

Self Assessment 2010 - Summary

The following summary tries to capture the collective feedback from the various occasions on which we examined a range of student achievement and other data.

What We Looked At

NAPLAN

- The percentage of students in each of the proficiency bands in literacy and numeracy.
- Comparison with like schools of distributions in top 20%, middle 60% and bottom 20%.
- The percentage of our students in the top two proficiency bands nationally compared to like schools
- The percentages of students achieving a B or above grade based on teacher judgments compared to NAPLAN equivalent scores.
- Relative assessment over time compared to like schools
- Sub group performance in each aspect of testing [boys, girls, LBOTE]
- Test item performance
- Students at or below the minimum proficiency standard.

WAMSE

- Distributions in top 20%, middle 60% and bottom 20%.
- Sub group performance

SAIS [Student Achievement Information System]

- Learning area grade distribution.
- Comparison of NAPLAN 'grade performance' to teacher judgments on reports in 3, 5 and 7.

ABE [Attitude, Behavior and Effort]

- Whole school and year level performance on each statement

TEACHING; LEARNING ENVIRONMENT; LEADERSHIP; RESOURCES; RELATIONSHIPS

- Anecdotal observations were recorded as part of staff review processes.
- Staff survey with respect to leadership was employed.

SCHOOL PLAN ACTIVITY

- The school plan Focus 2010 was examined and evidence noted on the success or otherwise of each initiative. See summary attached.

What We Discovered

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 5 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. Over the past three years 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.

When NAPLAN achievements were compared to report grades there was some evidence that our judgments varied from those demonstrated by the one off testing regime NAPLAN represents. In all years, except in year 5 reading. In year 3 there was a very strong correlation between teacher awarded grades and NAPLAN achievement. In year 5 and 7 teachers judged students to be at the B grade level more than NAPLAN results indicated. This is most likely reflective of two things. First and foremost teachers use a range of assessment tasks over considerable time to make their judgments and secondly the change to the descriptors used to make those judgments midway through the reporting cycle.

Tracking students from years 3 to 5 and 5 to 7 shows moderate to high levels of progress being made. The more moderate levels of progress can be attributed to the fact that our students often start at a very high level of achievement making rapid growth unsustainable. Nonetheless our progress graph of student progress matches that of similar schools.

The relative assessment performance summary showing achievement compared to system expected performance again largely indicated we matched expected performance. There were however two anomalous areas – year 5 numeracy and year 7 reading. We examined both of these areas in detail and could find no real reason for the less than expected performance. As the expectations are in part based on past performance our only reasonable conclusion was that the students started from a high base level of achievement thus limiting the growth potential to some extent. We plan to monitor this closely over the coming year.

WA Monitoring Standards in Education [WAMSE]

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.

Student Achievement Information System [SAIS]

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.

ABE

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 behaviour demonstrated. Nonetheless in excess of 80% of students in all year levels were described as often or consistently doing so.

SURVEYS

The only survey conducted in 2010 was related to school leadership and was done with staff as part of a feedback loop in response to the 2009 staff, student and parent surveys. It canvassed a range of attributes [fairness, supportiveness, collaboration, decisiveness, flexibility, tactfulness, innovative, persistence] and competencies [sharing a vision, promoting change, communication with staff, delegation, demonstrating respect, and ensuring accountability]. Over 90% of respondents provided positive responses to all bar one attribute [flexibility 81%] and over 90% provided positive responses to all bar one competency [delegation 47% +ve 48% neither +ve or -ve].

What it means

NAPLAN

Assessment results continue to indicate continued high standards are being achieved with some very clear sustained strength in numeracy. The percentage of our students in the top two proficiency bands is greater than like schools in years 3 and 7 and almost the same in year 5. The variations [both greater and less than] are not statistically significant except in the area of year 7 numeracy thus reinforcing the sustained strength in that area. The targets we set of 65% of students achieving above the mean was met in all year levels in all aspects of testing bar year 3 reading and numeracy where 62.5% and 64.2% respectively were above the mean. 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.

WAMSE

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 and Science.

SAIS

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 needed for adjustment. Our view is that there will be a need for ongoing intra and interschool moderation.

ABE

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.

SURVEYS

Generally speaking the school leadership was perceived positively and seen to be supportive and taking the school in positive directions. The range of attributes and competencies that were seen to be positive were extensive and none were seen negatively.

Further Investigation

GENERAL

With a number of changes in the horizon and a new four year plan due in 2012 it seems prudent to review the data we collect and examine, to ensure we are neither over evaluating nor under evaluating performance. The time it takes to collect and analyse data needs to match the value we get from doing so. A review of our processes will be critical in achieving that goal. A review of the school leadership structure may be prudent for two reasons. Firstly the additional number of level 3 teachers in the school could enhance the leadership capacity and secondly it may assist in improving the capacity to further delegate responsibilities.

SCHOOL PLAN ACTIVITY REVIEW 2010

Initiatives	Action 2010	Feedback / Success / Evidence
<ul style="list-style-type: none"> Develop evidence based whole school approaches to the teaching of literacy and numeracy using the recommendations of the <i>Literacy and Numeracy Review</i> – commence 2008 – completion target 2009 [<i>Priorities 1,2, 5, 6 Key Objectives 1 & 2</i>] 	<ul style="list-style-type: none"> Implement the endorsed plan, monitor and review. 	<ul style="list-style-type: none"> Policy complete and implemented with variable success. <p><i># Further review for consistency particularly in spelling, reading, punctuation and grammar in 2011.</i></p>
<ul style="list-style-type: none"> Provide targeted professional learning opportunities to support the implementation of whole school approaches and to further enhance the use and application of cooperative learning and the teaching of thinking skills – ongoing [<i>Priorities 1,2,3,5,6,7,8 Key Objective 2</i>] 	<ul style="list-style-type: none"> Further develop in 2010 using the Frangenheim trainers to support, coach and mentor other staff as required. Purchase access rights to ITC website. Teachers use whole school approaches to maximize opportunities to extend able students E.g. ESL and Smart Board. <p><i>Funded from Staff Development and Curriculum budgets.</i></p>	<ul style="list-style-type: none"> Access rights purchased. Sharing and mentoring undertaken. Use of HOTS, inquiry processes and cooperative learning supported extension. Yr 7 writer's workshops challenged able writers. <p><i># Further sharing and development of scope and sequence in 2011. Community education in relation to HOTS required. IWB professional development to be continued.</i></p>
<ul style="list-style-type: none"> Continue the trialing and implementation of <i>Primary Connections</i> to enhance the teaching and learning of Science – follow on from 2006 and 2007, ongoing [<i>Priority 3 Key Objective 2</i>] 	<ul style="list-style-type: none"> Build on the work of the past four years, continue trialing new units and maintain the emphasis and support. <p><i>Funded from curriculum budgets.</i></p>	<ul style="list-style-type: none"> 2010 saw 3 new units trialed. Excellent progress continued in science. <p><i># Primary Connections may need to be supplemented with other resources. Review Scope and Sequence in 2011.</i></p>
<ul style="list-style-type: none"> Implement Mandarin as a new target language for 2008 and beyond – ongoing commencing 2008 [<i>Priority 4</i>] 	<ul style="list-style-type: none"> Continue to monitor and support. Link to RSHS Asian Languages Hub. Develop teacher awareness of the language and encourage use in the classroom. <p><i>Funded from curriculum budgets.</i></p>	<ul style="list-style-type: none"> Continued successful implementation. Links with RSHS Asian Language Hub successful. <p><i># Integrate more into classrooms. Help class teachers develop their skills and understanding.</i></p>
<ul style="list-style-type: none"> Further develop the role of Learning Support Coordinator to enhance the capacity of staff to meet the needs of students at educational risk – 2008 [<i>Priorities 5,6 Key Objective 2</i>] 	<ul style="list-style-type: none"> Continue LSC role and expand to include School's Plus Applications with admin support. <p><i>Funded from SSPRA</i></p>	<ul style="list-style-type: none"> LSC has continued to build on the role and now provides a conduit for support for teachers. <p><i># Schools Plus Applications format to be reviewed and applied by LSC in 2011.</i></p>
<ul style="list-style-type: none"> Undertake a satisfaction survey of parents, staff and students – 2008/9 [<i>Key Objective 3</i>] 	<ul style="list-style-type: none"> Respond to survey items needing follow up including: Look at ways to improve feedback to teachers Strengthen implementation of school approaches to bullying including a term one focus on use of Friendly Schools Friendly Families Resources as the basis for the health learning area. 	<ul style="list-style-type: none"> Survey completed in 2009. Revisit 2012. Leadership survey completed 2010. Pastoral Care Policy reviewed and revised to strengthen consistency. New approaches to feedback to teachers established through performance management and staff communications. <p><i># Further monitor the use of FSFF to ensure consistency.</i></p>
<ul style="list-style-type: none"> Incorporate K-10 syllabus documents into Curriculum Organizer to support teacher planning and curriculum delivery – 2008 and 2009 [<i>Key Objectives 1 & 2</i>] 	<ul style="list-style-type: none"> Make available to staff and develop staff awareness and capacity to access and utilize the features of CO. Further develop the information held in CO as a single source for all staff to locate policy, procedures and curriculum information. Purchase on-line access to MTS <p><i>Funded from staff development</i></p>	<ul style="list-style-type: none"> Curriculum Organiser is still developing as a one stop source of school information. MTS Online purchased. National Curriculum will have an impact on future directions and will need to be incorporated into C.O. <p><i># Continue to develop the use of Curriculum Organiser as a tool to support teachers. Incorporate National Curriculum in 2011.</i></p>

<ul style="list-style-type: none"> Continue the provision and support of collaborative opportunities to strengthen moderation of teacher judgments across a range of learning areas – ongoing [Key Objective 2] 	<ul style="list-style-type: none"> School Development Day Term 1. Half day planning terms 2 and 3. Common DOTT where possible. Senior teacher role statement. A continuation from 2009. <i>Funded Staff Development and Administration budgets</i> 	<ul style="list-style-type: none"> Common DOTT as far as possible. Half day planning was provided in terms 2 and 3. Senior teachers engaged in collaborative on early close Mondays whenever required. # Continue in 2011 especially in light of NC
<ul style="list-style-type: none"> Engage staff in dialogue to enhance the understandings of standards of expected achievement as they are identified – ongoing [Priority 9 Key Objectives 1 & 2] 	<ul style="list-style-type: none"> Evaluate the Departmental changes in 2010 in particular the use of exemplars and make adjustments as necessary. Continue the conversations to strengthen common understandings. <i>No cost</i> 	<ul style="list-style-type: none"> Considerable work done including cross school moderation on April School Development Day. # Further review needed. Continue the conversations to further strengthen common understandings.
<ul style="list-style-type: none"> Establish improvement targets, support students not meeting national benchmarks and extend those achieving well beyond them – ongoing [Key Objective 1] 	<ul style="list-style-type: none"> Throughout 2010 continue, using LSC and Level 3 Teachers. Targets to be directly related to IEPs and NAPLAN analysis. Implement revised SAER Policy. <i>Funded Staffing FTE and Curriculum budgets.</i> 	<ul style="list-style-type: none"> SAER Policy implemented and supported by LSC and L3 teachers. # Continue 2011.
<ul style="list-style-type: none"> Monitor the curriculum time spent on literacy and numeracy to meet the 50 per cent requirements – ongoing [Priorities 1,2 Key Objective 1 & 2] 	<ul style="list-style-type: none"> Ongoing. <i>Funded Curriculum budgets</i> 	<ul style="list-style-type: none"> Compliance with policy in place. # Continue 2011
<ul style="list-style-type: none"> Provide targeted support for those students not meeting national benchmarks – ongoing [Priorities 1,2,5 Key Objective 1] 	<ul style="list-style-type: none"> Throughout 2010 using LSC to facilitate and available FTE allocated to support programs. • <i>Funded staffing FTE</i> 	<ul style="list-style-type: none"> 2010 was a highly successful year in this regard due to the coordinated efforts of LSC and support teachers. . # Continue 2011.
<ul style="list-style-type: none"> Implement screening processes for children entering compulsory schooling as it becomes available – ongoing [Key Objective 1] 	<ul style="list-style-type: none"> Implement on entry screening for Pre Primary in line with system requirements. Link also to revised CAR Policy <i>Funded Administration budget.</i> 	<ul style="list-style-type: none"> Deferred to 2011. # Implement 2011 in line with system expectations – Term 1.
<ul style="list-style-type: none"> Continue to provide opportunities for students to participate in two hours per week of physical activity during school time – ongoing [Key Objective 1] 	<ul style="list-style-type: none"> Ongoing. Phys Ed; Sport; Swimming; Edu-Dance; Fitness. <i>Funded Curriculum and Student Activities budgets.</i> 	<ul style="list-style-type: none"> Compliance achieved. # Continue as per policy requirements.
<ul style="list-style-type: none"> Review tasks undertaken by teachers to establish and reduce those that are not related to teaching and learning – 2008 and 2009 [Key Objective 2] 	<ul style="list-style-type: none"> Maintain Workload Advisory Committee to monitor and make recommendations. 	<ul style="list-style-type: none"> WAC met as required. Teacher collaboration used to minimize workload. # Continue 2011
<ul style="list-style-type: none"> Further strengthen self assessment as part of School Review and Accountability processes – ongoing [Key Objective 3] 	<ul style="list-style-type: none"> School Development Days Terms 3 and 4. Weekly Admin meetings. Term Senior Staff Meetings [Admin / Level 3] <i>Funded Administration budget.</i> 	<ul style="list-style-type: none"> Strong self assessment in evidence. # Maintain the level of staff involvement and awareness but fine tune through review in 2011 to contain workload.
<ul style="list-style-type: none"> Promote and acknowledge the successes of students and teachers within the wider community – ongoing [Key Objective 3] 	<ul style="list-style-type: none"> Fortnightly newsletters and assemblies. Press releases as opportunities present themselves. Web site news and events page. <i>Funded Administration budget</i> 	<ul style="list-style-type: none"> Website was an excellent example of celebration of the school. # Continue 2011 and look for opportunities to acknowledge all staff as appropriate.

Follow Up Recommendations

PRE-REQUISITES AND ENABLERS OF STUDENT ACHIEVEMENT – SELF ASSESSMENT

TEACHING

Student evidence files, classroom visits, performance management feedback, staff self assessment and a range of school documentation all point to quality teaching and learning in an outcomes focused environment with significant staff capacity.

LEARNING ENVIRONMENT

Various policies, activities and events confirm a safe and inclusive learning environment with very positive school community relationships e.g. "Aquaponics", Walking to School Bus, Ride to School Day etc.

LEADERSHIP

Internal staff survey responses generally support a positive view of school leadership.

RESOURCE

Policies, compliance demonstration, CSA and the School Plan indicate sound resource management focused on delivering high standards of student achievement. The school underwent an external audit in 2010 and achieved an overall rating of 'good' which is only achieved by 20% of schools audited.

RELATIONSHIPS

Hits on the school website, feedback from visitors and prospective enrolling parents, and parent involvement in school activities or responses to requests for support confirm highly developed positive relationships.