

## SELF-ASSESSMENT SUMMARY 2015

### STUDENT ACHIEVEMENT EVALUATION MEASURES

#### Student Achievement

- ▣ Proportion of students meeting "RPS Standard" i.e. B Grade equivalent or above – target 50% - 60%
- ▣ Proportion of students meeting National Minimum Proficiency Standards [NAPLAN] – target same as or better than like schools [95% - 100%]
- ▣ Proportion of students in top two proficiency bands [NAPLAN] – target same as for like band schools [60% +]
- ▣ Non – Academic achievement measures: Attendance (95%+) Attitude behaviour and Effort [65% - 75% demonstrating consistency on all indicators].

### ACADEMIC

#### Learning Area Grade Distribution and NAPLAN Moderation

##### ENGLISH %

Year	RPS		NAPLAN		LIKE SCHOOLS		EXPECTED
	B+	C	B+	C	B+	C	50 + B +
P	23	67			35	57	☒
1	48	46			39	49	≤
2	53	42			47	45	✓
3	56	38	64	34	41	56	✓
4	66	32			55	39	✓
5	48	47	50	46	54	40	≤
6	64	33			63	30	✓

##### MATHS %

Year	RPS		NAPLAN		LIKE SCHOOLS		EXPECTED
	B+	C	B+	C	B+	C	50 + B +
P	32	67			38	57	☒
1	38	56			46	49	☒
2	44	54			50	44	≤
3	56	38	58	41	53	41	✓
4	57	42			55	40	✓
5	57	42	67	31	55	40	✓
6	64	32			63	32	✓

##### SCIENCE %

Year	RPS		LIKE SCHOOLS		EXPECTED
	B+	C	B+	C	50 + B +
P	32	67	42	57	☒
1	35	65	40	57	☒
2	47	51	44	53	≤
3	58	42	50	49	✓
4	44	54	54	43	≤
5	59	39	48	50	✓
6	56	40	58	37	✓

##### HASS %

Year	RPS		LIKE SCHOOLS		EXPECTED
	B+	C	B+	C	50 + B +
P	12	86	28	67	☒
1	20	76	41	56	☒
2	48	44	44	53	≤
3	57	40	55	45	✓
4	52	47	52	45	✓
5	53	44	53	43	✓
6	50	41	61	36	✓

#### IDENTIFIED SAER – REPORTING #

Learning Area	P	1	2	3	4	5	6
LIT	5	3	2	3	1	3	2
NUM	1	3	0	3	0	1	3

#### IDENTIFIED SAER – NAPLAN #

Learning Area	3	5
LIT	3	4
NUM	1	2

**NAPLAN**  
Comparative Assessment

	Year 3			Year 5		
	2013	2014	2015	2013	2014	2015
<b>Numeracy</b>	0.6	1.7	0.1	-0.8	1.2	0.9
<b>Reading</b>	-0.3	0.8	-1.1	-1.0	0.4	0.2
<b>Writing</b>	-0.2	0.2	-0.3	-0.3	0.8	0.3
<b>Spelling</b>	0.4	1.3	-0.3	-0.7	-1.6	1.0
<b>Grammar &amp; Punctuation</b>	-0.5	0.4	-0.8	-0.9	-1.2	0.5

	<b>Above Expected -</b>	more than one standard deviation above the predicted school
	<b>Expected -</b>	within one standard deviation of the predicted school mean
	<b>Below Expected -</b>	more than one standard deviation below the predicted school mean

**Proficiency Bands**  
**Numeracy**

	RPS 3	LIKE 3	WA 3	RPS 5	LIKE 5	WA 5
Top 2 Bands	57%	58%	31%	68%	44%	24%
At below min	2	7	22	4	6	25
Above min	98	93	78	96	94	75

Reading

	RPS 3	LIKE 3	WA 3	RPS 5	LIKE 5	WA 5
Top 2 Bands	58	66	42	56	58	30
At below min	5	3	17	6	6	27
Above min	95	97	83	94	94	73

Writing

	RPS 3	LIKE 3	WA 3	RPS 5	LIKE 5	WA 5
Top 2 Bands	69	68	45	43	29	16
At below min	0	1	11	4	6	22
Above min	100	99	89	96	94	78

The percentage of students in the top two proficiency bands provides further evidence of sound performance. The cohort of year 3 students has been identified as a bit below expectation based on usual performance for the school and will be monitored over the forthcoming years. Beyond that the evidence indicates we again performed extremely well comparative to like schools and well beyond all WA schools. Our targets were largely met i.e. equal to or better than like schools, about 60% top two bands, 95% + above minimum.

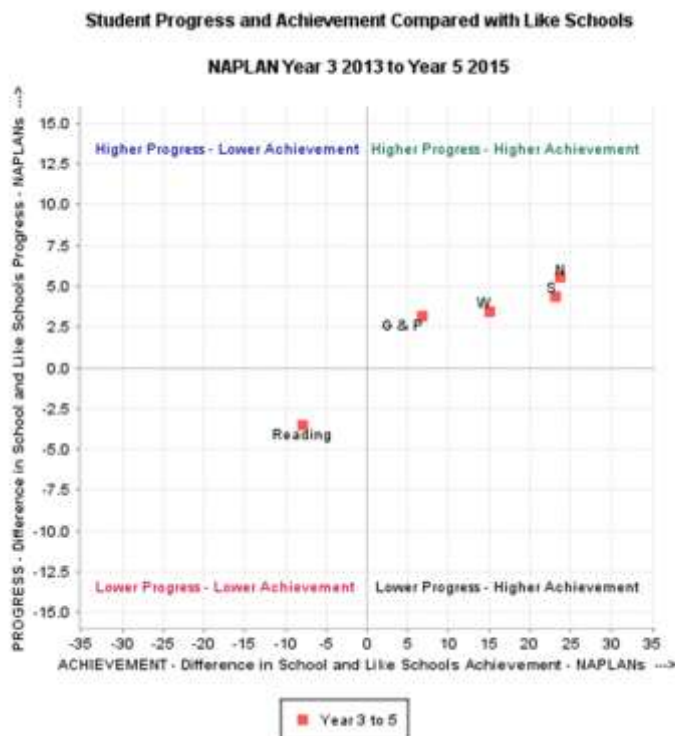
**Boys, Girls, EAL [English as an Additional Language]**

Assessment	Comparison Like Schools	Comparison School Cohort
EAL Writing 3	> like schools mean - band 5 - 455 / 450	> school cohort 36% / 28% in top 20% Aus. schools
EAL Reading 3	< like schools - band 5 - 450 / 480	< school cohort 15% / 17% in top 20% Aus. schools
EAL Numeracy 3	= like schools mean - band 5 - 450	> school cohort 42% / 34% in top 20% Aus. schools
EAL Writing 5	> like schools mean - band 7 - 530 / 510	> school cohort 51% / 43% in top 20% Aus. schools
EAL Reading 5	= like schools mean - band 7 - 540	> school cohort 36% / 26% in top 20% Aus. schools
EAL Numeracy 5	> like schools mean - band 7 - 575 / 550	> school cohort 68% / 61% in top 20% Aus. schools

This chart indicates that our EAL students perform exceptionally well and are no cause for concern. It also suggests that interventions with these students are effective. Three year 5 students were identified as at or below the minimum standard and two year 3 students [in reading only]. All these students were already identified and receiving support.

There was little statistically significant difference in the performance of boys and girls in assessments [>5%]; other than year 5 numeracy where 15% more boys were represented in the top 20% of Aus. schools; and year 5 writing where 8% more girls were represented in the top 20% of Aus. Schools.

## Progress



Rossmoyne students demonstrated higher progress and achievement in four of the five assessed areas and slightly lower progress and achievement in reading. The comparative assessment table however shows that progress was made from year 3 – 5 [-0.3 to +0.2] and 56% of students were in the top two proficiency bands and we had the same mean score for those students in reading as like schools.

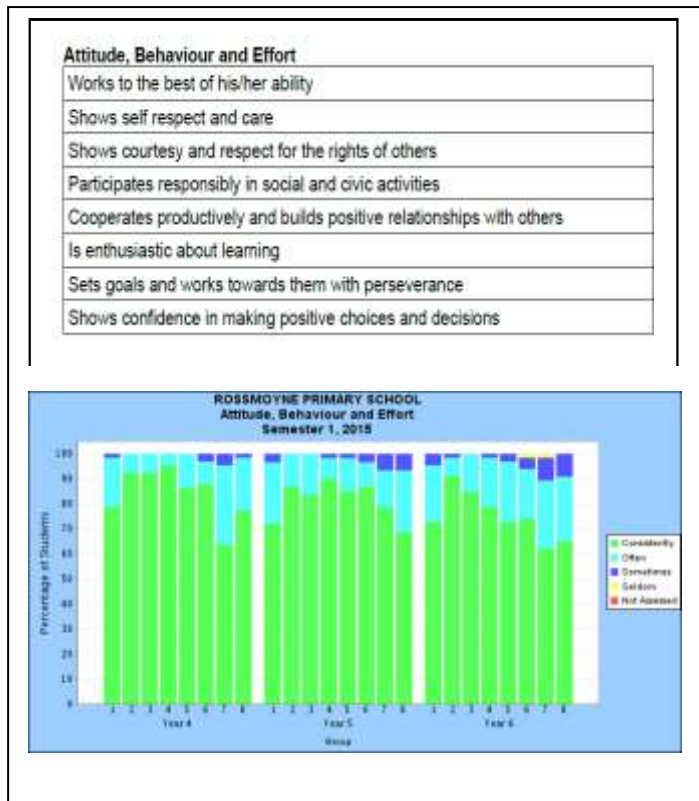
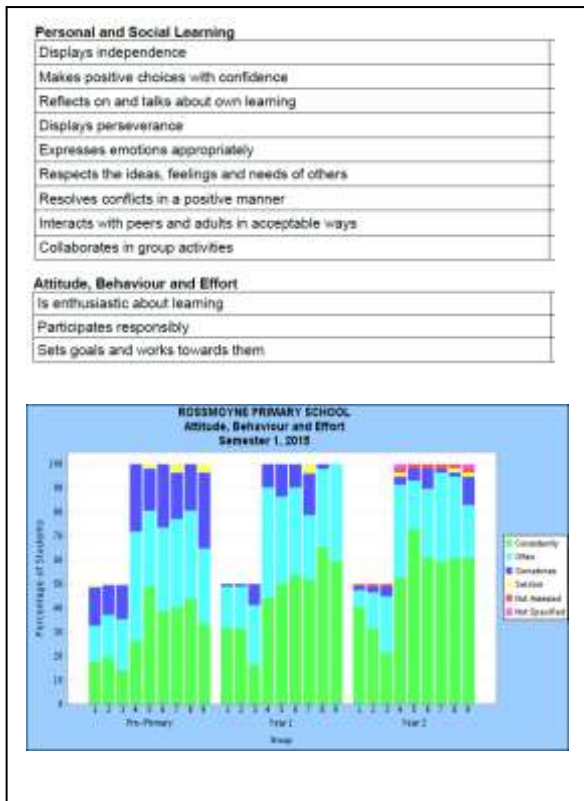
### ON ENTRY ASSESSMENT

On – entry assessments are undertaken in the early years, primarily as a diagnostic tool to establish current learning and learning needs for P – 2 students. Our strategy is to test all students at the commencement of pre-primary then re-test those whose early development may be delayed, at the end of the year. We also test those students at the beginning and end of years one and two.

What we have learned is that at the commencement of pre-primary there is very little difference between our students and state wide data. However the evidence shows that the sound progress is made and that by year three our students are typically outperforming not only the state but like schools. This is supported by historical data over several years. It is symptomatic of the quality of the teaching and learning programs in the early years.

The most important aspect of this testing is that it allows us to monitor progress and track those students at risk and undertake early intervention strategies to maximise progress.

**NON-ACADEMIC**  
**Attitude Behaviour and Effort**



Our target of 65%-75% of students often or consistently demonstrating the identified aspects was achieved in all years. In the early years the graph shows a different set of measures more aligned with early year's development. The graph for the three ABE aspects is presented differently but is indicative of being consistent with our expectations.

**Behaviour Management**

Incidents Recorded	
Positive behaviours	852 – reflecting honour certificates, values vouchers etc.
Inappropriate behaviours	41 – reflection sheets issued in class or playground
Physical assault or intimidation of students	23 – playground infringements requiring follow up

**Summary:**

Overwhelmingly positive behaviour and attitudes exist, which reinforces the nature of the school. Inappropriate behaviours [referred] whilst minimal are managed using the school pastoral care policy. Term one each year is used to reinforce across the school messages relating to bullying and resilience using Friendly Schools Friendly Families resources and SDERA Challenges and Choices resources.

**Attendance**

Overall school attendance for 2015 was 96% an increase from 95% in 2013 with regular attendance [90% +] of 91% an increase from 85% in 2014. This trend may be attributable to the smaller number of students leaving school outside of holiday times. Targets in this area were also met.

**STUDENT ACHIEVEMENT SUMMARY COMMENT**

Using the evaluation measures identified in the school plan we met most expectations with respect to the Rossmoyne standard, with a shortfall in just a few areas mostly in the early years where discrimination between A, B and C students can be more challenging especially in semester one. We met expectations with respect to minimum standards on NAPLAN tests, as well as percentages in top two proficiency bands in all bar year three reading. This is inconsistent with past performance and is likely a cohort variation. We met expectations with attendance and attitude behaviour and effort. As is the case annually, we reflect on the individual and cohort information to plan for progress in ensuing years.

## **HIGHLIGHTS 2015**

1. i-Pads & PD with Emma
2. Harmony Day Community engagement
3. 'Finger Gym' in Year One
4. Literacy Support (from Joanna)
5. Lower School Ed Support (Joanna)
6. River Rangers
7. Whole School Photograph Project
8. Challenges and Choices program
9. Science – Travelling Science Circus
10. Science Week
11. Faction and Interschool athletics
12. Book Week
13. 50<sup>th</sup> Anniversary Celebrations – an outstanding community event involving staff, students and parents
14. Sing Fest
15. Guiding Reading resources purchased
16. Junior Primary – 'Move it Kinetics' pilates program
17. P-1
18. Support in EAL
19. Cartooning incursion
20. Student Leadership Team and the opportunities provided
21. Edu-dance

## **TEACHING; LEARNING ENVIRONMENT; LEADERSHIP; RESOURCES; RELATIONSHIPS**

### **Teaching**

A significant focus for the year has been on the continued implementation of the Western Australian Curriculum and Assessment Outline with a particular focus on English and more specifically guided reading. This has been done through the implementation of the whole school literacy and numeracy policy supported by professional learning in May and July. We have continued to focus on the inclusion of the teaching of thinking skills and the application of cooperative learning, both of which were the subject of a staff survey with respect to implementation. The results indicated strong support as well as identifying areas needing further strengthening. The further development and uptake of the 1:1 MacBook program has been of significance for both teachers and students with the extension in to the use of iPads in the early years [P-3] an important development. Performance management was refined with an amended policy based around the Australian professional standards in teaching and learning and aligned with registration requirements for the Teachers Registration Board of WA. It places a heavy emphasis on self-reflection for the purpose of self-development.

### **Learning Environment**

We continue to look at ways to enhance our learning environment with strong P & C support. Wireless coverage is now available across the school providing the basis for use of both the MacBooks and iPads. After school care continued to grow and successfully supported working parents. River Rangers enhanced the natural environment in the school and in the local community. The P-1 learning environment was highly successful and will be utilized in 2016 for collaborative teaching of two year on classes. The P & C supported the installation of a new AV system in the covered assembly area and recycled rubber soft fall in the junior playground.

### **Leadership**

The ongoing commitment to a distributed leadership model has continued with roles and responsibilities articulated. The school leadership team includes administration staff as well as lead teachers and the learning support coordinator. In spite of budget pressure we provided release time for level 3 teachers and the LSC to continue their good work. We have continued to use a changed approach to staff meetings which has enhanced collaborative opportunities and allowed this distributed leadership to grow. 2015 has seen the school become an Independent Public School. The autonomy has manifested itself in the capacity to select all our own staff resulting in the permanent appointment of kindergarten staff for 2015 and 2016 as well as primary staff for 2016. This will continue to be of considerable assistance with our workforce planning. The transition to a new principal in 2016 has been facilitated by early advice and a selection process completed in early term four 2015.

### **Resources**

The school has maximized its one line budget in 2015 to facilitate the acquisition of new resources in a range of areas and sustain its human resources at previous levels. This has meant minimal impact on teaching and learning programs. With student numbers growing throughout the year [from an initial planned enrolment of 386 to 428] class sizes have been under pressure particularly in the latter half of the year. By utilizing the one line budget strategically this has been manageable.

## Relationships

No formal complaints received through the Complaints Management process and regular positive feedback has provided, affirming that Rossmoyne is and is perceived as a good and effective school. One indicator of the esteem in which the school is held is the continuing growth in enrolments and enrolment applications, to the extent we have had to continue to reject enrolment applications from outside the local intake area, due to pressure on class numbers. Next year we expect to commence with an enrolment of approximately 420 students.

The school, P & C, and School Board maintain positive and close working relationships ensuring a positive and supportive learning environment for students. This has been particularly exemplified in the collaboration to plan for a significant community event to celebrate the 50<sup>th</sup> anniversary of the school held on Friday November 20<sup>th</sup> 2015. This was an outstanding event for which everyone should be congratulated.

The school has also commenced the development of a relationship with Murdoch University to accept residency based Master of Teaching students in 2016 and take advantage of Murdoch staff to provide professional learning and the University campus to support the network teacher conference in June 2016.

## SCHOOL PLAN

### Progress Report School Plan 2015

Initiatives	Action 2015
<ul style="list-style-type: none"> <li>Teachers plan, assess and report on learning programs using the Western Australian Curriculum and Assessment Outline [incorporating Australian Curriculum in English, Mathematics, History and Science].</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum leaders and collaborative teams have engaged in ongoing discussion and shared planning to facilitate the implementation of the WACAO in priority areas. Work centered on moderation in literacy. Mixed class teachers collaborated to maximize content delivery in respective year levels.</li> </ul>
<ul style="list-style-type: none"> <li>Provide targeted professional learning opportunities to support the implementation of the Western Australian Curriculum and Assessment Outline – in English</li> </ul>	<ul style="list-style-type: none"> <li>July 20<sup>th</sup> was a common School Development Day for the local schools' network which focused on facilitating exploring and understanding achievement standards in English to improve moderation of teacher judgments.</li> <li>School Development Day May 29<sup>th</sup> – professional learning in English was undertaken to support the implementation of the whole school approach to literacy with a focus on guided reading to ensure consistency and respond to concerns with respect to reading in the middle years.</li> </ul>
<ul style="list-style-type: none"> <li>Continue to implement Cooperative Learning, Higher Order Thinking Skills, and Inquiry learning to support implementation</li> </ul>	<ul style="list-style-type: none"> <li>A staff survey was undertaken to gain insights into the use and application of the whole school HOTS scope and sequence and cooperative learning strategies and skills. Evidence indicated widespread use with perhaps a need to revisit some aspects. Refer to the data elsewhere in this summary.</li> </ul>
<ul style="list-style-type: none"> <li>Facilitate curriculum leadership to support implementation of the WACAO.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum leaders [L3 teachers, LSC and deputy principals] used staff communications and staff meeting to share resources and ideas to further implementation of WACAO. Level 3 teachers were provided with additional non-contact time to facilitate.</li> </ul>
<ul style="list-style-type: none"> <li>Use phase of learning teams to create and support collaboration with a focus on curriculum planning and moderation</li> <li>Engage in regular collaboration to moderate judgments relating to achievement standards.</li> </ul>	<ul style="list-style-type: none"> <li>Mixed classes collaborated with straight classes to deliver content at year level.</li> <li>Achievement standards Foundation to Year 6 were further examined to establish clearly understood achievement expectations for all year levels. This was done in tandem with network collaboration.</li> <li>Year 6 teachers focussed on WACAO achievement expectations to ensure those entering secondary in 2016 are adequately prepared. Regular collaboration in staff meeting forums at phase of learning team meetings.</li> </ul>
<ul style="list-style-type: none"> <li>Implement revised whole school approach to the teaching of literacy and numeracy in the context of the Australian Curriculum.</li> <li>Implement K-2 specific elements as outlined in the whole school approach to Literacy and Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>The whole school approach to literacy and numeracy with a particular focus on reading has been implemented and supported with professional learning. New resources to support guided reading were purchased. K-2 elements were the subject of ongoing collaborative discussion.</li> </ul>
<ul style="list-style-type: none"> <li>Replace the use of Curriculum Organiser as a single repository for all supporting information for teachers with the use of CONNECT</li> </ul>	<ul style="list-style-type: none"> <li>CONNECT Community Library including all existing documents and new ones as developed were continually updated. Several</li> </ul>

Communities Library on the department portal	teachers accepted the opportunity to engage in professional learning with respect to the use of CONNECT in the classroom with positive response and application.
<ul style="list-style-type: none"> <li>Split the role of Learning Support Coordinator into two [K-2 and 3-6] to enhance the capacity of staff to meet the needs of students at educational risk.</li> </ul>	<ul style="list-style-type: none"> <li>The role of LSC to support teachers in meeting the needs of Students at Educational Risk and liaising with the School Psychologist was continued with Joanna Ashby [K-2] and Selina Valentine [3-6]. This was reviewed in semester two and will revert to a one person role for 2016. An associated review of SAER profiles and processes will see the development of enhanced processes to align with new National Collection of Disability Data.</li> </ul>
<ul style="list-style-type: none"> <li>Revise Reporting and Assessment Policy to reflect system changes to Curriculum Assessment and Reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Staff meetings were used to facilitate the review and implications of WACAO requirements discussed. Revised policy was endorsed by the School Board mid- year.</li> <li>July 20<sup>th</sup> was a common School Development Day for the local schools' network which focused on facilitating exploring and understanding achievement standards in English to improve moderation of teacher judgments and reporting.</li> </ul>
<ul style="list-style-type: none"> <li>Implement the National Quality Standards Framework as required.</li> </ul>	<ul style="list-style-type: none"> <li>Department NQS requirements were explored collaboratively [K-2] to ensure familiarity with expectations and implemented. The internal audit was completed and the on-line survey is to be completed before the end of 2015.</li> </ul>
<ul style="list-style-type: none"> <li>Review and implement School Drug Education Policy</li> </ul>	<ul style="list-style-type: none"> <li>Staff implemented the SDERA CHAT program to develop resiliency in students. This was incorporated in to the Health curriculum in term one and is planned to be repeated yearly.</li> </ul>
<ul style="list-style-type: none"> <li>Engage in professional dialogue with respect to the balance between explicit teachings and play based discovery learning</li> </ul>	<ul style="list-style-type: none"> <li>Findings of on entry assessment were used to inform discussion on a regular basis.</li> </ul>
<ul style="list-style-type: none"> <li>Further develop and refine ICT infrastructure to improve access to technology and the integration of ICT into all learning.</li> </ul>	<ul style="list-style-type: none"> <li>ICT infrastructure was enhanced considerably with extension of wireless access points and integration of a wireless LAN controller. An ICT coordinator was appointed semester two but subsequently took fulltime employment elsewhere. A further audit and review of needs is being undertaken to develop a sustainable approach. The department upgraded standard operation environment [SOE 4] is being implemented in 2016 making for easier network management.</li> </ul>
<ul style="list-style-type: none"> <li>Review and enhance hardware required to support increased technology access and improved teaching practice through the use of technology</li> </ul>	<ul style="list-style-type: none"> <li>Leased Mac Books were purchase outright. The SOE for MacBooks was implemented.</li> </ul>
<ul style="list-style-type: none"> <li>Provide targeted professional learning opportunities to support staff, students and parents in the safe and effective use and application of technology</li> </ul>	<ul style="list-style-type: none"> <li>MacBooks professional learning for teachers in years 4, 5 and 6 continued to support the 1:1 program and iPad learning years P-2.</li> <li>'Digital Citizenship' program implemented.</li> <li>DoE online learning resources were shared and included as links in CONNECT library.</li> </ul>
<ul style="list-style-type: none"> <li>Monitor the effectiveness of the 1:1 Mac Book program for years 5 and 6 and plan for the introduction in to year 4.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and student feedback was sought and affirmed the effectiveness of the program as well as identifying future support needs. An information strategy was implemented for the extension of the MacBook program in to year 4.</li> </ul>
<ul style="list-style-type: none"> <li>Begin implementing a shared iPad strategy in the early years and evaluate success</li> </ul>	<ul style="list-style-type: none"> <li>Shared iPads were leased to implement the program and professional learning and the use of peer support effected. The take up of the iPad use was exceptionally positive.</li> </ul>
<ul style="list-style-type: none"> <li>Celebrate the 50<sup>th</sup> anniversary of the school</li> </ul>	<ul style="list-style-type: none"> <li>In association with the P &amp; C, a community event has been planned and will take place on November 20<sup>th</sup>, involving students, staff, and parents - past and present.</li> </ul>