Red Range Public School
Annual School Report
Our school at a glance

**Students**

Red Range Public School is a small school and has an enrolment of approximately 19 students (55% Aboriginal). The school is well equipped and offers students opportunities to participate in a range of academic sporting and cultural activities.

The drawing area for the school is designated as Low Socio-Economic and has a high welfare component. The school employs two teacher’s aide workers.

**Staff**

A reduction in enrolment has meant that Red Range Public School was reclassified to a P6 from semester 2, 2012.

The P6 staffing allocation consisted of one full-time teaching position – Mrs Pam Murphy. Support teachers were Ms Shanelle Gunther, Miss Leonie Pettit, Mrs Melissa Ward and Miss Kerrie McCarthy.

The majority of support teachers are beginning teachers in their first five years of teaching. Mr Ric Hutchinson is the general assistant for one day per week. Mr Ric Hutchinson and Mrs Barb Baker were both employed as SLSO’s. Mrs Lynda Newberry is our school administrative manager.

All teaching staff meet the professional requirements for teaching in NSW public schools. It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Significant programs and initiatives**

Red Range Public School receives funding support from the Priority Schools program and the Country Area Program. These programs provide financial support for literacy, numeracy and community participation.

**Student achievement in 2012**

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**

The school is the focal point for the area and provides both educational and social opportunities for the community. Our student population is drawn from farms as well as rural, residential and rented properties in the Red Range and Glen Innes area. Over 80% of our students travel out from Glen Innes to take advantage of the high quality programs that we offer.

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 recognised 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 cooperation with 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.

**P & C and/or School Council message**

This year has been an extremely busy year. Our numbers at Red Range have remained steady with 19 students ranging from Kindergarten to Year 6.

We have been very lucky to have fabulous teachers working with our children: Ms Shanelle Gunther, Miss Leonie Pettit and Miss Kerrie McCarthy. They are valuable members of staff and we all appreciate the hard work and effort that they put into the students.

We consider ourselves lucky to have Mrs. Pam Murphy take over the Principal’s role in Term 2 this year. She has an immense amount of teaching knowledge and experience.

Our School Association has again worked well. I would like to thank our Treasurer and Secretary Sarah Molles and the other P&C members for all their hard work.

Funds raised have enabled us to support the school wherever needed. This has been invaluable in regard to extra learning support and gifted and talented programs. The School Association also purchased the book prizes for all students.

Our children really are a testament to the dedication, warm and caring environment that the teaching staff at Red Range has implemented, culminating in excellent results in the classroom and in all areas of sport.

Karen Hiko-Robinson

President Red Range P&C.

**Student representative’s message**

I have been a student at Red Range Public School for the past seven years. I have loved my time at Red Range. Red Range is a happy place where everyone is always friendly and we look after each other.

James Williamson 2012 School Leader

**Student context**

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

**Student enrolment profile**

In 2012, 68% of student enrolments identify as Aboriginal or Torres Strait Islander.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>21</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>18</td>
<td>8</td>
<td>8</td>
<td>16</td>
<td>12</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>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>80.0</td>
<td>82.6</td>
<td>81.5</td>
<td>73.9</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></td>
</tr>
<tr>
<td>2</td>
<td>91.8</td>
<td>93.7</td>
<td>90.8</td>
<td>90.6</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></td>
</tr>
<tr>
<td>4</td>
<td>85.3</td>
<td>90.0</td>
<td>na</td>
<td>83.5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.6</td>
<td>92.6</td>
<td>97.8</td>
<td>67.9</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></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>
</tr>
</tbody>
</table>

Management of non-attendance

Student non-attendance is managed through a range of strategies which include parent information on attendance requirements through newsletters and interviews, internal monitoring by staff, the use of specific pro formas for parents, training of staff in the Department of Education and Training (DET) attendance guidelines and the correct use of codes and cooperation with the DET Home School Liaison officer (HSLO).

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Staff retention

Because of this reduction in allocated classes, in term 2 the second teacher accepted reduced hours and took on the supply casual teaching allocation.

Teacher qualifications

All teaching staff meet 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>0</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>39375.99</td>
</tr>
<tr>
<td>Global funds</td>
<td>49205.43</td>
</tr>
<tr>
<td>Tied funds</td>
<td>84401.09</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>3628.83</td>
</tr>
<tr>
<td>Interest</td>
<td>2289.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>168.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>139693.13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>3784.36</td>
</tr>
<tr>
<td>Excursions</td>
<td>4726.84</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1620.99</td>
</tr>
<tr>
<td>Library</td>
<td>223.04</td>
</tr>
</tbody>
</table>
### Financial statement 2012

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>75990.21</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1155.63</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>11666.90</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>12850.35</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3682.84</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>168.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>4545.46</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>121453.15</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>57615.97</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

### School performance 2012

#### Achievements

#### Arts

In Term 2 students participated in NAIDOC Week to celebrate Aboriginal and Torres Strait Islander cultures and to recognise the contributions of Indigenous Australians. Children took part in a range of art and cultural activities.

In Term 3 students participated in activities organised by members of the Aboriginal community for ATSI Children’s Day. Children listened to the didgeridoo and learnt some traditional dances.

Students also prepared visual displays for Education Week.

In Terms 3 and 4 our senior students participated in a number of transition to High School days focusing on drama and woodwork.

#### Sport

Physical Fitness has again been a priority of our school for 2012. This was reflected in our many and varied sports programs. Small school sporting link days were run each term. Sport link days focused on athletics including ‘Mini Olympics’, swimming and cross country.

In addition to these special events, the school runs a continuing sports program and the children are encouraged to participate in active play. The school sport emphasis will continue to be on involvement and fair play, maximising the opportunities for all students to pursue healthy lifestyle practices.

In Term 4 all students participated in the gross-motor skills program S.M.A.S.H.

#### Other

**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.
Academic

Literacy and Numeracy – NAPLAN Year 3
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.

Literacy and Numeracy – NAPLAN Year 5
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.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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.

Progress in Year 3 Literacy
Strengths of some of the Year 3 students include:
Reading
• Identifies purpose of statement;
• Applies information;
• Links text to visual stimulus; and
• Locates directly stated information.
• Some correct formation of sentences;

Writing
• Some evidence of writing to convince; and
• Some components of persuasive structure.
• Recognises correct sentence structure;

Language Conventions
• Identifies correct verb to correct sentence; and
• Identifies the correct form of adverb.

Areas for further Literacy development of the Year 3 students include:
Reading
• Recognises effect of sentence structure; and
• Infers reason for a character’s comment.
• Range of precise, effective words;

Writing
• Substantial elaboration of ideas; and
• Effective / accurate paragraphs

Language Conventions
• Identifies punctuation for direct speech; and
• Identifies placement of apostrophe.

Progress in numeracy

Numeracy – NAPLAN Year 3
Strengths of some of the Year 3 students include:
• Interpret tables;
• Compare informal units; and
• Match number sentences.

Areas for further development of the Year 3 students include:
• Use of money – making equal coins;
• Calculating higher term in a pattern; and
• Completing multi-step problems.

Literacy – Year 5
Strengths of some of the Year 5 students include:
• Locates directly stated information;
• Connects ideas/interprets expression; and
• Links text to visual stimulus.
• Some components of persuasive structure;

Writing
• Most simple common words correct; and
• Some awareness of paragraphing.
• Identifies adjectives;

Language Conventions
• Identifies use of contraction apostrophe; and
• Identifies the correct form of verb.

Areas for further development of the Year 5 students include:
Reading
• Interpreting a character’s behaviour; and
• Recognises appeal to audience.
• Elaboration of ideas;

Writing
• Sustained use of precise words; and
• Persuasive devices engage reader.
• Identifies punctuation for direct speech;

Language Conventions
• Identifies correct conjunction; and
• Identifies the correct pronoun.

Numeracy – Year 5
Strengths of some of the Year 5 students include:
- Identifies cut face of a solid;
- Interpret timetables; and
- Identifying next number in number patterns.

Areas for further development of the Year 5 students include:
- Repeated subtraction;
- Multi-step problems; and
- Calculating the lowest cost.

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](http://www.myschool.edu.au) and enter the school name in the ‘Find a school’ and select ‘GO’.

**Significant programs and initiatives**

**Aboriginal education**
The school’s program educates all students about Aboriginal history and culture and about contemporary Aboriginal Australia. This is an area of education that has enormous implications for the future of our nation in the pursuit of reconciliation.

School programs focus on the four key issues of reconciliation which are - improving relationships, understanding country, valuing culture and sharing history.

Aboriginal perspectives are included in teaching programs and across all areas of the curriculum. Learning resources to support teaching programs are relevant, comprehensive and regularly evaluated.

There is a balanced representation of Aboriginal literature, readers and artworks across the school.

**Multicultural education**
School plans, programs and practices integrate strategies that progress the goals of the Multicultural Education Policy Respect and Responsibility

The underlying focus for any program at Red Range Public School is student welfare. Teachers at Red Range Public School believe quality teaching and learning programs form the basis for effective student welfare programs. We provide opportunities for each student to have success and to broaden his/her areas of experience, interest and skill.

Individual academic programs enable students to be successful at their own level of learning and to become aware of their progress. The teachers have been trained in child protection, emergency care and cardio pulmonary resuscitation procedures.

**National partnership programs**
Our school did not qualify for any assistance under the National partnership program.

**Other programs**

Respect and responsibility

The school’s student welfare and discipline policy embodies the core belief of mutual respect and the development of individual responsibility. We strive to create a learning environment that promotes the social, emotional and academic skills that our students need to be future citizens. As a learning community we encourage students to demonstrate resilience, respect, integrity and independence. To assist with the development of these attributes we are planning to introduce the use of the program ‘Bounce Back’.

‘Bounce Back’ is a resiliency program that teaches students the personal skills to ‘bounce back’ after encountering problems, difficulties and down times. The program is implemented across the whole school using a two-year scope and sequence.
SMASH

Red Range students again participated in the highly successful SMASH program. The program challenges students across a range of activities and equipment. The activities are designed to improve hand-eye coordination and the enrichment of gross motor skills, movement, control, perception and teamwork.

The program was conducted for the whole school over ten weeks. The students all found the program very enjoyable; the program gave students the opportunity to experiment with different equipment and learn new games.

Progress on 2012 targets

Target 1

Increase the percentage of students achieving at or above stage appropriate outcomes in Writing by 15% from 2011 data.

Strategies to achieve this target included:
• Staff use Stage outcomes and structured small learning groups to teach writing skills;
• Staff attend professional development activities and engage in ongoing learning in literacy; and
• Include technology as a regular part of teaching and learning activities.

Our success was measured by:
• Staff production of quality teaching and learning programs, which address areas of need;
• Interactive whiteboards used as daily classroom practice; and
• Collection of assessment data.

Our achievements included:
• 12% achieved at or above stage appropriate outcomes in Writing from 2011 data.
• Staff used Stage outcomes and structured small learning groups to teach writing skills;
• Staff attended professional development activities and engage in ongoing learning in literacy;
• Staff included technology as a regular part of teaching and learning activities.

Target 2

Increase the percentage of students achieving at or above stage appropriate outcomes in Number by 15% from 2011 data.

Strategies to achieve this target included:
• Staff used Stage outcomes and structured small learning groups to teach number skills;
• Staff attended professional development activities and engage in ongoing learning in numeracy; and
• Included technology as a regular part of teaching and learning activities.

Our success was measured by:
• Attendance at CAP or regional Numeracy workshops;
• Students use of technology to help achieve numeracy outcomes; and
• Collection of assessment data.

Our achievements included:
• 12% achieved at or above stage appropriate outcomes in Numeracy from 2011 data.
• Staff used Stage outcomes and structured small learning groups to teach number skills;
• Staff attended professional development activities and engage in ongoing learning in numeracy; and
• Staff included technology as a regular part of teaching and learning activities.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of School Culture.

Background

Each year the school completes an evaluation of educational practice in one of the following:
learning, teaching, planning, management, leadership and culture.

In 2010 we evaluated the School’s Culture.

All parents, students and staff were asked to respond to surveys on School’s Culture so as to attain the attitudes and opinions of all stakeholders as the first step in reviewing the school’s Student Welfare Policy.

**Findings and conclusions**

Staff almost always believed that the students were the school’s main concern and that strong links have been formed between students, staff and parents. They almost always believed that the school encouraged students to achieve their best and to show respect to others.

The school’s policy on School’s Culture is usually explained to all staff and students were usually praised and rewarded by the school.

Eighty-five percent of parents returned surveys to school. Of those who responded, 100% almost always supported what was happening at school and almost always believed that the school had achieved strong links with students and parents and the wider school community.

Of those who responded, 75% of parents believed that the students are almost always the school’s main concern. One quarter of parents who responded believed that the school sometimes praised and rewarded students who were successful.

All students in Years 3 - 6 completed surveys. All responded that they almost always felt safe at school. However, only half believed that they were almost always the school’s main concern.

Two thirds of students surveyed believed that they are almost always learning effectively and are challenged and motivated to do their best. Five out of six students believed that the school almost always or usually praised and rewarded successful students.

**Future directions**

These results can form the first evaluation of the School’s Culture Policy. The school must look at how successful students are acknowledged and how to further motivate students to learn. The school’s policy needs to be explained to all parents and students.

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**Curriculum**

**Background**

In 2012 we evaluated Mathematics.

Staff, students and parents were surveyed to gauge their opinions towards mathematics and how it is taught in the school.

**Findings and conclusions**

Staff surveyed enjoyed teaching mathematics and had a good understanding of the syllabus for all stages. They believed that their teaching programs almost always responded to student needs, interests and abilities.

Eighty percent of parents returned surveys. Of those that did, 75% believed that their children almost always enjoyed mathematics and that the teaching programs responded to their child’s needs and abilities.

Three quarters of parents believed that teachers almost always carried out regular assessments of student learning and 25% believed that parents sometimes understood how student learning is assessed.

All students in Years 3 - 6 completed surveys. Only half of the students almost always enjoyed mathematics. Two thirds believed that their teacher almost always knows what they can do and what they needed to learn. Eighty three percent almost always or usually had a good understanding of what they were learning. Only one third of students believed that they were almost always developing problem solving skills.
Future directions

Mathematics will continue to be taught in the current format for 2013 and changes will be made in 2014 in accordance with the implementation of the National Curriculum.

However, an emphasis on the further development of problem solving skills is required in 2013.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents believed that the students were the school’s main concern and that the school catered for the learning needs of all students and encouraged them to achieve their best. They also believed that the school encouraged every student to learn.

All parents also believed that the school knew about the families and communities in which it served.

All students at Red Range Public School are happy and like coming to school. They enjoy learning and the many varied learning experiences that are provided at school.

All teaching and support staff indicated that they enjoy working at Red Range Public School, are professionally supported and satisfied that the school is meeting the needs of the students.

Parents were able to contact the school to discuss any concerns that they may have. Staff worked with parents and students to rectify any problems and issues that arose within the school.

Professional learning

All staff were involved in professional learning in 2012. Courses attended were:
• Principal’s meetings and Regional Principal’s Conference
• Best Start training
• Non Violent Crisis Intervention training
• Quality Improvement (CAP)
• Live Life Well Workshop
• Small Schools Conference
• Staff Meetings
• Smarter and Sassier - for SAM (CAP)
• The Adolescent Brain
• Operation Art Teacher Workshop
• Connected Classroom training

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Targets for 2013

Students will achieve their expected growth in NAPLAN Spelling between Year 3 and Year 5 2013.

Strategies to achieve these targets include:
• Staff attend professional development activities and engage in ongoing learning in literacy leading to improved teaching;
• Include technology as a regular part of teaching and learning activities; and
• Staff monitor student achievements using regular in class assessments to inform planning.
**School priority 2**

**Outcome for 2012–2014**

**Targets for 2013**

To improve student outcomes in Numeracy. Students achieve their expected growth in NAPLAN Numeracy between Year 3 and Year 5.

Strategies to achieve these targets include:
- Students participate in engaging, innovative Numeracy activities and initiatives based on the North Coast Maths Program.
- Identify a staff member with Numeracy expertise to lead professional learning in pedagogy and student assessment and provide in-class professional learning through team teaching.
- Staff to use Stage outcomes and structured small learning groups to teach number skills.

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**School Priority 3**

**Outcome for 2012–2014**

**Targets for 2013**

To improve and promote Student Engagement and Attendance.

To improve the annual attendance rate from 82.1% to 95%.

Strategies to achieve these targets include:
- Provide an engaging, welcoming School Learning Environment;
- Provide opportunities for students to participate in innovative, engaging initiatives such as video conferencing, PSP and Interschool Activity Days;
- Provide access to a range of sporting activities and sports resources; and
- Provide the opportunity for all K-6 students to participate in a major excursion.

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About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed 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.

Pam Murphy, Principal
Karen Hiko-Robinson, School Council President

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Web: www.redrange-p.schools.nsw.edu.au
School Code: 2948

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