the school whenever they are in uniform and be great role models to other children.

At Rangeville State School, we believe that while a child’s individual circumstances need to be considered, so too do the rights of **all** children to ensure positive learning in classrooms and safety in the playground. External data as evidenced by the *School Opinion Survey* results below along with community feedback indicate that our school has a “positive” culture which is embedded in the daily operations of our school; this philosophy assists new children, families and staff to feel supported and underpins ‘The Rangeville Way’.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	95%	100%
• this is a good school (S2035)	98%	98%	100%
• their child likes being at this school* (S2001)	100%	96%	100%
• their child feels safe at this school* (S2002)	98%	96%	100%
• their child's learning needs are being met at this school* (S2003)	98%	93%	96%
• their child is making good progress at this school* (S2004)	100%	96%	100%
• teachers at this school expect their child to do his or her best* (S2005)	98%	99%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	94%	93%
• teachers at this school motivate their child to learn* (S2007)	98%	94%	100%
• teachers at this school treat students fairly* (S2008)	98%	94%	98%
• they can talk to their child's teachers about their concerns* (S2009)	97%	95%	96%
• this school works with them to support their child's learning* (S2010)	98%	95%	95%
• this school takes parents' opinions seriously* (S2011)	96%	92%	98%
• student behaviour is well managed at this school* (S2012)	93%	88%	97%
• this school looks for ways to improve* (S2013)	93%	94%	100%
• this school is well maintained* (S2014)	97%	97%	91%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	99%	96%
• they like being at their school* (S2036)	98%	96%	91%
• they feel safe at their school* (S2037)	98%	98%	93%
• their teachers motivate them to learn* (S2038)	98%	98%	96%
• their teachers expect them to do their best* (S2039)	99%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	97%	93%
• teachers treat students fairly at their school* (S2041)	92%	88%	89%
• they can talk to their teachers about their concerns* (S2042)	86%	85%	87%
• their school takes students' opinions seriously* (S2043)	93%	88%	93%
• student behaviour is well managed at their school* (S2044)	92%	85%	81%
• their school looks for ways to improve* (S2045)	97%	98%	98%
• their school is well maintained* (S2046)	99%	99%	89%
• their school gives them opportunities to do interesting things* (S2047)	97%	94%	94%

Percentage of students who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	84%	96%	98%
• they feel that their school is a safe place in which to work (S2070)	84%	91%	100%
• they receive useful feedback about their work at their school (S2071)	75%	85%	98%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	100%	94%
• students are encouraged to do their best at their school (S2072)	98%	98%	98%
• students are treated fairly at their school (S2073)	91%	92%	96%
• student behaviour is well managed at their school (S2074)	57%	76%	96%
• staff are well supported at their school (S2075)	63%	83%	98%
• their school takes staff opinions seriously (S2076)	60%	84%	96%
• their school looks for ways to improve (S2077)	87%	89%	98%
• their school is well maintained (S2078)	73%	80%	91%
• their school gives them opportunities to do interesting things (S2079)	80%	89%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

In 2018 fortnightly School Newsletter features article/s on education in our school and the need for genuine home-school partnerships. This initiation and encouragement extends to regular parent-teacher conferences and comprehensive yet interesting educational interactions at every P&C Association Meeting. The school's website also provides easily accessible and user-friendly links to all key policies, documents and updates. In 2018 the school collaboratively worked with our P&C Association to incorporate upgraded levels of social media interaction to enhance parent communication. This has been seen as a very successful initiative that has enhanced our school's home school interaction and communication. In 2018 we embedded a number of online strategies that enhanced home school communication. These strategies include the introduction of ID Attend including same day two way notifications for absences, Parent Teacher Online –parent teacher interview booking system and a 2018 school calendar/prospectus. These initiatives have seen positive increases in absence reporting and access to parent teacher interviews and the 2018 calendar of school events has been very well received. In 2017 we introduced QParents which enables our community to have greater functionality and accessibility to student details, reporting and financial payments of school activities. This convenience has seen an increase of online payments and therefore increase in positive financial transactions for our school and a decrease in administration workloads and parental frustrations.

Respectful relationships programs

Rangeville State School has developed and implemented through our C2C Health units and lessons focused on appropriate, respectful and healthy relationships. The *Respectful relationships education program* — an initiative of the Queensland Government — is part of a broader multi-departmental commitment to ending domestic and family violence. By implementing the Respectful relationships education program, Rangeville State School provides our students with opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. The Prep to Year 6 programs are aligned to the Australian Curriculum: Health and Physical Education and are delivered through this learning area. Specialised resources for schools and teachers are used which include program guidelines, teaching overviews and resources for each year level.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	20	28	18
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school's Environmental Rep Club monitors classroom usage and control of heaters, fans, air-conditioners and especially data projectors. Students also assist staff in monitoring water wastage from taps and toilets.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	48,483	98,961	289,409
Water (kL)	1,127	2,370	4,183

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus: 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a red border and the text 'View School Profile' in red.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	55	36	<5
Full-time equivalents	50	24	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	6
Graduate Diploma etc.*	5
Bachelor degree	35
Diploma	11
Certificate	3

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$174608.00.

The major professional development initiatives are as follows:

- Mathematics Professional Learning Communities \$78,461.00
- Positive Behaviour for Learning \$6,741.00
- Collegial Engagement – Coaching and Feedback \$80,480

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	93%
Attendance rate for Indigenous** students at this school	91%	91%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

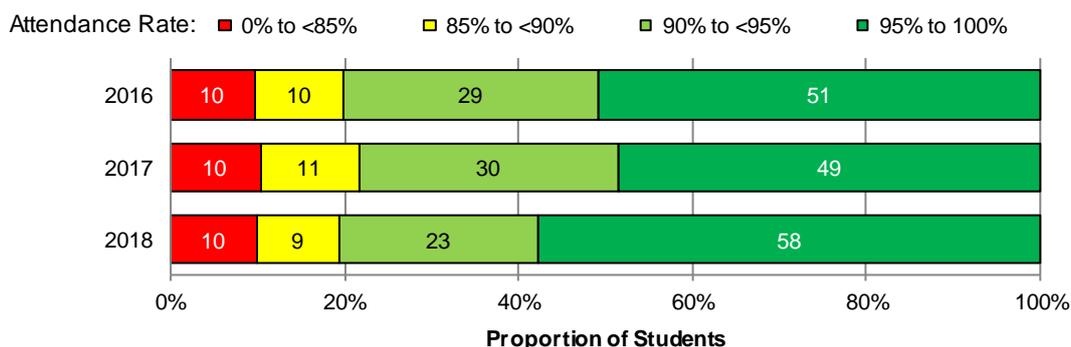
** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Notes: 1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
Prep	92%	94%	93%	
Year 1	93%	92%	93%	
Year 2	94%	93%	93%	
Year 3	93%	93%	94%	
Year 4	93%	93%	93%	
Year 5	93%	92%	95%	
Year 6	94%	92%	92%	

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Student attendance

Attendance is closely monitored at Rangeville State School to ensure all of our students are receiving a years' worth of learning for a years' worth of teaching.

Our School Attendance Guidelines are managed in line with the Department of Education and Training policies, which outline processes for managing and recording student attendance and absenteeism. Our school community maintains that student attendance is a shared parent and school responsibility. We also acknowledge that attendance has a direct correlation to student achievement and for this reason 'Every Day Counts'.

Rolls are marked twice per day at 9:00am and 2.00pm. Our school rolls are marked electronically each day and parents of children who are absent from school without a reason are sent a text message to request an explanation for their absence. Parents can ring or email our Absence Line or school office to advise that their child is going to be away from school and the reason for the absence.

If a student is away for three consecutive days, our classroom teachers contact their sector area Deputy Principal who will then contact parents directly to identify the reason for the extended absence. Each term, parents are provided with a letter outlining any unexplained absences recorded in our attendance system requesting an explanation be provided for these absences.

If the school does not receive a response from the parent, or a pattern of non-attendance emerges including frequently being late to arrive or early to leave, Deputy Principals again make contact with parents to organise a meeting to discuss how we can work together to support the student being at school. Should a student's attendance still not improve, the Deputy and Principal work with Regional Office personnel, the DDSW Engagement Hub, support agencies and relevant authorities to implement actions as per the legislative requirement for all students to attend school.

Children requiring more than 10 days absence from school for cultural or family circumstances are requested to provide information to the Principal and a decision regarding exemption is made on a case-by-case basis.

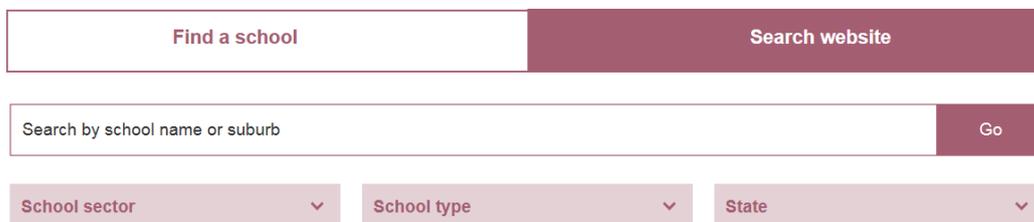
Targeted and differentiated teaching and learning, in combination with wide and varied opportunities for co-curricular and extra-curricular activities, are key strategies to maximise student engagement and attendance at Rangeville State School within a safe and supportive learning environment. Key attendance messages are also provided for parents through our electronic newsletter, P&C Facebook page and school sign, including the Department of Education and Training's 'Every Day Counts' support materials for parents.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.