



Rossmoyne Primary School

2018 Annual Report



Our School Vision

Together we empower global citizens.



Our School Purpose

To inspire lifelong learners who strive for personal excellence and community engagement.

Contents

	Page
• Principal's Message	4
• Special Events of 2018	6
• 2018 Student Academic Performance	7
• Student Attendance	12
• Student Attitude, Behaviour and Effort	12
• Our 2018 to 2020 Business Plan	13
• Our 2018 to 2020 Business Plan Targets	15
• National School Opinion Survey Results	16
• Financial Summary	18
• School and Community Endorsement	19



Our School Values

Integrity Respect Courage Belonging

Integrity.....doing the right thing even when no-one is watching.

Respect.....caring for self, others, the community and our environment.

Courage.....facing challenges, showing resilience and doing our personal best.

Belonging.....being an active and valued member of our communities.

Principal's Message

It is with great pleasure that I present the Rossmoyne Primary School 2018 Annual Report to you. 2018 was another highly successful and rewarding year for our school community. Our students again achieved excellent academic and non-academic results which are detailed later in this report. Our focus on the social, emotional and physical well-being of our students continued as did our efforts to foster our school's 'sense of community' that we are so well known for.

Our School Board continued to function very effectively throughout 2018 and the time, commitment and support offered by all members of our School Board must be acknowledged. New members of the board participated in an Induction Program and the board's involvement continued to develop with rigour. The Board played a vital and strategic role in developing the 2018 to 2020 Business Plan, reviewing our school's vision and purpose statements and introducing four school values. In addition, the Board also endorsed the 2017 Annual Report and the 2018 to 2020 Delivery and Performance Agreement, revised the School Board Terms of Reference, discussed the results of the 2018 National School Opinion Survey, interrogated our 2018 NAPLAN results and longitudinal trends and reviewed and ratified the Complaints Management, Homework and Dress Code policies. Regular school budget updates about were also presented to the Board throughout the year.

Our school community again received significant support from our P&C Association throughout 2018. The P&C successfully applied to have a Children's Crossing installed on Third Avenue and organised additional opportunities for our students including discos, a Family Movie Night and a Book Fair. The P&C also continued to facilitate the Bendigo Bank School Banking Program, Book Club and the Second Hand Uniform Shop. The efforts and financial support of our P&C in 2018 ensured all our families were provided with a school magnet at the beginning of the year, all new parents and carers were invited to attend a sundowner, our Year 6 students all received a professionally printed Yearbook and all of our Year 5 and 6 students attended the Constable Care Bike Safety School to learn about road safety when cycling.



Our P&C members also committed many hours to support and assist in classrooms and at events such as carnivals. Their support and contributions to our school are certainly appreciated. Our P&C will continue to provide us with support throughout 2019. A key initiative of the P&C in 2019 will be to improve our Pre-primary playground.

Many new initiatives were introduced to benefit our school community throughout 2018. Our association with the Youthcare School Chaplaincy Service commenced, we participated in the Mental Health in



Schools' initiative, morning fitness was introduced to the Year 1 to 4 classes, the inaugural Instrumental Music Soiree was held and many clubs including Chess Club, Running Club, Book Club and Lego Club were introduced.

Throughout 2018, our students continued to access a wide range of extra-curricular opportunities including excursions, the Edudance program, art competitions, choir, band, orchestra, interschool carnivals and events and the River Rangers program. Selected students also participated in interschool competitions including Chinese speaking and writing competitions and the Numero competition. Our students also participated in a range of activities to celebrate special events including Harmony Day, Book Week, Science Week and Pirate Day.

Our Maker Space room was developed last year so our students now have a dedicated and very well-resourced area to participate in STEM (Science, Technology, Engineering and Maths) learning experiences. We successfully applied for a Waste Wise grant and to have an existing room transformed into a Science Laboratory. Several of our classrooms were upgraded and we had extensive painting works completed. Additional iPads were purchased and many of our ICT (Information and Communication) resources were upgraded including interactive projectors and LED televisions. We purchased additional bandwidth for our school and employed a part-time Technical Support Officer.

2019 promises to be another busy year for our school community. We will continue to strive to achieve the challenging targets outlined in our 2018 to 2020 Business Plan and we will participate in NAPLAN Online and the ELLA (Early Languages Learning Australia) trial. Key activities in 2019 will include extensive reviews of our Students at Educational Risk and Pastoral Care policies and enhancing our school's systematic and strategic collection of student performance data.

I look forward to continuing to work with our school community in 2019 and beyond.

Rochelle Williamson

Principal



Special Events of 2018

- Student Leadership Program
- Faction Carnivals including Swimming, Cross Country and Athletics
- School's Clean Up Day
- Interschool carnivals including cricket, soccer, swimming, league tag, cross country, athletics, basketball and the Winter Carnival
- Fundraising events to raise money for our school's World Vision Child
- Harmony Day
- ANZAC Service
- Pirate Day Friday
- Edudance
- Languages competitions
- Learning Journey
- Book Week events
- Science Week Tabloid Morning
- Massed Choir Festival
- Instrumental Music Soiree
- Swimming lessons
- Mosaic Project
- Mini Singfest
- Year 6 Graduation and Dinner Dance



The two assessments mandated by the Department of Education for primary schools in Western Australia are the On-entry assessments conducted in Term 1 in Pre-primary and the NAPLAN assessments conducted in May in Years 3 and 5 every year. As in previous years, our students performed very well in these assessments.

On-entry Assessment

This assessment is primarily a diagnostic tool to determine where our students are at in reading, speaking and listening, writing and numeracy. Our staff then use the results to inform their teaching and learning programs. The information is also shared with the staff at the Rossmoyne Community Kindy who consider possible implications for their programs. The tables below show that a higher percentage of our 2018 Pre-primary students achieved higher scale scores than all Pre-primary students in Western Australian government schools in all assessments.

READING Scale Score	RPS % of students	WA % of students
0 to 149	0	0
150 to 299	0	>1
300 to 449	18	35
450 to 599	77	64
600 to 749	2	>1

SPEAKING & LISTENING Scale Score	RPS % of students	WA % of students
0 to 149	0	>1
150 to 299	0	>5
300 to 449	26	33
450 to 599	71	54
600 to 749	4	8

WRITING Scale Scores	RPS % of students	WA % of students
0 to 149	2	23
150 to 299	71	65
300 to 449	24	11
450 to 599	2	>1
600 to 749	0	>1

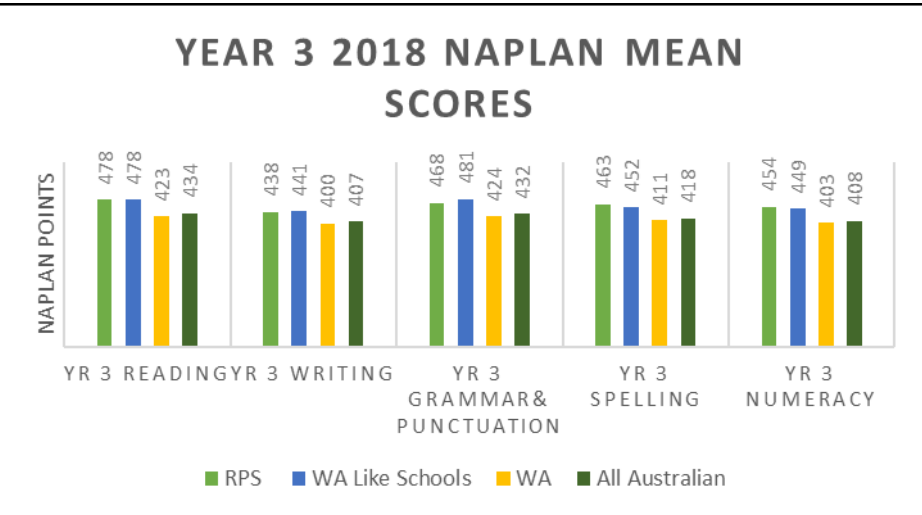
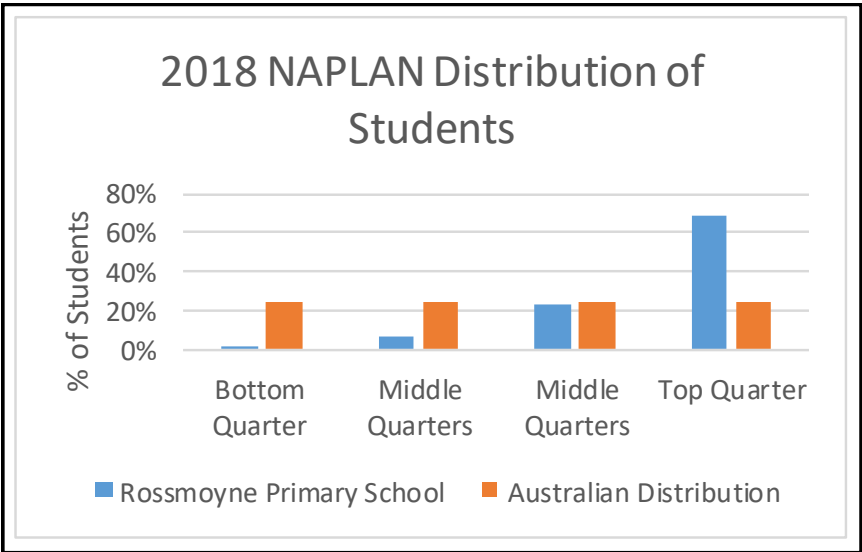
NUMERACY	RPS	WA
0 to 149	0	0
150 to 299	0	5
300 to 449	35	59
450 to 599	64	34
600 to 749	0	2

The Department of Education only requires schools to administer the On-entry assessment at the beginning of Pre-primary, however, we elect to also assess selected Year One and Two students using the Year 1 and 2 On-entry assessments that are available. The results of these assessments help to determine the learning needs of individual children and small groups of students which are then catered for.



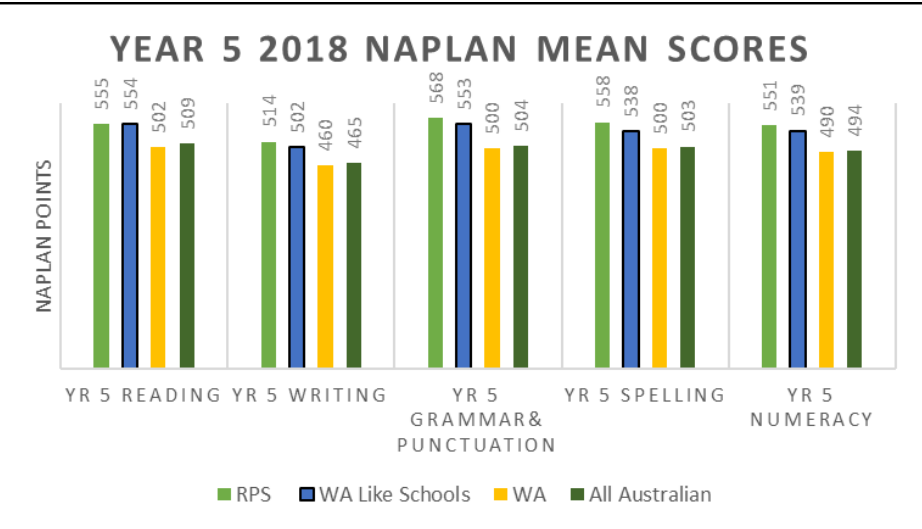
2018 NAPLAN—Student Achievement

Our school again performed extremely well in NAPLAN. The performance of Rossmoyne Primary School students was significantly higher when compared with the performance of students in All Australian schools with 69% of our students represented in the top quarter of students in All Australian schools.

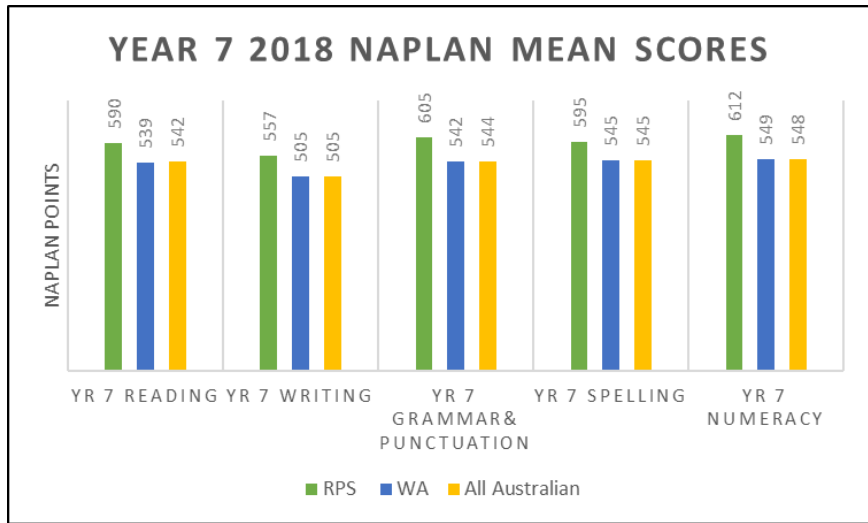


Our schools’ mean score was higher than the WA and All Australian Mean Score in all assessments in both Year 3 and 5.

Our students’ Year 3 mean score was also higher than the that achieved by students in ‘WA Like Schools’ in Spelling and Numeracy. Our mean score was the same as ‘WA Like Schools’ in Year 3 reading and just 3 points below in writing. Our students’ mean score in Grammar and Punctuation was 13 points lower than ‘WA Like Schools’. However, this is not a trend as our Year 3 students were above ‘WA Like Schools’ in 2016 and 2017.



The mean score of our Year 5 students was higher than that of ‘WA Like Schools’ in all assessments.

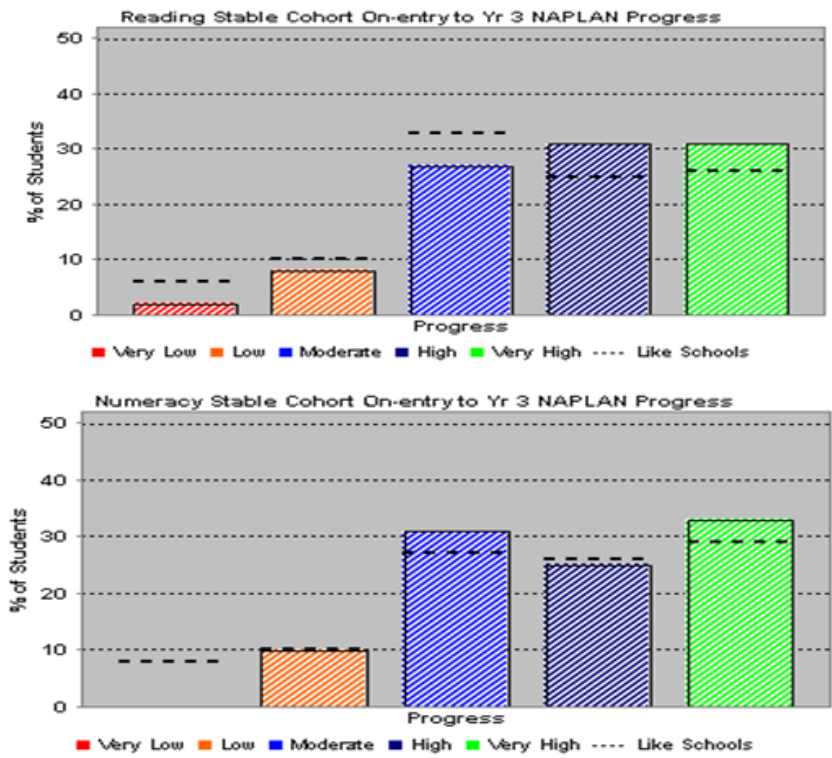


The graph to the left shows the performance of our 2017 Year 6 students who were still enrolled in government schools in Year 7, 2018. Our students' NAPLAN mean score was well above the WA and 'All Australian Schools' mean score in all assessments. This has been the case for many years which suggests that we are successfully preparing our students for their high school careers.

Progress of our Students

Pre-primary (2015) to Year 3 (2018)

The graphs to the right show the progress achieved by our students who attended Pre-primary at our school in 2015 and were still attending our school when the Year 3 NAPLAN assessments were conducted in 2018. Our students' progress was better than that achieved by students in 'WA Like Schools' in both the Numeracy and Reading assessments.



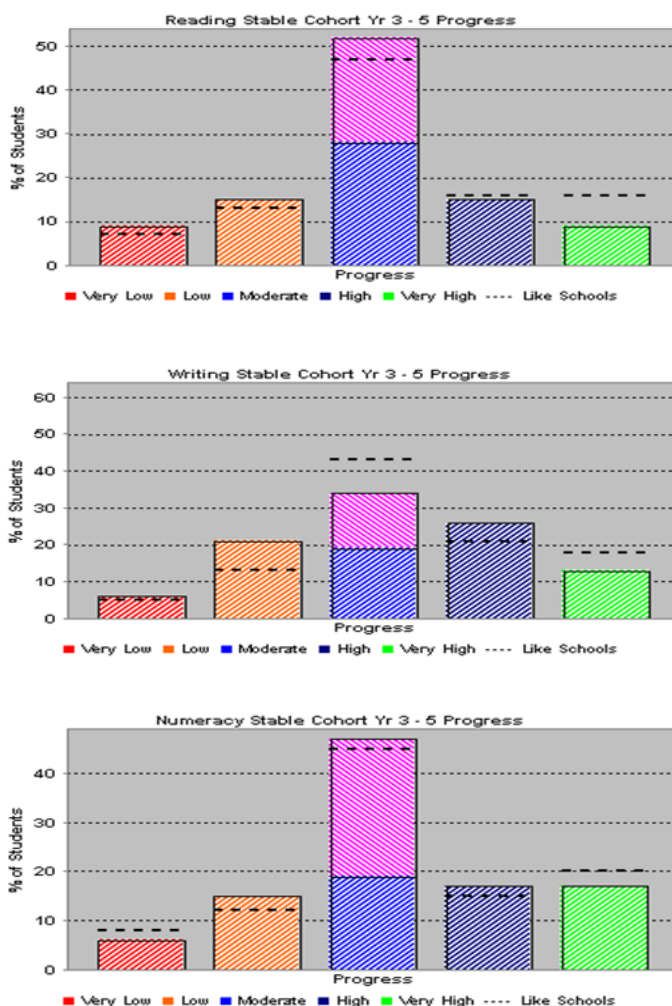
Progress of our Students

Year 3 (2016) to Year 5 (2018)

The graphs to the right show that the progress achieved by students who attended our school in Year 3 in 2016 and were still attending our school when the Year 5 NAPLAN assessments were conducted in 2018 was similar to that achieved by students in 'WA Like Schools' in numeracy, reading and writing. A lower percentage of our Year 5 students achieved 'very high' progress when compared to students in 'WA like schools' and more made 'moderate progress' in all assessments. Staff are addressing this by delivering differentiated curriculum to meet the needs and strengths of all students.

2018 NAPLAN—Performance of Sub-groups of Students in NAPLAN

In addition to interrogating the academic performance of cohorts of students we also monitor the performance of sub-groups of students to ensure we are catering for their needs, identifying any developing trends and are providing timely intervention, when needed. These sub-groups include male students, female students and students from a Language Background Other Than English (LBOTE). The performance of these sub-groups in 2018 NAPLAN is detailed in the tables below.



Yr 3 NAPLAN 2018	All Aust. Students	All RPS Students (%)	Male Students (%)	Female Students (%)	LBOTE Students (%)
Writing	Top 20%	41	26	59	52
	Middle 60%	53	66	38	48
	Bottom 20%	5	8	3	0
Reading	Top 20%	31	24	41	42
	Middle 60%	61	68	53	52
	Bottom 20%	8	8	6	6
Numeracy	Top 20%	37	37	38	48
	Middle 60%	60	61	59	45
	Bottom 20%	3	2	3	7

Yr 5 NAPLAN 2018	All Aust. Students	All RPS Students (%)	Male Students (%)	Female Students (%)	LBOTE Students (%)
Writing	Top 20%	44	31	54	43
	Middle 60%	51	62	44	55
	Bottom 20%	5	7	2	2
Reading	Top 20%	38	37	39	30
	Middle 60%	55	50	59	65
	Bottom 20%	7	13	2	5
Numeracy	Top 20%	54	60	49	56
	Middle 60%	45	37	51	42
	Bottom 20%	1	3	0	2

Language Background Other Than English (LBOTE)

Our LBOTE students performed similarly to our full cohort of students in all assessments. There was a higher percentage of Year 3 LBOTE students represented in the Top 20% of All Australian students in all assessments in 2018 when compared to the full cohort of students, but the performance of our Year 5 LBOTE students was more comparable to that of our full cohort in Year 5, 2018.

Males and Females

Writing—a smaller percentage of our male students were represented in the top 20% of All Australian Students in writing in both Year 3 and 5 and a higher percentage were represented in the bottom 20% in writing when compared with our female students. The performance of our female students was also better than our male students in 2016 and 2017. Consequently, the performance of our male students in writing will be actively targeted.

Reading—a higher percentage of our female students were also represented in the top 20% of All Australian Schools in reading in Year 3 but the percentages of male and female students were similar in Year 5. However, more males were represented in the bottom 20% in Year 5. The performance of our male and female students was similar in 2016 and 2017 but males were also over-represented in the bottom 20% of 'All Australian' students in 2017. Staff will address this in 2019.

Numeracy—our female and male students performed similarly in Year 3 but there were more males represented in the top 20% in Year 5. In 2016 and 2017, our male and female students performed similarly in numeracy.



Student Attendance

2018 Attendance Rate	
Rossmoyne Primary School	96.6%
WA Like Schools	95.4%
WA Public Schools	92.6%

As expected, our student attendance rate in 2018 was above that of WA Public Schools and also above that of 'like schools'.

	2018 Attendance Categories			
	At Risk			
	Regular	Indicated	Moderate	Severe
Rossmoyne Primary School	93%	6.8%	0.2%	0%
Like Schools	88.6%	9.4%	1.7%	0.2%
WA Public Schools	77%	15%	6%	2%

Our percentage of students attending regularly was also higher than that of WA Public Schools and 'WA like schools'.

Our school's focus on trying to reduce the number of absences due to families taking vacations during the school term will continue in 2019. In 2018, our students were absent from school for 612 days due to vacations, and only 139 of these were authorised by the school. We will also continue to focus on trying to reduce the number of students who arrive at school late and the number of unexplained absences. In 2018, 1.08% of student absences were unexplained which equates to 250 days and 560 occasions of students arriving late to school were recorded throughout 2018, which is concerning.



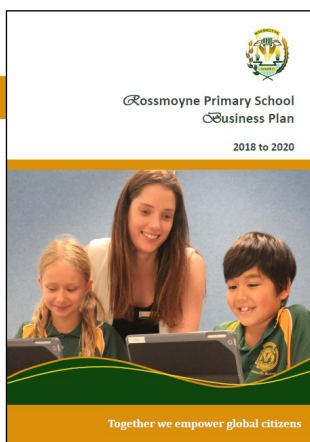
Student Attitude, Behaviour and Effort

The attitude, behaviour and effort of all students was assessed and reported to parents at the end of each semester in 2018. The tables below show that a very high percentage of our students demonstrated all of the attitude, behaviour and effort indicators either 'consistently' or 'often' when assessed in December 2018. No student suspensions were issued in 2018. These results reflect the high expectations of our school community.

Pre-primary to Year 2 Semester 2, 2018 Report Data Attitude, Behaviour and Effort Indicators	% of students who achieved 'consistently' or 'often'
Is enthusiastic about learning	99
Participates responsibly	97
Sets goals and works towards them	87

Student Attitude, Behaviour and Effort cont.

Year 3 to Year 6 Semester 2, 2018 Report Data Attitude, Behaviour and Effort (ABE) Indicators	% of students who achieved 'consistently' or 'often'
Works to the best of his/her ability	98
Shows self-respect and care	99
Shows courtesy and respect for the rights of others	99
Participates responsibly in social and civic activities	98
Cooperates productively and builds positive relationships with others	98
Is enthusiastic about learning	99
Sets goals and works towards them	96
Shows confidence in making positive choices and decisions	98



Our 2018 to 2020 Business Plan

Many initiatives were implemented throughout 2018 in each of the priority areas identified in our school's 2018 to 2020 Business Plan. Some of the key initiatives are identified below.

Priority Area 1—Excellence in Teaching

- staff participated in professional learning in STEM (Science, Technology, Engineering and Maths)
- staff participated in peer observations and feedback
- selected staff participated in cross school moderation and exchange opportunities
- a Technology Coach was appointed (one day per week) to support staff
- staff participated in collaboration opportunities throughout the year

Priority Area 2—Successful Students

- additional teachers and support staff were appointed to allow for differentiation of curriculum and targeted intervention including a Year 6 Maths Extension group
- a TAGS (Talented and Gifted Students) Committee was established
- selected staff attended professional learning on Autism
- SEND (School of Special Educational Needs and Disability) supported selected students
- participated in the NAPLAN Online Trial
- trialled PAT (Progressive Achievement Test) Reading Assessment





Priority Area 3—Health and Well-being

- commenced involvement with the Youthcare School Chaplaincy Service
- funded additional School Psychology Service time
- successfully applied to participate in the 2018 to 2021 'Mental Health in Schools' Initiative'
- introduced initiatives to target student health and well-being, eg: Running Club, Year 1 to 4 fitness, lunchtime clubs
- introduced initiatives to target staff health and wellbeing including the Workload Advisory Group, professional learning opportunities and events
- facilitated some whole school events including the Book Week dress up parade and Pirate Day
- promoted our four school values
- students participated in some multi-age and buddy class opportunities

Priority Area 4—A Connected Community

- the feedback received at the 2017 'Our School, Our Say' forum was actioned
- parent involvement in whole school events such as the Learning Journey and the Harmony Day Picnic was actively encouraged
- rigorous and meaningful involvement of the School Board
- School Board developed and implemented an Engagement and Connection Plan
- increased communication with parents through Connect
- Term 1 Interim Reports were introduced

Our staff will continue to implement strategies and initiatives to help us achieve the targets outlined in the four priority areas in our 2018 to 2020 Business Plan.



2018 to 2020 Business Plan Targets

The table below identifies the targets for each of the four priority areas in our school's 2018 to 2020 Business Plan and whether they were achieved in 2018.

The following scale has been used:

Achieved	
On target to achieve	
Not achieved	
Not assessed in 2018	

PRIORITY AREAS AND TARGETS	ACHIEVED? 2018 DATA
Priority Area 1—Excellence in Teaching To increase the percentage of teachers who rate themselves as 'confident' with planning, teaching and assessing the WA Curriculum Phase 3 learning areas (Digital and Design Technologies and Media Arts) introduced in 2018 from 20% in 2018 to 85% by the end of 2020.	Survey to be conducted again in Term 3, 2019.
To increase the percentage of staff who agree or strongly agree with the statement 'I receive useful feedback about my work at this school' from 69% in 2016 to 80% in the 2020 National School Opinion Survey.	2018 survey result—83%.
For all staff to progress at least one level in all five characteristics of the Technology Integration Matrix by the end of 2020.	Matrix to be completed again in Term 3, 2019.
Priority Area 2—Successful Students The percentage of Rossmoyne Primary School students in the top two proficiency bands in all Year 3 and Year 5 NAPLAN assessments to be greater than like WA schools in 2020.	Achieved in Yr 3 & 5 Number, Yr 3 Reading and Yr 5 Writing. Not achieved in Yr 3 Writing (5 NAPLAN points below) or Yr 5 Reading (9 NAPLAN points below).
The Numeracy, Reading and Writing NAPLAN trend lines for Year 3 and 5 to be on an incline by 2020.	To be determined after NAPLAN in 2020.
A schedule that incorporates standardised assessments in non-NAPLAN years will be developed and implemented by the end of 2020.	
Priority Area 3—Health and Well-being Increase the percentage of students who 'strongly agree' or 'agree' with the following statements in the 2020 National School Opinion Survey: (i) 'I can talk to my teachers about my concerns' to increase from 72% (2016) to 82%	2018 Survey Result—63%
(ii) 'I feel safe at my school' from 85% (2016) to 95% (2020).	2018 Survey Result—81%
Increase the percentage of staff who 'strongly agree' or 'agree' with the following statements in the 2020 Staff Health and Well-being Survey: (i) 'I rate my health and well-being as high' from 63% (2018) to 80% (2020). (ii) 'I feel my workload is manageable' from 44% (2018) to 66% (2020). (iii) 'The staff morale at Rossmoyne Primary School is high' from 36% (2018) to 66% (2020).	Survey to be conducted again in Term 2, 2019.

2018 to 2020 Business Plan Targets cont.

PRIORITY AREAS AND TARGETS	ACHIEVED? 2018 DATA
<u>Priority Area 4—A Connected Community</u> Increase the percentage of parents who 'strongly agree' or 'agree' with the following statements in the National School Opinion Survey: (i) 'This school takes parents' opinions seriously' from 69% (2016) to 80% (2020).	2018 Survey—69% (23% neither agreed or disagreed)
(ii) 'This school works with me to support my child's learning' from 61% (2016) to 70% (2020).	2018 Survey—70%
Increase the percentage of students who 'strongly agree' or 'agree' with the statement, 'My school takes student opinions seriously' in the 2020 National School Opinion Survey from 69% (2016) to 80% (2020).	2018 Survey—58%

National School Opinion Survey Results

Our Year 5 and 6 students, all families and staff were invited to participate in the National School Opinion Survey in August 2018. All of our Year 5 and 6 students participated and 124 parents and 18 staff responded. The results of the survey were pleasing and show that there is overall satisfaction with our school. A thorough analysis was completed by staff and the School Board and the results have informed our 2019 Operational Plans. The results were also reported to our school community via the school newsletter.

Parent Survey Results

Strengths:

- 91% of parents strongly agreed or agreed that their child feels safe at our school.
- 88% of parents strongly agreed or agreed that that child likes being at our school.
- 88% of parents strongly agreed or agreed that they can talk to their child's teacher about their concerns.
- 87% of parents strongly agreed or agreed that our school is well maintained.
- 85% of parents strongly agreed or agreed that teachers at our school expect their child to do his or her best work.





Student Survey Results

- 94% of students strongly agreed or agreed that their teachers expect them to do their best;
- 83% of students strongly agreed or agreed that our school is well maintained;
- 83% of students strongly agreed or agreed that their teachers are good teachers;
- 81% of students strongly agreed or agreed that they feel safe at our school, and
- 81% of students strongly agreed or agreed that our school looks for ways to improve.

Staff Survey Results

100% of staff strongly agreed or agreed that:

- they expect students to do their best;
- teachers at our school provide students with useful feedback about their work;
- teachers at our school treat students fairly;
- students feel safe at our school;
- parents at this school can talk to teachers about their concerns;
- our school looks for ways to improve;
- teachers at our school motivate students to learn;
- they are satisfied with the overall standard of education achieved at our school;
- they would recommend this school to others;
- teachers at this school are good teachers; and
- teachers at this school care about their students.

The surveys will be conducted again in 2020. The results of this survey will be one source of information considered when the 2021 to 2023 Business Plan is developed.

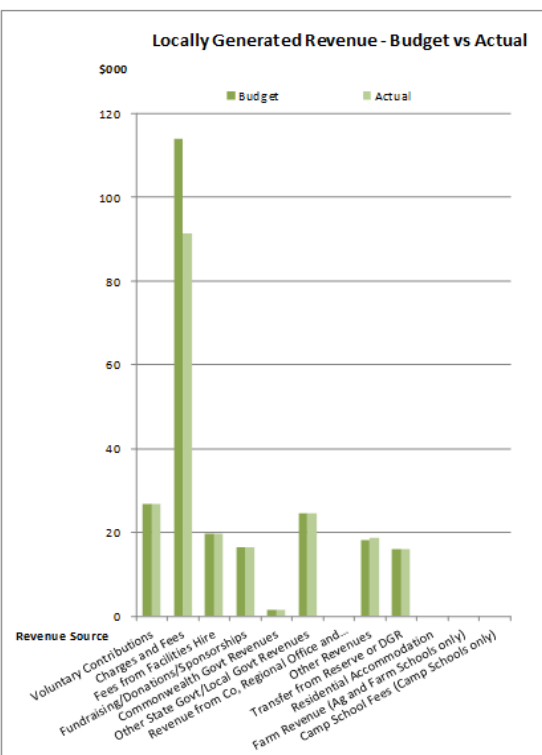
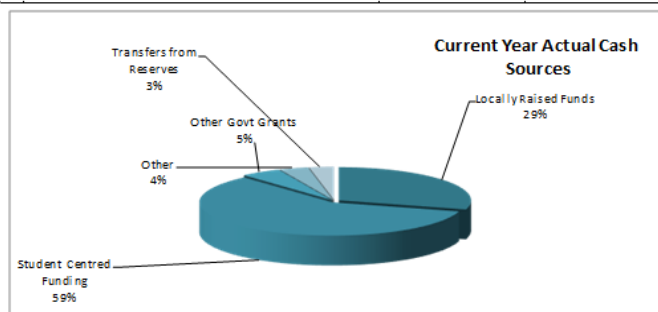




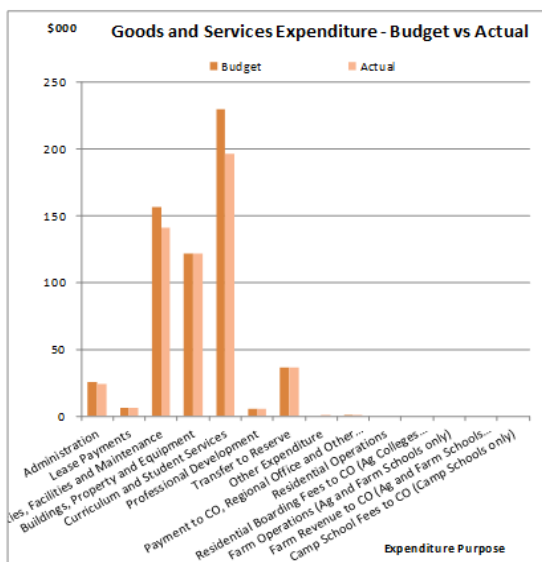
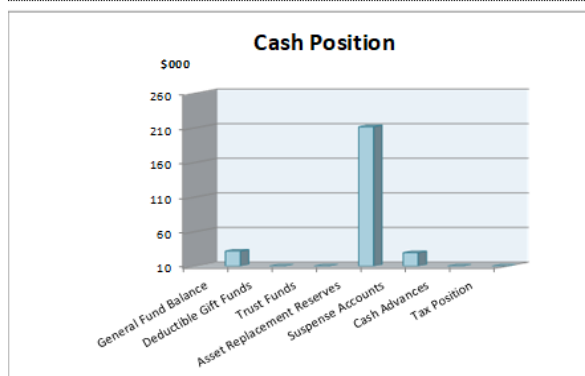
Rossmoyne Primary School

Financial Summary as at
27 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 26,915.00	\$ 26,915.20
2	Charges and Fees	\$ 113,885.00	\$ 91,404.20
3	Fees from Facilities Hire	\$ 19,704.00	\$ 19,704.58
4	Fundraising/Donations/Sponsorships	\$ 16,605.00	\$ 16,605.21
5	Commonwealth Govt Revenues	\$ 1,490.00	\$ 1,490.24
6	Other State Govt/Local Govt Revenues	\$ 24,575.00	\$ 24,574.54
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 18,340.00	\$ 18,641.13
9	Transfer from Reserve or DGR	\$ 15,983.00	\$ 15,983.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 237,497.00	\$ 215,318.10
	Opening Balance	\$ 38,078.00	\$ 38,078.66
	Student Centred Funding	\$ 309,936.00	\$ 309,935.96
	Total Cash Funds Available	\$ 585,511.00	\$ 563,332.72
	Total Salary Allocation	\$ 3,547,152.00	\$ 3,547,152.00
	Total Funds Available	\$ 4,132,663.00	\$ 4,110,484.72



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 25,038.00	\$ 24,070.79
2	Lease Payments	\$ 6,011.00	\$ 6,010.80
3	Utilities, Facilities and Maintenance	\$ 155,919.00	\$ 140,748.56
4	Buildings, Property and Equipment	\$ 121,911.24	\$ 121,765.07
5	Curriculum and Student Services	\$ 229,382.41	\$ 196,397.61
6	Professional Development	\$ 5,215.00	\$ 5,215.37
7	Transfer to Reserve	\$ 36,400.00	\$ 36,400.00
8	Other Expenditure	\$ -	\$ 3.80
9	Payment to CO, Regional Office and Other Schools	\$ 955.00	\$ 955.00
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	\$ 580,831.65	\$ 531,567.00
	Total Forecast Salary Expenditure	\$ 3,409,709.00	\$ 3,409,709.00
	Total Expenditure	\$ 3,990,540.65	\$ 3,941,276.00
	Cash Budget Variance	\$ 4,679.35	



Cash Position as at:	
Bank Balance	\$ 267,631.18
Made up of:	
1 General Fund Balance	\$ 31,765.72
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 211,469.91
5 Suspense Accounts	\$ 29,487.55
6 Cash Advances	\$ -
7 Tax Position	\$ 5,092.00
Total Bank Balance	\$ 267,631.18

School and Community Endorsement



As members of the school and community, we hereby endorse the Rossmoyne Primary School 2018 Annual Report.

Miss Rochelle Williamson
Principal

8 April 2019

Mrs Jessica Nailer
School Board Chair

8 April 2019