



# Rossmoyne Primary School

## 2021 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.*

## *From the Principal...*

It is with pleasure that I present the Rossmoyne Primary School 2021 Annual Report on behalf of the staff and the School Board. It has been my pleasure to lead the dedicated staff at Rossmoyne Primary School for the end of 2021 and Semester One of 2022. I would like to recognise the work of substantive Principal, Rochelle Williamson, and the school community in providing an outstanding learning environment for the students. The collaborative and



nurturing staff have worked tirelessly to nurture and support the students academically and socially, as they navigate the ongoing challenges of a changed world.

Once again, 2021 presented unique challenges for Western Australia, as we endured several lockdowns and ever-changing restrictions. Naturally, this impacted our usual school operations at times, but the collaboration and resilience demonstrated by the Rossmoyne community ensured that the education and well-being of our students was, at all times, a priority. As a result of the ongoing challenges we have faced over the past two years, we find a silver lining in the increased resilience, adaptability and teamwork that now exists

among both staff, students and the parent community.

The true strength of a community is not known until they face adversity, and in true Rossmoyne style, the staff, School Board, P&C and parents continue to rally together to support, share and teach each other to ensure the students remained at the forefront of all activities and plans.

Term two saw the school settle back into a 'new normal' environment, and the focus moved back to the ongoing implementation of Operational Plans and working towards targets from the 2018-2020 Business Plan, which was extended into 2021. Rossmoyne Primary School was to be involved in a Public School Review in Term 3, which provided an opportunity for staff and the School Board to reflect on school practice and to proudly demonstrate the many achievements made since 2018. All staff were involved in a detailed and ongoing reflection process, with data from 6 prescribed domains interrogated and reported on over a months long process. Although unquestionably rigorous, such reflections enabled staff to celebrate significant achievements, as well as identify specific areas for improvement. The Public School Review took place in August 2021, with the final report received in December 2021.

The teaching and learning programs at Rossmoyne Primary School continued to provide opportunities for all students to reach their potential in different ways. We were proud to continue to support students through a multitude of specialist activities and clubs, including Science, Chinese Language, Running Club, Coding, Maths Club and the very popular River Rangers program.

Academically, many of the students at Rossmoyne continue to progress above the expected level, with those not making the expected progress participating in support programs, or differentiated



programs within their classroom. I want to recognise the unwavering efforts of our teachers and support staff, who work closely together to ensure the needs of every child are planned for and met.

An annual report would not be complete without recognising and celebrating the unwavering support we have continued to receive from the School Board and the P&C Association. Under the leadership of Mrs Jessica Nailer and Mr Nigel Deeks respectively, the school has benefitted from the opinions and advice of the members of the board, as well as enjoying the plethora of events and assistance provided by the P&C Association. Our sincere thanks to everyone who contributed to the wonderful partnerships that continue to exist with the School Board and the community.

Finally, congratulations to our Year 6 students, who graduated from Rossmoyne PS at the end of 2021. Many of the students spent their entire school lives here, and it was with pride and a touch of sadness that their teachers and parents watched them take to the stage at a wonderful Graduation Ceremony in 2021. Congratulations to the students, and a special thank you to the 2021 Year 6 teachers and specialists who organised such a wonderful Graduation Ceremony in term 4.

I trust that you will find this report an informative summary of the 2021 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)).

Nikki Lyons

Acting 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.**

## *From the School Board...*

It is with great pleasure that I write the School Board report for 2021. While not being able to present as strong a public presence as we would like, due to ongoing COVID-19 restrictions, the Board continued to be committed to assisting the school in setting strategic targets, participating in governance, and reviewing policies. The School Board would like to recognise the incredible dedication, flexibility and pastoral care that Rossmoyne Primary School staff demonstrated towards students and families during the challenging year of 2021.

Throughout 2021, the School Board endorsed several key documents and policies, including the Statement of Expectations 2021-2024, Dress Code Policy, Complaints Management Policy, Homework Policy, and Remote Learning Plan 2021. The School Board continued to be updated on the Operational Plans across the school's four priority areas to assist in evaluating how they are supporting the strategic targets of the 2018-2020 Business Plan. Due to the impacts of COVID-19, the 2018-2020 Business Plan rolled over into 2021, with the 2022-2024 Business Plan currently underway.

The School Board was pleased to support the 2021 'Our School, Our Say' forum, and endorse the school's introduction of a comprehensive Self-Assessment Schedule. This schedule provides for the gathering and analysing of data relating to student academic performance; student attitude, behaviour and effort; student attendance; school effectiveness; and satisfaction of the school community. This schedule minimises reliance on external standardised testing such as NAPLAN and will allow the 2022-2024 Business Plan to set relevant, achievable strategic goals.

In Term 4 of 2021, Rossmoyne Primary School underwent the Public School Review process, supported by members of the School Board. This process, while challenging and time-consuming for school staff, resulted in wonderful commendations and meaningful recommendations for future practice. In our final meeting of 2021, we were pleased to welcome Nikki Lyons as acting principal for the first semester of 2022. We look forward to another rewarding and positive year supporting the school.

Yours sincerely,

Jess Nailer

Chairperson

Rossmoyne Primary School Board



## *From the Parents & Citizens Association...*

The P&C has had a very busy year, and although COVID has done its best to “throw a spanner in the works” on a number of occasions, through working closely with the school, most events were able to take place, all be it in a more controlled manner. A good example of this was the decision to once again run a school movie night. In 2021 rather than running this as a summer, full school event, it was decided to run two separate (three in fact in the end due to the demand) screenings, during the cooler months, utilising the undercover area, where numbers could be more easily controlled. One added advantage of this was that we were able to tailor the choices of movies more to the mean age of the smaller groups. Similarly, the much-loved School Discos were also able to return with some restrictions to ensure they were executed in a “COVID Safe” way. Some activities did unfortunately fall by the wayside as result of restrictions, at or around the time they were scheduled to take place. One example was the new parents’ sundowner which once again had to be cancelled. We still hope to reinstate this in some form, once safe and sensible to do so.

Subway Days and other periodic special lunch options, such as Sushi have been a great success and something the students (and unsurprisingly the parents) greatly appreciate. The lessons we have learnt from this during the year have acted as a precursor to what we hope will be a more formal periodic lunch order service in 2022. This will see the P&C engage an external provider, who will give parents the option of ordering up lunches a couple of times a week. Although the kickoff of this initiative has been delayed due to the current COVID challenges, it is something we are keen to see happen once possible.

Over the year the P&C has been fortunate enough to be invited to have representation at various key school events, including the Anzac day assembly, NAIDOC and Reconciliation events as well as the year 6 graduation ceremony, all of which were a great honour to attend.

Similarly we have been able to support other school events including the Ice Castle build, Book Week, and many others. Long standing activities such as running the second-hand uniform shop have also been well supported throughout the year.

Financially the P&C had a strong year, with the group successfully securing some very welcome grant income (largely from the City of Canning who continue to be a strong supporter of the Schools and the P&C), as well as the generous contributions from the parents, that we have been able to streamline into key projects that enhance the school across all year groups.

Grant Success included receiving a “Small Grant” from Canning Council which funded a high-quality Webcam and Speakerphone to allow more participation and a better experience from virtual P&C and Exec meetings. On a larger scale the P&C and the reconciliation committee were extremely grateful to receive a grant that allowed the installation of a set of three flagpoles which now take pride of place between the science and music rooms. We look forward to continuing to work closely with both the reconciliation group and Canning Council into the future.

None of this would be possible without the tireless work of the small, but extremely dedicated group that make up the P&C. No more so than the members of the events sub committee, who did a fantastic job throughout the year. For this group the culmination was surely the Colour Fun Run at the end of the year. Bigger and better than before, (there was even a fire engine...) this event for the first time was completely organised in house, meaning that all monies raised were put back into the school, rather than paying for an external provider. The event allowed everyone to let their hair down for an afternoon at the end of term and contributed to the “send off” events for the graduating class of 2021.

We look forward to being able to continue to work closely with the fantastic staff, the school board, and the local community to support the school into and through 2022.

*For and on behalf of the Rossmoyne Primary School P&C*

*Nigel Deeks - 2021 P&C President*

### On-entry Assessments

The On Entry Assessments are conducted in Term 1 in Pre Primary each year. The tests are primarily a diagnostic tool to determine students' knowledge and skills in reading, speaking and listening, writing and numeracy as they begin Pre Primary. Our staff use the results to inform their planning for teaching and learning and to make decisions on areas of focus in literacy and numeracy. The information is also shared with the staff at the Rossmoyne Community Kindy who consider possible implications for their learning programs. Parents are provided with their child's results and given recommendations on how to help their child at home. The tables below show that a greater percentage of our 2021 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	2%	2%
300 to 449	27%	39%
450 to 599	69%	58%
600 to $\geq 700$	2%	1%

SPEAKING & LISTENING Scale Score	RPS % of students	WA % of students
0 to 149	2%	2%
150 to 299	2%	8%
300 to 449	29%	33%
450 to 599	57%	53%
600 to $\geq 700$	12%	5%

WRITING Scale Scores	RPS % of students	WA % of students
0 to 149	24%	23%
150 to 299	69%	64%
300 to 449	4%	12%
450 to 599	2%	>1%
600 to $\geq 700$	0%	>1%

NUMERACY Scale Score	RPS % of students	WA % of students
0 to 149	0%	1%
150 to 299	0%	5%
300 to 449	52%	58%
450 to 599	46%	35%
600 to $\geq 700$	2%	1%



## 2021 Student Academic Performance

### NAPLAN

Students in Year 3 and 5 participate in NAPLAN (National Assessment Program Literacy and Numeracy) assessments in May each year.

The comparative performance summary shows our school's performance against the predicted school mean.

	Year 3			Year 5		
	2018	2019	2021	2018	2019	2021
Numeracy	0.3	0.2	1.4	0.7	-0.6	-0.1
Reading	0.1	0.1	1.2	-0.9	-0.9	-1.3
Writing	-0.3	0.0	0.2	-0.1	0.0	0.1
Spelling	0.4	1.2	1.2	0.3	-0.9	-0.6
Grammar & Punctuation	-0.5	0.4	1.2	0.0	-1.5	-0.3

	Above Expected -
	Expected - within one standard deviation of the predicted school mean
	Below Expected -
	If blank, then no data available or number of students is less than 6

In 2021 the year 3 students performed above the predicted mean in all areas except Writing where they performed as predicted

In 2021 the Year 5 students performed as predicted in all areas except reading where they performed less well than predicted.

Analysis of NAPLAN data over recent years has indicated the following:

Our school is consistently over-represented in the top 20% of results compared to All Australian Schools and substantially under-represented in the bottom 20% compared to All Australian schools.

## 2021 Student Academic Performance

In comparison to schools like us, in 2021 our Year 3 students performed better than 'like schools'. In Numeracy, Reading and Writing we had more students in the top 20% and less in the bottom 20% than like schools.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	37%	40%	52%	38%	40%	41%
Middle 60%	60%	58%	46%	55%	55%	55%
Bottom 20%	3%	2%	2%	7%	5%	4%

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	34%	32%	56%	40%	40%	40%
Middle 60%	59%	66%	42%	54%	54%	56%
Bottom 20%	7%	2%	2%	6%	6%	4%

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	36%	35%	46%	30%	33%	37%
Middle 60%	60%	65%	51%	67%	64%	58%
Bottom 20%	4%	0%	4%	3%	3%	5%

In comparison to schools like us, in 2021 our Year 5 students performed better than 'like schools' in Writing but slightly less well than like schools Numeracy and less well in Reading

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	54%	47%	39%	48%	48%	42%
Middle 60%	45%	46%	57%	49%	48%	54%
Bottom 20%	1%	7%	4%	4%	4%	4%

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	48%	35%	28%	46%	40%	42%
Middle 60%	48%	57%	63%	50%	55%	53%
Bottom 20%	4%	9%	8%	5%	5%	5%

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	44%	38%	46%	36%	31%	40%
Middle 60%	53%	54%	49%	59%	64%	52%
Bottom 20%	3%	9%	6%	5%	5%	8%

### Sub-groups of students:

- \* Performance of our Year 3 Male and Female Students – 2018, 2019 and 2021: Our female students typically perform better than our male students in Reading and Writing. Our male students typically perform better than our female students in Numeracy.
- \* Performance of our Year 3 and 5 Language Background Other Than English Students – 2018, 2019 and 2021: Our LBOTE students performed similarly to our full cohort of students in Writing, Reading and Numeracy assessments.



## 2021 Student Academic Performance cont.

### Learning Area Grade Summary—Semester 2, 2021


Each semester, student performance is reported upon using an A to E scale. 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 at the end of 2021. Only a very small percentage of our students achieved below the 'expected standard'.

Learning Area	A (Excellent Achievement)	B (High Achievement)	C (Satisfactory Achievement)	D (Limited Achievement)	E (Very Low Achievement)
English	17%	38%	40%	5%	<1%
Maths	24%	36%	37%	3%	<1%
Science	7%	44%	45%	2%	0%
Humanities & Social Science	10%	40%	49%	1%	0%
Health & Physical Education (Health)	17%	46%	36%	<1%	0%
Health & Physical Education (Physical Ed'n)	12%	26%	60%	2%	0%
Technologies (Digital Technologies)	16%	42%	41%	1%	0%
Languages (Chinese)	18%	34%	46%	2%	0%
The Arts (Media Arts)	13%	39%	47%	<1%	0%
The Arts (Music)	10%	45%	45%	0%	0%



## Student Attendance

Student attendance in 2021 remained at a very high rate of 96%, which is higher than 'like schools' and also WA Schools overall. Although COVID-19 impacted attendance data in 2021 this rate is indicative of the value placed on schooling by the parents and students at Rossmoyne PS. Our student attendance rate has been consistently above that of WA Public Schools and also above that of 'like schools' in WA. The percentage of students attending regularly has also been higher than that of WA Public Schools and 'WA like schools'. Our 2021 student attendance data is included in the tables below.

2021 Attendance Rate		2021 Attendance Categories			
Rossmoyne Primary	96%		At Risk		
WA Like Schools	94.6%		Regular	Indicated	Moderate
WA Public Schools	91.6%				Severe
Rossmoyne Primary			91%	8%	1%
Like Schools			85.1%	12.3%	2.2%
WA Public Schools			73%	19%	6%

## 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 2021. The tables below show that a very high percentage of students demonstrated all of the attitude, behaviour and effort indicators either 'consistently' or 'often' when assessed in December 2021. The behaviour of our students continued to be exemplary throughout 2021, with only one student receiving a suspension. These results reflect the high expectations of our school community.

Pre-primary to Year 2 Semester 2, 2021 Report Data	% of students who achieved
Is enthusiastic about learning	99%
Participates responsibly	100%
Sets goals and works towards them	98%



Year 3 to Year 6 Semester 2, 2021 Report Data Attitude, Behaviour and Effort Indicators	% of students who achieved 'consistently' or 'often'
Works to the best of his/her ability	96%
Shows self-respect and care	96%
Shows courtesy and respect for the rights of others	98%
Participates responsibly in social and civic activities	98%
Cooperates productively & builds positive relationships with others	96%
Is enthusiastic about learning	97%
Sets goals and works towards them	94%
Shows confidence in making positive choices and decisions	97%



Due to the impact of COVID19 on continuity of learning over the past 2 years, our School Board decided to extend the implementation of the 2018 to 2020 Business Plan into 2021. A new 2022—2024 Business Plan is currently in development and will be completed by mid Term 2, 2022. Some of the key initiatives implemented in 2021 in each of our four priority areas are identified below. These initiatives, along with the achievement against the specific Targets, have been reflected upon by staff prior to setting targets for the 2022—2024 Business Plan.

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

In 2021:

- Together with high quality academic programs, students also participated in specialist programs including Music, Instrumental Music, Chinese, Science, River Rangers, Maths Club, Code Club and Dance.
- PP & Year 1 Teachers participated in the Talk 4 Writing PL through DSF. Year 2 to complete this PL in semester 1, 2022;
- teachers provided PL to their colleagues at after school 'Opt In' sessions on various topics including GATE, iPads, Seesaw etc;
- teachers continue to embed Aboriginal perspectives into their teaching and learning eg: NAIDOC assembly held to celebrate the 50th anniversary of the ATSI flag.
- staff participated in a trial of the Back to Front Maths program. After analysing the trial it was decided the program did not fit the needs or direction of the school;
- selected staff worked towards achieving their Apple Teacher Certification;
- staff participated in Peer Observations and feedback;
- staff participated in Performance Management;
- Phase of Schooling Lead Teachers were appointed to take on Middle Leadership Opportunities;
- staff participated in phase of school collaboration and moderation opportunities;
- a whole school 'opt in' media arts project was coordinated for all students;

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

In 2021:

- we continued to allocate resources to support our SAER (Students at Educational Risk), including purchasing additional School Psychology Service time;
- the school continued to fund the Chaplaincy Program for 2 x days per week;
- The 'In Real Life' program was implemented in year 5 & 6 as part of collaboration between the School Chaplain and Class teachers;
- staff were supported to implement our SAER policy and to provide differentiated curriculum;
- we continued to develop our school's Self-Assessment Schedule;
- our Gifted and Talented Education Committee continued to meet and provide PL for staff.
- NAPLAN results were interrogated by the teaching staff and also discussed by the School Board. Results were shared with the community through the Newsletter and the Annual Report.



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

In 2021:

- we continued to participate in the 2018 to 2021 MHIS (Mental Health in Schools) Initiative and the YouthCARE School Chaplaincy Service;
- 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 a Colour Run (supported by the P&C) and a Student Choice Fun Day; and
- staff and students participated in health and well-being activities, including mindfulness, brain breaks, and 'crunch and sip'; and
- We participated in the 'Bags of Hope Project' to provide essential items for families in need.

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

In 2021, we:

- reviewed and began to implement the suggestions received at the September 2021 'Our School, Our Say' Forum;
- Continued to ensure our students were active in the community to nurture community partnerships and promote the school eg: Massed Choir Festival, Music Soiree, River Rangers, performances at shopping centres and aged care facilities;
- Continued to build the Parent Resource Library;
- sought community feedback and involvement for the 2021 Public School Review
- held another very successful Learning Journey;
- 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.



PRIORITY AREAS AND TARGETS	Achieved	Working Towards
<b>Priority Area 1—Excellence in Teaching</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.		Nov 2021- Digital Tech-13%  Design Tech & Media Arts-18%
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.		86% of staff progressed one level or more.



<b>Priority Area 2—Successful Students</b>		
The percentage of RPS students in the top two proficiency bands in all year 3 and year 5 NAPLAN assessments to be greater than 'like schools' in 2021.		2021 Achieved with the exception of year 5 Reading.
The Numeracy, Reading and Writing NAPLAN trend lines for year 3 and 5 to be on an incline by 2021.		2021 Achieved with the exception of year 5 Reading.
A schedule that incorporates standardised assessments in non-NAPLAN year levels will be developed and implemented by the end of 2021.		
<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).		2020—65%
(ii) 'This school works with me to support my child's learning' from 61% (2016) to 70% (2020).	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%

In Term 4, 2021 Rossmoyne Primary School underwent a planned Public School Review. The purpose of these regular reviews is to give assurance to the community and the Department of Education about the performance of schools and the quality of education being delivered to students. Based on “The Standard” document, which defines the expected level of school performance, the Public School Review process validates and makes judgements against six key domains of school performance.

Prior to the Public School Review, the Leadership Team undertook a rigorous self-assessment process, which engaged and incorporated the perspectives of staff and members of the school community. The self-assessment was submitted to the review team for assessment and was validated through meetings conducted with a range of representatives during the reviewers’ visit to the school.

A summary of the Commendations and Recommendations included in the final report is included below:

### **Domain 1: RELATIONSHIPS AND PARTNERSHIPS**

#### **COMMENDATIONS:**

- The ‘Our School, Our Say’ forum drives and informs the ‘A Connected Community’ priority to enhance parent voice and engagement with families.
- Board member visibility and a strong strategic governance voice that proactively advocates for the school is driven by the 2021 ‘A Connected Community’ Operational Plan.
- A strong, positive and collaborative staff culture with high levels of relational trust, staff cohesion and connected efficacy support resilience and a team orientated mindset.
- A variety of programs and pastoral care initiatives engage and drive student development and are sustained by a staff focus on building relationships with students that are genuine and respectful.
- The proactive and engaging work of the Reconciliation Committee in developing relationships and links with local Noongar Elders that enhance understanding and embedding of the ACSF1

#### **RECOMMENDATIONS:**

- Explore with parents how digital communication modes can be more consistent across year levels.
- Further enhance cultural inclusivity through a regular and targeted focus on all cultures represented and celebrated at the school

## Domain 2: LEARNING ENVIRONMENT

### COMMENDATIONS:

- The ACSF drives the work of the Reconciliation Committee in leading a culturally responsive school. The 'Welcome' song, Noongar garden and Noongar Six Seasons posters empower students to lead reconciliation.
- The Mental Health Committee, MHIS2 project, chaplaincy program and pastoral care initiatives support health and wellbeing through a variety of programs which embed positive mental health language.
- The students at educational risk (SAER) policy supports teachers to use a range of evidence to develop documented plans that support Tier 1,2 and 3 students to access the curriculum.
- A focus on positive behaviour reinforces a collective approach to ensuring student engagement is intrinsically motivated and supported by the Virtues Program.
- Extra curricula programs and clubs offer a variety of experiences that celebrate diversity and opportunities for students to grow and connect to the school .

### RECOMMENDATIONS:

- Continued implementation of the SAER policy to embed teacher accountability to the provision of learning that is differentiated to meet the learning needs of all students.
- Create a more visual celebration of the strong reconciliation focus for those who visit the school to showcase and empower knowledge and perspective of local aboriginal culture.
- Explore the storage of SAER information, current and historical, in one centralised location to support consistent and coordinated intervention planning

## Domain 3: LEADERSHIP

### COMMENDATIONS:

- Strategic leadership ensures that staff can take on leadership roles to empower them to exert positive influence over change, improvement and to build leadership capacity across the school.
- A collaborative and inclusive distributed leadership structure that supports the implementation of school planning across all phases of learning at the school.
- Responsiveness to the findings from the 2017 Department of Education Services review report, through the implementation of a comprehensive self-assessment policy, is evident and data collection expectations and analysis to support student learning are clear.
- Reflective interrogation of current performance using the National School Improvement Tool, National Quality Standard and the ACSF informs and guides future planning to address change and student need.

### Domain 3: LEADERSHIP cont...

#### RECOMMENDATIONS:

- Continue to champion and resource instructional leaders by exploring engagement with the Western Australian Future Leaders Framework as a tool to grow their skills and attributes of leadership.
- Consider aligning performance management processes to the 'Performance Management to Lead Teaching Improvement' professional learning.
- Re-energise teacher observation and feedback processes to embed the practice as a strategy to capitalise on the significant level of teacher experience, knowledge and skill at the school.

### Domain 4: USE OF RESOURCES

#### COMMENDATIONS:

- There is a distinctive link between school budgeting and planning for student improvement. Cost centre budgets are aligned to operational planning, the current business plan and are informed by student need.
- Resources are deployed strategically to fund key programs with an unwavering focus on, and investment in, staff professional learning that supports implementation of whole-school practice.
- Support provided by the manager corporate services ensures staff understand their financial obligations. This is developing a shared understanding of the nature of budget management and resource allocations.
- Collaboration with the P&C has ensured targeted funding of the YouthCARE School Chaplaincy program and the Pre-primary playground refurbishment.

#### RECOMMENDATIONS:

- Continue to build staff financial literacy by providing regular professional learning opportunities



## Domain 5: TEACHING QUALITY

### COMMENDATIONS:

- A supportive culture encourages collaborative planning across Phase of Learning Teams and year levels.
- Evidence-based, whole-school approaches to teaching and learning through the implementation of Letters and Sounds, Talk for Writing, Seven Steps to Writing Success and elements of Back-to-Front Maths, continue to be established.
- Excellence in Teaching and Successful Students are priority areas of the current business plan and acknowledge the continued improvement focus on quality teaching.
- Professional learning presented by lead teachers supports colleagues across a range of areas, including Gifted and Talented Education, Daily 5, iPads in the classroom, Webex, Seesaw, Connect, and the iCafe.
- Integration of technology into classroom teaching is underpinned by technical support to ensure devices and infrastructure are accessible to students at all times.

### RECOMMENDATIONS:

- Faithful implementation of whole-school, evidence-based approaches for literacy and numeracy, including High Impact Teaching Strategies and clear expectations about what quality teaching and learning looks like is embedded in every classroom across the school.
- Continue to strengthen the roles and responsibilities of instructional leaders in literacy and numeracy to support the development of curriculum knowledge.

## Domain 6: STUDENT ACHIEVEMENT & PROGRESS

### COMMENDATIONS:

- A self- assessment schedule outlines a range of data to effectively monitor student performance and ensure reliable judgements can be made about student and cohort achievement and progress.
- Year 3 NAPLAN3 longitudinal data shows consistent growth in all areas with 2021 data showing above expected performance and above like schools in all areas.
- NAPLAN results are analysed by staff at an individual, sub-group and cohort level, shared with School Board members and communicated to the school community.
- Assessment rubrics, based on School Curriculum and Standards Authority Judging Standards, assist teachers when assessing and reporting. Attitude Behaviour and Effort descriptors, developed by staff, guide judgments to ensure consistency.

## Domain 6: STUDENT ACHIEVEMENT & PROGRESS cont...

### RECOMMENDATIONS:

- Continue to implement PAT4 across Years 1-6 and provide professional learning to improve staff data literacy, including PAT reports and use of the SAIS Dashboard.
- Resource moderation opportunities for teachers and consider the use of Brightpath as a tool to support writing moderation.
- Further investigate student progress between Years 3-5 focusing on Reading and Years 3-6 Spelling to determine changes needed to support improved performance .



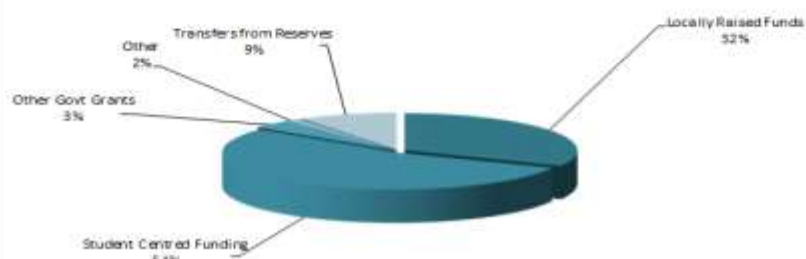
## 2020 Financial Summary



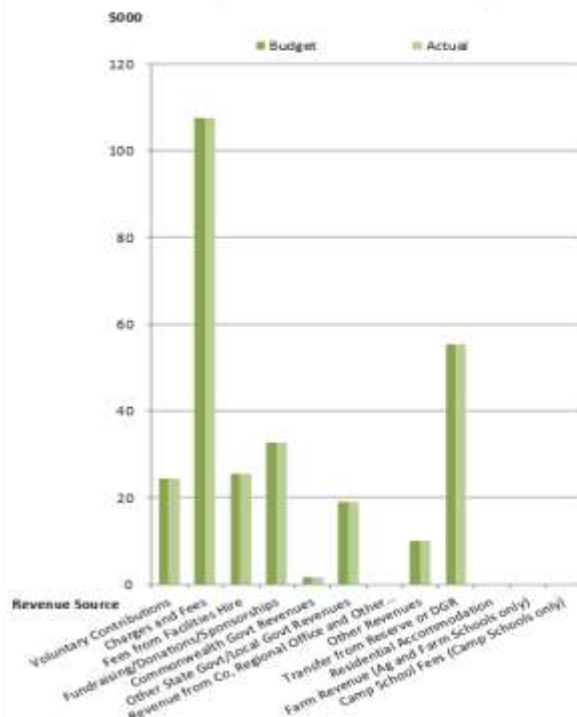
### Rossmoyne Primary School Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 24,303.60	\$ 24,303.60
2	Charges and Fees	\$ 107,633.62	\$ 107,632.71
3	Fees from Facilities Hire	\$ 25,452.00	\$ 25,452.71
4	Fundraising/Donations/Sponsorships	\$ 32,623.08	\$ 32,622.68
5	Commonwealth Govt Revenues	\$ 1,682.00	\$ 1,681.69
6	Other State Govt/Local Govt Revenues	\$ 19,000.00	\$ 19,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 10,064.27	\$ 10,064.15
9	Transfer from Reserve or DGR	\$ 55,317.95	\$ 55,317.95
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>\$ 276,076.52</b>	<b>\$ 276,075.49</b>
	Opening Balance	\$ 97,607.85	\$ 97,607.85
	Student Centred Funding	\$ 319,693.00	\$ 319,693.25
	<b>Total Cash Funds Available</b>	<b>\$ 693,377.37</b>	<b>\$ 693,376.59</b>
	Total Salary Allocation	\$ -	\$ -
	<b>Total Funds Available</b>	<b>\$ 693,377.37</b>	<b>\$ 693,376.59</b>

**Current Year Actual Cash Sources**

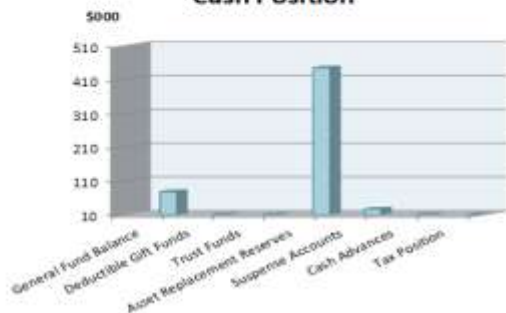


**Locally Generated Revenue - Budget vs Actual**

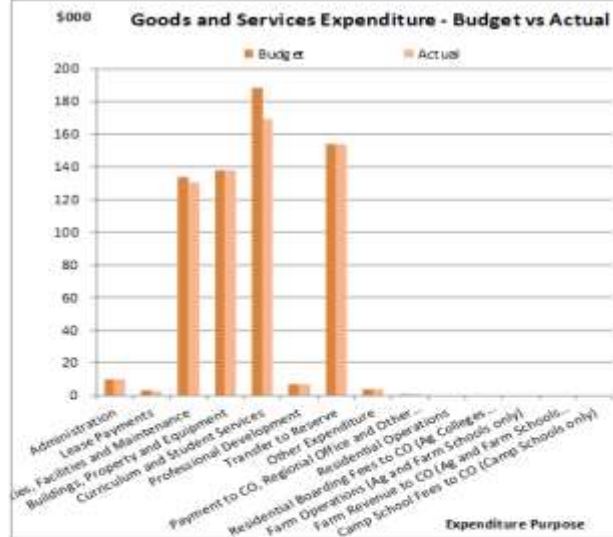


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 9,935.00	\$ 9,978.91
2	Lease Payments	\$ 2,800.00	\$ 2,478.84
3	Utilities, Facilities and Maintenance	\$ 133,457.82	\$ 130,505.87
4	Buildings, Property and Equipment	\$ 137,750.30	\$ 137,749.32
5	Curriculum and Student Services	\$ 188,547.19	\$ 169,343.17
6	Professional Development	\$ 7,000.00	\$ 7,011.49
7	Transfer to Reserve	\$ 153,851.50	\$ 153,851.00
8	Other Expenditure	\$ 3,786.00	\$ 3,788.00
9	Payment to CO, Regional Office and Other Schools	\$ 425.00	\$ 425.00
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 637,552.81</b>	<b>\$ 615,131.60</b>
	Total Forecast Salary Expenditure	\$ -	\$ -
	<b>Total Expenditure</b>	<b>\$ 637,552.81</b>	<b>\$ 615,131.60</b>
	Cash Budget Variance	\$ 55,824.56	

**Cash Position**



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



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 543,601.54</b>
Made up of:	
1 General Fund Balance	\$ 78,244.99
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 444,660.05
5 Suspense Accounts	\$ 26,387.50
6 Cash Advances	\$ -
7 Tax Position	\$ (5,691.00)
<b>Total Bank Balance</b>	<b>\$ 543,601.54</b>