Principal’s foreword

Introduction

This report articulates the achievements of Rangeville State School during 2011. At Rangeville we are very proud of the reputation we have for high level outcomes in academic, sporting and cultural pursuits and there is evidence in this report to attest to our commitment to the school’s vision – Learning, Achieving and Growing Every Day.

Traditionally, Rangeville State School fitted into the ‘leafy green’ category which meant that the commonwealth Census ICSEA rating indicated a relatively low level of social disadvantage across the school population. Increasingly, our student population, all of whom are most welcome at this great state school, come to us from diverse social and cultural backgrounds and this is reflected in the ICSEA ranking which appears in this report.

Rangeville State School maintains very high expectations for student achievement and behaviour and has equally high expectations for teacher professionalism. This report details the school structure and environment and provides data on the opinion of students, parents and staff.

The school has a positive tone and an increasing reputation across the wider community. The engagement of parents is clearly evident and the support of the P&C Association is outstanding.

This report has been prepared by the incoming Principal for 2012. Rangeville is a good school committed to excellence and the learnings from 2011 have been incorporated into planning for 2012 and beyond.

School progress towards its goals in 2011

Curriculum, Teaching and Learning Audit - In 2012 the school underwent a state audit of all aspects of Curriculum, Teaching and Learning. The outcomes were less than expected with a Medium level of achievement recorded across all 8 domains. This data was shared with the school community and a plan devised to improve all areas for the next audit expected in 2012. Due to industrial negotiations at the state level this audit has now been rescheduled for Term 1, 2013. During 2011 a high level focus has been generated on each of the 8 domains.

Student performance in Reading Comprehension and NAPLAN indicators - As a result of 2010 NAPLAN data Rangeville adopted a whole school approach utilising several strategies to improve reading comprehension. These included CARS and STARS (Assessment and Reading Strategies to achieve success) and a whole school reading strategy CAFE (Comprehension/Accuracy/Fluency/Expanded Vocabulary). Details of school NAPLAN achievement in 2011 is provided in this report. The school’s Reading and Viewing Program was developed in 2011 and has been adopted by all staff.

Readiness for the Implementation of the National Curriculum - Rangeville State School made the decision in 2011 to engage with the Queensland developed Classroom to Curriculum (C2C) framework to implement the mandated National Curriculum Key Learning Areas of Maths, English and Science in 2012. Extensive preparation of curriculum units and professional development for staff occurred in 2011. In addition, classroom resources including electronic and interactive whiteboards were purchased for Year 4-7 classrooms with data projectors and whiteboards installed in P-3 classrooms. The school’s Strategic Curriculum Plan was also developed in 2011.

Staff Development and Performance – Professional development for teaching staff occurred regularly for the elements of data
analysis, reading comprehension, CAFÉ and CARS and STARS. NAPLAN related support was also provided as was a focus on student assessment. All staff engaged in mandated training activities including Student Protection and Code of Conduct.

Community and Staff confidence via and improved learning environment – While there were certain elements of the school’s performance that increased as per School Opinion Survey Data, elements of staff satisfaction have been identified for improvement in 2012.

Future outlook

SCHOOL CULTURE
* Review and realign our work practices to ensure we live our motto for every child, every day.
* Improve the school performance on the School Opinion Survey data

CURRICULUM
* Implement Australian Curriculum in English and Mathematics thought the C2C Framework, and Science through C2C and Primary Connections Units
* All Year 4-7 classrooms provided with interactive whiteboards with professional development for staff
* All P-3 Classrooms provided with data projectors, speakers and screens

USE OF DATA
* Data is used to inform school direction setting, teacher planning and as a measure of improvement.
* Identify students in the lower achievement and U2B achievement levels for additional support

SCHOOL AND STUDENT PERFORMANCE IN READING COMPREHENSION AND NAPLAN INDICATORS
* Implement, monitor and report on CARS and STARS program within the Maximising Achievement Plan (MAP) for the school
* Improve reading, reading comprehension and spelling through explicit teaching via the CAFÉ approach
* Develop school and classroom strategies that are engaging, stretching and challenging for the more able learners – the top 20%

ICT’S TO ENHANCE LEARNING
* Develop short and long term plans to increase pedagogical licensing, school infrastructure and technical support provision

CLOSING THE GAP
* Develop an Individual Support Plan for every Indigenous student and target Closing The Gap funds to identified need.

STAFF DEVELOPMENT AND PERFORMANCE
* Professional Development and Performance Plans to be negotiated for Principals, Deputy Principals, BSM and teachers

SCHOOL OPERATIONS
* All technical, operational and human aspects are refined to ensure maximum efficiency and outcomes

FACILITIES
* Short and long term planning of maintenance and minor works projects to enhance the safety and appearance of the school
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>853</td>
<td>408</td>
<td>445</td>
<td>92%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

With no Enrolment Management Plan (EMP) or enrolment boundary in place, Rangeville State School continues to attract students and families from all over Toowoomba. There has been a gradual increase in the level of social disadvantage in enrolments in the past 5 years. The percentage of Indigenous students and students from a non-English speaking background is relatively low. Of significance is the increase in students who are the subject of Custody Orders.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>20.2</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.4</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>22.9</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>31</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

In addition to the mandated Key learning Areas, Rangeville State School provides a range of extension activities including Gifted and Talented work for identified students.

Extra curricula activities

* Our Voices Choirs extend across several year levels and are very high achieving in all local events
* The Instrumental Music Program incorporate Strings, Stage Band and Concert Band and have a consistent reputation for polished performances
* The school’s Chess Club is very successful and Rangeville hosts the Toowoomba Schools Chess Tournament
* Rangeville is proud of its environmental focus and operates a very successful student Rangeville Environment Club

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.

Social climate

The school climate is very positive but that does not mean we take our successes for granted. In addition to the outstanding level of parent support and staff engagement in extra-curricular activities the school engages the services of a Chaplain for 2-3 days each week to provided negotiated individual and small group support.

The Student Special Support Committee coordinates most of the additional support services. Rangeville maintained a very close focus on support for students exhibiting inappropriate social behaviours. The school’s Responsible Behaviour Plan is reviewed annually and in 2012 there will be a specific focus on identifying and responding to bullying – physical and verbal. In 2012 this will be extended to incorporate strategies to address cyber-bullying in line with departmental expectations.

Parent, student and teacher satisfaction with the school

The overall level of satisfaction by the school community in the performance of our school is high in most areas. For a school the size of Rangeville, the student and parent results listed below are to be celebrated. Despite this data, the school will refocus it’s priorities and school climate in 2012 to ensure that higher levels of student and parent satisfaction are generated and that area most in need of improvement, staff satisfaction, is clearly addressed to ensure a significant lift.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>77%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>79%</td>
</tr>
</tbody>
</table>

DW – Data withheld
Involving parents in their child’s education

In addition to mandated activities including verbal reporting to parents twice-yearly, Rangeville SS engages in:

* Volunteer parent and Ready Reader training and support for parents
* Regular review meetings for students accessing Educational Support Plans and Indigenous Support Plans
* Parents and Citizens meetings which feature clear segments on educational trends and school performance

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Rangeville has engaged in a National Schools Solar Program to increase the usage of solar panels to reduce electricity costs in key areas of the school. A National Grant has been accessed and work will be completed in 2012.

Staff Meetings continually feature snapshot segments on environmental best practice which teaching and non-teaching staff are encouraged to incorporate into daily activities.

School Workplace Health and Safety Officers regularly monitor water usage in key areas including toilets and irrigation.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>226,427</td>
<td>1,107</td>
</tr>
<tr>
<td>2010</td>
<td>139,111</td>
<td>1,512</td>
</tr>
</tbody>
</table>

% change 10 - 11 63% -27%
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>68</td>
<td>29</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>56</td>
<td>21</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>38</td>
</tr>
<tr>
<td>Diploma</td>
<td>12</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
**Expenditure on and teacher participation in professional development**

The total funds expended on teacher professional development in 2011 were $14,377.

The major professional development initiatives are as follows:

* The teaching of reading and the focus on developing explicit teaching strategies including CAFÉ to improve reading comprehension.
* Awareness raising and development for the preparation and implementation of C2C units for 2012.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

**Average staff attendance**

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 87% of staff was retained by the school for the entire 2011 school year.

**School income broken down by funding source**

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>93%</td>
<td>95%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rangeville is clearly focussed on ensuring students attend school regularly and a consistent pattern of follow-up letters and phone calls to parents to promote the need for increased attendance is in place. School rolls are marked daily at 9.15am and school newsletters frequently encourage parents and students to ensure punctual attendance and student preparation in relation to food and warm clothing.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).
Performance of our students

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Find a school

Search by school name

Search by suburb, town or postcode

Sector

Search

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.