Our school at a glance

Students
Red Range Public School is a small school and has an enrolment of approximately 22 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 aide workers.

Staff
A reduction in enrolment has meant that Red Range Public School was reclassified to a P6 at the beginning of 2011. During the first two terms enrolments increased and we finished the year with 31 students enrolled.

The staffing for the 2011 school year consisted of two full-time teaching positions – Mrs Robyn Parnell and Mrs Melissa Ward. Support teachers were Mrs Deb Stapleton, Ms Shanelle Gunther, Miss Kym Sutton and Miss Kerrie Mc Carthy.

Permanent teachers are all experienced teachers with the majority having over ten years experience. The school is currently a PP5 but due to falling enrolments will be reclassified to a PP6 in 2012. The majority of support teachers are beginning teachers in their first five years of teaching. Mr Ric Hutchinson was the SLSO and is also the general assistant one day per week. 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.

Messages

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 70% 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.

Congratulations to our 2011 Education week awardees. This year’s award for ‘Outstanding student achievement’ was presented to Emily Shannon. The awards for ‘Outstanding contribution to the school by a community member’ were presented to Susan Child and Rowena Elkington.

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.

Robyn Parnell
P & C message

It has been another exciting and rewarding year for the Red Range P&C association.

With the help of the Building Education Revolution some much needed capital works projects were completed.

The school amenities block received a major upgrade. The old staff toilet was converted to house a fantastic disabled toilet and shower.

Our major fundraiser for 2011 was to assist the Glen Innes Endurance Club with the running of an international FEI equestrian event held at Red Range. Staff and senior students assisted the P&C during the ride. For our assistance on the day the P&C received $1000 in donations for the school.

These outcomes for our school would not have been possible but for the close relationship that the P&C enjoys with staff and the school community.

On a personal note may I thank the hard working P&C committee, the staff and the school community for their contribution to our children’s education.

Ric Hutchinson P&C President

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.

Jeremiah Boney School Captain

School context

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

In 2011 78% of students were new enrolments; that is a student who had only been enrolled at Red Range for less than twelve months. Of these new enrolments, 55% of new enrolments identify as Aboriginal or Torres Strait Islander.

Student attendance profile

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 proformas 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).

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21st March 2011.
### Gender Enrolment

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>21</td>
<td>20</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>18</td>
<td>8</td>
<td>8</td>
<td>16</td>
</tr>
</tbody>
</table>

### Structure of classes

All students work with their classroom teachers and also receive additional assistance from support staff.

The support teacher learning assistance works with identified students on a weekly basis.

In 2011 classes were divided into two groups; early stage 1 and stage 1 consisting of 13 students worked together and 16 students in stage 2 and stage 3 worked together.

Separate literacy and numeracy classes ensured that students had the opportunity to work in a small group situation with students of a similar ability.

### 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>Teaching Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>Smaller School Supplementation</td>
<td>0.42</td>
</tr>
<tr>
<td>Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3.056</strong></td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.19</td>
</tr>
<tr>
<td>Administrative Manager</td>
<td>0.496</td>
</tr>
<tr>
<td>Learning Support Officer</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1.086</strong></td>
</tr>
</tbody>
</table>

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

The Indigenous composition of the workforce at Red Range Public School is 0%.

### Staff retention

A reduction in enrolments has meant that our school was placed on review for 2011. Because of this reduction in allocated classes our second teacher accepted reduced hours and took on the supply casual teaching allocation.

### Teacher qualifications

All teaching staff met 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></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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>35 219.21</td>
</tr>
<tr>
<td>Global funds</td>
<td>44 300.77</td>
</tr>
<tr>
<td>Tied funds</td>
<td>45 044.22</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5 486.68</td>
</tr>
<tr>
<td>Interest</td>
<td>1 962.83</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>159.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>132 173.21</td>
</tr>
</tbody>
</table>

| **Expenditure**          |           |
| Teaching & learning      |           |
| Key learning areas       | 4 550.58  |
| Excursions               | 1 000.00  |
| Extracurricular dissections| 9 490.31  |
| Library                  | 190.42    |
| Training & development   | 2 783.32  |
| Tied funds               | 36 121.84 |
| Casual relief teachers   | 1 605.95  |
| Administration & office  | 10 650.81 |
| School-operated canteen  | 0.00      |
| Utilities                | 15 743.22 |
| Maintenance              | 5 084.27  |
| Trust accounts           | 159.50    |
| Capital programs         | 5 417.00  |
| **Total expenditure**    | 92 797.22 |
| **Balance carried forward**| **39 375.99** |
A full copy of the school’s 2011 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 2011**

Students are encouraged to participate in a variety of educational and cultural activities.

**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 2011. 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, 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.

**Science**

In Term 3 our senior students travelled to the University of New England, Armidale for the Science in the Bush activity day. They participated in a variety of hands-on workshops.

**Best Start**

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**

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.

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

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

In 2011 78% of students were new enrolments; that is a student who had only been enrolled at Red Range for less than twelve months. Of these new enrolments, 55% of new enrolments identify as Aboriginal or Torres Strait Islander.
Literacy – NAPLAN Year 3
In 2011, 5 students sat the Literacy NAPLAN tests in Year 3.

Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2011</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>415.2</td>
<td>387.0</td>
<td>415.6</td>
<td></td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 3
In 2011, 5 students sat the Numeracy NAPLAN tests in Year 3.

Literacy – NAPLAN Year 5
In 2011, 3 students sat the Literacy NAPLAN tests in Year 5.

Numeracy – NAPLAN Year 5
In 2011, 3 students sat the Numeracy NAPLAN tests in Year 5.
Progress in numeracy

Average progress in Numeracy between Year 3 and 5

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

The performance of the students in our school in the National Assessment Program – literacy and numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</td>
</tr>
</tbody>
</table>

Unfortunately we are not able to provide this information for year 5 students because of the small cohort.

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.

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 2011 targets**

**Target 1**
Aboriginal students are engaged in the curriculum and stronger links with the community are made.

**Strategies to achieve these targets include:**
- Personalised Learning Plans across Kindergarten to Year 6.
- Acquisition of resources for parents to support literacy programs.
- Introduction of the new Aboriginal Education and Training Policy.
- Closer links with the newly establish Aboriginal Education Consultative group.
- Encourage parents to become more actively involved in the P&C.
- Encourage parents and community to join us on special days and celebration.
- Support packages have been developed for parents to use at home to reinforce home learning and the importance of empowering parents.

**Our success has been demonstrated by:**
- Improved understanding about our school and how parents play a pivotal role in the education of our students.
- Increase understanding of Aboriginal Education policy.
- Improve interaction and communication between the school and community.

**Target 2**
In 2011 ninety per cent of students will achieve at or above the state average in numeracy.

**Strategies to achieve this target included:**
- Implementing a range of initiatives to support student numeracy engagement through the use of Priority School Program funds.
- Professional training for teachers on how to implement the Count Me in Too program and the Counting On program.
- Teachers incorporating NAPLAN assessment questions in numeracy teaching units.
- Students participating in the Mathletics online learning program.
- Utilizing CAP funding to provide students with the opportunity to work collaboratively with other schools.

**Our success was measured by:**
- Improved student performance in NAPLAN and school based assessments.
- Student involvement and enjoyment of numeracy activities.
- Improved student engagement in numeracy activities.

**Target 3**
Students will achieve their expected growth in spelling and reading standardized tests.

**Strategies to achieve these targets include:**
- Establish more effective attendance monitoring strategies.
- Increase Home School Liaison Officer (HSLO) interaction with regular scheduled meetings.
- Staff training in Attendance Procedures.
- Parent information and newsletter inserts.

**Our success has been demonstrated by:**
- Improved understanding by staff and parents with regards to attendance procedures and policy.
• Increased interactions with parents in regard to exemptions and other attendance issues by the Community Liaison and Attendance Officers.

• Reduced partial attendance percentage.

• Increased full time attendance percentage.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. This year we looked at community participation in our school.

Athletics Carnival
20% of our families were represented at the Athletics carnival.

Swimming Carnival
Unfortunately this event did not attract many spectators from the Red Range School community.

Christmas Presentation
Eighty parents and community members joined us for our annual presentation day.

NAIDOC celebrations
25% of families were represented on this day. Staff organized some fantastic activities that highlighted aboriginal culture.

ATSI children’s day
Representatives from the Aboriginal playgroup organized a morning of fun and games. This was a fantastic opportunity for potential new enrolments to visit our school. Approximately 45% of our families were represented at this activity.

Playgroup
On average four pre-school age children attended our playgroup.

P&C meetings
On average 20% of families are represented at P&C meetings on a regular basis.

P&C Fundraiser (International Endurance Ride)
45% of Families supported the school with our major fundraising event in November. All senior students participated in the event.

Future Directions
We would like to survey parents to ascertain their opinions on how we can increase parental participation at school events.

Professional learning
Red Range Public School relies heavily on casual support teachers. Temporary and casual teachers employed at Red Range Public School are encouraged to attend professional learning training. Two of our temporary teachers have completed the NSW institute of teachers’ accreditation for professional competence.

$2783.32 was spent on professional learning.

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
Outcomes for 2012–2014

Literacy
Improve literacy performance in the school. Students will achieve their expected growth in spelling and reading standardised tests.

Strategies to achieve this include:
• Implementation of targeting literacy and spelling activities.
• Employment of classroom teacher to allow for explicit modeling and teaching of writing text.

• Implementation of the Best Start Kindergarten Assessment program to identify learning that children bring to school. Teachers use this information to plan and deliver quality early years literacy teaching.

• Standardised tests used to assess student achievements.

• Ensure NAPLAN assessment questions are included in all teaching units in all KLA’s and time is allocated for test preparation and practice.

Our success will be measured by:

• Regular assessment of student progress recorded using Best Start software and standardised spelling and reading tests.

Numeracy

Improve numeracy performance in the school. Students will achieve at stage appropriate level in Year 3 numeracy.

Strategies to achieve this include:

• Through PSP supplementary staffing employ additional teacher to support smaller class sizes.

• Integration of interactive white board activities based on number and place value.

• Best Start numeracy assessment used to develop individual learning plans for all students K-2.

Our success will be measured by:

• Observation of classroom lessons to gauge whether student engagement has improved.

• Improved numeracy NAPLAN results by five points across all years.

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.

Melissa Ward Relieving Principal
Robyn Parnell Principal
Ric Hutchinson P&C President
Kym Sutton Teacher

School contact information

Red Range Public School
40 Parkes Street
Red Range, NSW 2370
Ph: 0267 342257
Fax: 0267 342202
Email: redrange-p.school@det.nsw.edu.au
Web: http://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: