Our school at a glance

Red Range Public School is situated in the New South Wales Northern Tablelands on the traditional land of the Ngoorabul people. Red Range is a small rural village approximately 19km east of Glen Innes predominately populated with farming and grazing properties.

Students

Red Range Public School is a small school and has an enrolment of 24 students. Approximately 42% of the students identify as Aboriginal or Torres Strait Islander background. The school is well equipped and offers students opportunities to participate in a range of academic, sporting and cultural activities. Students come from a variety of cultural and socio-economic backgrounds. They are drawn from the local town of Glen Innes and surrounding properties.

Staff

Red Range Public School operates as a P6 school since its reclassification in 2012. The P6 staffing allocation consisted of one full-time teaching position – Mrs Pam Murphy. Support teachers were Ms Shanelle Gunther, Miss Kerrie McCarthy and Mrs Melissa Ward. During 2013 Ms Shanelle Gunther relieved the full time teaching/principal position as Mrs Pam Murphy undertook a Relieving Principal position at another school.

All teaching staff meets the professional requirements for teaching in NSW public schools. Student learning is supported by our dedicated teaching and support staff who bring to the school a wide range of expertise and experience from a variety of educational experiences.

Student achievement in 2013

Due to the small cohort of students at Red Range Public School privacy protocols prevent disclosure of specific student data. Parents have been advised of student results.

Principal’s message

Red Range Public School provides a wide range of educational experiences in the six key learning areas catering for the intellectual, physical, social and emotional development of our students. Our focus is on meeting the needs of isolated students. A range of programs and activities provide for individual needs and abilities.

The small school environment is recognized as a special attribute of this school. The friendly, family environment is evident in the tremendous support and enthusiasm given by the school community to school activities, cultural, sporting and academic excursions and events. I would like to take this opportunity to thank the Red Range Public School community for their commitment to the school, their support of the students and the staff of the school.

This report is intended to highlight the school’s performance in a range of academic and social areas, some specific achievements of our students and the wonderful supportive role that parents play in their children’s education.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Shanelle Gunther
Relieving Principal
**P & C Message**

Although only a small school, the P & C Committee is actively involved and supports the school through running the canteen, fundraising during the year and helping to cater for significant occasions.

During the year the P & C make financial donations to the school to assist in the cost of excursion expenses, end of year book prizes, Year 6 jumpers and towards other resources.

**Student representative’s message**

My name is Marika Patterson and I have been at Red Range Public School since I was in Yr 2. I love coming to school to learn new things and catch up with my friends. I especially like the excursions that we get to go on and our sports days with other small schools. I love how friendly all the other children are and how we all take care of each other.

Marika Patterson Yr 5 2013 School Leader

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

Red Range Public School has seen an increase in student enrolments during 2013.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>8</td>
<td>16</td>
<td>12</td>
<td>14</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>80.0</td>
<td>82.6</td>
<td>81.5</td>
<td>73.9</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>89.5</td>
<td>91.5</td>
<td>96.9</td>
<td>82.6</td>
<td>80.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.8</td>
<td>93.7</td>
<td>90.8</td>
<td>90.6</td>
<td>85.6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>89.2</td>
<td>95.0</td>
<td>88.2</td>
<td>84.9</td>
<td>88.0</td>
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<tr>
<td>4</td>
<td>85.3</td>
<td>90.0</td>
<td>Na</td>
<td>83.5</td>
<td>94.3</td>
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<tr>
<td>5</td>
<td>92.6</td>
<td>92.6</td>
<td>97.8</td>
<td>67.9</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>96.8</td>
<td>88.1</td>
<td>94.9</td>
<td>78.4</td>
<td>92.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90.5</td>
<td>90.1</td>
<td>90.8</td>
<td>91.8</td>
<td>82.1</td>
<td>88.6</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Student non-attendance is managed according to DEC Policies and with parent involvements. Reminders to students and parents are ongoing and the required attendance rates are stated on mid-year and end of year reports. Our school also works closely with the DEC Home School Liaison Officer (HSLO).

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Our strong teaching and administration team are committed to providing a caring environment of stimulation, opportunity, participation and achievement for each student.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Primary Part-time Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>Primary Learning and Support</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.086</td>
</tr>
<tr>
<td>Total</td>
<td>2.496</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013 there was no staff that identified as Aboriginal employed at Red Range Public School.
Teacher qualifications
All teaching staff meets the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>Nil</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>75%</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2013

**Income**
- Balance brought forward: $57615.97
- Global funds: $42168.91
- Tied funds: $67624.88
- School & community sources: $11628.27
- Interest: $1711.70
- Trust receipts: $1207.80
- Canteen: $0.00
- **Total income**: $181957.53

**Expenditure**
- Teaching & learning
  - Key learning areas: $3854.75
  - Excursions: $2082.93
  - Extracurricular dissections: $4076.75
- Library: $818.12
- Training & development: $4636.13
- Tied funds: $83533.07
- Casual relief teachers: $649.44
- Administration & office: $16113.37
- School-operated canteen: $0.00
- Utilities: $13040.02
- Maintenance: $9663.84
- Trust accounts: $1207.80
- Capital programs: $0.00
- **Total expenditure**: $139676.22
- **Balance carried forward**: $42281.31

School performance 2013

Arts
Red Range Public School encourages and provides opportunities for the students to participate and achieve in Creative Arts. Highlights in 2013 include:
- Students completed artworks to enter in various sections of our Local Glen Innes Show.
- Students participated in NAIDOC Week to celebrate Aboriginal and Torres Strait Islander cultures and to recognize the contributions of Indigenous Australians. Children took part in a range of art and cultural activities.
- Students participated in the local Celtic Festival performing in the Combined Schools Choir and a street dance.
- Senior students participated in a number of transition to High School days focusing on drama and woodwork.

Sport
Red Range Public School runs a continuing sports program where the children are encouraged to participate in active play. The school sport emphasis continues to be on involvement and fair play, maximizing the opportunities for all students to pursue healthy lifestyle practices. Physical Fitness has again been a priority of our school for 2013. This was reflected in our many and varied sports programs.
- All students participated in the School Swimming & Water Safety Program.
- Students participated in Small Schools Swimming, Athletics and Cross Country Carnivals.
- Students have the opportunity to compete at District and Regional levels.
- Our School became a Live Life Well School. The Crunch n Sip policy and other initiatives promoting healthy eating and physical activity were also implemented.
Other
Red Range Public School offers a wide range of programs and activities to provide all students with many opportunities for experience and achievement.

- Kindergarten and Yr 3 Orientation Program
- Whole school excursion to Lake Keepit Recreation Camp
- A variety of Visiting Performances
- Conducts School Safety Days in association with Police and Rural Fire Services
- National Book Week

Academic achievements

NAPLAN
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 – Literacy (including Reading, Writing, Spelling, Grammar and Punctuation)

Owing to privacy protocols it is not possible to report results in detail for Red Range Public School.

NAPLAN Year 3 – Numeracy

Owing to privacy protocols it is not possible to report results in detail for Red Range Public School.

NAPLAN Year 5 – Literacy (including Reading, Writing, Spelling, Grammar and Punctuation)

Owing to privacy protocols it is not possible to report results in detail for Red Range Public School.

NAPLAN Year 5 – Numeracy

Owing to privacy protocols it is not possible to report results in detail for Red Range Public School.

Best Start Assessment
The Best Start Kindergarten Assessment identifies the literacy and numeracy knowledge and skills that each child brings to school as they enter kindergarten. It uses a continuum that is consistent with the English and Mathematics syllabus for the early years of schooling.

This assessment informs the quality teaching and learning programs that schools implement in the early years. Our implementation of this program has seen the following outcomes:

- Specific student weaknesses and strengths have been identified.
- Parent teacher interviews have been more informative.
- Teaching/learning programs have been more relevant to individual student needs.
- Our evaluation of the overall progress of Kindergarten students has been effective and allows us to readily identify focus areas.
Significant programs and initiatives

Aboriginal education
Red Range Public School values the importance of Aboriginal Education for all students. The school incorporates Aboriginal perspectives across the Key Learning Areas. The school’s Aboriginal Education Policy is reviewed regularly. Students and staff participate in activities including excursions and workshops that focus on Aboriginal art, music, storytelling, traditions and culture. The school also participates in NAIDOC week activities.

Multicultural education
Our school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

Transitional Equity Funding
Red Range Public School receives Equity funding support. This program provides financial support for literacy, numeracy and community participation. The Transitional Equity Funding allows for the employment of a teacher 2 days a week, to teach the K-2 class. This provides opportunities for more individualized teaching of students, assisting students to achieve stage appropriate outcomes. Outcomes from this funding include:
- High student/teacher ratio in the classroom
- Improved learning outcomes for students

Student Welfare
Red Range Public School staff developed and regularly review our Student Welfare policy which focuses on the needs of all students.

Our school includes the ‘You Can Do It’ Program into our curriculum which has demonstrated improvements in student behavior, attitude and playground harmony.

Community Use of School Facilities
Various community organizations use the school’s facilities, usually free of charge. This year the school was available to the Red Range Sports and Campdraft Committee to hold their general meetings and also to the Australian Electoral Commission.

School planning and evaluation 2012-2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
- Student assessment data analysis
- Teacher observation and judgment of student engagement levels
- Analysis of student work samples
- Policy and guideline reviews

School planning 2012-2014: progress in 2013

School priority 1
Outcome for 2012-2014
Students will achieve their expected growth in NAPLAN Spelling between Year 3 and Year 5.

Evidence of progress towards outcomes in 2013:
- Employment of a second classroom teacher 3 days a week to make a class sizes smaller.
- Staff attended professional development activities to engage in ongoing learning leading to improved teaching.
- Regular student assessments were used to inform teaching/learning strategies for evaluation.
- Use innovative technology in the classroom.

Strategies to achieve these outcomes in 2014:
- Ongoing training in the new English Syllabus.
- Develop a K-6 Literacy Scope and sequence
- The employment of an additional classroom teacher to reduce our class sizes to allow for explicit modelling and teaching.
- Continue to review Best Start and NAPLAN data.
- Continue to use innovative technology in the classroom.

School priority 2
Outcome for 2012-2014
To improve student outcomes in Numeracy.

Evidence of progress towards outcomes in 2013:
Employment of a second classroom teacher 3 days a week to reduce class sizes.
All staff developed a shared knowledge and understanding of content and its consistent use across all stages.
Innovative technology used in both classrooms.
Utilized Best Start and NAPLAN data to identify strengths and weakness of incoming students.

**Strategies to achieve these outcomes in 2014:**
- Train staff in the new Mathematics Syllabus.
- Implement the new Mathematics Syllabus.
- Continue employment of a second teacher to reduce class sizes.
- Continue to use innovative technology and explicit teaching.
- Continue to review Best Start and NAPLAN data.

**School priority 3**

**Outcome for 2012-2014**
To improve and promote Student Attendance and Engagement.

**Evidence of progress towards outcomes in 2013:**
- Increased attendance through improved monitoring systems.
- Follow-up phone calls, regular newsletter articles and website notices.
- Provided all students the opportunity to participate in a major excursion.

**Strategies to achieve these outcomes in 2014:**
- Continue attendance monitoring systems.
- Continue follow-up phone calls, regular newsletter articles and website notices.
- Provide students with the opportunity to participate in a school excursion.

**Professional Learning**
All teaching and administrative staff participated in the following professional learning activities:
- Mandatory Child Protection Training
- Code of Conduct Training
- Emergency Care
- Anaphylaxis Training
- Small Schools Conference
- Classroom Management
- First Aid and CPR
- Designing PLP’s

**Movement with Gymnastics**

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented as follows:
- All families have indicated that they are satisfied with the operation of the school.
- They feel welcome and are comfortable to approach the teachers/principal in relation to their child’s education.
- All Red Range Public School staff indicated the great support given to each other.
- Students indicated the caring and friendly environment the school provides them.
- Both parents and students also acknowledged the opportunities offered in our extra-curricular activities.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Shanelle Gunther – Principal (Relieving)
Lynda Newberry - School Administration Manager
Kerrie McCarthy – Classroom Teacher

**School contact information**
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Fax: 02 67 342 202
Email: redrange-p.school@det.nsw.edu.au
Web: www.redrange-p.school.det.nsw.edu.au
School Code: 2948

Parents can find out more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: