The 2014 school year started as one of some uncertainty with some budget adjustments required due to funding changes and the consequent potential impact on staffing. In addition we were planning on making another foray into the world of becoming an Independent Public School and of course the usual unpredictable nature of our enrolments. The latter again proved challenging with a steady increase between terms one and the end of term three, resulting in a final enrolment figure of 479. A further challenge was the double cohort of graduating students as we transitioned towards year seven students attending secondary schooling in 2015. Despite these variables the year was again highly successful in every respect albeit one that seemed to disappear exceedingly quickly.

With both year six and seven students graduating from primary school this year a considerable amount of work was put into planning for all the associated elements. Graduation, leadership and transition to secondary school were the key aspects and I am delighted to report that all were extremely successful and seamless. Students, teachers and parents all work as one to achieve a highly successful outcome. It reinforced the importance of the collaborative approaches and partnerships that have been forged at Rossmoyne over many years.

Our student leadership programs again focused on supporting fellow students through peer mediation in the early years; fundraising to maintain our sponsored Sri Lankan child Edmund; and leadership of sporting and physical education programs through the faction captains. Tapping into the talent pool of student leaders is an important function of schools and that we were able to provide opportunities for as many as 100 students is testimony to the value placed on student development.

As in the previous year encouraging citizenship through fundraising was extended beyond the leadership group with younger students continuing their involvement in the Governor’s ‘Kids Who Give WA’ program. By selling produce from the school and other small events the Tanzanian school in Juhudi was supported. In response to this we also hosted two teachers from Tanzania in the school for a week so they could observe Western Australian education in action. At an assembly in term four the Governor and his wife presented these students with $1000 as the champion school award for 2014.

Sport and music have always been strong features of the broader Rossmoyne program and 2014 was no exception with many outstanding performances in both realms. Choir, band and orchestra performances showcased the musical talent and programs in the school and several interschool competitions resulted in winning performances for our students. Most important though is the fact that such results are only possible with excellence in the programs that underpin them.

In an effort to cement our commitment to pro-social behavior, the school engaged in the SDERA [School Drug Education and Road Aware] Challenges and Choices program a key feature of which is the development of resilience. This in tandem with our ongoing values program as an important part of the social and emotional development of our students and is a key value-adding feature.

Further consolidation of the implementation of Australian Curriculum in English, Maths, Science and History has allowed us to develop confidence in our capacity to deliver high levels of achievement against the expected outcomes and standards. The remaining learning areas are covered by the Western Australian Curriculum and Assessment Outline which is the umbrella curriculum document incorporating the Australian Curriculum. With its experienced staff the school hastransitioned to this latest curriculum reform with high levels of competence and confidence.

English as a second language is critical to success for many of our students and the EAL program continues to provide support for a large number of new arrivals. It is a highly successful support program using both in class and small group support. The results on testing programs confirm the success of these interventions. The program also supports parents for whom English may be difficult and helps foster positive parent -school relationships.

The Chinese language program for students in years three to seven has continued to build with many students achieving success in external competitions. The exposure to both language and culture is clearly of regional importance and despite the challenges of a clearly quite difficult language, considerable success has been achieved. In 2015 this program will likely be from year two to year six as we adjust to the changes in school structure.

Outside of school the River Rangers cadet training program was again operating under the guidance of several teachers after school. The commitment to fostering support of the community and local environment, particularly the Canning River, is developing with a keen group of about 30 students participating after school every Wednesday in restoration and regeneration of the local area.

Perhaps the most significant development at Rossmoyne over the last two years has been the extended use of technology to support learning. The key element has been the introduction of the 1:1 MacBook program. It has gone from strength to strength with students, teachers and parents all providing positive feedback about the enhancement of learning. After two years of iPad research we are now embarking on the introduction of a shared use model of iPads in the early years. To facilitate this we now have wireless capability throughout the school making access available for all students anywhere at any time. The P & C support for this was significant and hugely important. To support both the iPad and MacBook strategies teachers have been, and will continue to be, supported with professional learning to maximize the potential of these technologies.
As has been past practice the celebration of key events such as Harmony Day, ANZAC Day, Book Week and Science Week was repeated. These are all valued parts of the school calendar and are embraced with enthusiasm and generate understanding of the underlying important cultural and academic focuses.

A snapshot of 2014 as described above is merely illustrative of the breadth and depth of what has taken place. It is my considered view that it has again been one filled with success and reward for effort and we are committed to it continuing into the future.

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**STUDENT ACHIEVEMENT**

Our self-assessment of 2014 student achievement is based on a range of empirical and anecdotal evidence and we believe rigorous. Further information can be found on the Department of Education website via the Schools Online link or on the ACARA My School website.

To make our judgments we examined and analyzed student achievement information. In particular we looked at:

- NAPLAN results [national literacy and numeracy tests]
- Student Report data

We make comparisons with the performance of students across the state and in similar schools [WA] to ours ‘Like Schools’.

**EVALUATION MEASURES IDENTIFIED IN THE SCHOOL PLAN**

- Proportion of students meeting ‘RPS Standard’ i.e. B Grade equivalent or above – Target 55%-65% - met in all year levels except year 7 writing [see school based assessment and report data]
- Proportion of students meeting National Minimum Proficiency Standards [NAPLAN] – Target same as or better than like schools [95% - 100%] - met in all year levels.
- Proportion of students in top two proficiency bands [NAPLAN] – Target same as for like band schools [50% – 60%] - met in all year levels except year 7 writing [33%] which was the same as for like schools.
- Non – Academic achievement measures: Attendance (95%+) Attitude Behaviour and Effort ABE [65% - 75% demonstrating consistency on all indicators] – attendance not met [94.79% up from 94.43% in 2013] – ABE met in all year levels.

**NAPLAN**

*Comparative Performance*

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0.6</td>
<td>0.6</td>
<td>1.7</td>
</tr>
<tr>
<td>Reading</td>
<td>0.1</td>
<td>-0.3</td>
<td>0.8</td>
</tr>
<tr>
<td>Writing</td>
<td>0.1</td>
<td>-0.2</td>
<td>0.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>2.1</td>
<td>0.4</td>
<td>1.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>1.9</td>
<td>-0.5</td>
<td>0.4</td>
</tr>
</tbody>
</table>

- **Above Expected** - more than one standard deviation above the predicted school mean
- **Expected** - within one standard deviation of the predicted school mean
- **Below Expected** - more than one standard deviation below the predicted school mean

The above chart shows achievement compared to expected achievement based on past performance and therefore predicted performance. It clearly points to a need to examine [and try to explain] why the two ‘red boxes’ exist in year five [spelling; punctuation and grammar]; and acknowledge the improvement in year five numeracy.

We think the numeracy improvement may well be a reflection of coming to terms with the higher level of expectation in year four mathematics as a consequence of the introduction of the Australian Curriculum where there was a significant shift upwards in expectation. The spelling and punctuation and grammar seems to reflect the very high levels of achievement of that same cohort in year three as evidenced by the earlier ‘green boxes’. Examination of further data demonstrates that indeed for that cohort to have maintained the rate of progress predicted they would have needed to achieve a mean score close to, or higher than, the year seven cohort. In spite of the ‘red boxes’ average scores on all tests for year five were notably higher than like schools [indeed for all year level tests bar year seven numeracy which was a mere 4 points below like schools].

**Proficiency Bands**

The percentage of students in the top two proficiency bands provides further evidence of sound performance. In years three and five Rossmoyne had a significantly higher percentage of students in the top two proficiency bands than like schools and were either higher or equal to like schools in year seven assessments. We also had fewer students in the bottom two bands in almost every assessment where
the percentages for both us and like schools were very low. Interestingly in the ‘red box’ areas above Rossmoyne had 74% and 79% of students in those top two bands further indicating that the red boxes are an aberration.

**Progress**

[Image: Progress graph]

The diagram above further reflects the data examined and provides a useful snapshot of student progress not just achievement. The two ‘red box’ areas, referred to previously, show again that the achievement is at a high level but with lesser progress evident. The growth and achievement in year seven reading was marginally below expectation but still statistically close to like schools.

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

An examination of these different sub groups revealed general consistency with respect to mean scores. There were minor variations with year three and five boys achieving marginally lower scores on writing and equally marginally higher scores on numeracy assessments. Neither variation was statistically significant.

**ON ENTRY ASSESSMENT**

On – entry assessments are undertaken in the early years to measure student progress against a series of progression points in literacy and numeracy. The expected achievement levels are 1.0 at the end of pre primary; 1.5 at the end of year 1 and 2.0 at the end of year 2. The assessments are undertaken at the beginning of the year to help establish the aspects needing attention throughout the year and to identify students at literacy risk. Some students are re-tested at the end of the year to monitor progress.

Our pre-primary students participated in on entry assessments in both literacy and numeracy. The pre-primary cohort had an expected range of achievement in literacy. In the mode nearly 50% were already at progression point 0.5; in reading nearly 60% and writing only 9%. This last figure reinforces the developmental nature of learning and the fact that oral language and reading are prerequisites for writing development which comes later for most children. Pre-primary numeracy achievement was over a wide range with 78% of students already working at or above the 0.7 progression point at the start of the year, indicating they are already well developed.

The year 1 and 2 cohorts participated in testing in literacy only. In year 1 writing 45% of students had already achieved the 1.5 end of year progression point and 36% had achieved between 1.0 and 1.5 progression points which indicated that above average progress had been made in writing for this cohort from pre-primary to year 1. Performance in reading and speaking and listening indicated that most students were achieving between progression points of 0.9 and 1.5 with reading (64%) and speaking and listening (86%). A number of students were performing beyond the Year 2 progression point of 2.0. The Year 2 results in literacy indicated that most students had made expected gains in reading, writing and speaking and listening with 58%, 50% and 48% respectively working beyond the end of year 2 progression point of 2.0.

Overall the on entry assessments indicated well established and successful early years learning programs from K-2. Year 3 NAPLAN data in year 3, over several years, supports this position.

**NON-ACADEMIC**

*Attitude Behaviour and Effort*

An examination of the data from student reports focused on identifying any descriptor for which less than 90% of students were reported as consistently or often demonstrating the particular behaviour. Of the eight descriptors across the eight year levels the ones that did not meet that criterion were mostly in the early years of pre-primary and year one where social development is still emerging and the descriptors are unlikely to be demonstrated with the above level of frequency. None of the indicators fell below 80% frequency in other year levels. There
was some evidence that year six students demonstrated lower numbers of consistency with the expected attitudes and behaviours which may have been a reflection of some apprehension about their last year at primary school. There was some correlation with behaviour management data but it was not deemed to be significant and was monitored appropriately. The information generally supports the effectiveness of our pro social behaviour development approach across the school and the year seven levels again indicate this to be considerably successful.

Attendance
Overall school attendance for 2014 was 94.79% an increase of 0.36% on 2013. The following provides further information in relation to attendance. We continue to have some minor issues with late arrivals particular in the early years.

Behaviour Management
Recognition of positive behaviours such as honour certificates and values vouchers and inappropriate behaviour that occurs in the playground or goes beyond the scope of regular classroom discipline is referred to the Deputy Principals. These behaviours and associated consequences are recorded on the school’s computer system for monitoring purposes.

<table>
<thead>
<tr>
<th>Incidents Recorded 3rd Feb-17th Sept, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive behaviours</td>
</tr>
<tr>
<td>Inappropriate behaviours</td>
</tr>
<tr>
<td>Physical assault or intimidation of students</td>
</tr>
<tr>
<td>Averages</td>
</tr>
</tbody>
</table>

Summary: The high number of positive behaviour records and the low number of inappropriate behaviour records is one measure of the success of the programs the school uses to promote pro social behaviour reinforcing the observations made with reference to the Attitude Behaviour and Effort data. The ‘isolated’ nature of the serious misbehaviours suggests that bullying has not been an issue according to this data.

STUDENT ACHIEVEMENT SUMMARY COMMENT
Rossmoyne continues to achieve at a high level across all areas of measurement and compares well to like schools. It continues to be worth acknowledging that we do considerably better than the all Australian schools mean and the all Western Australian schools mean; something that is easily forgotten in our quest for continued excellence. We need to maintain our high expectations to avoid complacency but at the same time appreciate that we do a very good job of providing a broad and balanced education with much better than average outcomes, for which we should congratulate ourselves. Our ongoing focus will be on improving and extending the achievement outcomes while making every effort to identify and intervene with those students who are just at or below expectations.

SCHOOL BASED ASSESSMENT AND REPORT DATA
Learning Area Grade Distribution [second semester reports]
English
The allocation of grades very closely mirrored the distribution in like schools across all year levels. There was a small discrepancy in year five with like schools awarding approximately 10% more ‘A’ grades. An average of 59% of students achieved a ‘B’ grade or above consistent with our expected standards of achievement.

Maths
Between years five and seven like school consistency was evident. In years one to four there was a variation of up to 10% difference, mostly in the allocation of ‘A’ grades which is relatively insignificant. In years one to three like schools awarded more ‘A’ grades whereas in year four Rossmoyne students were awarded more ‘A’ grades. Again an average of 59% of students achieved a ‘B’ grade or above.

Science
Like school consistency was again evident within an average 5% margin with the lower grades less likely to have achieved ‘A’ grades in both like school and Rossmoyne cohorts. An average of 52% of students achieved the expected standard just below our preliminary target of 55%.

**Humanities [History]**

In years one, three, four and five, like schools awarded a higher percentage of ‘A’ grades and in years two, six and seven a higher number of Rossmoyne students were allocated that grade. The variation was between 0.5% and 12% and an average of 6%.

**Note**

Given cohort differences and the different stages of implementation of the Australian Curriculum in different schools it is unlikely that there will be closer levels of consistency than the evident 10% range variation. Our focus is likely to be on areas of significant discrepancy when and if that occurs. The advent of the Australian Curriculum and the commensurate higher levels of expectation have meant a need to reassess levels over time. The judgment remains that the expectations will need to be between 55% and 60% achieving that standard. However it is also demonstrated that for Rossmoyne the achievement of a C grade [i.e. the Australian Curriculum, AC, achievement standard] will be in the order of 90% and this year was closer to 95% as reflected in our data.

**NAPLAN MODERATION**

**Reading - Writing - Numeracy**

The correlation between teacher grade allocation and NAPLAN assessments was not as high as in 2013. The year seven judgments were particularly close in all aspects but the year five and three differences showed that the one off assessment of NAPLAN was not reflected in teacher judgments across the whole semester. The significant difference was the lower allocation of ‘A’ grades by teachers in years three and five most starkly obvious in year three numeracy and reading [less than half the number]. However, this is not surprising given the range of assessments undertaken by a teacher in semester one on which to base their judgments as opposed to the snapshot provided by one test. If one looks at the overall total percentage of students deemed as satisfactory or above by teachers compared with NAPLAN performance the correlation was at about 95%.

**PROGRESS ON SCHOOL PLAN**

- Curriculum leaders and collaborative teams engaged in discussion and shared planning to facilitate the implementation of the WACAO [Western Australian Curriculum and Assessment Outline] in priority areas and this work will be ongoing.
- July 21st was used as a common School Development Day for the local schools’ network to facilitate collegiate networking with a focus on moderation and received 96% positive feedback.
- Use of the school developed Higher Order Thinking Skills [HOTS] scope and sequence was continued. Staff continued to use sharing opportunities to support embedding the use of Cooperative Learning [CL] and HOTS into all learning areas. Collaborative teams engaged in dialogue to explore all aspects of general capabilities. These approaches will continue as they are a fundamental component of our teaching and learning approaches.
- Curriculum leaders and staff supported each other with raising awareness of, and sharing available resources, to support implementation of AC. Curriculum leaders were provided with time to explore and share WACAO.
- We examined alternatives to deliver appropriate AC content at year level in support of mixed year group classes. Some sharing and combining of classes to minimize multi-level content in history and science eventuated.
- In line with the move to student centred funding in 2015 further review of the processes for prioritizing spending in all learning areas has been, and will be, undertaken.
- A considerable focus on Australian Curriculum achievement expectations to ensure those entering secondary in 2015 are adequately prepared was attended to in association with Rossmoyne Senior High School [RSHS] and network schools.
- The plan for leadership, citizenship and graduation in the context of changes to secondary schooling and the Australian Curriculum was implemented with highly successful outcomes.
- The agreed whole school approach to spelling, identified through the literacy review, was implemented.
- Work on developing whole school approaches in literacy with a focus on reading comprehension in response to NAPLAN results was commenced and the policy is expected to be completed in January 2015.
- Updates to Curriculum Organizer were undertaken periodically. Less use was made of this facility as other resources became more useful. It will be discontinued and replaced with the use of CONNECT in 2015.
- The Learning Support Coordinator [LSC] was involved in early intervention [P-2] as a consequence of on- entry testing. The existing role of LSC was maintained to support teachers in meeting the needs of Students at Educational Risk and liaising with the School Psychologist. This role will be adjusted in 2015 and split into a K- year 2 role and a year 3-6 role.
- NAPLAN analysis was undertaken in September to identify strengths and weaknesses to inform teachers and teaching.
- Staff engaged in the SDERA CHAT program to develop resilience in students. The program was incorporated in to the Health and Phys Ed curriculum. This was significant successful work and will be ongoing.
- The findings of on entry assessment were used to inform discussion amongst P-2 staff on a regular basis.
- In tandem with network colleagues further examination of achievement standards Foundation to Year 7 to establish clearly understood achievement expectations for all year levels was undertaken. This will continue in 2015.
- Wireless coverage for rooms 8-18 and music and administration was completed with the support of the P & C Association.
- Maintenance of the computer lab, Interactive White Boards [IWBs] and PCs; continued lease of Mac Books; and implementation of an Standard Operating Environment [SOE] for MacBooks were all successfully completed and work commenced on introducing iPads to the early years.
- MacBooks professional learning for teachers in years 5 and 6 to support the 1:1 program was ongoing. A ‘Digital Citizenship’ program and parent education opportunities through Australian Communications Media Authority [ACMA] were implemented.
A communication plan to inform all stakeholders of developments in the Information and Communications Technology (ICT) strategy was implemented using: newsletters, the school website, parent information sessions and education packages to parents.

We successfully participated in the Department of Education (DoE) development program for schools aspiring to Independent Public School status in semester 1 2014, and are an Independent Public School as of 2015.

TEACHING; LEARNING ENVIRONMENT; LEADERSHIP; RESOURCES; RELATIONSHIPS

Teaching
A significant focus for the year has been on the continued implementation of the phase 1 aspects of the Australian Curriculum. This has been done using the support of level 3 classroom teachers and deputy principals along with the collaborative mechanisms within the school. This approach has allowed us to implement this phase one in a relatively smooth manner consistent with our plan. We have continued to focus on the inclusion of the teaching of thinking skills and the application of cooperative learning. As well the teaching of spelling, underpinned by a commitment to developing good phonemic awareness, has been implemented as a whole school approach with the provision of supporting resources. We plan to conclude the whole school literacy and numeracy approach early in 2015. The further development and uptake of the 1:1 MacBook program has been of significance for both teachers and students.

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. In readiness for a P-1 class in 2015, rooms 13 and 14 were modified to create an environment more conducive to early childhood learning.

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/or those with curriculum leadership responsibilities. 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. Our successful application for inclusion in the IPS initiative for 2015 was evidence of the shared approach to leadership within the school and community.

Resources
Long serving registrar Sylvie Macgregor effectively retired as of the end of term three. We were fortunate to have a seamless transition with Sabrina Blankley filling the relief position then successfully being appointed to the position permanently as of 2015. With the advent of the year seven students entering secondary the school has managed to avoid the loss of any permanent staff and was able to for the first time select and appoint all new staff on merit.

Relationships
There were again no formal complaints received through the Complaints Management process and regular positive feedback 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 enrol approximately 420 students despite the loss of the year seven cohort for 2015.

As part of our formal monitoring of parent, staff and student satisfaction, this year we again asked each of those groups to respond to an online satisfaction survey. This was part of a nationally agreed commitment to do so hence the repeat of 2013 surveys. The responses were overwhelmingly positive with an increased number of parent respondents [up from 10% of possible families to about 25%] and 50% of staff. Using a scale [0-5] that asked respondents to indicate agreement, disagreement or an inability to comment there was a high level of agreement with an average rating of 4.1 by parents 3.8 by students and 4.5 by staff. There were no statements that had significantly lower levels of agreement although students indicated limited confidence in talking to their teachers about their concerns:

The school, P & C, and School Council [School Board in 2015] maintain positive and close working relationships ensuring a positive and supportive learning environment for students.

FINANCIAL POSITION
The school maintains its sound financial basis for operations and a summary of income and expenditure can be found as an appendix on the last page of this report. The carryover figure for the year represents committed expenditure, reserve funds for replacement of resources, a small amount of carryover excursions charges credited against individual students for the following year and a small unallocated safety net.

FUTURE DIRECTIONS and CONCLUDING COMMENTS
There are two key focus areas for 2015. The first is the transition to an Independent Public School with the consequential adjustment to the preparation of a three year Business Plan and the signing off on a Delivery and Performance Agreement with the Director General by both me and the School Board. Clearly this will take a little time to bring to fruition but I am confident that working together with the Board it will be completed in a timely manner.

Secondly, the school has it 50th anniversary on November 19th and a celebration event is planned for Saturday 20th November. This will take considerable organization and coordination, preparation for which has already commenced. It promises to be an exciting opportunity for us to share the experiences and history of the school with past and present students, staff and the community.

In addition to that we will continue to focus on developing our already high level of success and respond to the system initiatives as outlined in the Director General’s Focus 2015 document. The key implications for us with this are - the need to manage a one-line budget and all aspects associated with the new student centred funding model; the need to manage leave liability of staff; the need to use the Australian...
Professional Standards for teachers as a basis for developing our staff; as well as continue our commitment to delivering the highest possible quality teaching and learning programs in order to maximize student outcomes.

I again commend the work of all staff and thank the community for its support. Our commitment to always do the best for our students and make improvements as required is ongoing and I look forward with confidence to 2015 and beyond.

Geoff Anderson