



ROSSMOYNE PRIMARY SCHOOL ANNUAL REPORT 2010

OVERVIEW

2010 was a year in which Rossmoyne saw significant enrolment growth, in spite of projections of slowly declining enrolments over the coming years. We peaked at 487 students in October, a figure not seen since 2004. This growth seems to reflect our continuing success as a school and is perhaps indicative of the confidence there is in what we are trying to achieve. We continued to build on past excellence and this report serves to provide insights into our work and achievements. The year was observably characterized by the completion of the new buildings constructed as a result of Federal Government funding, and associated school facilities improvements.

The sustained academic success of the past was largely continued with further work in the teaching and learning of higher order thinking skills a pre-eminent focus. The establishment of an aquaponics environment was an important development and enhanced our already excellent science focus. In addition 2010 saw the beginning of extended use of interactive whiteboards in classrooms with five new boards purchased. As the year progressed it became clear that the appetite for incorporating these into classrooms was growing. By the end of the year, through additional federal funding and P & C generosity, it became clear that every classroom would have such access in 2011.

Early in 2010 a review of the Pastoral Care Policy began and this was done over several months concluding in a revised policy mid year. The exercise was a valuable mechanism for revisiting the processes we value and fine tuning them. There were minor improvements incorporated, focusing on further positive encouragement of values and appropriate behaviour. We also took the opportunity to ensure all staff had a thorough understanding of our approach and response to bullying and bullying prevention.

Increased enrolments also meant an increase in the number of students with an ESL [English as a Second Language] background. The past outstanding work done to support these students continued, undertaken by Mrs Williams, Mrs Hill, Mrs Foo, Ms Vong and Ms Birchenough. To support ESL students in their transition to WA schools and their development of Standard Australian English we used specific purpose grants to provide additional educational assistant support with great success.

We continued to meet our obligation of 2 hours per week of physical activity through a range of physical education and sporting programs. The 2010 sporting program was extended to provide competition opportunities in basketball. All of this was achieved through the great

teamwork demonstrated by Mr Wilson and Ms Gardiner who perfectly modelled for students how team work operates at a very high level.

Mrs Foo further demonstrated her passion and commitment to the Mandarin LOTE program. This was exemplified early in the year by her willingness to use the first school assembly to share in Chinese culture through the Chinese New Year Celebrations. Her incorporation of parent support was commendable. During the year the school became involved in the Rossmoyne Asian Language Hub. This hub of schools, all feeding to Rossmoyne Senior High School, was funded by the Department of Education to promote Asian languages [in our case Chinese] in order to strengthen the long term involvement of students in learning the language. The hub supported a range of events and programs to enhance the teaching and learning of Chinese.

Participation in the Fremantle 'Singfest', 'Playfest', Orchestra Festival, Winthrop Massed Choir and Burswood Concert were again a key feature of the school music program. At each event our students performed with excellence reinforcing the successful nature of the various aspects of the music arts in the school. The continued commitment of music specialist Mrs Wendy Oliver, and orchestra conductor Dr Rebecca Meegan-Lowe, along with the remaining instrumental teachers and providers ensured this level of excellence. A highlight for 2010 was the inaugural use of the RSHS Performing Arts Centre for the annual Instrumental Music evening; something we hope will continue in the future.

Mrs Marshall assumed the role of coordinator of student leadership in 2010 and supported by other staff provided opportunities for students to demonstrate their leadership capabilities. Eleven students participated in the Halogen Student Leadership Conference in March. We continued to support our Sri Lankan student, Edman, as part of the Leadership team's commitment to World Vision. This has assured Edman's ongoing education.

In 2010 we offered a number of extension opportunities for senior students. Ten highly talented writers were able to participate in writer's workshops at the Fremantle Literature Centre and we had teams entered into the Maths Olympiad and Numero competitions. All of these 'extras' are designed to challenge and extend able students.

Our Science programs continue to have a high profile in the school and we nominated for the 2010 Science school of the year. We successfully reached the semi final stage for which we were duly acknowledged. The edible garden thrived

again and the establishment of an aquaponics area was an outstanding success. The work of Mrs Hill and Mrs Higgins to promote science and support staff in its development has been highly valued. This was exemplified in the 'travelling science show' they instigated. All staff have responded positively to ensuring successful science programs operate in the school.

Book Week is always a feature of our calendar and 2010 was no exception. This is an important week as we continue to promote reading for pleasure as well as information gathering. The continued support of Book Club by parents Sarah Hynes and Lisa Nikolich was also greatly appreciated by students and staff alike.

A continued standout feature of the school has been the teamwork of the staff as a whole. The collaborative and supportive nature of all has been central to the ongoing successes. That teamwork has been mirrored by the P & C Association, led by Mrs Danielle McNamee, and the School Council both of whom have so ably supported the school in a tireless fashion.

STUDENT ACHIEVEMENT

The primary focus of all schools is student achievement and arguably our most important key objective is 'to make every student a successful learner'. In judging and reporting on our standards of student achievement we examine a range of information. As with past years the school undertakes a rigorous self assessment of achievement and a summary of that self assessment can be found under the teaching and learning section on our school website, www.rossmoyneps.det.wa.edu.au. 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 those student achievement judgments we examine and analyse student achievement information. In particular we look at:

- NAPLAN results
- WAMSE results
- Student Report data

and include comparisons with the performance of students across the state and in similar schools [WA] to ours 'Like Schools'. Finally we cross check our internal judgments with those of the external testing regimes.

NAPLAN

Due to systemic adjustments to standards of expectation Rossmoyne has had to adjust its measure of expectation and has determined that it expects approximately 65% or more of students to be above the equivalent of a B grade in all aspects of the assessments. Across the three year levels and five assessment aspects this was achieved in all but two aspects, year three reading [62.5%] and year three numeracy [64.2%]. Exceptional performance was noted in year three writing [80%], year three spelling [80%], year five spelling [78%], year seven reading [79%] and year seven numeracy [89%].

Like school performance within the top 2 proficiency bands indicated Rossmoyne students, in all aspects of year three assessments, did better by an average of 4.4%. In year five we did less well by an average of 2.4% and in year seven we did better in numeracy, spelling and writing by an average of 4.6% and less well in reading and punctuation and grammar by 7%. These variations are arguably statistically insignificant; perhaps except in year seven reading and punctuation and grammar.

Over the three year period from 2008 Rossmoyne has had sustained success in meeting system expectations in most areas of national testing. In 2010 year five numeracy and year seven reading were deemed not to have met system expectations which are based on predicted means. We examined the data very closely and this seems somewhat anomalous and has no obvious explanation. The data does indicate that the same cohort of students when tested two years previously had mean scores considerably higher than those of like schools. As the predicted mean is in part based on growth from past performance it is reasonable to conclude that starting from a higher base may have limited the potential for the same growth for our students compared to like schools.

We have also exceeded expectations in several aspects. Using the percentage of students in the top 20% of achievement compared to like schools particular strengths have been evident. Our year three students have consistently outperformed like schools in most aspects; our year five students have been equal to or stronger in most areas apart from numeracy and writing in 2010; and our year seven students have been consistently stronger in numeracy, writing and spelling.

Beyond that, NAPLAN information provides us with specific information about the cohort. Use of the data to identify at risk and high achieving students continues, as well as identifying the specific strengths and weaknesses in relation to the various assessment questions. This provides current and future teachers with information upon which to base planning.

WA MONITORING STANDARDS in EDUCATION [Science and Society & Environment]

This year students in year 5 and 7 were assessed in Science and Society & Environment. Results indicate that our students perform extremely well. In year 7 90% of students were at or above the WAMSE standard in both learning areas whilst in year 5 over 75% were at or above that standard. Between 32% and 39% of our students were in the top 20% of all students in WA.




It was evident through the results of this testing regime that our year 7 students do exceptionally well in relation to achievement standards whilst our year 5 students do very well also. Our focus on inquiry based learning programs seems vindicated, as has been the focus on higher order thinking skills and the use of cooperative learning which are critical to success in S&E.

Relative Performance in Numeracy, Writing, Reading, Punctuation and Grammar, and Spelling

	Year 3			Year 5			Year 7		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
Numeracy	0.6	1.0	-0.3	1.1	0.9	-1.0	1.6	1.2	0.1
Reading	1.1	1.3	-0.1	0.6	-0.4	-0.8	-0.2	-0.3	-1.2
Writing	-0.3	0.6	-0.2	0.2	0.5	-0.3	-0.2	0.1	-0.5
Spelling	0.1	1.2	0.4	0.5	0.8	-0.1	0.6	0.3	-0.5
Punctuation & Grammar	0.2	0.7	-0.1	-0.2	-0.1	-0.7	-0.6	-0.4	-0.4

Science and Society & Environment

	Science			Society & Environment		
	2008	2009	2010		2009	2010
Year 5		2	2			2
Year 7	2	2	2		2	2

-  **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

SCHOOL BASED ASSESSMENT AND REPORT DATA

Due to system changes Rossmoyne has had to adjust its expectation of the percentage of students achieving a B grade or above from 75% to 65%. This was because the system achievement standard changed to a C grade and the removal of the previous 'Achievement Target' which was set a little higher. Our target percentages were met or exceeded from year 4 onwards in each of the core learning areas of English, Maths, Science and Society and Environment. In the early years the targets were not met and this was particularly so in year 3. This is consistent with the judgments made by previous teachers in years 1 and 2 and is likely to be a cohort issue which will need ongoing monitoring.

The confusion created by the shift from the Outcomes and Standards Framework to Grade descriptors in the middle of the first semester reporting period was unhelpful. This undermined the good work staff had undertaken to become familiar with that framework and the consistency of understanding that had emerged. As a consequence of

these changes and impending moves to the National Curriculum it is likely that there will be continued time for adjustment. Our view is that there will be a need for ongoing intra and interschool moderation.

ATTITUDE BEHAVIOUR AND EFFORT

An examination of the Attitude, Behaviour and Effort report data showed that over 90% of students were considered to be consistently or often demonstrating most of the characteristics described by these statements. The reduced number of reportable statements and the altered frequency scale provided a little more detail to draw on and it revealed that setting goals and working towards them with perseverance was the least well demonstrated behaviour. Nonetheless in excess of 80% of students in all year levels were described as often or consistently doing so.

No obvious conclusions can be drawn from the analysis of this information other than to observe that our students are largely well balanced and behaved with positive attitudes to school and learning.

PROGRESS ON SCHOOL PLAN

The school engaged in a range of actions linked to our school plan and the focus for 2010. Some of the key elements are identified here.

- A whole school approach to Literacy and Numeracy has been completed and implemented in 2010. It has strong links to a revised Students at Educational Risk Policy
- All staff engaged in further professional learning with respect to the teaching of *Higher Order Thinking Skills* [HOTS], ongoing use of cooperative learning strategies and the use of Interactive White Boards [IWB] through sharing and mentoring.
- 2010 saw three new *Primary Connections* science units trialed. Continued excellent progress in science was demonstrated.
- Mandarin has had continued successful implementation as our target language, with heavy immersion in both culture and language. . Links with RSHS Asian Language Hub successfully commenced.
- The Learning Support Coordinator [LSC], Mrs. Valentine, has built on the role and now provides a conduit for support for teachers. More children are being identified and targeted for support. The tracking of Students at Educational Risk is more effective and consistent as follow up is regular. A support program was in place for targeted students, specific to their needs.
- Satisfaction survey completed in 2009 and Leadership survey in 2010 [staff]. Revisit 2012. Pastoral Care Policy reviewed and revised to strengthen consistency. New approaches to feedback to teachers established.
- Curriculum Organiser is still developing as a one stop source of school information. Maths Today Series Online purchased. National Curriculum will have an impact on future directions and will need to be incorporated into C.O.
- Common DOTT [Duties Other Than Teaching] as far as possible. Half day planning was provided in terms 2 and 3. Senior teachers engaged in collaborative planning on early close Mondays whenever required.
- Class timetables and the use of integrated studies provide strong evidence that literacy and numeracy attract more than the required minimum 50 per cent time allocation.
- Considerable work was done to familiarize staff with achievement standards including inter school moderation on the April School Development Day.
- School Development Day agendas and the engagement of all staff in review and analysis pointed to a strong self assessment focus. Staff demonstrated a significant understanding and acceptance of responsibility for analysis of assessment data, to benefit student achievement in the classrooms in a very collaborative and cooperative way.
- .The successes of students and teachers continued to be promoted within the wider community, subject to the constraints of time available. The website is a particularly strong example of school promotion. In addition we featured often in local news articles. Student achievements featured in the fortnightly newsletter.

- On entry assessment of pre-primary students was deferred to 2011.

FINANCE

Opening Balance 2009	81 157
Closing Balance December 2010 [Including committed funds]	74752
Expenditure	
Curriculum Resources	47 887
Student Activities	70 266
Technology	28 484
Professional Development [includes teacher relief costs]	32 044
Utilities	44 633
Buildings and Grounds	32 551
Classroom Specific Purchases	24 288
Reserves	4 000

A full copy of the summary school end of year financial statement can be provided upon request.

BUILDINGS AND GROUNDS

The *Building Education Revolution* [BER] funding saw the final completion of several school improvements at the beginning of the year. In addition two new teaching blocks have subsequently been finished and are a welcome renewal of the school. With a toilet upgrade due to be complete by the end of term one 2011 the school has been significantly enhanced.

FUTURE DIRECTIONS

It is our intention to continue to build on the work outlined in the current four year plan and of course maintain the high standards of student achievement. The continued provision of a balanced and broad curriculum is still the highest of priorities. The next few years herald some further changes in education with the impending release and implementation of a *National Curriculum*, along with clearly identified standards of achievement. With this in mind, 2011 will be a year of consideration and planning with the development of a new four year plan for the quadrennium 2012 – 2105. This plan will be heavily influenced by the national agenda.

CONCLUDING COMMENTS

District Director Mr. Neil Darby made the following observations in a letter to me in December:

Rossmoyne has developed successful programs in Science and Higher Order Thinking Skills; and implemented sustainability programs enhancing community confidence in the effectiveness of program delivery.

The Standards Review process was last completed in 2008 and will not be required for a year or two [other than continued self assessment]. The outcomes of the last review process remain and validated the fact that Rossmoyne was indeed a good and effective school and affirmed the good work done by all staff to achieve that confidence.

I commend that work and thank the community for its support. We remain vigilant in our quest to always do the best for our students and make improvements as required. I look forward with confidence to 2011.

Geoff Anderson
Principal