



Rossmoyne Primary School

2019 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.

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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 2019 Annual Report to you. 2019 was another exciting and successful year for our school in both academic and non-academic pursuits. Our school continued to achieve well above the Western Australian and National mean in all areas assessed in NAPLAN, and many of our students experienced success in both state and national competitions.

Throughout 2019 we continued to implement our school's 2018 to 2020 Business Plan, and embed our school vision, purpose statement and our school values that were revised in 2018. Our students benefitted from the continuation of many of our successful programs and initiatives including our Student Leadership Program, the River Rangers Cadet Program, our Sustainability Program and our pastoral care program.

Our Year 3 and 5 students participated in NAPLAN Online for the first time in 2019, and our school community greatly enjoyed participating in our school's inaugural Colour Fun Run and our Pink Day Breast Cancer fundraising event. Our new Science Laboratory was completed and our efforts to improve our Pre-primary playground continued. We maintained our support of our school's World Vision Child, and as a part of learning to be altruistic, caring and responsible citizens, our school community also supported the St Vincent de Paul Christmas Appeal and raised funds for a school in South Africa.

Our School Board and Parents and Citizens (P&C) Association continued to be valued and effective decision making groups. Throughout 2019, our School Board monitored our students' performance, our school's financial position, and the implementation of our 2018 to 2020 Business Plan. The board ratified school policies including the Pastoral Care and Positive Behaviour Support policy and continued their efforts to engage and connect with the school community. Our P&C continued to provide extra opportunities for our students including discos, a Bookfair, and a Family Movie Night. They also continued to facilitate Book Club, the Bendigo Bank School Banking Program, and the Second Hand Uniform Shop. The ongoing efforts and financial support of our P&C throughout 2019 allowed our school to purchase additional resources for our nature playground; all of our Year 6 students to receive a professionally printed yearbook; and all of our Year 5 students to attend 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, and they continued to pursue the installation of a Children's Crossing on Third Avenue. Staff greatly appreciated the 'Thank You Morning Tea' the P&C hosted for them at the end of the year. Our P&C are committed to providing us with ongoing support throughout 2020. They have already committed funds to both our Chaplaincy Program and our Pre-primary playground upgrade. On behalf of the school community, I would like to sincerely thank all members of our School Board and our P&C Association for their time, efforts and commitment to our school community.

I trust that you will find this report an informative summary of our 2019 school year. Additional information about Rossmoyne Primary School can be found on the Department of Education's 'Schools Online' website at www.det.wa.edu.au/schoolsonline or the My School website at www.myschool.edu.au

Rochelle Williamson

Principal



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 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 greater percentage of our 2019 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	2
300 to 449	17	35
450 to 599	83	63
600 to 749	0	0

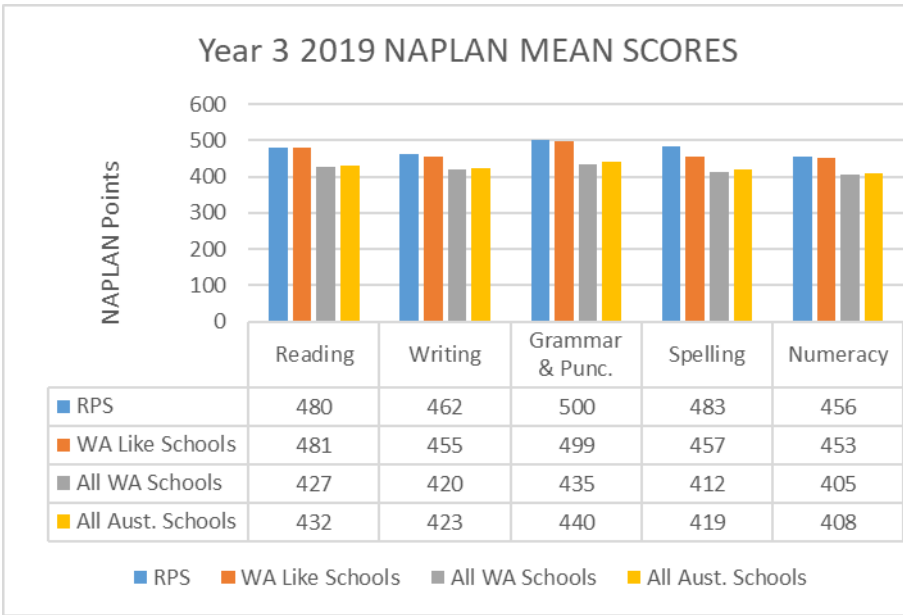
SPEAKING & LISTENING Scale Score	RPS % of students	WA % of students
0 to 149	0	1
150 to 299	0	5
300 to 449	19	32
450 to 599	72	54
600 to 749	9	8

WRITING Scale Scores	RPS % of students	WA % of students
0 to 149	2	23
150 to 299	77	64
300 to 449	21	11
450 to 599	2	2
600 to 749	0	0

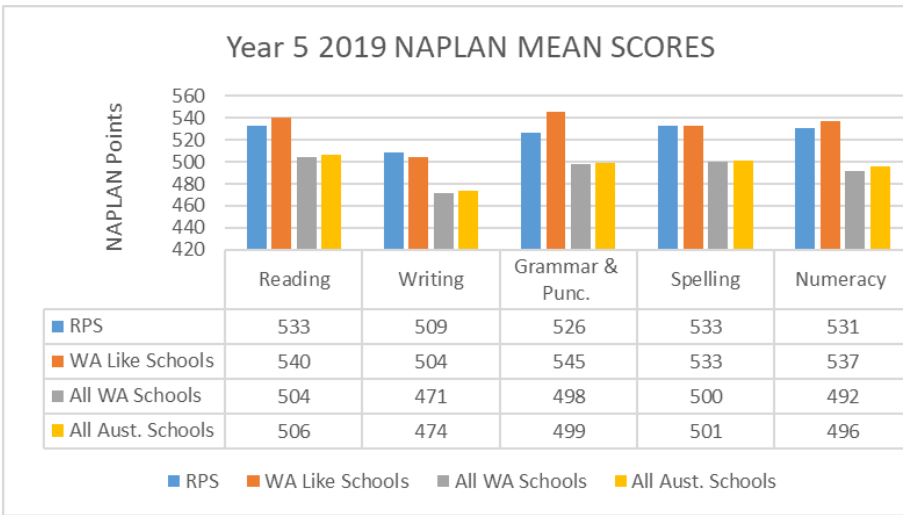
NUMERACY Scale Score	RPS % of students	WA % of students
0 to 149	0	0
150 to 299	0	4
300 to 449	36	61
450 to 599	64	34
600 to 749	0	1

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.

2019 NAPLAN Mean Scores



Year 3—Our school’s 2019 Year 3 mean scores were higher than the WA and All Australian mean scores in all assessments. Our mean score was also higher than that achieved by ‘WA Like Schools’ in the Writing, Grammar and Punctuation, Spelling and Numeracy assessments. We were just one point behind ‘like schools’ in the Reading assessment.

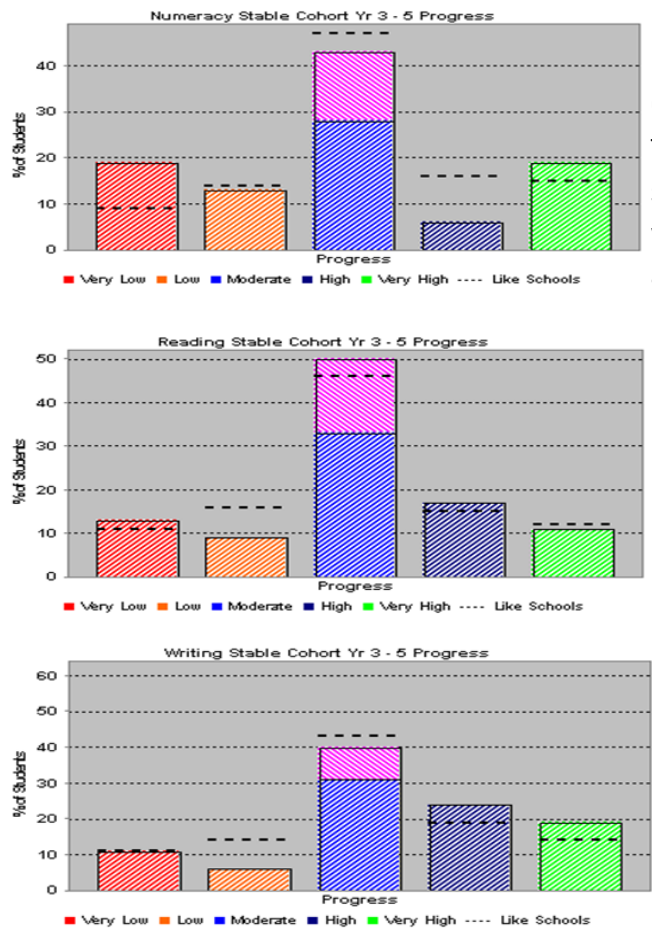
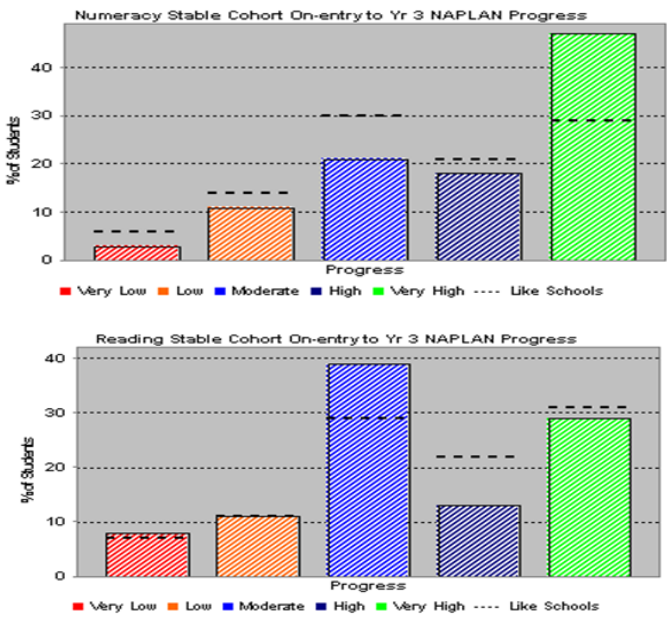


Year 5—Our school’s Year 5 mean scores were higher than the WA and All Australian mean score in all assessments. Our mean score was also higher than that achieved by ‘WA Like Schools’ in the Writing assessment and the same in Spelling. Our mean scores in Reading and Numeracy were just below the WA Like School means. However, our school’s mean score was 19 points below the mean score in Grammar and Punctuation.



Progress Achieved by our Students Between Pre-primary (2016) to Year 3 (2019)

The graphs to the right show the progress achieved by our students who attended Pre-primary at our school in 2016 and were still attending our school when the Year 3 NAPLAN assessments were conducted in 2019. Over 45% of our students achieved ‘very high’ progress in Numeracy between Pre-primary to Year 3, as opposed to 30% of students in ‘WA like schools’. Consequently, we had less students represented in all other categories. Our stable cohort of students achieved similar progress to students in ‘WA like schools’ in the Reading assessment, but more of our students were represented in the ‘moderate’ progress and less achieved ‘high’ progress. (Note – PP to Year 3 Writing progress is not available).



Progress Achieved by our Students Between Year 3 (2017) to Year 5 (2019)

The graphs to the left show the progress achieved by students who were in Year 3 in 2017 at our school and were still attending our school when the Year 5 NAPLAN assessments were conducted in 2019. Our students’ progress was slightly better than that of students in ‘WA like schools’ in Reading and Numeracy. However, approximately 10% more of our students achieved ‘very low’ progress in Numeracy when compared to students in ‘WA like schools’.



2019 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 2019 NAPLAN is detailed in the tables below.

Yr 3 NAPLAN 2019	All Aust. Students	All RPS Students (%)	Male Students (%)	Female Students (%)	LBOTE Students (%)
Writing	Top 20%	60	54	68	65
	Middle 60%	39	43	32	32
	Bottom 20%	1	3	0	3
Reading	Top 20%	32	32	32	38
	Middle 60%	61	57	68	62
	Bottom 20%	7	11	0	0
Numeracy	Top 20%	37	46	24	41
	Middle 60%	60	51	72	53
	Bottom 20%	3	3	4	6

The performance of our Year 3 LBOTE (Language Background Other Than English) students was similar to that of the full cohort of students. Some differences between the performance of our male and female students were noted and are highlighted.

The performance of our Year 5 LBOTE (Language Background Other Than English) students was slightly higher than that achieved by our full cohort of students in the writing and numeracy assessments, and similar in the reading assessment. Our male and female students performed similarly to each other in writing. However, a discrepancy in the percentage of male and female students in reading and numeracy, is highlighted.

Yr 5 NAPLAN 2019	All Aust. Students	All RPS Students (%)	Male Students (%)	Female Students (%)	LBOTE Students (%)
Writing	Top 20%	38	36	39	50
	Middle 60%	54	55	53	43
	Bottom 20%	8	9	8	7
Reading	Top 20%	33	33	34	33
	Middle 60%	58	55	60	63
	Bottom 20%	9	12	6	4
Numeracy	Top 20%	37	42	32	48
	Middle 60%	53	52	53	48
	Bottom 20%	10	6	15	4



	RPS (Yr 6, 2018)	All WA School Mean	All Australian Mean
Numeracy	614	558	554
Reading	586	546	546
Writing	575	542	542
Spelling	583	547	546
Grammar & Punctuation	548	513	513

The table above shows the performance of our 2018 Year 6 students who were still enrolled in government schools in Year 7, 2019 and participated in NAPLAN. Our students’ 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.



Student Attendance

2019 Attendance Rate	
Rossmoyne Primary School	96%
WA Like Schools	94.6%
WA Public Schools	91.6%

As expected, our student attendance rate in 2019 was above that of WA Public Schools and also above that of 'like schools'.

	2019 Attendance Categories			
	At Risk			
	Regular	Indicated	Moderate	Severe
Rossmoyne Primary School	91.6%	7.5%	0.9%	0%
Like Schools	85.1%	12.3%	2.2%	0.4%
WA Public Schools	73%	19%	6%	2%

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

In 2020 we will continue to encourage families to not take vacations during the school term. We will also continue to remind families about the importance of arriving at school on time and providing explanations when their child/ren are absent.



Student Attitude, Behaviour and Effort

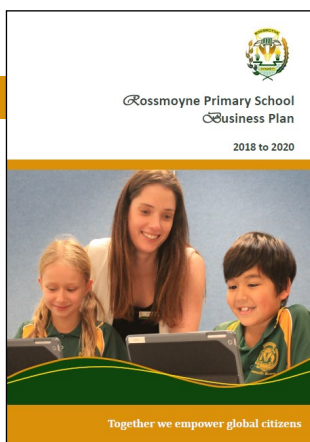
The attitude, behaviour and effort of all students was assessed and reported to parents at the end of each semester in 2019. The tables below show that a very high percentage of our students demonstrated all of the attitude, behaviour and effort indicators either 'consistently' or 'often' when assessed in December 2019. No student suspensions were issued in 2019. These results reflect the high expectations of our school community.



Pre-primary to Year 2 Semester 2, 2019 Report Data Attitude, Behaviour and Effort Indicators	% of students who achieved 'consistently' or 'often'
Is enthusiastic about learning	96%
Participates responsibly	98%
Sets goals and works towards them	90%

Student Attitude, Behaviour and Effort cont.

Year 3 to Year 6 Semester 2, 2019 Report Data Attitude, Behaviour and Effort (ABE) Indicators	% of students who achieved 'consistently' or 'often'
Works to the best of his/her ability	95%
Shows self-respect and care	96%
Shows courtesy and respect for the rights of others	99%
Participates responsibly in social and civic activities	99%
Cooperates productively and builds positive relationships with others	99%
Is enthusiastic about learning	96%
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 2019 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

- all staff participated in iPad professional learning
- some staff achieved accreditation as Apple Certified Teachers
- staff shared their STEM (Science, Technology, Engineering and Maths) projects and programs
- Year 5 and 6 teachers completed professional learning and moderation sessions with staff from other local primary schools and Rossmoyne Senior High School about Maths and Writing
- collaboratively reviewed our Performance Management processes
- staff participated in peer observations and feedback
- staff participated in phase of school collaboration and moderation opportunities
- whole school 'opt in' media arts project
- investigated evidence based whole school writing programs
- two staff attended the six days of Back to Front Maths professional learning

In 2020, the initiatives for this priority area will include:

- continuing to provide regular collaboration and moderation opportunities for teachers
- deciding on our whole school approach to writing and providing professional learning for all staff in this program
- developing a Grammar and Punctuation scope and sequence document
- trialling the Back to Front Maths Program (Years 1 and 2)
- leadership team completing classroom walk throughs at least once per term

Priority Area 2—Successful Students

- continued to support our SAER (Students at Educational Risk) initiatives and differentiation of curriculum with physical and human resources
- successfully implemented NAPLAN Online
- recess and lunch times were adjusted to allow for blocks of literacy and numeracy teaching and learning time in the mornings
- all staff participated in a range of PL (Professional Learning) opportunities including PL on reading, Numero, understanding learning difficulties and using para-professionals effectively
- selected staff attended professional learning on Whole School Self-Assessment
- selected staff attended professional learning and have trialled SEN (Special Educational Needs) planning and reporting
- GATE (Gifted and Talented Education) Committee continued to meet and attend professional learning opportunities
- staff interrogated our 2019 NAPLAN data
- additional opportunities were provided for students including clubs and a boys' reading group
- conducted an extensive review of our SAER (Students at Educational Risk) policy and procedures
- a range of initiatives were introduced to promote reading and writing to our students
- applied for grants to upgrade the Pre-primary playground
- introduced several phase of school scope and sequence documents, approaches and assessment tools

Our 2020 initiatives for this priority area will include:

- supporting staff to implement the SAER policy
- promoting the use of SEN planning and reporting for students with special educational needs
- our school's GATE Committee to determine our school's approach to catering for the needs of our gifted and talented students
- finalising and commencing implementation of our whole school assessment schedule
- investigating the Disability Standards for Education online professional learning
- upgrading the Pre-primary playground
- continuing to promote whole school and phase of school approaches





Priority Area 3—Health and Well-being

- increased our YouthCARE School Chaplaincy Service to 2 days per week
- funded additional School Psychology Service time
- continued to participate in the 2018 to 2021 MHIS (Mental Health in Schools) Initiative
- introduced new Year 3 to 6 student diaries that contain mindfulness, well-being and resiliency suggestions and activities
- implemented and analysed the results of the BE You Mental Health surveys
- all staff completed the BE You 'Responding Together' modules
- whole school celebrations and events for special occasions including Harmony Day, Book Week and Science Week
- whole school participation in the National Day of Action Against Bullying and Violence and R U OK? Day
- staff implemented opportunities such as share circles and class meetings
- students participated in buddy and multi age group activities
- introduced Environmental Advocates to our Student Leadership Team
- staff participated in health and well-being activities
- implemented suggestions to reduce staff workload
- reviewed our Pastoral Care and Positive Behaviour Support policy
- Student Leadership Team lunches with the Principal

Our 2020 initiatives for this priority area will include:

- professional learning on the SDERA Challenges and Choices resiliency program
- whole school implementation of the SDERA Challenges and Choices resiliency program
- support staff to implement the revised Pastoral Care and Positive Behaviour Support policy
- promotion of our school's Code of Conduct

Priority Area 4—A Connected Community

- continued to implement the suggestions received at the 2017 'Our School, Our Say' Forum
- the School Board implemented their Engagement and Connection Plan
- increased the use of Connect with parents and carers
- all teachers participated in the Wadjuck Learning Forum
- promotion of our school vision and purpose statements and our school values
- formed a Reconciliation Committee to promote our school's cultural responsiveness
- increased efforts to engage with the local community and attend local community events

Our 2020 initiatives for this priority area will include:

- developing a new school webpage
- developing our school's Reconciliation Action Plan
- reviewing our Reporting to Parents Policy
- conducting the National School Opinion Surveys
- seeking school community input regarding our 2021 to 2023 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 2019.

PRIORITY AREAS AND TARGETS	Achieved	Working Towards
<u>Priority Area 1—Excellence in Teaching</u>		
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.		
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.		
For all staff to progress at least one level in all five characteristics of the Technology Integration Matrix by the end of 2020.		
<u>Priority Area 2—Successful Students</u>		
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.		
The Numeracy, Reading and Writing NAPLAN trend lines for Year 3 and 5 to be on an incline by 2020.		
A schedule that incorporates standardised assessments in non-NAPLAN years will be developed and implemented by the end of 2020.		
<u>Priority Area 3—Health and Well-being</u>		
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% (2020).		
(ii) 'I feel safe at my school' from 85% (2016) to 95% (2020).		
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).		
<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).		
(ii) 'This school works with me to support my child's learning' from 61% (2016) to 70% (2020).		
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).		

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. 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.

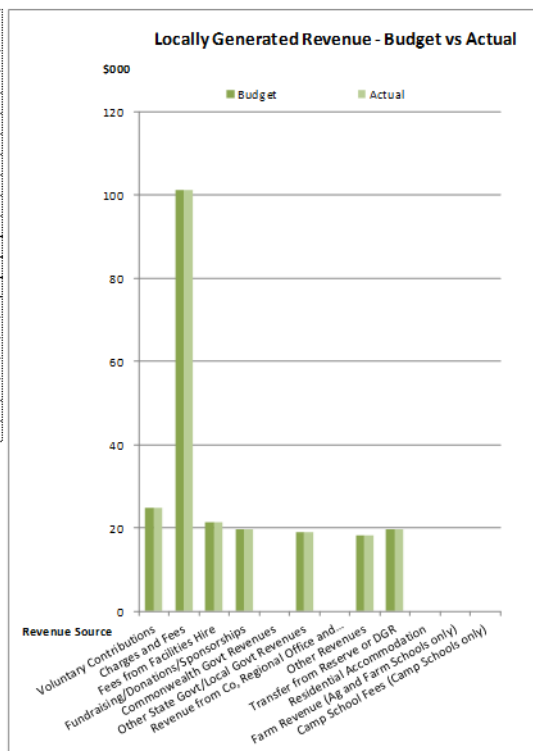
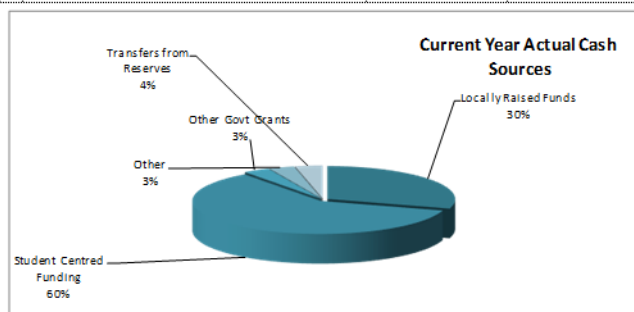
The surveys will be conducted again in Term 2, 2020. The results of this survey will be one source of information considered when the 2021 to 2023 Business Plan is developed.



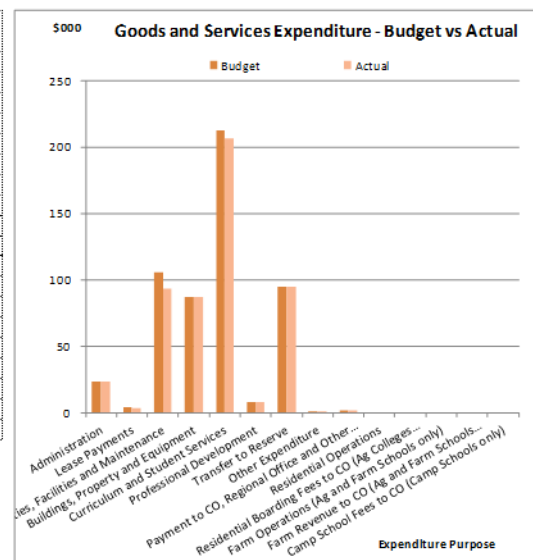
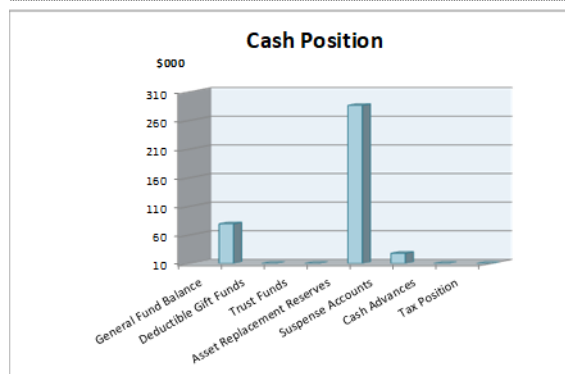


Rossmoyne Primary School Financial Summary as at 27 December 2019

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 24,948.60	\$ 24,948.80
2	Charges and Fees	\$ 101,141.00	\$ 101,140.54
3	Fees from Facilities Hire	\$ 21,499.00	\$ 21,499.09
4	Fundraising/Donations/Sponsorships	\$ 19,723.00	\$ 19,723.07
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 19,030.26	\$ 19,030.26
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 18,106.45	\$ 18,307.21
9	Transfer from Reserve or DGR	\$ 19,623.00	\$ 19,623.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 224,071.31	\$ 224,271.97
Opening Balance		\$ 31,765.72	\$ 31,765.72
Student Centred Funding		\$ 339,020.00	\$ 339,020.00
Total Cash Funds Available		\$ 594,857.03	\$ 595,057.69
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 594,857.03	\$ 595,057.69



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 22,693.00	\$ 22,787.28
2	Lease Payments	\$ 3,700.00	\$ 3,325.93
3	Utilities, Facilities and Maintenance	\$ 105,063.22	\$ 93,313.64
4	Buildings, Property and Equipment	\$ 86,978.00	\$ 87,145.54
5	Curriculum and Student Services	\$ 211,935.73	\$ 206,065.95
6	Professional Development	\$ 7,482.00	\$ 7,481.59
7	Transfer to Reserve	\$ 94,335.00	\$ 94,335.00
8	Other Expenditure	\$ 228.00	\$ 230.52
9	Payment to CO, Regional Office and Other Schools	\$ 1,180.00	\$ 1,180.00
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		\$ 533,594.95	\$ 515,865.45
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 533,594.95	\$ 515,865.45
Cash Budget Variance		\$ 61,262.08	



Cash Position as at:	
Bank Balance	\$ 389,273.20
Made up of:	
1 General Fund Balance	\$ 79,192.24
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 286,181.91
5 Suspense Accounts	\$ 27,779.05
6 Cash Advances	\$ -
7 Tax Position	\$ (3,880.00)
Total Bank Balance	\$ 389,273.20