



# Rossmoyne Primary School

## 2020 Annual Report



*Our School Vision*

*Together we empower global citizens.*

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### *Our School Purpose*

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

## Principal's Message

It is with great pleasure that I present the Rossmoyne Primary School 2020 Annual Report to you. 2020 was certainly an interesting and very unusual year. The Covid-19 pandemic presented some extraordinary challenges, but as a school community we pulled together to ensure our children's safety and continuity of learning. I'm very proud of the way our school community rose to the many challenges of 2020, and adapted to the changing times with resilience and innovation. I would like to sincerely thank everyone for their flexibility, understanding, support, patience, and commitment to our children.

Our School Board and Parents and Citizens (P&C) Association continued to be active throughout 2020, despite the Covid-19 restrictions. Our School Board monitored our school's financial position and the implementation of our 2018 to 2020 Business Plan, and discussed the results of the National School Opinion Surveys. The board also ratified our Attendance Policy and our Assessment and Reporting Policy. They continued their efforts to engage and connect with the school community, and also participated in a survey to monitor their effectiveness. In 2020, our P&C's achievements included installing a Children's Crossing on Third Avenue, contributing \$25 000 to the upgrade of the Pre-primary playground, and \$10 000 to our school's YouthCARE School Chaplaincy Service. In addition to these significant accomplishments, the P&C continued to provide extra opportunities for our students including a disco, Book Club, a Colour Run and Bookfair. As in previous years, they also operated the Second Hand Uniform Shop, organised a Sundowner for new parents/carers at the beginning of the year, and paid for the publishing of the Year 6 Yearbooks. Our P&C funded a Cyber Safety Parent Education Workshop, and committed many hours to support and assist in classrooms and at events such as carnivals. 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.



Our specialist Music, Languages and Physical Education teachers continued to provide engaging learning opportunities and a range of additional experiences for our students throughout 2020. Highlights of the 2020 Physical Education program included winning both the Outright and the Team Games Shields in the Interschool Athletics Carnival, and placing third in the Interschool Cross Country.

Many of our students were Champion and Runner Up Champions at interschool events, and our Running Club continued to grow from strength to strength.



## Principal's Message cont.

In 2020, our Year 2 to 6 students continued to study the Chinese language and culture, and many of them achieved success in competitions organised by the ACFSWA (Australia China Friendship Society of WA), the CLTAWA (Chinese Language Teachers' Association of WA) and the Confucius Institute, including winning first place in state competitions.



Our Year 1 to 6 students also continued to enjoy their Music lessons, and many engaged in instrumental music lessons, and participated in our school's band, orchestra and choirs. Participating in the Kids' Choir for Telethon which was broadcast on Channel 7; the Soiree; and performing for the Rossmoyne Waters retirement community, were highlights of 2020 for many of our students.



2021 will be another exciting year for our school. We will be appointing a specialist Science Teacher who will work with many of our students to further develop their scientific knowledge and inquiry skills. Another 'Our School, Our Say' Forum will be hosted, and we will be collaboratively developing our 2022 to 2024 Business Plan. Our school will also participate in a Public School Review which will be conducted by the Department of Education's Public School Accountability Directorate. I have no doubt the review will provide assurance that our school is operating effectively and is delivering high quality education to our students.



I trust that you will find this report an informative summary of our 2020 school year. Additional information about Rossmoyne Primary School can be found on our school's website (<https://www.rossmoyneps.wa.edu.au>), the Department of Education's 'Schools Online' website ([www.det.wa.edu.au/schoolsonline](http://www.det.wa.edu.au/schoolsonline)) and on the My School website ([www.myschool.edu.au](http://www.myschool.edu.au)).

*Rochelle Williamson*

Principal

### *Our School Values*

**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.**



### On-entry Assessments

The On-entry Assessments are conducted in Term 1 in Pre-primary each year. They are primarily a diagnostic tool to determine where 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 2020 Pre-primary students achieved higher scale scores than all Pre-primary students in Western Australian government schools in all assessments. 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 assist in determining the learning needs of individual children and small groups of students which are then catered for.

| READING<br>Scale Score | RPS<br>% of students | WA<br>% of students | WRITING<br>Scale Scores | RPS<br>% of students | WA<br>% of students |
|------------------------|----------------------|---------------------|-------------------------|----------------------|---------------------|
| 0 to 149               | 0%                   | 0%                  | 0 to 149                | 4%                   | 23%                 |
| 150 to 299             | 2%                   | 2%                  | 150 to 299              | 82%                  | 64%                 |
| 300 to 449             | 20%                  | 39%                 | 300 to 449              | 11%                  | 12%                 |
| 450 to 599             | 78%                  | 58%                 | 450 to 599              | 2%                   | >1%                 |
| 600 to $\geq$ 700      | 0%                   | 1%                  | 600 to $\geq$ 700       | 0%                   | >1%                 |

| SPEAKING & LISTENING<br>Scale Score | RPS<br>% of students | WA<br>% of students | NUMERACY<br>Scale Score | RPS<br>% of students | WA<br>% of students |
|-------------------------------------|----------------------|---------------------|-------------------------|----------------------|---------------------|
| 0 to 149                            | 2%                   | 2%                  | 0 to 149                | 0%                   | 1%                  |
| 150 to 299                          | 8%                   | 8%                  | 150 to 299              | 0%                   | 5%                  |
| 300 to 449                          | 22%                  | 33%                 | 300 to 449              | 46%                  | 58%                 |
| 450 to 599                          | 60%                  | 53%                 | 450 to 599              | 52%                  | 35%                 |
| 600 to $\geq$ 700                   | 10%                  | 5%                  | 600 to $\geq$ 700       | 4%                   | 1%                  |

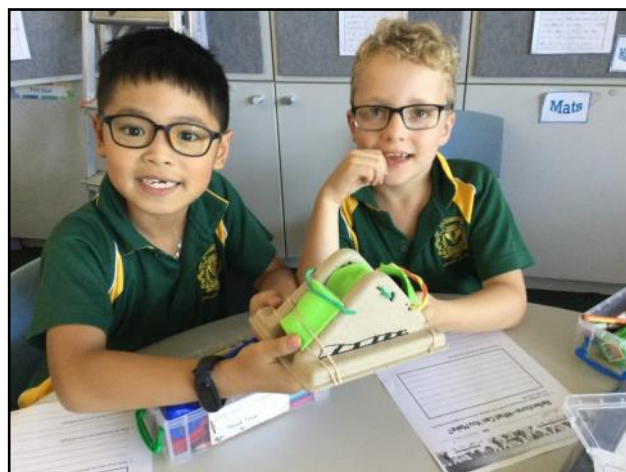
### NAPLAN

Students in Year 3 and 5 usually participate in NAPLAN (National Assessment Program Literacy and Numeracy) assessments in May each year. Historically, our students perform very well in these assessments, but they were not administered in any schools throughout Australia in 2020 due to the COVID-19 pandemic. Not having NAPLAN in 2020, highlighted our school's current reliance on NAPLAN data. This confirms the importance of our current endeavour to develop a Self-Assessment Schedule that incorporates standardised assessments in non-NAPLAN years. Development of the schedule is well underway and will be finalised in early 2021. Implementation of the schedule will commence next year, and will ensure we assess student performance and progress in a more systematic, continuous and comprehensive way.

### Learning Area Grade Summary

Our student's achievement in all Learning Areas was reported against an A to E scale in their reports at the end of 2020. A C grade describes the 'expected standard' for each year level. An A or B grade indicates that a child is working above the 'expected standard' and a D or E grade indicates that a child is working below the 'expected standard'. The table below shows the percentage of students who received each grade in all of the Learning Areas. Only a very small percentage of our students achieved below the 'expected standard'.

| Learning Area                               | A<br>(Excellent<br>Achievement) | B<br>(High<br>Achievement) | C<br>(Satisfactory<br>Achievement) | D<br>(Limited<br>Achievement) | E<br>(Very Low<br>Achievement) |
|---|---------------------------------|----------------------------|------------------------------------|-------------------------------|--------------------------------|
| English                                     | 17%                             | 39%                        | 40%                                | 4%                            | <1%                            |
| Maths                                       | 25%                             | 35%                        | 35%                                | 4%                            | <1%                            |
| Science                                     | 12%                             | 46%                        | 39%                                | 3%                            | 0%                             |
| Humanities & Social Science                 | 15%                             | 41%                        | 43%                                | 1%                            | 0%                             |
| Health & Physical Education (Health)        | 14%                             | 50%                        | 35%                                | <1%                           | 0%                             |
| Health & Physical Education (Physical Ed'n) | 17%                             | 26%                        | 54%                                | 3%                            | 0%                             |
| Technologies (Digital Technologies)         | 14%                             | 50%                        | 35%                                | 2%                            | 0%                             |
| Languages (Chinese)                         | 14%                             | 31%                        | 52%                                | 3%                            | 0%                             |
| The Arts (Media Arts)                       | 9%                              | 46%                        | 44%                                | <1%                           | 0%                             |
| The Arts (Music)                            | 17%                             | 39%                        | 43%                                | <1%                           | 0%                             |



## Student Attendance



The 2020 student attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years. However, in 2019 and the years prior, our student attendance rate has been consistently above that of WA Public Schools and also above that of 'like schools' in WA. Our percentage of students attending regularly has also been higher than that of WA Public Schools and 'WA like schools'. Our 2019 student attendance data is included in the tables below.

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

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

## Student Attitude, Behaviour and Effort

The attitude, behaviour and effort of our students were assessed and reported to parents at the end of each semester in 2020. 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 2020. The behaviour of our students continued to be exemplary throughout 2020, with only one student receiving a suspension. These results reflect the high expectations of our school community.

| Pre-primary to Year 2 Semester 2, 2020 Report Data<br>Attitude, Behaviour and Effort Indicators | % of students who achieved<br>'consistently' or 'often' |
|---|---|
| Is enthusiastic about learning  | 99%   |
| Participates responsibly  | 99%   |
| Sets goals and works towards them   | 93%   |

| Year 3 to Year 6 Semester 2, 2020 Report Data<br>Attitude, Behaviour and Effort Indicators | % of students who achieved<br>'consistently' or 'often' |
|--|---|
| Works to the best of his/her ability   | 98%   |
| Shows self-respect and care  | 96%   |
| Shows courtesy and respect for the rights of others  | 96%   |
| Participates responsibly in social and civic activities                                    | 96%   |
| Cooperates productively & builds positive relationships with others                        | 99%   |
| Is enthusiastic about learning   | 98%   |
| Sets goals and works towards them  | 97%   |
| Shows confidence in making positive choices and decisions                                  | 97%   |





In 2020, we continued to implement our school's 2018 to 2020 Business Plan, however, at times, the overriding priority became the safety and health of students and staff, and to ensuring continuity of learning for all of our students. Due to this, our School Board decided to extend the implementation of the 2018 to 2020 Business Plan into 2021. Some of the key initiatives implemented in 2020, and those identified to be instigated in 2021 in each of our four priority areas are identified below.

### **Priority Area 1—Excellence in Teaching**

In 2020:

- all staff participated in professional learning on the Seven Steps to Writing Success program;
- Year 1 and 2 teachers trialled the Back to Front Maths program;
- selected staff worked towards achieving their Apple Teacher Certification;
- staff participated in Media Arts professional learning;
- staff participated in peer observations and feedback;
- staff participated in Performance Management;
- staff participated in phase of school collaboration and moderation opportunities;
- a whole school 'opt in' media arts project was coordinated for all students; and
- the leadership team completed 'classroom walk-throughs'.

In 2021, the initiatives for this priority area will include:

- supporting Year 2 to 6 staff to implement the Seven Steps to Writing Success program;
- Pre-primary and Year 1 staff participating in 'Talk for Writing' Professional Learning and then receiving support to implement the program;
- the Leadership Team attending professional learning to improve our school's Performance Management processes;
- all teachers trialling the Back to Front Maths program before deciding whether to implement this as a whole school program;
- selected staff continuing to work towards becoming certified Apple Teachers;
- staff continuing to receive support to implement the Media Arts curriculum;
- staff participation in peer observations and feedback being monitored through Performance Management meetings;
- continuing to collate and develop our school's Curriculum Guide;
- continuing to provide regular collaboration and moderation opportunities for teachers;
- developing a Grammar and Punctuation scope and sequence document; and
- the leadership team continuing 'classroom walk throughs'.





### **Priority Area 2—Successful Students**

In 2020:

- we continued to allocate resources to support our SAER (Students at Educational Risk), including purchasing additional School Psychology Service time;
- staff were supported to implement our SAER policy and to provide differentiated curriculum;
- we continued to develop our school's Self-Assessment Schedule;
- staff developed editing tools to be used throughout the school;
- professional learning was provided for staff in SEN (Special Educational Needs) reporting;
- we developed writing rubrics for all year levels; and
- our GATE (Gifted and Talented Education) Committee continued to meet and attend professional learning opportunities.

Our 2021 initiatives for this priority area will include:

- finalising and implementing our school's Self-Assessment Schedule;
- ensuring staff have the opportunity to interrogate the assessment data collected and use it to inform their teaching and learning programs;
- developing a Grammar and Punctuation Scope and Sequence document;
- utilising the editing tools developed by staff in 2020;
- successfully implementing NAPLAN Online;
- supporting and monitoring the implementation of our school's SAER Policy;
- promoting the use of SEN planning and reporting for students achieving well below the expected standard for their year level;
- our schools' GATE Committee continuing to meet regarding our school's approach to catering for the needs of our gifted and talented students;
- the ICT (Information and Communication Technologies) Committee deciding whether to include the Year 3 classes in the 1:1 iPad Program;
- developing reading rubrics for all year levels;
- staff sharing their expertise and ways of effectively providing student feedback ;
- arranging professional learning for staff in the EAL/D (English as an Additional Language or Dialect) Progress Maps and effective teaching and learning strategies for EAL/D students; and
- providing enrichment opportunities for students with talents in particular areas.



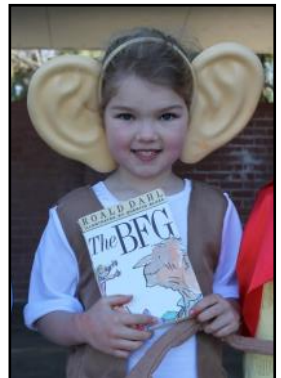
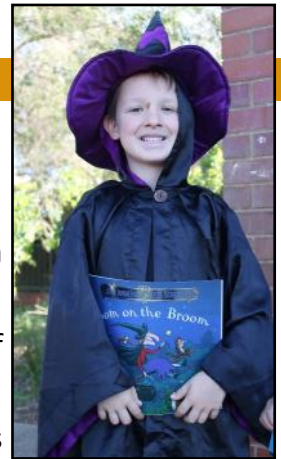
### **Priority Area 3—Health and Well-being**

In 2020:

- we continued to participate in the 2018 to 2021 MHIS (Mental Health in Schools) Initiative and the YouthCARE School Chaplaincy Service;
- we reviewed our school's Virtues Program and promoted our school's Code of Conduct;
- staff participated in professional learning on the SDERA Challenges and Choices Resiliency Program, and it was implemented throughout the whole school;
- staff were supported to implement the Pastoral Care and Positive Behaviour Support policy that was reviewed in 2019;
- regular opportunities were provided for students to talk to staff, including share circles, class meetings, and Library Club;
- we celebrated special occasions including Harmony Day and Book Week, and participated in the National Day of Action Against Bullying and Violence, R U OK? Day, and Happy Hearts' Day;
- we held whole school fun days including Pyjama Day; and
- staff and students participated in health and well-being activities, including mindfulness, brain breaks, and 'crunch and sip'.

Our 2021 initiatives for this priority area will include:

- providing professional learning and a parent workshop about the Protective Behaviours Program;
- implementing the Protective Behaviours Program throughout the school;
- investigating Helping Minds Services workshops for staff and parents;
- introducing the Smiling Minds app throughout the school;
- celebrating events and special occasions as a whole school;
- staff and students participating in health and well-being activities and days; and
- evaluating the MHIS initiative and considering how it can be sustained after the funding ceases.



### **Priority Area 4—A Connected Community**

In 2020, we:

- continued to implement the suggestions received at the 2017 'Our School, Our Say' Forum;
- developed a new school webpage;
- sought community feedback and reviewed our school's Assessment and Reporting policy;
- held another very successful Learning Journey;



## 2018 to 2020 Business Plan cont.

- the School Board implemented their Engagement and Connection Plan;
- our Reconciliation Committee met regularly and organised events for Reconciliation and NAIDOC Weeks; and
- we increased our communication with parents/carers through Connect.

Our 2021 initiatives for this priority area will include:

- actively encouraging parents to re-engage in our classrooms and school environment;
- increasing communication and providing more information to parents/carers about students' progress and learning;
- establishing a parent resource library;
- hosting another 'Our School, Our Say' Forum;
- investigating a mobile friendly format for the school newsletter; and
- engaging more with the local community.



## 2018 to 2020 Business Plan Targets

| PRIORITY AREAS AND TARGETS   | Achieved                      | Working Towards |
|--|-------------------------------|-----------------|
| <b><u>Priority Area 1—Excellence in Teaching</u></b>   |                               |                 |
| 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. |                               | 2020 - 16%      |
| 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.  | 2020 - 83%                    |                 |
| For all staff to progress at least one level in all five characteristics of the Technology Integration Matrix by the end of 2020.  |                               |                 |
| <b><u>Priority Area 2—Successful Students</u></b>  |                               |                 |
| 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.   | NAPLAN not conducted in 2020. |                 |
| The Numeracy, Reading and Writing NAPLAN trend lines for Year 3 and 5 to be on an incline by 2020.   | NAPLAN not conducted in 2020. |                 |
| A schedule that incorporates standardised assessments in non-NAPLAN years will be developed and implemented by the end of 2020.  |                               |                 |

## 2018 to 2020 Business Plan Targets cont.

|  |            |            |
|--|------------|------------|
| <b>Priority Area 3—Health and Well-being</b>   |            |            |
| 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).   |            | 2020 - 63% |
| (ii) ‘I feel safe at my school’ from 85% (2016) to 95% (2020).   |            | 2020 - 91% |
| 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).   | 2020 - 96% |            |
| (ii) ‘I feel my workload is manageable’ from 44% (2018) to 66% (2020).   | 2020 - 90% |            |
| (iii) ‘The staff morale at Rossmoyne Primary School is high’ from 36% (2018) to 66% (2020).  | 2020 - 90% |            |
| <b>Priority Area 4—A Connected Community</b>   |            |            |
| 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).   |            | 65%        |
| (ii) ‘This school works with me to support my child’s learning’ from 61% (2016) to 70% (2020).   | 81%        |            |
| 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). |            | 2020 - 71% |

## National School Opinion Survey Results

Our Year 5 and 6 students, all families, and all staff were invited to participate in the National School Opinion Survey in August 2020. The survey is a tool designed specifically for Australian schools, and allows schools to gather valuable feedback from their communities. All of our Year 5 and 6 students participated, and 18 staff responded to the 2020 survey. We strongly encouraged families to participate in the survey, and we were very pleased that 244 families responded. This is a significant increase from the 124 families who completed the survey in 2018. We thank them for taking the time to respond to the survey.

The results of the surveys were pleasing and show that there is overall satisfaction with our school. A thorough analysis of the results was completed by staff and the School Board, and the results of the survey will be one source of information considered when our 2022 to 2024 Business Plan is developed.





| Parent/Carer Survey  | Percentage of Parents/ Carers who Strongly Agreed or Agreed |             |
|--|---|-------------|
|  | 2018 Result   | 2020 Result |
| Survey Statements  |   |             |
| Teachers at our school expect children to do his or her best.                          | 85%   | 93%         |
| Teachers at this school provide my child with useful feedback about their school work. | 75%   | 83%         |
| Teachers at this school treats students fairly.  | 79%   | 83%         |
| This school is well maintained.  | 87%   | 89%         |
| My child feels safe at this school.  | 91%   | 93%         |
| I can talk to my child's teacher about my concerns.                                    | 88%   | 93%         |
| Student behaviour is well managed at this school.                                      | 80%   | 85%         |
| My child likes being at this school.   | 88%   | 92%         |
| This school looks for ways to improve.   | 78%   | 79%         |
| This school takes parents' opinions seriously.   | 69%   | 65%         |
| Teachers at this school motivate my child to learn.                                    | 71%   | 86%         |
| My child is making good progress at this school.                                       | 76%   | 83%         |
| My child's learning needs are being met at this school.                                | 72%   | 81%         |
| This school works with me to support my child's learning.                              | 70%   | 81%         |
| This school has a strong relationship with the local community.                        | 73%   | 73%         |
| This school is well led.   | 79%   | 83%         |
| I am satisfied with the overall standard of education achieved at this school.         | 75%   | 82%         |
| I would recommend this school to others.   | 78%   | 85%         |
| My child's teachers are good teachers.   | 78%   | 90%         |
| Teachers at this school care about my child.   | 83%   | 91%         |



93% of parents/carers who responded to the survey agreed or strongly agreed with the following statements:

- 'Teachers at our school expect children to do his or her best'.
- 'My child feels safe at this school.'
- 'I can talk to my child's teacher about my concerns'.

Over 90% of parents/carers also agreed or strongly agreed with the following statements:

- 'My child likes being at this school'.
- 'My child's teachers are good teachers'.
- 'Teachers at this school care about my child'.



## 2020 National School Opinion Survey Results cont.

When the 2020 survey results are compared with the 2018 results, it's very pleasing to note that a higher percentage of parents/carers agreed or strongly agreed with all but two of the statements. Of significant note is the increased percentage of parents/carers who agreed or strongly agreed with the following statements:

- 'Teachers at this school motivate my child to learn' - 15% increase.
- 'My child's teachers are good teachers' - 12% increase.
- 'This school works with me to support my child's learning' - 11% increase.

Some of the positive comments received from parents/carers included:

- 'There's always a positive energy at the school, and our children feel safe and welcome'.
- 'I couldn't be happier with my child's teacher. She is approachable and communicates with us efficiently and effectively'.
- 'A fantastic school and teachers, led by a great principal'.
- 'We feel very proud and privileged to be a part of this great school'.
- 'Rossmoyne Primary School recognises the importance of individuality and diversity'.
- 'Rossmoyne Primary is a really happy place and my children love going there'.
- 'The staff appear passionate about their roles as educators and role models for the students. We are extremely happy with the quality of education'.
- 'I can confidently say that my child has continued to learn and progress in a supportive and inclusive environment, and that's no small achievement in a global pandemic!'
- 'My child is thriving and growing in maturity and care for others as well as academically'.
- 'My older children have gone on to excel in certain subjects as a direct result of the excellent teaching and mentoring that is provided at Rossmoyne Primary'.
- 'Rossmoyne Primary is a great school and is part of a great community. I know my children are safe and in good hands'.
- 'Our kids are well supported and encouraged at Rossmoyne Primary. We are lucky to have positive and innovative teachers'.

We also received some recommendations from our parents/carers who completed the survey. The common themes that emerged encouraged us to:

- ensure curriculum reaches children of all abilities;
- provide consistency of teaching across classrooms;
- communicate more with parents/carers about what children are learning and how they are progressing throughout the term;
- improve the assessment procedures used to measure student achievement and progress;
- be more consistent in the way behaviour is managed and have more education about bullying;
- upgrade the older parts and grounds of the school; and
- encourage parents/carers to re-engage with the school when Covid restrictions allow.

## 2020 National School Opinion Survey Results

The results of the Student Survey are included in the table below. The percentage of students who agreed or strongly agreed with all but one of the survey statements has increased since the survey was conducted in 2018. The statement that received the highest percentage increase was 'My school takes students' opinions seriously'. This is very pleasing as this has been a focus for our school over recent years. The only statement that a higher percentage of students didn't strongly agree or agree with in 2020 when compared to 2018 was, 'I can talk to my teachers about my concerns'. This remained at 63%, and was also the statement that the lowest percentage of students strongly agreed or agreed with in the 2020 survey. This statement was discussed with students after the survey was conducted. Some commented that they don't always want to share their concerns, and others said they prefer to talk to our School Chaplain or their parents/carers. However, they also offered some recommendations for teachers. They suggested that teachers could interact more with children, particularly with those who are quiet or shy; could listen without interrupting; and could ask 'Are you okay?' more often. They also suggested increasing the number of days our School Chaplain is available. This statement will continue to be focussed on throughout 2021 as it's a target in our current Business Plan.



| Student Survey  | Percentage of Students who Strongly Agreed or Agreed |             |
|---|--|-------------|
|   | 2018 Result  | 2020 Result |
| Survey Statements   |  |             |
| My teachers expect me to do my best.                              | 94%  | 97%         |
| My teachers provide me with useful feedback about my school work. | 78%  | 86%         |
| Teachers at my school treat students fairly.                      | 67%  | 79%         |
| My school is well maintained.                                     | 83%  | 93%         |
| I feel safe at my school.   | 81%  | 91%         |
| I can talk to my teachers about my concerns.                      | 63%  | 63%         |
| Student behaviour is well managed at my school.                   | 65%  | 70%         |
| I like being at my school.  | 75%  | 84%         |
| My school looks for ways to improve.                              | 81%  | 84%         |
| My school takes students' opinions seriously.                     | 58%  | 71%         |
| My teachers motivate me to learn.                                 | 79%  | 84%         |
| My school gives me the opportunity to do interesting things.      | 79%  | 86%         |
| My teachers are good teachers.                                    | 83%  | 86%         |
| My teachers care about me.  | 78%  | 85%         |

The results of the Staff Survey are included in the table below. 100% of staff strongly agreed or agreed with 13 of the statements. The statements receiving the largest increase in staff who strongly agreed or agreed with them were, 'This school is well maintained' (13%), and 'This school is well led' (17%). Three statements received a small decline in the percentage of staff who agreed or strongly agreed with them when compared to the 2018 results. They were 'Parents at this school can talk to their teachers about their concerns', 'This school works with parents to support student learning', and 'I am satisfied with the overall standard of education achieved at this school'. While the 2020 results are not alarming, particular note will be taken of the results to these statements when the survey is repeated in 2022 to ensure a trend is not forming.

| Staff Survey  | Percentage of Staff who Strongly Agreed or Agreed |             |
|---|---|-------------|
|   | 2018 Result                                       | 2020 Result |
| Survey Statements   |   |             |
| Teachers at this school expect students to do their best.                       | 100%  | 100%        |
| Teachers at this school provide students with useful feedback about their work. | 100%  | 100%        |
| Teachers at this school treat students fairly.                                  | 100%  | 100%        |
| This school is well maintained.   | 83%   | 96%         |
| Students feel safe at this school.  | 100%  | 100%        |
| Students at this school talk to their teachers about their concerns.            | 95%   | 100%        |
| Parents at this school can talk to teachers about their concerns.               | 100%  | 93%         |
| Student behaviour is well managed at this school.                               | 94%   | 100%        |
| Students like being at this school.   | 100%  | 100%        |
| This school looks for ways to improve.  | 100%  | 100%        |
| This school takes staff opinions seriously.                                     | 89%   | 97%         |
| Teachers at this school motivate students to learn.                             | 100%  | 100%        |
| Students' learning needs are being met at this school.                          | 89%   | 93%         |
| This school works with parents to support student learning.                     | 94%   | 93%         |
| I receive useful feedback about my work at this school.                         | 83%   | 86%         |
| Staff are well supported at this school.  | 89%   | 93%         |
| This school has a strong relationship with the local community.                 | 89%   | 94%         |
| This school is well led.  | 83%   | 100%        |
| I am satisfied with the overall standard of education achieved at this school.  | 100%  | 97%         |
| I would recommend this school to others.  | 100%  | 100%        |
| Teachers at this school are good teachers.                                      | 100%  | 100%        |
| Teachers at this school care about their students.                              | 100%  | 100%        |



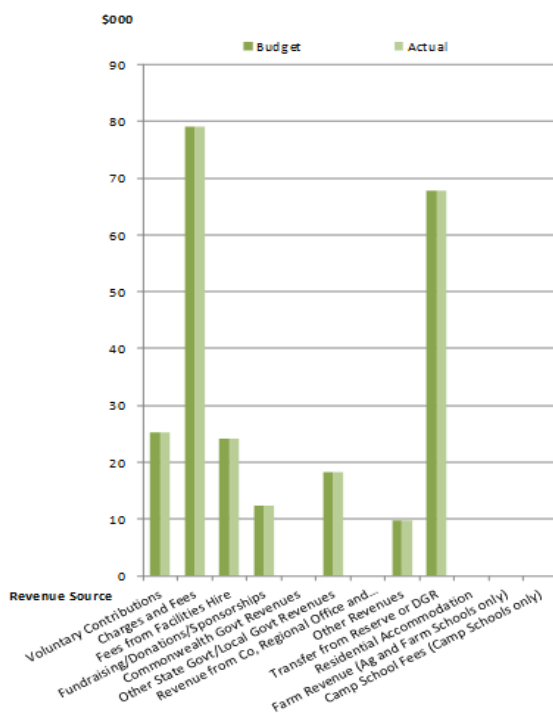


## Rossmoyne Primary School

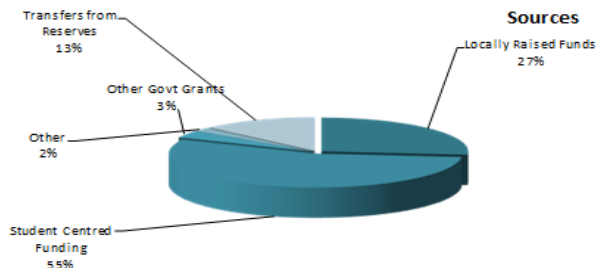
### Financial Summary as at 31 December 2020

| Revenue - Cash & Salary Allocation |  | Budget               | Actual               |
|------------------------------------|--|----------------------|----------------------|
| 1                                  | Voluntary Contributions                            | \$ 25,206.80         | \$ 25,207.10         |
| 2                                  | Charges and Fees                                   | \$ 79,131.00         | \$ 79,130.95         |
| 3                                  | Fees from Facilities Hire                          | \$ 24,132.00         | \$ 24,131.81         |
| 4                                  | Fundraising/Donations/Sponsorships                 | \$ 12,328.13         | \$ 12,370.43         |
| 5                                  | Commonwealth Govt Revenues                         | \$ -                 | \$ -                 |
| 6                                  | Other State Govt/Local Govt Revenues               | \$ 18,300.00         | \$ 18,300.00         |
| 7                                  | Revenue from Co, Regional Office and Other Schools | \$ -                 | \$ -                 |
| 8                                  | Other Revenues                                     | \$ 9,840.40          | \$ 9,840.44          |
| 9                                  | Transfer from Reserve or DGR                       | \$ 67,751.00         | \$ 67,750.91         |
| 10                                 | Residential Accommodation                          | \$ -                 | \$ -                 |
| 11                                 | Farm Revenue (Ag and Farm Schools only)            | \$ -                 | \$ -                 |
| 12                                 | Camp School Fees (Camp Schools only)               | \$ -                 | \$ -                 |
| <b>Total Locally Raised Funds</b>  |  | <b>\$ 236,689.33</b> | <b>\$ 236,731.64</b> |
| <b>Opening Balance</b>             |  | <b>\$ 79,192.24</b>  | <b>\$ 79,192.24</b>  |
| <b>Student Centred Funding</b>     |  | <b>\$ 292,540.00</b> | <b>\$ 292,540.00</b> |
| <b>Total Cash Funds Available</b>  |  | <b>\$ 608,421.57</b> | <b>\$ 608,463.88</b> |
| <b>Total Salary Allocation</b>     |  | <b>\$ -</b>          | <b>\$ -</b>          |
| <b>Total Funds Available</b>       |  | <b>\$ 608,421.57</b> | <b>\$ 608,463.88</b> |

#### Locally Generated Revenue - Budget vs Actual

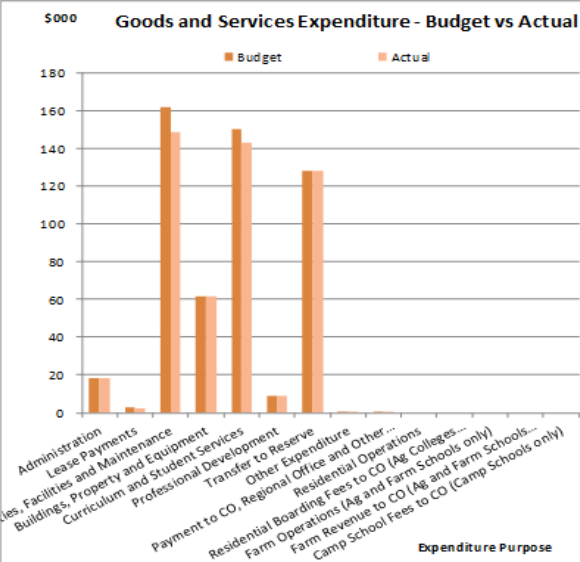


#### Current Year Actual Cash Sources

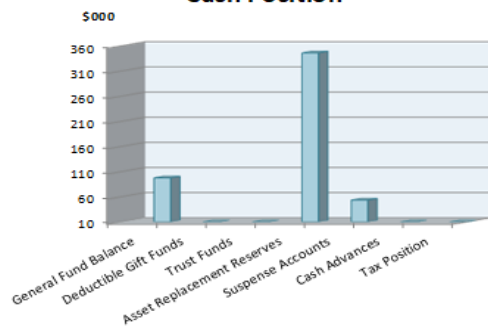


| Expenditure - Cash and Salary               |  | Budget               | Actual               |
|---|--|----------------------|----------------------|
| 1   | Administration                                     | \$ 18,383.00         | \$ 18,293.99         |
| 2   | Lease Payments                                     | \$ 2,800.00          | \$ 2,465.89          |
| 3   | Utilities, Facilities and Maintenance              | \$ 161,583.44        | \$ 148,417.80        |
| 4   | Buildings, Property and Equipment                  | \$ 61,227.50         | \$ 61,226.28         |
| 5   | Curriculum and Student Services                    | \$ 150,300.83        | \$ 142,925.73        |
| 6   | Professional Development                           | \$ 9,011.00          | \$ 9,095.28          |
| 7   | Transfer to Reserve                                | \$ 127,696.00        | \$ 127,696.00        |
| 8   | Other Expenditure                                  | \$ 29.50             | \$ 32.79             |
| 9   | Payment to CO, Regional Office and Other Schools   | \$ 702.00            | \$ 702.27            |
| 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)         | \$ -                 | \$ -                 |
| <b>Total Goods and Services Expenditure</b> |  | <b>\$ 531,733.27</b> | <b>\$ 510,856.03</b> |
| <b>Total Forecast Salary Expenditure</b>    |  | <b>\$ -</b>          | <b>\$ -</b>          |
| <b>Total Expenditure</b>                    |  | <b>\$ 531,733.27</b> | <b>\$ 510,856.03</b> |
| <b>Cash Budget Variance</b>                 |  | <b>\$ 76,688.30</b>  |                      |

#### Goods and Services Expenditure - Budget vs Actual



#### Cash Position



|                              |                      |
|------------------------------|----------------------|
| <b>Cash Position as at:</b>  |                      |
| <b>Bank Balance</b>          | <b>\$ 491,845.74</b> |
| Made up of:                  |                      |
| 1 General Fund Balance       | \$ 346,127.00        |
| 2 Deductible Gift Funds      | \$ 11,845.74         |
| 3 Trust Funds                | \$ -                 |
| 4 Asset Replacement Reserves | \$ 53,370.89         |
| 5 Suspense Accounts          | \$ -                 |
| 6 Cash Advances              | \$ -                 |
| 7 Tax Position               | \$ (5,260.00)        |
| <b>Total Bank Balance</b>    | <b>\$ 491,845.74</b> |