



Rossmoyne Primary School

2022 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 pleasure that I present the Rossmoyne Primary School 2022 Annual Report on behalf of the staff and our School Board. Covid-19 became more prevalent in WA at various times throughout 2022, which presented challenges such as mandatory isolation requirements and restrictions on activities and events. Despite this, the creativity, flexibility, and efforts of our staff ensured activities, events and extracurricular activities continued where possible in a covid safe manner. The understanding and support we received from our school community throughout 2022 was greatly appreciated and must be acknowledged.

Throughout 2022, our School Board and P&C Association continued to provide our school, staff, and students with unwavering support under the leadership of Mrs Jessica Nailor and Mr Nigel Deeks respectively, and this support must also be recognised and celebrated.

Our specialist programs – Physical Education, Music, Languages (Chinese) and Science, continued successfully throughout 2022. Our students again achieved many successes in interschool sporting carnivals including both our girls' and boys' teams winning their grand finals at the Cricket Carnival and being invited to participate in the Regional Finals Carnival; our school winning both the Meritorious and Team Game Shields at the Interschool Athletics; our three teams competing in the grand finals in their respective divisions in the Rugby League Carnival, and two teams winning their grand finals; two of our netball teams being announced as Champions at the Winter Carnival; and our girls soccer team being runners up at the Winter Carnival.

Our students continued to enjoy their Music lessons throughout the year. Selected students continued to enjoy the opportunities available to them including participating in our band, orchestra, junior and senior choirs and IMSS (Instrumental Music School Services) lessons. They enjoyed performing at a range of events both in and out of school including the Massed Choir Festival at the Perth Concert Hall, the ABODA Festival, the Music Soiree at Rossmoyne Senior High School and at Stockland Riverton Shopping Centre.

Our Year 2 to 6 students again participated in weekly Chinese lessons throughout 2022, as well as cultural activities such as calligraphy lessons and traditional Chinese games. As in previous years, selected students also achieved success in competitions. Twelve of our students received awards in the Perth Chinese Language Hub Year of the Tiger poster competition. Students represented our school at the State Chinese Background Story Telling Competition, and several of our students achieved places and Excellence Awards at the Chinese Language Teachers of WA State Mandarin Speaking Competition and the State Chinese Writing competition. Three of our students were also successfully nominated for the Australia China Friendship Society of WA Student Awards in various categories in 2022.

Our school's Science Specialist Teacher who was appointed in 2021, continued to work with our students to further develop their scientific knowledge and inquiry skills throughout 2022. Science lessons were a great source of excitement for our students, as was National Science Week when all of our classes conducted a range of experiments.

I trust that you will find this report an informative summary of our 2022 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) and on the My School website (www.myschool.edu.au)

Finally, I would like to take this opportunity to publicly thank Ms Nikki Lyons for leading the school community throughout 2022 whilst I was on leave.

Rochelle Williamson

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.

Student Achievement and Progress

Our school uses a range of assessments to rigorously assess our students' achievement and progress in a systematic way. The data collected from these assessments is interrogated by staff and reported to families. It allows teachers to understand where students are at in their learning, and to effectively target their teaching to improve student learning at an individual, small group, class and year level. Our school also uses the data collected from these assessments to monitor our students' achievement and progress over time and to evaluate the effectiveness of the programs we are implementing.

Our assessments include:

- On-entry Assessments;
- NAPLAN (National Assessment Program in Literacy and Numeracy);
- PAT (Progressive Achievement Tests); and
- teacher judgements.

On-entry Assessments

Our Pre-primary students participate in the On-entry Assessments in Term 1 each year. They are primarily a diagnostic tool to determine where students are at in reading, speaking and listening, writing and numeracy. They also compare our students' data with that of all Pre-primary students in WA public schools. The data from these assessments is also shared with the staff at the Rossmoyne Community Kindy who consider possible implications for their programs. Families of Pre-primary students are provided with their child's results along with recommendations on how to help their child at home. On-entry Assessments are also available for teachers to use at the end of Pre-primary and in Year 1 and 2. However, as the assessments are very time consuming, not all of our students participate in them. However, teachers do choose to administer particular assessments on selected students on a needs' basis.

NAPLAN

Primary school students in Years 3 and 5 participate in NAPLAN assessments each year. NAPLAN is made up of 4 tests – reading, writing, conventions of languages (spelling, grammar and punctuation) and numeracy. NAPLAN results allow schools to see how students and the school are progressing over time against national standards, like schools, all public schools in WA, and all schools in Australia, and students with a similar background in all Australian schools.



Progressive Achievement Tests (PAT)

Progressive Achievement Tests have been developed by ACER (Australian Council for Education Research). We introduced PAT in 2021, and now all of our students participate in a range of PAT online assessments each year. The assessments are automatically scored and reports can be immediately generated. The assessments are norm referenced, so we can determine how our students are performing compared to the Australian norm. The tests also measure students' knowledge, skills, and understanding, allowing teachers to pinpoint where students are at in their learning journey and identify what they need to learn to progress. Reports are available for individual students, classes and year levels.



Teacher Judgements

Each semester, teachers report on student performance against achievement standards set by SCSA (School Curriculum and Standards Authority) using an A to E scale. The achievement standards describe the expected level that the majority of students are achieving or working towards by the end of that year of schooling. The expected standard is described as 'C' or Satisfactory. A and B grades indicate that a child is working above the 'expected standard' and D and E grade indicates that a child is working below the 'expected standard'.

The data from these assessments is outlined in the coming pages in all learning areas.

NUMERACY

Our student achievement and progress in all Numeracy assessments is detailed below. Our students consistently achieve and progress well in Numeracy.

STUDENT ACHIEVEMENT

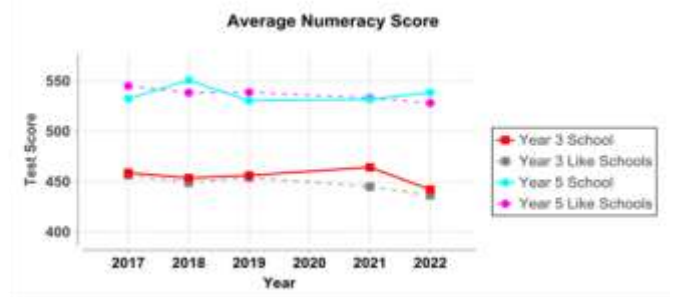
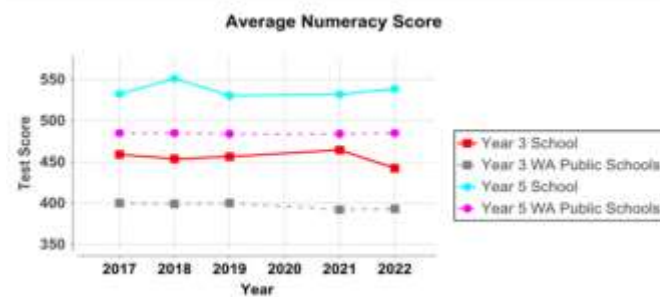
On-entry

As in previous years, a greater percentage of our 2022 Pre-primary students achieved higher scale scores in the Numeracy On-entry Assessment than all Pre-primary students in WA government schools.

2022 On-entry Scale Score	% of RPS students	% of students in WA
0 to 149	0%	>1%
150 to 299	0%	3%
300 to 449	46.8%	57%
450 to 599	53.2%	40%
600 to \geq 700	0%	>1%

NAPLAN – Longitudinal Performance

Our Year 3 and 5 students have consistently performed well in NAPLAN Numeracy assessments over recent years. Our Year 3 and 5 average score in NAPLAN assessments has been well above the WA public school average since 2017, and our average score has been similar to that of 'like schools' in WA since 2017.



NAPLAN – 2022 Performance (Year 3 and 5)

Average Scores

2022 NAPLAN	RPS Average	WA Public School Average	Like Schools (WA) Average	All Australian Students Average	All Australian Students With a Similar Background Average
Year 3 Numeracy	442	393	437	400	436
Year 5 Numeracy	539	485	528	488	526

Our 2022 Year 3 and 5 student average scores in the NAPLAN Numeracy assessments were higher than the:

- WA public school average;
- WA 'like school' average;
- all Australian students average; and the
- all Australian students with a similar background score.



NUMERACY cont.

Distribution of Students – Rossmoyne Primary School (RPS) vs Like WA Schools vs WA Public Schools

2022 NAPLAN - YEAR 3 NUMERACY	RPS	Like Schools (WA)
Top 20% of all WA Public Schools	42%	36%
Middle 60% of all WA Public Schools	50%	58%
Bottom 20% of all WA Public Schools	8%	5%
2022 NAPLAN - YEAR 5 NUMERACY	RPS	Like Schools (WA)
Top 20% of All WA Public Schools	49%	40%
Middle 60% of all WA Public Schools	47%	56%
Bottom 20% of all WA Public Schools	4%	4%

A higher percentage of our 2022 Year 3 and 5 students achieved in the top 20% of all WA public schools than students in like schools in WA.

NAPLAN – 2022 Performance (Year 7)

The tables below show the performance of our 2021 Year 6 students who were still enrolled in government schools and participated in the NAPLAN Numeracy assessment in Year 7, 2022. 49% of our students were represented in the top 20% of WA public schools, with 96.95% of our students achieving above the National Minimum Standard (NMS) compared to only 78.9% in all WA public schools. 66.65% of our students performed in Band 8 or above compared to only 24.2% of students in all WA public schools. This high level of achievement has been the case for many years which demonstrates that we are successfully preparing our students for their high school careers.

WA Public Schools	RPS Students (Year 6, 2021 & Year 7, 2022)
Top 20%	49%
Middle 60%	48%
Bottom 20%	3%

National Minimum Standard (NMS)	Bands	RPS Students	WA Public Schools
Above the NMS	Bands 9 & 10	34.84%	13.6%
	Band 8	31.81%	18.2%
	Band 7	21.21%	25.1%
	Band 6	9.09%	22%
At the NMS	Band 5	3.03%	12.4%
Below the NMS	Bands 1 to 4	0%	8.8%

2022 Progressive Achievement Tests (PAT)

Our students also performed well in the PAT Maths assessments in 2022. Our school's Median Scaled Score was higher in all year levels than the Australian Norm, and a high percentage of our students in all year levels achieved above the 50th and 75th percentiles.

PAT MATHS	RPS Median Scaled Score	Australian Norm	% of RPS students above the 50 th Percentile	% of RPS students above the 75 th Percentile
Year 6	138.1	128.9	58%	18%
Year 5	132.5	125.5	72%	52%
Year 4	135	121.1	67%	54%
Year 3	119.7	115.4	59%	31%
Year 2	112.7	108.3	85%	74%
Year 1	106.2	99.5	75%	42%
Pre-primary	91.3	Not available	80%	56%

NUMERACY cont.

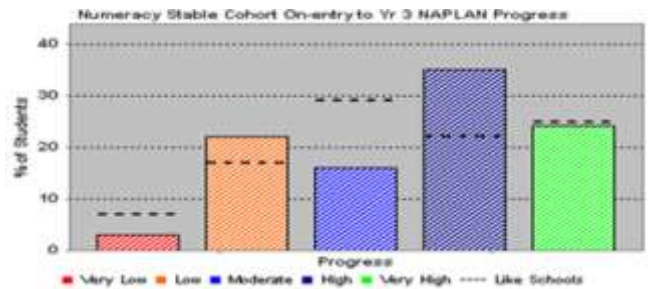
Semester 2, 2022 Pre-primary to Year 6 Student Report Grades – Maths

65% of our students achieved A or B grades in Maths in their 2022 Semester 2 Summative Reports. These grades indicate that they are achieving above the expected standard for their year level, and 32% achieved a C grade which indicates that they are working at the expected standard for their year level.

A Grade	B Grade	C Grade	D Grade	E Grade
27%	38%	32%	3%	0%

STUDENT PROGRESS

In addition to monitoring our student’s achievement in a range of assessments, we also monitor the progress our students make between assessments. Our stable cohort of students who participated in the On-entry Numeracy assessment in Pre-primary in 2019 and then participated in NAPLAN when in Year 3 in 2022 is detailed in the graph to the right.



A similar percentage of our students achieved ‘very high’ progress when compared to students in WA ‘like schools’, but a much greater percentage of our students achieved ‘high’ progress and a lower percentage of our students achieved ‘very low’ progress than students in WA ‘like schools’.

Unfortunately, the progress of our stable cohort of students between Year 3, 2020 and 5, 2022 NAPLAN is not available as NAPLAN was not held in 2020 due to Covid-19.

READING

Our students’ achievement and progress in Reading in On-entry, NAPLAN, and PAT are detailed below, and show that they are consistently achieving and progressing well in Reading.

STUDENT ACHIEVEMENT

2022 On-entry Assessment

As in previous years, a greater percentage of our 2022 Pre-primary students achieved higher scale scores in the Reading On-entry assessment that all Pre-primary students in WA government schools.

READING Scale Score	RPS % of students	WA % of students
0 to 149	0%	0%
150 to 299	0%	>1%
300 to 449	29.8%	44%
450 to 599	70.2%	55%
600 to =/>700	0%	>1%

NAPLAN - Longitudinal Performance



Our Year 3 and 5 student average scores in NAPLAN Reading assessments have been well above the WA public school average in recent years, and our average score has been similar to that of ‘like schools’ in WA since 2017.

READING cont.

NAPLAN – 2022 Performance (Year 3 and 5)

Average Scores

	RPS Average Score	WA Public School Average	Like Schools (WA) Average	All Australian Students Average	All Australian Students With a Similar Background Average
Year 3 Reading	490	425	482	438	483
Year 5 Reading	543	501	546	510	547

Our 2022 Year 3 student average score in the NAPLAN Reading assessment was higher than the:

- WA public school average;
- WA 'like school' average;
- all Australian students average; and the
- all Australian students with a similar background score.

Our 2022 Year 5 student average score in the NAPLAN Reading assessment was higher than the WA public school average and all Australian students' average score. We were just 3 points behind the WA 'like school' average and 4 points behind the all Australian students with a similar background score.

Distribution of Students – Rossmoyne Primary School (RPS) vs Like WA Schools vs WA Public Schools

YEAR 3 READING	RPS	Like Schools (WA)
Top 20% of all WA Public Schools	38%	40%
Middle 60% of all WA Public Schools	58%	54%
Bottom 20% of all WA Public Schools	4%	6%

YEAR 5 READING	RPS	Like Schools (WA)
Top 20% of all WA Public Schools	35%	38%
Middle 60% of all WA Public Schools	62%	58%
Bottom 20% of all WA Public Schools	3%	4%

The percentage of our 2022 Year 3 and 5 students achieving reading scores in the top 20% of all WA public schools was just below that of 'like schools', but we had a lower percentage of students in the bottom 20%.

NAPLAN – 2022 Performance (Year 7)

The tables below show the performance of our 2021 Year 6 students who were still enrolled in government schools and participated in the NAPLAN Reading assessment in Year 7, 2022. 39% of our students were represented in the top 20% of WA public schools, with 95.53% of our students achieving above the National Minimum Standard (NMS) compared to only 77.1% of students in all WA public schools. 49.25% of our students performed in Band 8 or above compared to only 25% of students in all WA public schools.

WA Public Schools	RPS Students (Year 6, 2021 & Year 7, 2022)
Top 20%	39%
Middle 60%	56%
Bottom 20%	5%

National Minimum Standard (NMS)	Bands	RPS Students	WA Public Schools
Above the NMS	Bands 9 & 10	19.4%	8.3%
	Band 8	29.85%	16.7%
	Band 7	26.86%	26.1%
	Band 6	19.4%	26.1%
At the NMS	Band 5	2.98%	13.7%
Below the NMS	Bands 1 to 4	1.49%	9.2%



READING cont.

2022 (PAT) Progressive Achievement Tests

PAT Reading	RPS Median Scaled Score	Australian Norm	% of RPS students above the 50 th Percentile	% of RPS students above the 75 th Percentile
Year 6	133.5	128.8	73%	44%
Year 5	130.1	125.8	69%	25%
Year 4	129.9	120.9	79%	46%
Year 3	117.5	113	60%	29%
Year 2	108.3	101.1	69%	36%
Year 1	89.8	84.2	75%	53%
Pre-primary	81.2	Not available	71%	42%

Our students also performed well in the PAT Reading assessment in 2022. Our school's Median Scaled Score was higher in all year levels than the Australian Norm, and a high percentage of our students in all year levels achieved above the 50th and 75th percentiles.

Semester 2, 2022 Pre-primary to Year 6 Student Report Grades – Reading

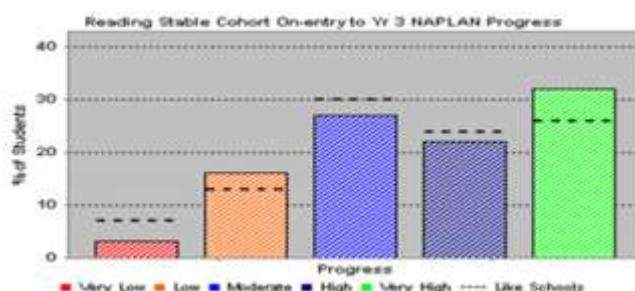
A Grade	B Grade	C Grade	D Grade	E Grade
24%	37%	34%	5%	0%

61% of our students achieved A or B grades for reading in their 2022 Semester 2 Summative Reports. These grades indicate that they are achieving above the expected standard for their year level, and 34% achieved a C grade which indicates that they are working at the expected standard for their year level.

STUDENT PROGRESS

Our stable cohort of students achieved better progress than students in 'like schools' between the On-entry Reading assessment in 2019 and Year 3 NAPLAN in 2022, with a greater percentage of our students achieving 'very high' progress and a lower percentage of our students achieving 'very low' progress.

Unfortunately, the progress of our stable cohort of students between Year 3 (2020) and 5 NAPLAN (2022) is not available as NAPLAN was not held in 2020 due to Covid-19.



WRITING

STUDENT ACHIEVEMENT

The pleasing achievement of our students in Writing assessments in 2022 and longitudinally is outlined below.

2022 On-entry Assessment

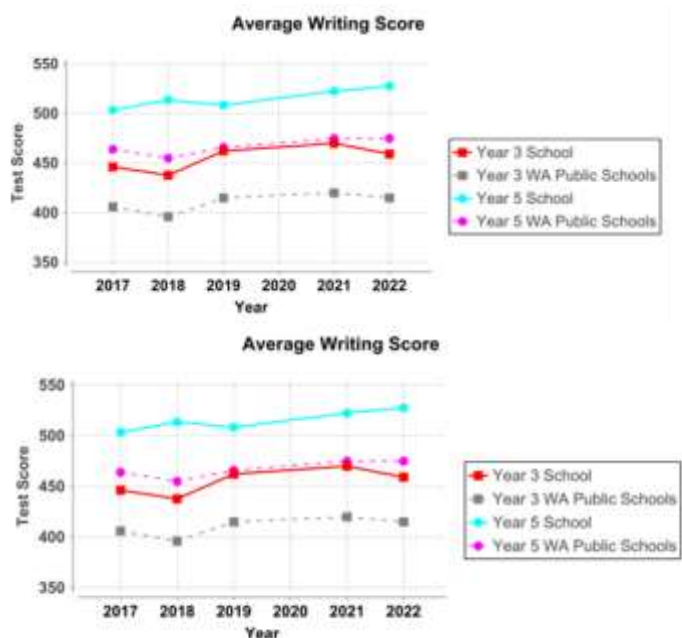
A high percentage of our 2022 Pre-primary students achieved scaled scores between 150 to 299. This is consistent with all students in WA schools. However, a smaller percentage of our students achieved scores from 0 to 149 and scores above 300 when compared to all Pre-primary students in all WA public schools.

WRITING Scale Score	RPS % of students	WA % of students
0 to 149	8.6%	25%
150 to 299	89.3%	63%
300 to 449	2.1%	11%
450 to 599	0	>1%
600 to =/>700	0	>1%

WRITING cont.

NAPLAN - Longitudinal Data

Our Year 3 and 5 students have consistently performed well in the NAPLAN Writing assessments over recent years. Our Year 3 and 5 average score in NAPLAN assessments has been well above the WA public school average since 2017, and our average score has been similar to that of 'like schools' in WA since 2017. However, we hope to improve our writing results in the coming years as a result of our recent introduction of the Talk 4 Writing and Seven Steps to Writing Success programs.



NAPLAN – 2022 Performance (Year 3 and 5)

	RPS Average	WA Public School Average	Like Schools (WA) Average	All Australian Students Average	All Australian Students with a Similar Background Average
Year 3 Writing	459	415	455	422	452
Year 5 Writing	528	475	517	484	521

Average Scores

Our 2022 Year 3 and 5 student average scores in the NAPLAN Writing assessments were higher than the:

- WA public school average;
- WA 'like school' average;
- all Australian students average; and the
- all Australian students with a similar background score.

Distribution of Students – Rossmoyne Primary School (RPS) vs Like WA Schools vs WA Public Schools

YEAR 3 WRITING	RPS	Like Schools (WA)
Top 20% of All WA Public Schools	44%	47%
Middle 60% of All WA Public Schools	54%	49%
Bottom 20% of All WA Public Schools	2%	4%

YEAR 5 WRITING	RPS	Like Schools (WA)
Top 20% of all WA Public Schools	51%	42%
Middle 60% of all WA Public Schools	44%	54%
Bottom 20% of all WA Public Schools	4%	4%

WRITING cont.

NAPLAN – 2022 Performance (Year 7)

The tables below show the performance of our 2021 Year 6 students who were still enrolled in government schools and participated in the NAPLAN writing assessment in Year 7, 2022. 41% of our students were represented in the top 20% of WA public schools, with 91.05% of our students achieving above the National Minimum Standard (NMS) compared to only 74.1% of students in all WA public schools. 46.26% of our students achieved in Band 8 or above, compared to 23% of students in all WA public schools.

WA Public Schools	RPS Students (Year 6, 2021 & Year 7, 2022)
Top 20%	41%
Middle 60%	53%
Bottom 20%	6%

National Minimum Standard (NMS)	Bands	RPS Students	WA Public Schools
Above the NMS	Bands 9 & 10	19.4%	5.7%
	Band 8	26.86%	17.3%
	Band 7	22.38%	24.5%
	Band 6	22.38%	26.6%
At the NMS	Band 5	7.46%	16.2%
Below the NMS	Bands 1 to 4	1.49%	9.7%

2022 (PAT) Progressive Achievement Tests

Our Year 4, 5 and 6 students participated in the PAT e-write assessment in 2022. However, as normed scores are not available for these assessments, the e-write results have not been included in this report. However, the detailed reports that teachers receive are very useful as they pinpoint individual students' writing strengths and weaknesses across 10 criteria (including text structure, ideas, paragraphing, punctuation and spelling). They also report on a students' overall performance on the eWrite scale, so teachers can track student progress in writing over time.

Semester 2, 2022 Pre-primary to Year 6 Student Report Data – Writing Grades

A Grade	B Grade	C Grade	D Grade	E Grade
16%	40%	37%	6%	0%

56% of our students achieved A or B grades for writing in their 2022 Semester 2 Summative Reports. These grades indicate that they are achieving above the expected standard for their year level. 37% of our students achieved a C grade which indicates that they are working at the expected standard for their year level.



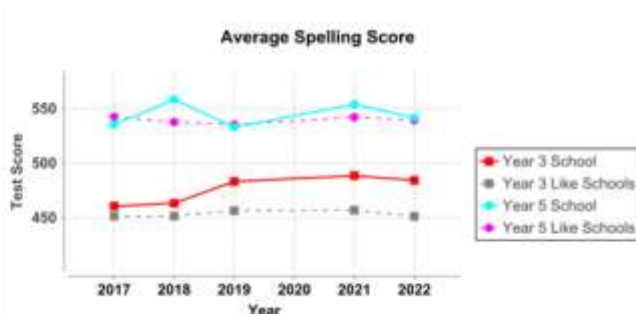
SPELLING

The NAPLAN and PAT Spelling assessments outlined below demonstrate that our students are performing well in spelling.

NAPLAN—Longitudinal Performance

Our schools Year 3 and 5 average NAPLAN spelling score has been well above the WA public school average since 2017. Our Year 3 score has been higher than ‘like schools’ in WA since 2017, particularly in 2019, 2021 and 2022. This can be attributed to our introduction of the Letters and Sounds program in Pre-primary to Year 2 in 2017.

Our Year 5 average score has been similar to ‘like schools’ in WA since 2017. However, we hope the introduction of the Promoting Literacy Development program in Years 3 to 6 in 2022 will result in our Year 5 performance being higher than that of like schools in coming years.



2022 NAPLAN

Average Scores

2022 NAPLAN	RPS Average	WA Public School Average	Like Schools (WA) Average	All Australian Students Average	All Australian Students With a Similar Background Average
Year 3 Spelling	484	412	451	418	460
Year 5 Spelling	542	503	540	505	538

Our 2022 Year 3 and 5 student average scores in the NAPLAN Spelling assessments were higher than the:

- WA public school average;
- WA ‘like school’ average;
- all Australian students average; and the
- all Australian students with a similar background score.

Distribution of Students – School vs Like WA Schools vs WA Public Schools

YEAR 3 SPELLING	School	Like Schools (WA)
Top 20% of All WA Public Schools	48%	28%
Middle 60% of All WA Public Schools	50%	65%
Bottom 20% of All WA Public Schools	2%	7%

48% of our Year 3 students performed in the top 20% of all WA public schools as opposed to 28% of students in WA ‘like schools’. Again, this is due to the introduction of the Letters and Sounds synthetic phonics program in Pre-primary to Year 2 in 2017.

YEAR 5 SPELLING	School	Like Schools (WA)
Top 20% of all WA Public Schools	39%	34%
Middle 60% of all WA Public Schools	52%	60%
Bottom 20% of all WA Public Schools	8%	6%

A higher percentage of our 2022 Year 3 and 5 students achieved in the top 20% of all WA public schools than students in ‘like schools’ in WA.

2022 Student Academic Performance cont.

SPELLING cont.

NAPLAN – 2022 Performance (Year 7)

The performance of our 2021 Year 6 students who were still enrolled in government schools and participated in NAPLAN in 2022 was significantly better than all students in WA. 33% of our students were represented in the top 20% of WA public schools. 91.03% of our students achieved above the National Minimum Standard compared to only 81.6% students in all WA public schools. 49.25% of our students performed in Bands 8 or above, compared to 29.8% of students in all WA public schools.

WA Public Schools	RPS Students (Year 6, 2021 & Year 7, 2022)
Top 20%	33%
Middle 60%	58%
Bottom 20%	9%

National Minimum Standard (NMS)	Bands	RPS Students	WA Public Schools
Above the NMS	Bands 9 & 10	17.91%	8%
	Band 8	31.34%	21.8%
	Band 7	32.83%	31.9%
	Band 6	8.95%	19.9%
At the NMS	Band 5	5.97%	10.9%
Below the NMS	Bands 1 to 4	2.98%	7.4%

2022 (PAT) Progressive Achievement Tests

Our students also performed well in the PAT spelling assessments in 2022. Our school's Median Scaled Score was higher in all year levels than the Australian norm, and a high percentage of our students in all year levels achieved above the 50th and 75th percentiles.

PAT Spelling	RPS Median Scaled Score	Australian Norm	% of RPS students above the 50 th Percentile	% of RPS students above the 75 th Percentile
Year 6	158	132	85%	61%
Year 5	141	124	96%	52%
Year 4	142	112	97%	80%
Year 3	121	97	84%	63%
Year 2	107	82	81%	64%

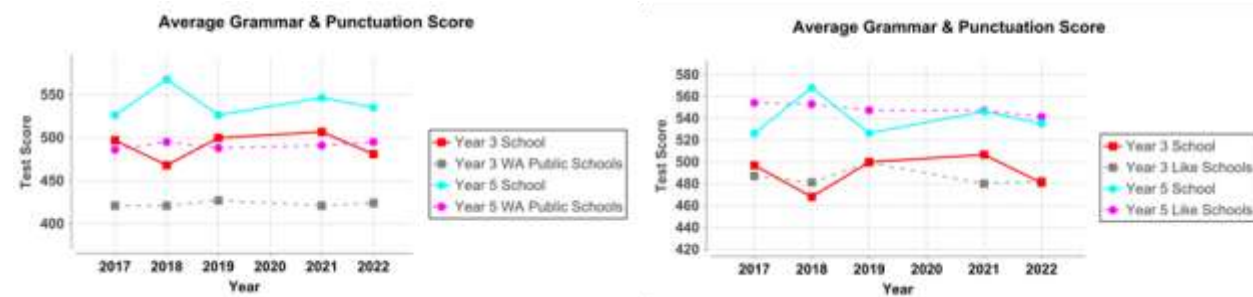


GRAMMAR AND PUNCTUATION

Our students' performance in Grammar and Punctuation assessments is outlined below.

NAPLAN—Longitudinal Data

Our Year 3 and 5 students' average scores in Grammar and Punctuation NAPLAN assessments have been well above the WA public school average since 2017. Our Year 3 students' average score has been above or similar to that of like schools since 2019, and our Year 5 students' average score has been similar to that of like schools in 2021 and 2022.



2022 NAPLAN (Year 3 and 5)

Average Scores

	RPS Average	WA Public School Average	Like Schools (WA) Average	All Australian Students Average	All Australian Students With a Similar Background Average
Year 3 G&P	481	424	482	433	480
Year 5 G&P	535	495	541	499	537

Our 2022 Year 3 student average score in the NAPLAN Grammar and Punctuation assessment was:

- 57 points higher than the WA public school average;
- one point below that of the WA like school average; and
- one point above the all Australian public school average.

Our 2022 Year 5 student average score in the NAPLAN Grammar and Punctuation assessment was:

- 40 points higher than the WA public school average, and 36 points above the all Australian students average;
- 6 points below that of the WA like school average; and
- two points above the all Australian school average.

Distribution of Students – Rossmoyne Primary School (RPS) vs Like WA Schools vs WA Public Schools

YEAR 3 GRAMMAR AND PUNCTUATION	RPS	Like Schools (WA)
Top 20% of all WA Public Schools	31%	37%
Middle 60% of all WA Public Schools	65%	56%
Bottom 20% of all WA Public Schools	4%	7%

YEAR 5 GRAMMAR AND PUNCTUATION	RPS	Like Schools (WA)
Top 20% of all WA Public Schools	31%	38%
Middle 60% of all WA Public Schools	63%	59%
Bottom 20% of all WA Public Schools	6%	3%

A lower percentage of our students were represented in the bottom 20% of WA like schools in both Year 3 and 5, but a lower percentage of our students were also represented in the top 20% of WA like schools in both Year 3 and 5.

GRAMMAR AND PUNCTUATION cont.

NAPLAN – 2022 Performance (Year 7)

WA Public Schools	RPS Students (Year 6, 2021 & Year 7, 2022)
Top 20%	39%
Middle 60%	56%
Bottom 20%	5%

National Minimum Standard (NMS)		RPS Students	WA Public Schools
Above the NMS	Bands 9 & 10	23.88%	11%
	Band 8	26.86%	15.2%
	Band 7	19.4%	20.5%
	Band 6	17.91%	25.4%
At the NMS	Band 5	8.95%	15.1%
Below the NMS	Bands 1 to 4	2.98%	12.8%

Our 2021 Year 6 students who were still enrolled in WA public schools and participated in NAPLAN in 2022, performed well in the Grammar and Punctuation assessment. 39% of our students were represented in the top 20% of WA public schools, with 88.05% of our students performing above the National Minimum Standard compared to 72.1% of students in all WA public schools. 50.74% of our students performed in Bands 8 to 10, compared to 26.2% of students in WA public schools.

2022 (PAT) Progressive Achievement Tests

PAT G&P	RPS Median Scaled Score	Australian Norm	% of RPS students above the 50 th Percentile	% of RPS students above the 75 th Percentile
Year 6	137	131	82%	47%
Year 5	138	128	85%	51%
Year 4	135	123	93%	59%
Year 3	131	115	86%	69%

Our students also performed well in the PAT Grammar and Punctuation assessments in 2022. Our school's median scaled score was higher in all year levels than the Australian Norm, and a high percentage of our students in all year levels achieved above the 50th and 75th percentiles.

SCIENCE

Our student results in both PAT and the 2022 Semester 2 Student Summative Reports in Science are outlined below.

2022 (PAT) Progressive Achievement Tests

PAT Science	RPS Median Scaled Score	Australian Norm	% of RPS students above the 50 th Percentile	% of RPS students above the 75 th Percentile
Year 6	149	123	81%	48%
Year 5	123	121	57%	31%
Year 4	131	119	90%	67%
Year 3	119	115	71%	45%

Our schools' median scaled score was higher in all year levels than the Australian Norm, and a high percentage of our students in all year levels were represented above the 75th percentile.

Semester 2, 2022 Pre-primary to Year 6 Student Report Grades—Science

A Grade	B Grade	C Grade	D Grade	E Grade
12%	44%	42%	>1%	>1%

56% of our students received A or B grades in Science in their 2022 Semester 2 Summative Reports, which indicates that they are achieving above the expected standard for their year level. 42% of our students received C grades which indicates that they are working at the expected standard for their year level.

OTHER LEARNING AREAS

The learning areas included in the table below were also reported on at the end of Semester 2, 2022 in the Student Summative Reports.

LEARNING AREA	A Grade— Excellent Achievement	B Grade— High Achievement	C Grade— Satisfactory Achievement	D Grade— Limited Achievement	E Grade— Very Low Achievement
Humanities & Social Science	9%	45%	45%	>1%	0%
Health	16%	46%	37%	>1%	0%
Physical Education	10%	23%	65%	1%	0%
Technologies (Digital Tech.)	15%	56%	29%	>1%	0%
Languages (Chinese)	15%	33%	49%	3%	0%
The Arts (Media Arts)	10%	41%	48%	0%	0%
The Arts (Music)	5%	35%	60%	>1%	0%

A very low percentage of our students received a D or E grade in these learning areas, demonstrating that almost all of our students achieved satisfactory, high or excellent achievement in these learning areas.



Student Attendance

Student attendance in 2022 remained at a high rate of 92%, which is higher than 'like schools' and also WA Public Schools. Although COVID-19 impacted attendance in 2022 our rate is indicative of the value placed on schooling by our school community. 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 2022 student attendance data is included in the tables below.

2022 Attendance Rate	%	2022 Attendance Categories			
		Regular	Indicated	Moderate	Severe
Rossmoyne Primary School	92%				
WA Like Schools	90.9%				
WA Public Schools	86.6%				
Rossmoyne Primary School		74.9%	21.3%	6%	0.2%
Like Schools		65.2%	28%	6%	0.8%
WA Public Schools		51%	32%	13%	5%

Student Attitude, Behaviour and Effort

The attitude, behaviour and effort of our students was assessed and reported to parents at the end of each semester in 2022. 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 2022. The behaviour of our students continued to be exemplary throughout 2022 with no student suspensions being issued throughout the year. These results reflect the high expectations of our school community.

Pre-primary to Year 2 Semester 2, 2022 Report Data Attitude, Behaviour and Effort Indicators	% of students who achieved 'consistently' or 'often'
Is enthusiastic about learning	95%
Participates responsibly	97%
Sets goals and works towards them	93%

Year 3 to Year 6 Semester 2, 2022 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	98%
Shows courtesy and respect for the rights of others	98%
Participates responsibly in social and civic activities	99%
Cooperates productively & builds positive relationships with others	97%
Is enthusiastic about learning	96%
Sets goals and works towards them	95%
Shows confidence in making positive choices and decisions	98%

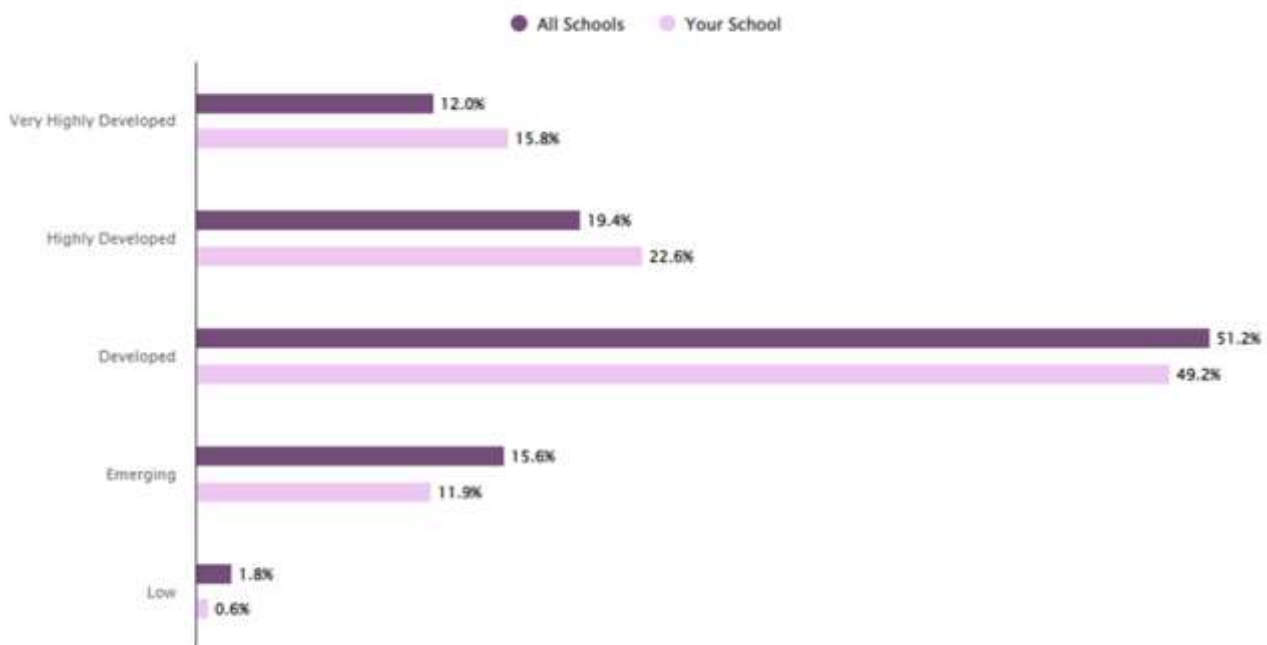
Social-emotional Wellbeing of our Students

Health and Wellbeing continued to be a priority area for our school in 2022. As a part of our commitment, our Year 2 to 6 students participated in the Social-emotional Wellbeing (SEW) Survey for the first time in 2022. (The survey is not available for Pre-primary or Year 1 students). We introduced the survey so we could monitor our students' social-emotional wellbeing against national benchmarks. The data collected directs our planning and efforts in this area. The survey has 2 domains:

- Feelings and Behaviours - This domain focuses on the extent to which young people experience both positive emotions and behaviours (such as happiness, positive self-identity, and being able to get along with a variety of people) and negative emotions and behaviours (such as anger, stress, and rule breaking behaviours).
- Internal Strengths - This domain focuses on students' values, self-awareness and self-management of their social, emotional and learning skills.

The graph below provides a comparison of our students (Yr 2 to 6) against the results from all schools, as distributed across each of the five Social-emotional wellbeing development levels.

2022 SEW Survey Data



The graph above shows that more of our students are represented in the very highly developed and highly developed levels and less represented in the developed, emerging, and low developmental levels. Despite this, our students' wellbeing remains a high priority for us and we will continue efforts to reduce the percentage of our students in the lower levels and increase the percentage of students in the higher developmental levels.

More detailed interrogation of the survey data was completed by staff. For example, they looked at our school and year level results for each question in both domains, and at the difference in male and female student responses.

Our Year 2 to 6 students will now participate in this survey annually. This will allow us to monitor our students' social-emotional wellbeing over time, and will also allow us to assess the impact our health and wellbeing initiatives and programs are having.

Our 2022 to 2024 Business Plan

Our school's 2022 to 2024 Business Plan was developed in early 2022. Implementation of the plan commenced last year and will continue throughout 2023 and 2024. Some of the key initiatives implemented in 2022 in our four priority areas are identified below, as well as our planned initiatives for 2023.

Priority Area 1—Excellence in Teaching & Priority Area 2—Successful Students

In 2022, we:

- collaboratively developed our school's Pedagogical Framework;
- appointed a teacher as Literacy Leader one day per week;
- had new staff participate in professional learning in our whole school Literacy approaches, including Letters and Sounds, Talk 4 Writing and Seven Steps to Writing Success;
- had Year 2 and 3 teachers participate in the Talk 4 Writing professional learning, and then implement this program in their classrooms;
- conducted an audit of our school's spelling and reading practices, and researched possible programs;
- had all Year 3 to 6 teachers participate in Promoting Literacy Development (PLD) professional learning and then commence implementation of the program;
- expanded our students' participation in Progressive Achievement Tests (PAT) in both Literacy and Numeracy to all year levels, and updated our School Self-assessment policy;
- investigated reading assessment tools;
- commenced using the Best Performance platform to collate and analyse student assessment data from a range of curriculum linked assessments, including On-entry, NAPLAN and PAT;
- arranged for staff participate in professional learning focussed on interrogating, analysing and using student performance data;
- focussed on providing data informed and differentiated curriculum to students;
- had teachers participate in peer observations and feedback;
- had all staff participate in Performance Management;
- had staff provide professional learning to their colleagues at after school 'opt in' sessions on various topics including gifted and talented education, iPads and SeeSaw;
- provided teacher relief so staff could participate in phase of school collaboration and moderation opportunities led by Phase of School Lead Teachers;
- employed additional Education Assistants to support students in classrooms; and
- purchased additional School Psychology Service time.

In 2023, we plan to:

- review our school's Students at Educational Risk policy and procedures;
- have staff participate in professional learning on Special Educational Needs (SEN) planning and reporting;
- have staff participate in professional learning in our whole school practices, as required;
- continue to embed our whole school Literacy approaches;
- develop a Letters and Sounds Program scope and sequence;
- have staff participate in Dyslexia Speld Foundation professional learning on reading;
- audit our school's Phonics initiative using the Department of Education's Reflection tool;
- introduce a Year 1 Phonics Assessment;
- have our Literacy Leader participate in the 6 day Key Language Leadership Course;
- trial YARC (York Assessment of Reading for Comprehension);
- appoint a teacher as Numeracy Leader one day per week;
- complete an audit of our current practices in Numeracy;
- research possible Numeracy programs and select a program to be implemented throughout the whole school;
- have two teachers participate in the Lighthouse Maths program being run by Scitech;
- investigate, develop and trial a whole school lesson design to be used by all teachers;
- have teachers engage in peer observations linked to our whole school programs and our lesson design;
- train Phase of School leaders in Disciplined Dialogue, so this approach can be used as a key component of phase of school collaborative meetings;
- have staff participate in further professional learning regarding the interrogation of student performance data through Elastik (previously Best Performance); and
- dedicate phase of school collaborative meeting time to interrogate student performance data, use the data to inform future planning and teaching, and participate in moderation tasks in Literacy and Numeracy.

Priority Area 3—Health and Well-being

In 2022, we:

- continued to participate in the Mental Health in Schools (MHIS) Initiative and employ a teacher as our Health and Wellbeing Coordinator one day per fortnight;
- committed school funding to increase our YouthCARE Chaplaincy Program to 3 days per week;
- promoted our school's four values and continued to implement our Virtues and Peer Mediator Programs;
- had staff participate in selected modules of the Be You (national mental health in education initiative) training;
- sent selected staff to the two day Gatekeeper Suicide Prevention Training;
- introduced the Social and Emotional Wellbeing (SEW) student and parent surveys, and analysed the results;
- acknowledged staff on special days including World Teachers' Day and Education Assistant Day, with financial support from our P&C, and implemented a range of activities to promote staff engagement in care and kindness for each other;
- continued to provide extra-curricular opportunities for our students including clubs and River Rangers;
- received funding from our P&C to upgrade the outdoor pavement games in the Junior Primary area and have sensory pathways painted outside other classrooms;
- purchased additional resources to support the explicit teaching of the Protective Behaviours Program in all year levels;
- offered programs including 'In Real Life' and 'Equip' to targeted students in Years 5 and 6;
- had some classes participate in a Buddy program;
- purchased a range of mindfulness and health and wellbeing resources;
- implemented health and wellbeing practices such as 'crunch and sip', brain breaks and mindfulness in classrooms;
- arranged for our students to participate in the Wellbeing 4 Kids program;
- celebrated International Wellness Week during which students participated in daily wellness activities;
- participated in events including 'Bullying. No Way!' Day and 'R U Ok?' Day;
- held whole school fundraising and charity events each term including a Crazy Sock Day for Epilepsy WA, a free dress day for Asthma WA, and a food drive for Food Bank to develop our students' altruism and empathy, and to promote kindness;
- organised for Helping Minds, a mental health organisation in Perth, to present to parents;
- included articles relating to health and wellbeing in our school newsletters;
- purchased additional books targeting health and wellbeing for our parent resource library; and
- completed an extensive review of our school's Incident Management Plan.



In 2023, we plan to:

- have staff participate in additional modules of the Be You training;
- have selected staff attend the Mental Health First Aid professional learning;
- ensure all classes have a buddy class;
- continue to promote health and wellbeing through involvement in targeted events, and whole school fundraising events;
- investigate the BETLS (behaviour, emotions, thoughts, learning and social relationships) observation tool;
- investigate and trial the 'Zero to Hero' mental health and wellbeing program; and
- investigate and consider more passive play opportunities for our students.

Priority Area 4—A Connected Community



In 2022, we:

- acknowledged other cultures and cultural celebrations including Diwali and Norouz;
- all students contributed to the Noongar Seasons artworks under the guidance of Kevin Bynder;
- our Reconciliation Committee met regularly and organised events for Reconciliation and NAIDOC Weeks;
- introduced our new Faction Names, shirts and hats to increase awareness of the Noongar language in our school;
- developed and implemented our school’s Communication Plan;
- provided professional learning for staff and trialled SeeSaw for Schools to increase the engagement of our families in their child/ren’s learning;
- held another very successful learning journey with 96% of our students having family members attend;
- celebrated Harmony Day as a whole school community;
- continued to build the Parent Resource Library;
- continued to work collaboratively with our P&C Association and our School Board;
- supported the School Board to implement their Engagement and Connection Plan;
- conducted the National School Opinion Survey;
- continued to ensure our students were active in the community to nurture community partnerships and promote our school, eg: choir performances at the Rossmoyne Waters Retirement Village, Riverton Shopping Centre, the Massed Choir Festival, and the ABODA Festival;

- had Riverton Baptist Church and the Mount Pleasant Uniting Church provide morning teas for staff to acknowledge their efforts;
- continued our sponsorship of Som, our school’s World Vision Child;
- continued to support Pre-service teachers from Notre Dame University;
- continued to support high school students completing their work placements and TAFE students completing their practicums;
- had our Room 8 students and families win 2nd place in the Royal Show’s Scarecrow Competition; and
- supported local sporting clubs with advertising.

In 2023, we plan to:

- conduct a review of SeeSaw;
- conduct an audit of cultures represented in our school community;
- investigate installing a mural that celebrates the cultures represented in our school community;
- continue to acknowledge and celebrate cultures and cultural celebrations;
- continue to encourage parental encouragement in our school community, P&C and School Board;
- continue to ensure our students are active in the community;
- ensure our students and staff have access to a wide range of multicultural stories and resources in the library; and
- conduct a review of our Assessment and Reporting policy.



PRIORITY AREAS AND TARGETS	Achieved	Working Towards
Priority Area 1—Excellence in Teaching		
Target 1—All classroom teachers are planning, teaching and assessing student work using the school-wide approaches to Literacy and Numeracy.	Spelling Writing	Maths Reading
Target 2—All classroom teachers are using the school wide lesson design in Literacy and Numeracy.	Being developed in 2023.	
Target 3—All teachers are using student performance data to inform their teaching and learning programs.		
Priority Area 2—Successful Students		
Target 1—Student NAPLAN performance to match or exceed that of statistically similar schools in Reading, Writing, Spelling and Numeracy.	Yr 3 Numeracy, Reading, Writing, Spelling and G&P. Yr 5 Numeracy, Writing, and Spelling.	Yr 5 Reading—4 NAPLAN points below all Australian schools with a similar background. Yr 5—2 NAPLAN points below all Australian schools with a similar background.
Target 2—The school’s NAPLAN mean to be above WA Public Schools in Reading, Writing, Spelling and Numeracy.		
Target 3—To increase the percentage of students making moderate to very high progress in On Entry (PP) to Year 3 NAPLAN, and Year 3 to 5 NAPLAN.	80% of our stable cohort of Year 3 students achieved moderate, high or very high progress between On-entry in 2018 and NAPLAN in 2022 in Reading, and 78% in Numeracy. Year 3, 2020 to Year 5, 2022 NAPLAN data not available as NAPLAN not held in 2020 due to Covid-19. This target may need adjusting.	
Target 4—To achieve above the national mean in Year 2 to 6 PAT assessments in Reading, Spelling and Maths.		
Priority Area 3—Health and Wellbeing		
Target 1—Demonstrated annual improvement against Australian schools in the overall results of the ACER Social and Emotional Wellbeing Survey.	To be determined when survey is conducted in 2023.	
Target 2—Overall score of 4.0 or higher across the 5 domains of the Be You Family Wellbeing Survey.		3.62%
Target 3—Overall score of 4.0 or higher across the 5 domains of the Educator Be You Wellbeing Survey.	4.06%	
Priority Area 4—A Connected Community		
Target 1—80% of respondents ‘strongly agree’ or ‘agree’ with the NSOS statement “The activities and environment of the school are becoming increasingly culturally responsive”.	84%, 2022 parents 97%, 2022 staff	
Target 2—To achieve a score of 4.0 or higher on the NSOS statement “This school takes parents’ opinions seriously.”		3.8, 2022
Target 3—To achieve a score of 4.0 or higher on the NSOS statement “This school has a strong relationship with the community.”		3.9, 2022

2022 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 2022. 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, 32 staff responded and 171 families responded. The results of the surveys were interrogated by staff and the School Board. The results were generally pleasing and showed that there is overall satisfaction with our school.

2022 Parent/Carer Survey Statements	Percentage of Parents/Carers who Strongly Agreed or Agreed
Teachers at our school expect children to do his or her best.	93%
Teachers at this school provide my child with useful feedback about their school work.	82%
Teachers at this school treats students fairly.	83%
This school is well maintained.	88%
My child feels safe at this school.	94%
I can talk to my child's teacher about my concerns.	92%
Student behaviour is well managed at this school.	79%
My child likes being at this school.	89%
This school looks for ways to improve.	79%
This school takes parents' opinions seriously.	69%
Teachers at this school motivate my child to learn.	88%
My child is making good progress at this school.	85%
My child's learning needs are being met at this school.	82%
This school works with me to support my child's learning.	80%
This school has a strong relationship with the local community.	70%
This school is well led.	83%
I am satisfied with the overall standard of education achieved at this school.	85%
I would recommend this school to others.	83%
My child's teachers are good teachers.	90%
Teachers at this school care about my child.	91%

These results were consistent with the results received when the survey was last conducted in 2020. The majority of comments received from parents/carers were positive, but we also received some requests from parents/carers. These included, requests for us to review:

- how we support all children, including those with a disability, conditions such as dyslexia, ADHD and Autism, and those requiring additional support and/or enrichment;
- our communication processes; and
- the extra curricular opportunities we provide for our students other than those already offered in sport and music.

2022 National School Opinion Survey Results cont.

2022 Student Survey Statements	Percentage of Students who Strongly Agreed or Agreed
My teachers expect me to do my best.	98%
My teachers provide me with useful feedback about my school work.	97%
Teachers at my school treat students fairly.	82%
My school is well maintained.	93%
I feel safe at my school.	96%
I can talk to my teachers about my concerns.	76%
Student behaviour is well managed at my school.	83%
I like being at my school.	89%
My school looks for ways to improve.	92%
My school takes students' opinions seriously.	83%
My teachers motivate me to learn.	92%
My school gives me the opportunity to do interesting things.	97%
My teachers are good teachers.	96%
My teachers care about me.	95%

It is very pleasing to note that 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 2020. The statements that increased by 10% or more were:

- 'I can talk to my teachers about my concerns'—increased by 13% to 76%.
- 'Student behaviour is well managed at my school'—increased by 13% to 83%.
- 'My school take students' opinions seriously'—increased by 12% to 83%.
- 'My teachers provide me with useful feedback about my school work'—increased by 11% to 97%.
- 'My school gives me the opportunity to do interesting things'—increased by 11% to 97%.
- 'My teachers are good teachers'—increased by 10% to 96%.
- 'My teachers care about me'—increased by 10% to 95%.

The only statement that didn't receive an increase in the percentage of students agreeing or strongly with it was, 'My school is well maintained', which stayed at 93%.



2022 National School Opinion Survey Results cont.

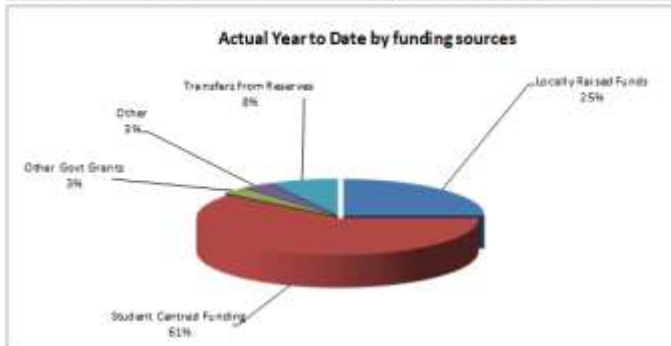
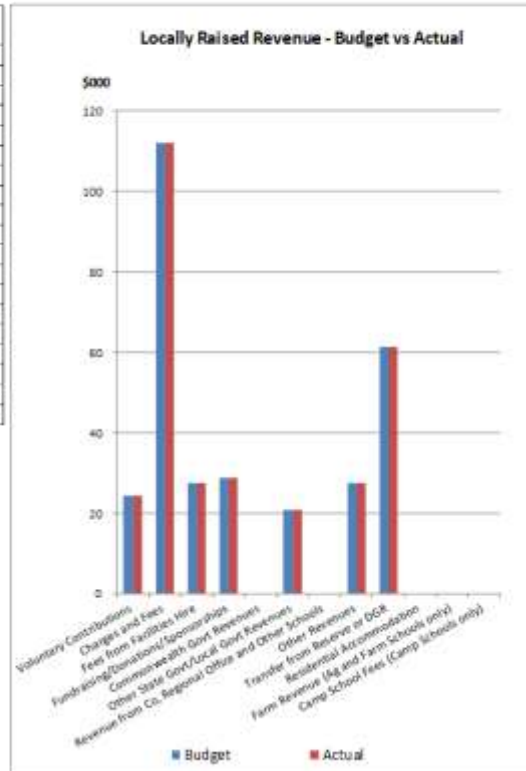
2022 Staff Survey Statements	Percentage of Staff who Strongly Agreed or Agreed
Teachers at this school expect students to do their best.	100%
Teachers at this school provide students with useful feedback about their work.	97%
Teachers at this school treat students fairly.	94%
This school is well maintained.	78%
Students feel safe at this school.	100%
Students at this school talk to their teachers about their concerns.	97%
Parents at this school can talk to teachers about their concerns.	93%
Student behaviour is well managed at this school.	100%
Students like being at this school.	100%
This school looks for ways to improve.	91%
This school takes staff opinions seriously.	82%
Teachers at this school motivate students to learn.	94%
Students' learning needs are being met at this school.	88%
This school works with parents to support student learning.	87%
I receive useful feedback about my work at this school.	72%
Staff are well supported at this school.	78%
This school has a strong relationship with the local community.	90%
This school is well led.	81%
I am satisfied with the overall standard of education achieved at this school.	94%
I would recommend this school to others.	91%
Teachers at this school are good teachers.	94%
Teachers at this school care about their students.	97%



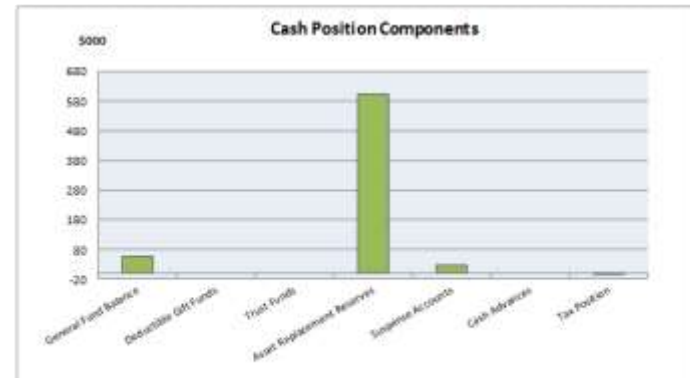
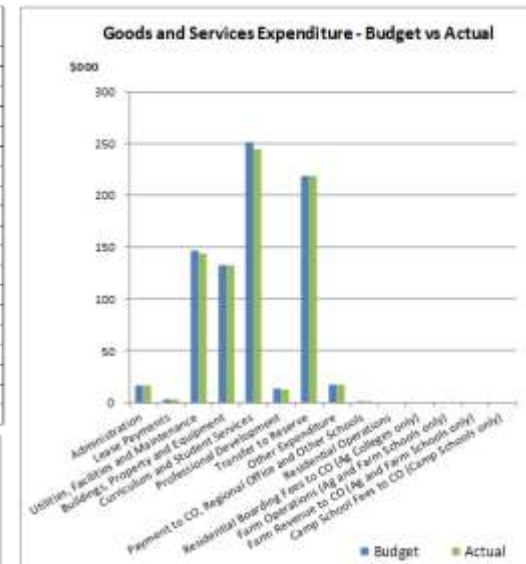
While many of the above results from the staff survey are pleasing, a lower percentage of staff strongly agreed or agreed with some statements when compared with the results of the 2020 survey. This will be explored with staff in 2023.

Rossmoyne Primary School
Financial Summary as at
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 24,177.00	\$ 24,176.90
2	Charges and Fees	\$ 112,063.03	\$ 112,062.69
3	Fees from Facilities Hire	\$ 27,614.00	\$ 27,613.72
4	Fundraising/Donations/Sponsorships	\$ 28,754.21	\$ 28,754.33
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 20,900.00	\$ 20,900.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 27,500.00	\$ 27,501.33
9	Transfer from Reserve or DGR	\$ 61,258.39	\$ 61,258.74
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 302,266.63	\$ 302,267.71
	Opening Balance	\$ 78,244.99	\$ 78,244.99
	Student Centred Funding	\$ 467,616.30	\$ 467,616.49
	Total Cash Funds Available	\$ 848,128.12	\$ 848,129.19
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 848,128.12	\$ 848,129.19



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 16,799.80	\$ 16,482.15
2	Lease Payments	\$ 2,800.00	\$ 2,602.78
3	Utilities, Facilities and Maintenance	\$ 146,663.69	\$ 144,188.32
4	Buildings, Property and Equipment	\$ 132,702.50	\$ 132,702.77
5	Curriculum and Student Services	\$ 251,644.06	\$ 244,755.34
6	Professional Development	\$ 13,066.00	\$ 12,765.84
7	Transfer to Reserve	\$ 218,525.00	\$ 218,525.00
8	Other Expenditure	\$ 17,738.00	\$ 17,741.13
9	Payment to CO, Regional Office and Other Schools	\$ 675.00	\$ 675.45
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	\$ 800,614.05	\$ 790,438.78
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 800,614.05	\$ 790,438.78
	Cash Budget Variance	\$ 47,514.07	



Bank Balance	\$ 683,989.11
Made up of:	
1 General Fund Balance	\$ 57,690.41
2 Debtutable Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 601,926.31
5 Suspense Accounts	\$ 28,103.39
6 Cash Advances	\$ -
7 Tax Position	\$ (3,731.00)
Total Bank Balance	\$ 683,989.11