Annual Report

2022

Ranford
Primary

Respect
Perseverance
Success
An Independent Public School

2022 Annual Report

This Annual Report for 2022 provides a summary of the school's performance throughout the year. It presents details of student performance in academic and non-academic areas as well as school performance in the focus areas of the school's Business Plan, along with an analysis of learning area reviews and plans.

Additional information and details have been provided to the school community throughout the year in newsletters, the school website, and in reports to the School Board and P&C Association. Further to this, information of a more individual nature has been reported or communicated to parents through Connect, formal reports, interviews and the Individual Adjustment Plan (IAP) process when appropriate.

School Overview

Ranford Primary is an Independent Public School located in the south eastern suburb of Canning Vale. At the close of 2022 numbers for Kindergarten to Year 6 were 675 and the school will open in 2023 with a total of 700 students. This represents an increase in numbers over several years with a significant jump over the past two years, resulting in additional classrooms located on campus.

Being a local intake school and due to the reputation of its teaching and learning programs, Ranford Primary has been the school of choice for many parents to move into the local area and take every opportunity to be part of a dynamic learning environment. A positive school tone and focus on the individual child provides a balanced program of curriculum opportunity and wellbeing, catering for both academic, social and emotional needs. There are high expectations for providing the opportunity for each child to achieve their potential and these expectations are also a responsibility of the student themselves.

The demographic of the student population is represented by students who were born in twenty-six different countries and speak forty-one different languages in the home. This accounts for 39% of the students having English as an Additional Language / Dialect (EALD). A full time EALD teacher supports students, teachers and families with making the necessary adjustments to cater for the needs of second language learners and a part time ethnic assistant provides language support on a needs basis.

Vision

Through teamwork our school community will provide a challenging, innovative and caring environment that empowers and motivates all to achieve their potential.

Beliefs

We Believe In:

- Education being the responsibility of all – the student and their family, the school and the community
- Respecting diversity and multiculturalism
- Motivation as a powerful learning tool
- Teamwork and cooperation to inspire and empower students and staff
- A supportive and nurturing environment that ensures the wellbeing of all
- Providing a comprehensive, innovative and challenging curriculum for all
- Members of the school community having the right to feel respected and valued
- The pursuit of excellence and the achievement of individual potential
- The focus always being on the individual child
- The importance of values in developing self worth and citizenship
- Supporting the professionalism and commitment of all staff
- The pursuit of excellence in teaching through models of best practice
- Respect for one another, the environment and ourselves
- Optimizing learning through a positive attitude and an active and healthy body
- Preparing our children for being a responsible member of the global community

Ranford Primary
Respect | Perseverance | Success

During 2022 students with special needs were in mainstream classes at all year levels, participating in inclusive learning environments with adjusted individual documented plans.

Values and pastoral care programs add to the development of the whole student. The well embedded Values of the school provide a positive foundation for all interactions, social and emotional development and behaviour management.

Specialist teachers in Science, Media Arts, Health, Physical Education, and Languages develop curriculum programs in these learning areas. Ranford Primary has a proud reputation for its focus on the individual child, specifically by targeting differentiated literacy and numeracy learning and by providing a range of programs which provide the opportunity for inclusion, support and challenge. The Professional Learning of staff is highly valued in building the capacity of the school to allow each child to achieve their potential.

The campus of Ranford Primary is aesthetically pleasing, spacious and well maintained, providing for many learning opportunities both inside and outside the classroom.

Staff and students enjoy working and learning in an environment that is well resourced with current technology and a continual eye on enhancing the quality of teaching and learning opportunities. This is maximized by the school and community working together on significant improvement and renewal projects. Planning for renewing the school's gazebo area to include an indigenous focus will enhance student learning and creative play opportunities during 2022 and will be completed in early 2023.

The Vision for Ranford Primary is reflected in every aspect of the day to day management and operations of the school, the priority focus areas of teaching and learning programs, the professional and physical environments and all interpersonal interactions. It drives all decisions, policies and processes and the shared goals of both the school and its community.

The Beliefs articulate a fundamental shared understanding of the school's Vision in operation. They describe the characteristics and qualities of learning and social contexts and provide a framework for decision making and policy. The Beliefs describe our school in action and along with the core values, have become a noticeable aspect of the school's positive reputation and culture.

Retirement of Foundation Principal – Bronwyn Tester

A significant change occurred in 2022 when the foundation principal, Bronwyn Tester chose to retire.
Mrs Tester will always be remembered for her unquestionable drive and initiative that has made Ranford Primary the school that it is today. During the twenty-fours years as Principal of Ranford Primary, Mrs Tester's leadership of staff resulted in Ranford Primary receiving the following accolades and recognition:

- *2012 - State Finalist School of the Year*

- *2014 – Exemplary Independent Primary School*

- *2015 – State Finalist School of the Year*

- *2015 – Primary School of the Year*

- *2018-2022 – Teacher Development School – Certificate of Recognition*

- *2021 – Recognition of Academic Excellence*

Thank you Mrs Tester.

School Wide Visible Learning Pedagogy

In line with the Business Plan the school wide Visible Learning Pedagogy further developed with staff implementing SOLO Taxonomy utilising the expertise 'in house' Professional Learning as well as accessing online PL from international speakers despite COVID restrictions.

A strong research base and investment in quality professional learning have been the keys to the success of the Visible Learning Plan. This, along with staff leadership and ownership over the rate of implementation, has ensured the achievement of consistent school wide strategies.

2022 saw the Pedagogy Leadership team continue their role of keeping the Visible Learning plan on track, reviewing implementation timelines, professional learning, teacher uptake, student learning and providing mentoring to staff to maintain the school wide focus.

Sharing current research and professional learning, and collaborating to implement key strategies and content has supported the explicit teaching of Visible Learning language, concepts and understandings.

Data from staff and student surveys continues to inform progress and achievement of the aspirations of the Visible Learning Plan. In particular, differentiation of implementation across the phases of schooling from K-6 was a constant point of discussion for teachers.

Policy Development and Review

In the planned cycle of policy review and development, the following policy was endorsed by the School Board and is now in full implementation:

- Wastewise Accreditation

This has enabled a successful application for a Wastewise grant to be obtained and the funds received purchased a Wastesort Recycling station. The students and community participate in regular collections of batteries, bottle top lids, bread tags, cans and bottles for our Containers for Change program.

Science Grant

In 2022 Ranford's science laboratory conversion was completed and fully resourced through the $25 000 Science equipment grant. Purchases of interest included the weather station which sits proudly on top of the school's Atlantis building. Every class has access to the weather station App which is referred to daily for current, local up to date weather information including the UV rating index which helps reinforce staff and student awareness regarding sun protection measures.

Network Extension and Challenge Initiative

As a part of the school's TDS role, supporting the Network Business Plan and delivering on aspirations of the Ranford Primary Business Plan, an innovative initiative and opportunity was developed.

In Term 3 2022 Ranford Primary offered Year 2 students in the Nicholson Network the opportunity to participate in an Early Years Enrichment and Challenge program. As part of the Network's commitment to foster extension, teachers at Ranford Primary developed a 6-week enrichment program focusing on Design and Technologies and Media Arts, this being an extension of the school's TDS role.

Students were selected to participate based on a selection and identification process undertaken at their school. The program provided for 21 students in total, making it a unique opportunity and experience.

Students explored engineering principles and systems through Technologies and iMovie in Media Arts. There was a strong emphasis on developing students critical and creative thinking, problem-solving skills, team building and collaboration and leadership qualities.

The program was designed to allow students to work together with like-minded peers from other schools. Each school selected three students to participate in the program.

At the end of the project, there was a showcase for students to share their work with their parents, carers and teachers.

Curriculum Team Review

Curriculum improvement and rigorous analysis of data and individual performance is a continual focus at Ranford Primary. Teachers devise teaching and learning programs for every student to access the curriculum successfully so they can reach their potential academically. Teachers constantly monitor and assess their programs to ensure areas of strength are maintained, areas of weakness are addressed and that system and national requirements are included in the learning area plans taught. Teachers work in Leadership Teams to maintain the focus on pedagogy, curriculum and assessment and review annually, the effectiveness of strategies on the School Development Day in Term 4 as well as commence planning for the following year. This process ensures student academic achievement can continue to occur in a targeted way. A summary of the priorities and planned future actions are outlined below.

ENGLISH

Progress against Priority (Strengths 2022)	Planned Actions (Focus 2023)
• Formative and summative assessments continued as regular practice to inform teaching and assessment of learning. • Sounds-Write tier 1, 2 and 3 interventions were maintained in Reading and Spelling. • PAT Reading, Grammar and Punctuation assessments were used as a formative and summative assessment. The assessment data was used to identify starting points for learning, target teaching and monitor growth in most year levels. • Brightpath Writing continued to be utilised for formative and summative assessments in Years 3-6 • to assist teachers in determining teaching points for identified groups of students within each year level. • K-6 teaching and learning programs reflected the use of specific Visible Learning strategies that promoted the use of oral language to embed deeper learning. • Progress made to update the Handwriting Policy.	• PAT Reading, Grammar and Punctuation will be used as formative and summative assessments. The assessment data will be used to identify starting points for learning, target teaching and monitor growth. • Sounds-Write program will be implemented with fidelity in K-3. • Years 4-6 Spelling program will be reviewed, adopted and adapted. • Teachers from Years 3-6 will participate in Sounds Write professional learning • Brightpath Writing will be used as formative and summative assessments in Years 2-6 to assist teachers in determining teaching points for identified groups of students within each year level. • K-6 teaching and learning programs will reflect the use of specific Visible Learning strategies to promote the use of oral language to embed deeper learning. • Implementation of the updated Handwriting Policy.

ENGLISH AS AN ADDITIONAL LANGUAGE (EALD)

Progress against Priority (Strengths 2022)	Planned Actions (Focus 2023)
• Sounds-Write program used to support EALD students. • EAL/D teacher used common tasks across year levels to moderate EAL/D student work. • Admin, classroom teachers and EALD teacher attended EALD Professional Learning. • Census data and EALD timetable synced. • Enrolment information shared efficiently.	• Classroom teachers to receive Professional Learning on the use of the EALD Progress Maps. • Classroom teachers to routinely use EALD Progress Map as a resource for teaching and learning, and not solely for assessment. • EAL/D Policy to be finalised. • Level 3 Teacher to manage and support EALD across the school.

MATHS

Progress against Priority (Strengths 2022)	Planned Actions (Focus 2023)
- Back to Front Maths pedagogy maintained as school focus. - Term 1 Number Strand remained a whole school focus. - Natural Maths Mental Strategies explicitly taught at each year level. - Focusing on oral language and hands on manipulatives were key indicators to check for understanding and reasoning K-6. - Brightpath Maths Assessments in Number and Algebra and Measurement and Geometry were used as formative and summative assessments in Years 3-6. - Data from On-Entry and Brightpath assessments were used to inform planning. - Analysed NAPLAN data to track band growth targets and inform teaching and learning focus in Years 3-6. - NUMERO embedded into Mental Maths activities in classrooms. - Teachers introduced to interleaving concepts in the teaching of Maths. - NUMERO teams were coached and participated in an inter-school competition, with 2 teams making it through to the Grand Final.	- A problem-based maths approach to be used to build problem solving skills and to determine and fix students' misconceptions. - Number Strand to remain a Term 1 focus but concepts from other stands to be interleaved. - Continue to focus on oral language and hands on manipulatives incorporating mathematical vocabulary. - Brightpath Maths Assessments in Number and Algebra and Measurement and Geometry, to be used as formative and summative assessments in Years 3-6. - Data from On-Entry and Brightpath assessments to be used to inform planning. - Analyse NAPLAN data to track band growth targets and inform teaching and learning focus, Years 3-6. - NUMERO to be embedded into Mental Maths activities on a weekly basis in all year levels. - Continue to implement an interleaved teaching approach to enable students to develop deeper connections in Maths. - NUMERO teams will be coached and will participate in an inter-school competition. - Planned targeted and resouced time provided for teachers, P-2 to collaboratively develop interlearned Math programs.

SCIENCE AND SUSTAINABILITY

Progress against Priority (Strengths 2022)	Planned Actions (Focus 2023)
• Years 1-6 engaged in 90-minute lesson each week, provided by a specialist allowing for inquiry and conceptual strands to be taught together. • Pre-Primary students maintained one hour teaching by specialist teacher and one hour of Science provided by the classroom teacher. • Resources continued to be updated. Primary Connections suite of resources available online. • SCSA standards for Understandings, Human Endeavour and Inquiry strands provided in Term Outlines for each year level (including ABLEWA). • Visible Learning strategies including Learning Intentions and Success Criteria embedded in all Science lessons to explicitly inform students in their learning. • Sustainability integrated throughout the curriculum led by a Senior Teacher.	• Continue to develop Visible Learning strategies (SOLO). • Science provided by three specialist teachers • Utilise SCSA Extranet to support teaching and learning for Science in multi-age/split classes. • Develop extension opportunities in Science for students in middle to upper year levels. • Implement STAWA START Science program to increase teacher efficiency in planning and assessing the Science Inquiry strand. • Accreditation for Ranford to be a Waste Sorted School. • Sustainability plan implemented across the school. Promote sustainability initiatives on Connect, website and Instagram. • Sustainability initiatives: Containers for Change and Waste Free Tuesday to commence • Sustainability Green Team to be implemented • Key Sustainability dates of interest to be observed

TECHNOLOGIES

Progress against priority (Strengths 2022)	Planned Actions (Focus 2023)
• Integrated approach to teaching Digital and Design Technologies across the curriculum in the middle and upper primary which was reflected in the reporting structure. • Whole school use of Ranford P-6 Technologies Scope and Sequence. • Paul Litherland Surf Online Safe workshop for Year 5 & 6 students, staff and the parent community. • Utilised whole school year level appropriate ICT capabilities posters and guidelines. • Middle and upper primary students and teachers attended the 'It Takes a Spark' Conference in Term 3. Students and staff presented two workshops on Makey Makey. • Students from Years 3-6 competed in the Round 2 of the Bebras Challenge.	• K-2 Habits of Mind in STEM document utilised as whole school language for Technologies. • Whole school approach to ICT capabilities and year level expectations. • Selected middle and upper primary students and teachers attend the 'It Takes a Spark' Conference. • Students in Years 3-6 compete in the Bebras Challenge. • Re-establish use of P-2 Makerspace. • Reflect on practice using the Digital Capability Framework.

HUMANITIES AND SOCIAL SCIENCES (HASS) & ABORIGINAL CULTURAL FRAMEWORK (ACF)

Progress against Priority (Strengths 2022)	Planned Actions (Focus 2023)
• Ongoing year level collaboration to assist planning for assessment, explicit teaching and inquiry-based tasks, and for cross-curricular tasks. • Utilised SCSA exemplars to guide assessment and planning. • Included significant days and celebrations in planning and teaching program. • Implemented a whole school Harmony Day event. • Taught using appropriate Indigenous terminology. • Continued to create and develop the school environment to embrace Indigenous and multicultural perspectives.	• Continue year level collaboration to assist planning for assessment, explicit teaching and inquiry-based tasks, and for cross-curricular tasks. • Refer to SCSA exemplars and Learning Area Plan to guide assessment and planning. • Promote significant days and celebrations in planning and teaching programs as outlined in the Learning Area Plan. • Organise and embrace whole school events; Harmony Day, ANZAC Day, NAIDOC Week and Remembrance Day. • Embed age-appropriate Indigenous terminology. • Continue to create and develop the school environment to embrace Indigenous and multicultural perspectives. • Create a Ranford 'Acknowledgement of Country' to be read at the assemblies, special events and include on email communications. • Promote the use of Indigenous resources in planning and teaching programs.

HEALTH

Progress against Priority (Strengths 2022)	Planned Actions (Focus 2023)
• A new template for the Health Learning Area Plan, as well as Year level plans designed with the new WA Health curriculum, was introduced to staff at the beginning of this year. It has been utilised by staff for planning, teaching and assessing. • The West Australian Curriculum, SCSA judging standards and ABLES are evident in planning, reporting and catering for diversity of learning. • Student and Parent "Be You" surveys conducted to inform Be You Action Team of future planning and strategies. • Implementation of the "Cool Kids" anxiety program for selected students facilitated by accredited staff. • Seasons for Growth continued to be offered to specific students as required. • Wellbeing Mentor group at lunchtime for students to participate in mindfulness activities. • Wellbeing Policy was developed.	• Zones of Regulation teacher books have been purchased for teacher use. Zone tool cards and story books have been purchased for middle and upper primary. These resources and posters will be added to, to ensure all year levels have ready access to resources. • Sun Smart Policy finalised and ratified by the School Board and available on the Ranford Website policy tab. • UV meters were purchased to be used with Sun Smart lessons. • Sun Safety and Protective Behaviour concepts will be highlighted in year level plans. This is to ensure staff are teaching developmentally appropriate concepts and have sufficient strategies and resources to teach effectively. • New inclusions in the Health and Physical Education curriculum will be highlighted to staff, such as; first aid and consent.

PHYSICAL EDUCATION

Progress against Priority (Strengths 2022)	Planned Actions (Focus 2023)
• Implemented modified games that allowed students to practise Fundamental Movement Skills in Junior and Senior Sport. • Successfully applied for Sporting Schools grant which was used to purchase specialised resources to enhance curriculum delivery. • Successfully provided ongoing opportunities for students to participate in sporting events (Summer and Winter Carnivals, Cross Country, Athletics) and a variety of sports clinics. • Physical Education as well as Senior/Junior sport was effectively aligned with curriculum and sports being played in the community.	• Ensure daily fitness, Junior and Senior Sport and PE all correlate with scope and sequence from SCSA. • Teachers to run Junior/Senior Sport as well as daily fitness programs. • Provide staff with additional modified games and skill drills to use in daily fitness. • Assessment rubrics to be discussed with students and explicit feedback provided. This feedback will contain footage of students performing the skill. • Professional learning to be provided to staff on faction carnival rules and organisation. • Include in planning; time to reflect on social and emotional elements and allow students time to provide peer feedback. • Explore different ways to assess social and emotional development of students.

THE ARTS

Progress against Priority (Strengths 2022)	Planned Actions (Focus 2023)
• Media Arts specialist teachers in P-6, and specialist Drama teacher for PP-1 and the classroom teacher report in Making and Responding. • The Arts engagement schedule is organised as a scope and sequence across year levels to ensure students access each of the Arts learning areas by the end of Year 6. • Whole School Media Arts Photography Exhibition was a feature of Celebrating Teaching and Learning Open Night in Term 3. • Fifth year as a Teacher Development School (TDS) for The Arts, sharing expertise with other DoE schools across metro and regional areas through Professional Learning, face to face and online. • Bell Shakespeare Incursion planned to support Upper Primary Drama in Term.	• Maintain Media Arts whole school photographic exhibition for Celebrating Teaching and Learning night. • Continue role as a Teacher Development School for The Arts, sharing knowledge and expertise with teachers both face-face and online across the state. • Staff expertise to be developed through promotion of Professional Learning opportunities and with access to TDS Programs. • Re-establish the Junior and Senior Choir culminating in a whole school performance. • Year 6's to attend the Canning Vale College Circus Troupe Incursion.

LANGUAGES (ITALIAN)

Progress against Priority (Strengths 2022)	Planned Actions (Focus 2023)
• Emphasis on content of West Australian Curriculum through implementation of Teaching and Learning Exemplar's applied in Year 3 to Year 6. • SCSA's resources and assessment tasks regularly utilised. • Teaching and learning programs strongly reflected the use of Learning Intentions and Success Criteria and Visible Learning strategies that promoted the use of language to embed deeper learning. • Student participation in Language Perfect Competition for Years 5 and 6. • Participation of student in Years 3 to 6 in WATTI Poster competition. • ELLA Early Years Language program in Pre-Primary maintained. • Italian Day incursion organised to develop cultural appreciation.	• Continue to focus on Teaching and Learning Exemplar's explicitly applied in Year 3 to 6. • West Australian Curriculum and SCSA's assessment tasks analysed and utilised. • Visible Learning strategies including Learning Intentions and Success Criteria to be embedded in all Italian lessons to explicitly inform students in their learning. • Opportunities for continued participation in Language Perfect Competition for Years 5 and 6 and assessment tasks for Years 3-6 • ELLA Early Years Language program to continue. • Continued participation in WATTI Student Competition.

EXTENSION AND CHALLENGE

Progress against priority (Strengths 2022)	Planned Actions (Focus 2023)
• Extension and Challenge Policy implemented throughout the school. • Whole school Professional Learning on student identification and Passow's Rule. • Year 5/6 Enrichment, Extension and Challenge 8-week program run across Term 2 and 3. • Year 1 & 2 Extension and Challenge 6-week program run in Term 2. • Maintained school data base for students identified as Gifted and Talented. • Continued the Early Years Extension and Challenge program through TDS for students at Ranford as well as in the Network.	• Extension and Challenge Student Profiles to be developed and shared with parents. • Utilising off level assessment to identify the level of extension for Gifted and Talented students. • Further research to develop a school process for curriculum acceleration and grade skipping where applicable. • Identified students in Years 1-6 to participate in Extension and Challenge programs run across the school year.

DIVERSITY AND DIFFERENTIATION

Progress against priority (Strengths 2022)	Planned Actions (Focus 2023)
• Diversity and Differentiation Committee expanded. • Review and development of Zones of Regulation Policy and Year level introductory lesson sequences. • Whole School identification tracking documents to identify students with concerns and intervention processes. • ABLESWA Ruby platform utilised by staff.	• Zones of Regulation, year level appropriate resources implemented in all classrooms. • Monitor and adapt identification tracking document for students across the school. • Maintain support for staff to utilise SEN planning tool and ABLESWA platform. • Staff PL provided for SEN planning. • Individual Adjustment Plans developed in SEN platform.

TEACHER DEVELOPMENT SCHOOL (TDS)
THE ARTS AND DESIGN TECHNOLOGIES

Progress against priority (Strengths 2022)	Planned Actions (Focus 2023)
• Fifth year as a TDS for The Arts and Design and Technology, sharing expertise with other DoE schools across metro and regional areas through Professional Learning, face to face and online. • Ranford Primary TDS Connect group expanded in both membership and expertise. • Network expertise utilised to upskill Ranford teachers in delivering the Drama curriculum. • Two in-school projects completed as part of the Early Years Design Technologies and Media Arts integrated enrichment and extension program. • Early Years Enrichment model successfully repeated with network schools.	• The TDS program will no longer run from 2023 as the Department of Education's new initiative, the Quality Teaching Strategy (QTS) comes into effect.

The On-Entry Assessment Program provides teachers and parents with information about the skills and understandings in Speaking and Listening, Reading, Writing and Numeracy that a child brings to school at the start of a year in Pre-Primary, Year 1 and Year 2. It informs the planning and delivery of targeted programs, reflective of each child's needs and capabilities. Results are expressed as a raw score which are then converted to a scaled score with all assessments using the same scale. This assists teachers to make a more comparable judgement of student progress.

There is no 'desirable score' or minimum standard for the commencement of Pre-Primary. Median scores in Reading, Writing and Numeracy allow schools to better understand their data. The median scores by ICSEA* decile, published each year, may indicate how students are performing in relation to students in similar schools.

Module 1 – Pre-Primary

Domain	Public School Median	ICSEA Schools Median	Ranford Group Median
Reading	456	467	462
Writing	210	210	210
Numeracy	435	449	442

Module 2 – Year 1

Domain	Public School Median	ICSEA Schools Median	Ranford Group Median
Reading	515	532	545
Writing	469	507	524
Numeracy	503	523	550

Module 3 – Year 2

Domain	Public School Median	ICSEA Schools Median	Ranford Group Median
Reading	545	563	574
Writing	556	587	659
Numeracy	588	615	638

Module 4 – Year 2 (students who achieved the top score in Year 1)

Domain	Public School Median	ICSEA Schools Median	Ranford Group Median
Reading	545	563	574

*The Index of Community Socio-educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. ICSEA enables comparisons between a selected school and all students with a similar background based on the level of educational advantage or disadvantage that students bring to their academic studies.

For Years 1 and 2, progress measures are based on a student's previous assessment score. Progress is measured in five categories: very low, low, moderate, high and very high.
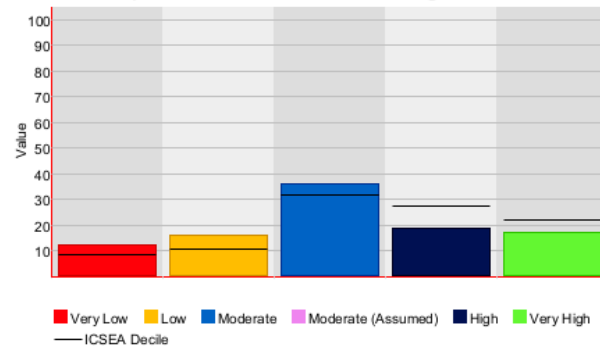
Year 1 Progress

On-Entry - Numeracy
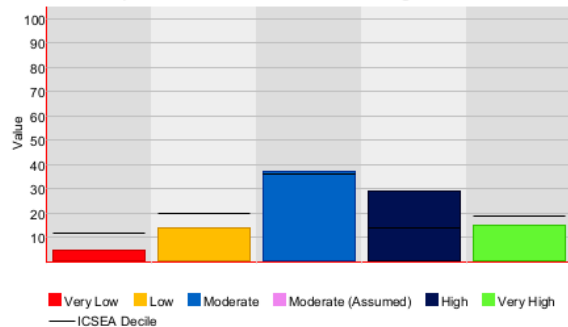Results compared to ICSEA Decile including data from other schools
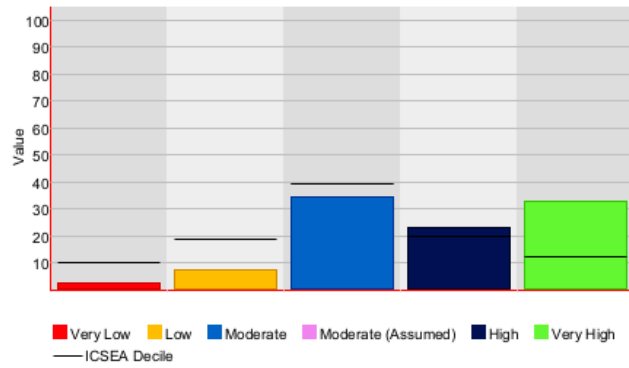
■ Very Low ■ Low ■ Moderate ■ Moderate (Assumed) ■ High ■ Very High
— ICSEA Decile

On-Entry - Reading
Results compared to ICSEA Decile including data from other schools

■ Very Low ■ Low ■ Moderate ■ Moderate (Assumed) ■ High ■ Very High
— ICSEA Decile

On-Entry - Writing
Results compared to ICSEA Decile including data from other schools

■ Very Low ■ Low ■ Moderate ■ Moderate (Assumed) ■ High ■ Very High
— ICSEA Decile

On-Entry - Numeracy
Results compared to ICSEA Decile including data from other schools

■ Very Low ■ Low ■ Moderate ■ Moderate (Assumed) ■ High ■ Very High
— ICSEA Decile

On-Entry - Reading
Results compared to ICSEA Decile including data from other schools

■ Very Low ■ Low ■ Moderate ■ Moderate (Assumed) ■ High ■ Very High
— ICSEA Decile

On-Entry - Writing
Results compared to ICSEA Decile including data from other schools

■ Very Low ■ Low ■ Moderate ■ Moderate (Assumed) ■ High ■ Very High
— ICSEA Decile
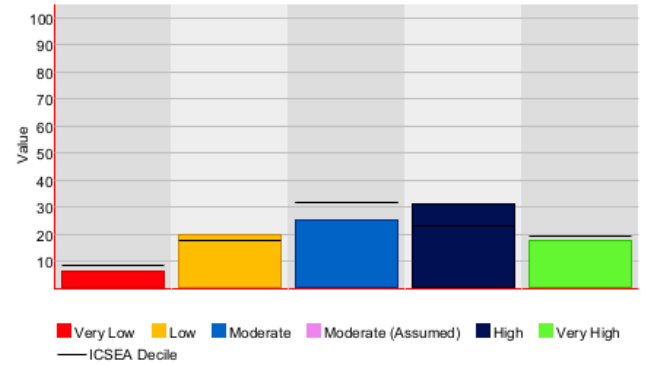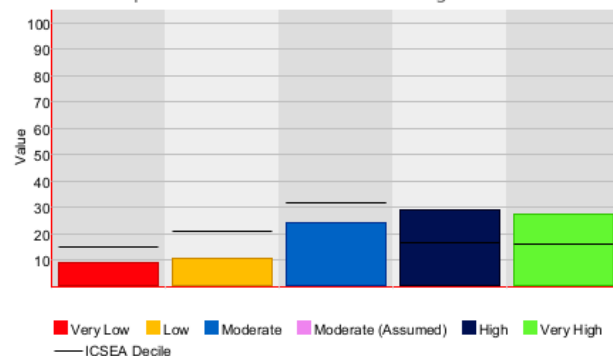
National Assessment Program - NAPLAN

NAPLAN is an annual assessment for students in Years 3, 5, 7 and 9. It tests the skills essential for every child to progress through school and life, such as Reading, Writing, Numeracy, Spelling and Grammar & Punctuation. The tests are constructed to give students an opportunity to demonstrate skills they have learned over time through the school curriculum.

The NAPLAN results in the table below illustrates that Ranford consistently performed above and well above like schools in all of the Year 3 and Year 5 tests in 2022. It is expected that student cohorts differ each year and results are always analysed and compared to previous cohorts so targeted improvements can be planned.

	2018	2019	2020	2021	2022
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	487	466	478	499	444
Year 5	549	529	560	555	543

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Initial Data

Year 3 81 Students	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Ranford School Mean	444	487	466	478	499
State Mean	395	428	419	414	424
Australian Mean	399.8	437.8	422.1	417.7	433.2
Like School Mean	425	464	444	447	471
No. above NMS %	94%	94%	99%	93%	96%
No. below NMS %	1%	4%	0%	4%	1%

Year 5 92 Students	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Ranford School Mean	544	549	529	560	556
State Mean	487	505	480	505	496
Australian Mean	488.3	509.7	484.3	504.5	498.8
Like School Mean	518	536	501	532	531
No. above NMS %	95%	95%	97%	97%	96%
No. below NMS %	1%	0%	2%	1%	2%

NMS: National Minimum Standard
Sourced: https://rb.gy/nins

NAPLAN Longitudinal Summary

Numeracy
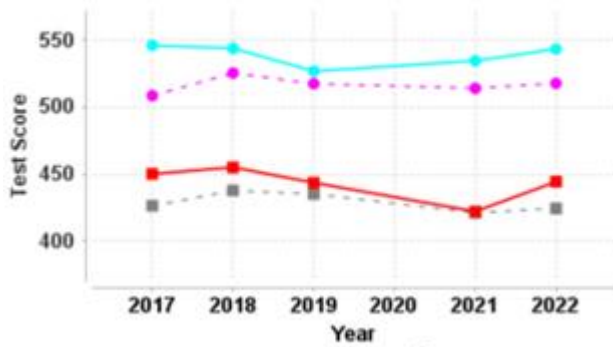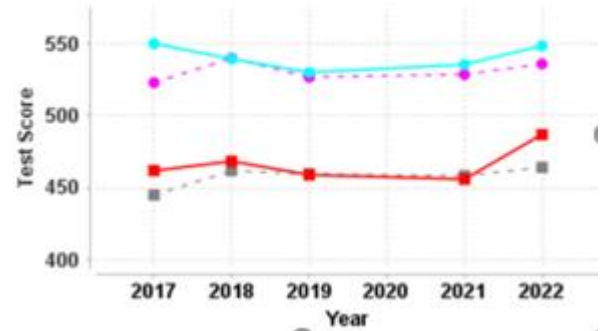
Reading

Writing
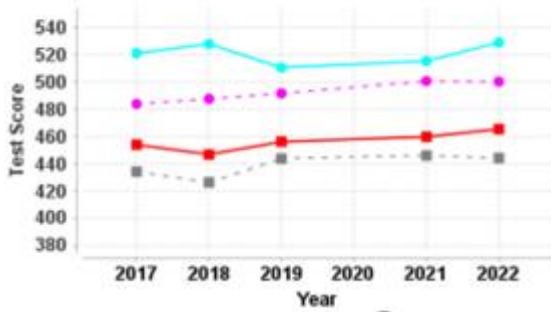
Spelling
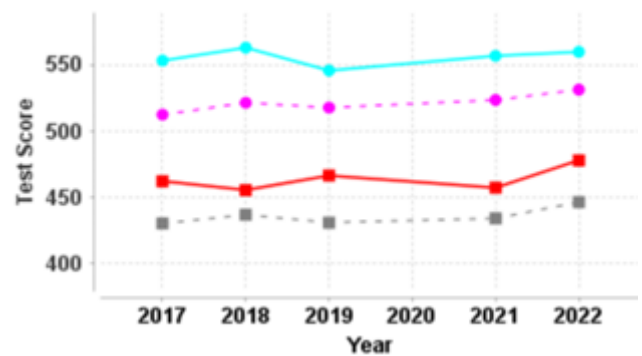
Grammar & Punctuation
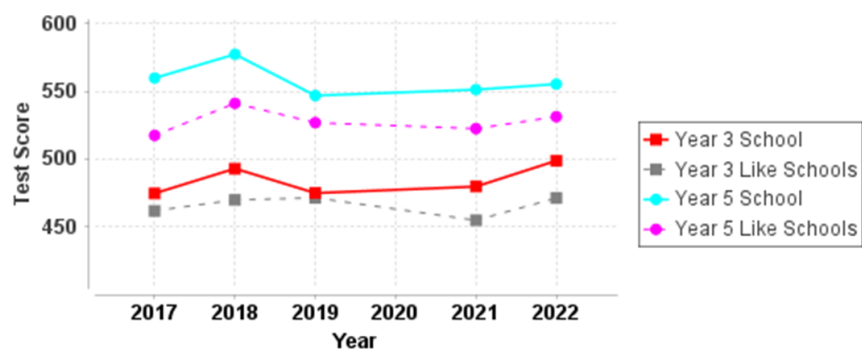
NAPLAN Proficiency Bands Summary

Numeracy

Band	NAPLAN Score Range	Year 3 2021 Sch	Year 3 2021 Like Sch	Year 3 2022 Sch	Year 3 2022 Like Sch	Year 5 2021 Sch	Year 5 2021 Like Sch	Year 5 2022 Sch	Year 5 2022 Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					23%	13%	31%	17%
7	530 - 581					25%	28%	27%	25%
6	478 - 529	20%	20%	32%	24%	31%	29%	23%	32%
5	426 - 477	24%	24%	28%	23%	19%	21%	13%	19%
4	374 - 425	31%	30%	19%	28%	2%	7%	4%	6%
3	322 - 373	19%	17%	15%	18%	0%	2%	1%	2%
2	270 - 321	5%	7%	5%	6%				
1	Up to 269	1%	1%	1%	2%				

- 🟩 Above National Minimum Standard
- 🟧 At National Minimum Standard
- 🟥 Below National Minimum Standard

Reading

Band	NAPLAN Score Range	Year 3 2021 Sch	Year 3 2021 Like Sch	Year 3 2022 Sch	Year 3 2022 Like Sch	Year 5 2021 Sch	Year 5 2021 Like Sch	Year 5 2022 Sch	Year 5 2022 Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					20%	21%	33%	24%
7	530 - 581					32%	31%	29%	31%
6	478 - 529	37%	42%	54%	45%	30%	27%	27%	27%
5	426 - 477	27%	23%	22%	22%	15%	15%	5%	12%
4	374 - 425	20%	17%	14%	16%	2%	4%	5%	4%
3	322 - 373	12%	11%	4%	10%	0%	3%	0%	2%
2	270 - 321	4%	6%	2%	5%				
1	Up to 269	0%	1%	4%	2%				

- 🟩 Above National Minimum Standard
- 🟧 At National Minimum Standard
- 🟥 Below National Minimum Standard

Writing

Band	NAPLAN Score Range	Year 3 2021 Sch	Year 3 2021 Like Sch	Year 3 2022 Sch	Year 3 2022 Like Sch	Year 5 2021 Sch	Year 5 2021 Like Sch	Year 5 2022 Sch	Year 5 2022 Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					14%	9%	20%	12%
7	530 - 581					20%	23%	34%	21%
6	478 - 529	35%	29%	47%	29%	48%	34%	33%	33%
5	426 - 477	37%	41%	32%	38%	17%	25%	11%	21%
4	374 - 425	26%	20%	16%	22%	1%	6%	1%	9%
3	322 - 373	2%	6%	4%	8%	0%	3%	2%	4%
2	270 - 321	0%	2%	1%	3%				
1	Up to 269	0%	1%	0%	1%				

- 🟩 Above National Minimum Standard
- 🟧 At National Minimum Standard
- 🟥 Below National Minimum Standard

Spelling

Band	NAPLAN Score Range	Year 3 2021 Sch	Year 3 2021 Like Sch	Year 3 2022 Sch	Year 3 2022 Like Sch	Year 5 2021 Sch	Year 5 2021 Like Sch	Year 5 2022 Sch	Year 5 2022 Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					36%	20%	42%	26%
7	530 - 581					31%	30%	32%	25%
6	478 - 529	47%	32%	54%	39%	17%	24%	16%	26%
5	426 - 477	18%	23%	27%	23%	15%	17%	7%	16%
4	374 - 425	17%	22%	9%	19%	1%	6%	2%	5%
3	322 - 373	15%	14%	2%	12%	0%	3%	1%	2%
2	270 - 321	2%	7%	4%	4%				
1	Up to 269	1%	3%	4%	3%				

- 🟩 Above National Minimum Standard
- 🟧 At National Minimum Standard
- 🟥 Below National Minimum Standard

Grammar & Punctuation

Band	NAPLAN Score Range	Year 3 2021 Sch	Year 3 2021 Like Sch	Year 3 2022 Sch	Year 3 2022 Like Sch	Year 5 2021 Sch	Year 5 2021 Like Sch	Year 5 2022 Sch	Year 5 2022 Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					32%	22%	32%	26%
7	530 - 581					25%	22%	33%	22%
6	478 - 529	51%	40%	58%	46%	24%	27%	20%	25%
5	426 - 477	20%	22%	21%	21%	14%	19%	12%	19%
4	374 - 425	12%	21%	7%	17%	5%	6%	2%	6%
3	322 - 373	13%	8%	10%	9%	0%	3%	2%	2%
2	270 - 321	3%	5%	2%	5%				
1	Up to 269	1%	4%	1%	2%				

- 🟩 Above National Minimum Standard
- 🟧 At National Minimum Standard
- 🟥 Below National Minimum Standard

Attendance

In line with our 2020 – 2022 Business Plan, our attendance approach has maintained a culture of high attendance expectations amongst staff and the parent community. The ongoing impact of COVID has reinforced the need for our continued personalised approach to the monitoring of student attendance. This includes a range of strategies:

- Attendance articles in parent newsletters and flyers provided to Kindergarten students
- Phone calls to parents for students without regular attendance
- Absentee letters sent home in five week cycles to inform parents of current attendance rate
- Parent meetings
- Case managed approach to Students at Educational Risk with attendance concerns through Individual Adjustment Plans (IAPs)
- Attendance Plans established for those students falling into the 'Severe at Risk' category.
- Attendance comments included in interim and semester reports. Eg. *Research shows that an absentee rate of greater than 10% is considered to place a child at risk of not achieving their learning potential. Xx's has currently been absent for X% of the semester.*

The following Attendance Data is based on the attendance in the 2019-2022 period, excluding the 2020 Semester 1 attendance. The data in the table below demonstrates that we continue to perform above 'Like Schools' in both attendance rates and on average the percentage of our students who fall in the 'At Risk' categories is lower than 'Like Schools'.

Attendance Rates 2019 - 2022		
	Ranford %	**Like Schools %**
Average Attendance Rate	93.7	92.8
Average Regular Attendance Rate	80.8	76.9
Students at Risk Percentages 2019 - 2022		
	Ranford %	**Like Schools %**
Indicated	14	18.7
Moderate	3.8	4.6
Severe	0.75	1.3

Business Plan – Focus Area 1
- Reducing 'unauthorised absences', specifically vacations during school terms.
  It is pleasing to note that our percentage of unauthorised absences is lower than like schools across as reflected in the table below. However, it is important to note the percentage of unauthorised absences has increased on the previous year due to the return of overseas vacations during school terms.

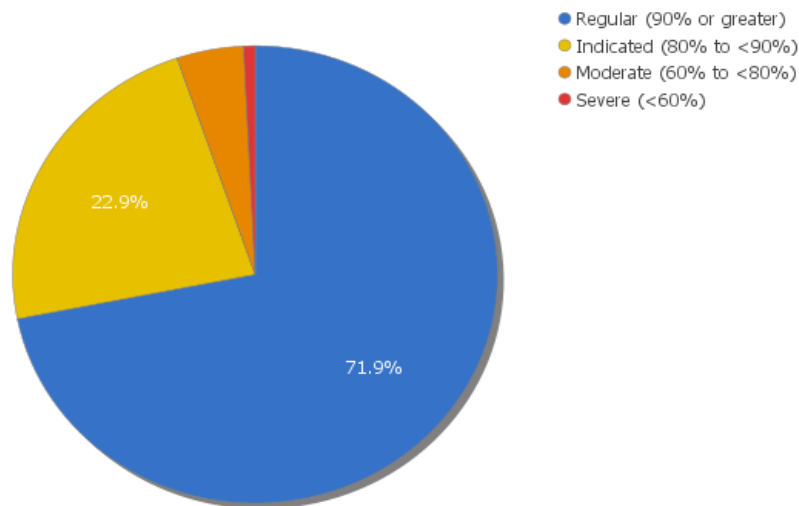| Authorised and Unauthorised Absences Average 2022				
	Ranford Primary		**Like Schools**	
	Authorised	**Unauthorised**	**Authorised**	**Unauthorised**
PPR	70	30	68	32
Y01	73	27	71	29
Y02	71	29	69	31
Y03	71	29	70	29
Y04	80	20	69	31
Y05	75	25	71	29
Y06	71	29	73	27

Business Plan – Focus Area 2

- Establishing positive attendance behaviours in the early years of schooling.
  It is pleasing to note in the table below, that regular attendance rate in the Early Years at Ranford is consistently above like schools, however, it is important to note that both Ranford attendance and like schools regular attendance rate is lower than previous years.

Regular Attendance Rate % in 2022				
	Semester 1		Semester 2	
	Ranford Primary	Like Schools	Ranford Primary	Like Schools
Pre-primary	90.1	89.8	88	89.3
Y01	91.7	90.4	91.3	90.2
Y02	92.7	90.1	92.1	90.4

Ranford Primary School

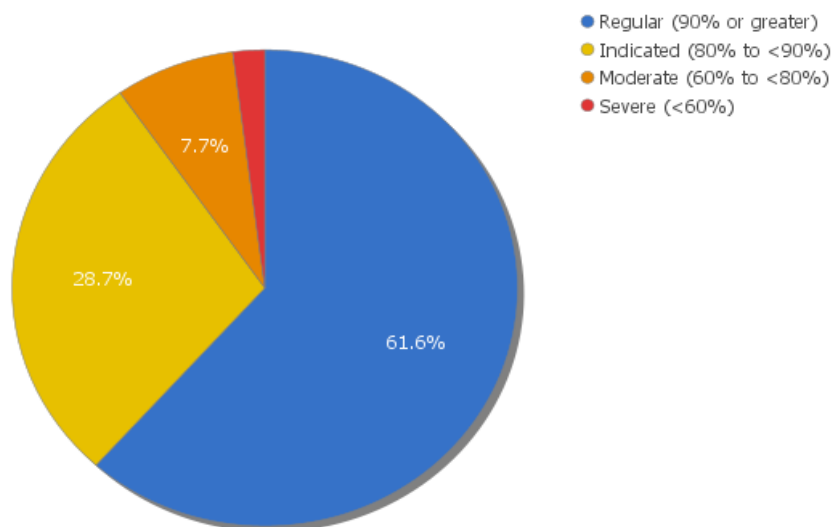2022 - Semester 1 Collection (Finished for this Year/Semester) Attendance Profile Semester 2 Compulsory

Like Schools

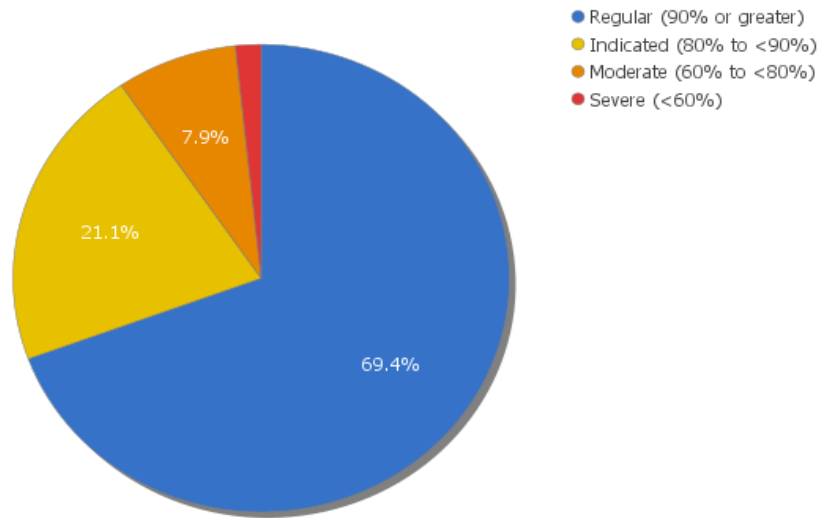2022 - Semester 2 Collection (Finished for this Year/Semester) Attendance Profile Semester 2 Compulsory

Ranford Primary School
2022 - Semester 2 Collection (Finished for this Year/Semester) Attendance Profile Semester 2 Compulsory

Attendance Profile 2022 Semester 2

● Regular (90% or greater)
● Indicated (80% to <90%)
● Moderate (60% to <80%)
● Severe (<60%)

7.9%
21.1%
69.4%

Like Schools
2022 - Semester 2 Collection (Finished for this Year/Semester) Attendance Profile Semester 2 Compulsory

Attendance Profile 2022 Semester 2

● Regular (90% or greater)
● Indicated (80% to <90%)
● Moderate (60% to <80%)
● Severe (<60%)

8.0%
26.1%
63.9%
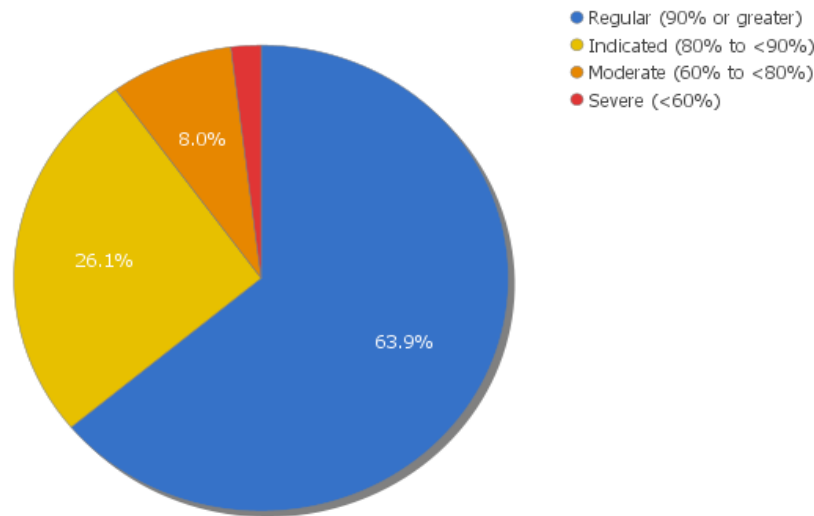
Inclusivity

Suspension
Ranford Primary is very proactive in putting programs in place to support students to be successful in the playground and classroom by making positive choices throughout the day. As a result, there are a very small number of students being withdrawn from class and suspended from school. Suspension data has not been included as it is statistically insignificant but easily identifiable.

Throughout 2022, Ranford Primary staff have continued to provide an inclusive learning environment ensuring all students at educational risk were supported and resourced appropriately to meet their individual learning needs. The continued implementation of the Diversity and Differentiation Policy supports staff to address the needs of students. Embedded in the SEN Plans and IAP cycle is regular and ongoing consultation and feedback between teachers and parents. Students with special educational needs were supported by education assistants and support teachers in small group intervention programs.

ABLES

Abilities Based Learning and Education Support (ABLES) continued to be utilised in 2022 to create a comprehensive picture of individual student's strengths and abilities. ABLES is designed to capture indicators of student proficiency and understanding that can be readily observed by teachers in the context of school and classroom interactions, supporting teachers when planning a learning program for students unable to access the mainstream curriculum.

SEN Reporting

In 2022 staff continued to utilise the SEN Reporting format to assess and report to parents on the achievement of students with either special education needs or students whom the school has identified as requiring an alternative reporting format. Nine students received a SEN Report in both Semester One and Two.
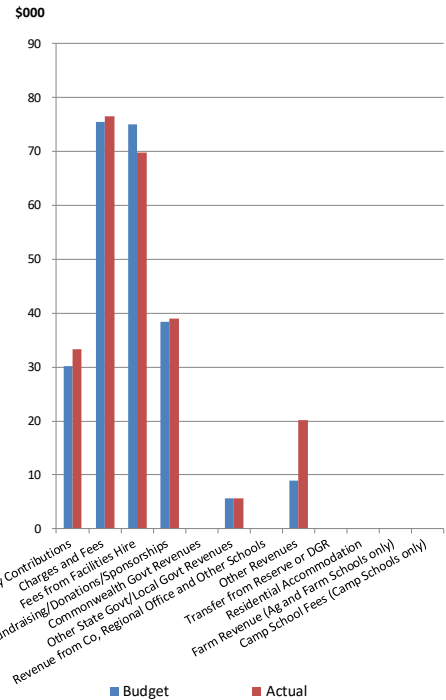
Professional Capacity

Throughout the school there were 21 students whose needs and disabilities were catered for by providing additional resources and staff training. This resulted in a large team of support staff who are committed to supporting students to achieve their potential. Professional learning for all staff focused on Zones of Regulation, Managing Student Health, Youth Mental Health First Aid, Extension and Challenge, learning difficulties and wellbeing including Be You.
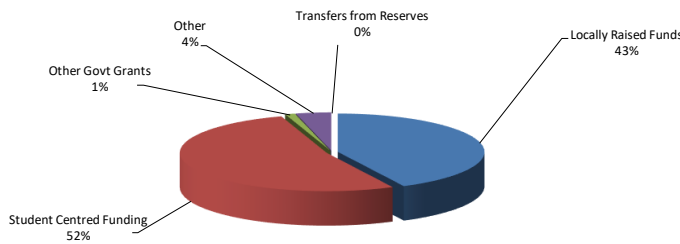
Financial Summary

Ranford Primary School
Financial Summary as at
31st December 2022

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	$ 30,206.00	$ 33,356.60
2	Charges and Fees	$ 75,473.00	$ 76,429.93
3	Fees from Facilities Hire	$ 75,000.00	$ 69,843.66
4	Fundraising/Donations/Sponsorships	$ 38,359.00	$ 39,017.66
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ 5,583.00	$ 5,582.89
7	Revenue from Co, Regional Office and Other Schools	$ -	$ -
8	Other Revenues	$ 8,948.80	$ 20,082.96
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	$ 233,569.80	$ 244,313.70
	Opening Balance	$ 138,990.87	$ 138,990.87
	Student Centred Funding	$ 269,164.73	$ 269,164.73
	Total Cash Funds Available	**$ 641,725.40**	**$ 652,469.30**
	Total Salary Allocation	$ -	$ -
	Total Funds Available	**$ 641,725.40**	**$ 652,469.30**

Actual Year to Date by funding sources

- Other 4%
- Transfers from Reserves 0%
- Other Govt Grants 1%
- Locally Raised Funds 43%
- Student Centred Funding 52%

Locally Raised Revenue - Budget vs Actual

Expenditure - Cash and Salary		Budget	Actual
1	Administration	$ 51,948.80	$ 62,836.26
2	Lease Payments	$ 64,153.00	$ 64,125.40
3	Utilities, Facilities and Maintenance	$ 145,980.00	$ 129,673.85
4	Buildings, Property and Equipment	$ 46,044.00	$ 50,530.37
5	Curriculum and Student Services	$ 181,331.66	$ 158,226.22
6	Professional Development	$ 19,000.00	$ 13,981.89
7	Transfer to Reserve	$ 25,000.00	$ -
8	Other Expenditure	$ 25,898.00	$ 7,884.03
9	Payment to CO, Regional Office and Other Schools	$ 1,470.00	$ 1,470.00
10	Residential Operations	$ -	$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	$ -	$ -
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	**$ 560,825.46**	**$ 488,728.02**
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	**$ 560,825.46**	**$ 488,728.02**
	Cash Budget Variance	**$ 80,899.94**	

Goods and Services Expenditure - Budget vs Actual

Cash Position Components
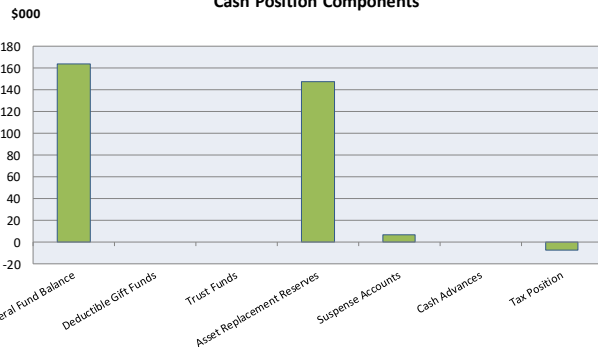
Cash Position Components		
Bank Balance		**$ 310,685.93**
Made up of:		
1	General Fund Balance	$ 163,741.28
2	Deductible Gift Funds	$ -
3	Trust Funds	$ -
4	Asset Replacement Reserves	$ 147,381.13
5	Suspense Accounts	$ 6,920.52
6	Cash Advances	$ -
7	Tax Position	$ (7,357.00)
	Total Bank Balance	**$ 310,685.93**