Roebuck Primary School

2015 ANNUAL REPORT

Through high quality teaching, leadership and expectations

Roebuck Primary School students will be positive,
resilient, inclusive and successful citizens.
INTRODUCTION

It is my pleasure to present Roebuck Primary School’s 2015 Annual Report. I am extremely pleased with the professional commitment of all staff and the significant achievements they have made in implementing and fulfilling actions to progress Roebuck Primary School in all academic and non-academic programs, events and activities across the school, K-6 and the wider community.

Strong collaborative practices have arrested stationary or downward trends across Year 3 curriculum with a reduction in students below National Minimum Standard and an upward shift to expected achievement. Significant value-adding is demonstrated between Years 3 and Years 5 across all Literacy and Numeracy areas with school performance exceeding or almost attaining our 2015 targets. Further value-adding is clearly demonstrated between Years 5 and our former Year 7 students with outcomes across the five main areas achieving or exceeding 2015 targets.

This considerable improvement across all year levels demonstrates a strong, collaborative commitment by all staff implementing whole school programs which are translated into rich, high quality learning programs including specialist programs in Music, Health, Physical Education and Science.

Our school is a happy and safe environment where children enjoy learning. Student behaviour is of a consistently high standard and Roebuck Primary School students demonstrate this through their manner of engagement in the classroom and play in the school yard. Participation in activities and commitment to representing the school in intra and inter team activities is held in high-esteem by all students.

As a member of the Broome Cluster of Independent Public Schools: Five Schools, One Community, we are maximising our collective resources and collaboration on identified community foci areas, including; cultural awareness, K-12 seamless curriculum; more streamlined transition for all students between primary and high school; greater commitment to ensure high attendance by all students and fostering greater collaborative practice in identified curriculum priorities such as BACE (Broome Australian Curriculum English).

Schools are not successful without the professional commitment of the teaching and wider community. We are pleased to acknowledge that this level of voluntary commitment contributes substantially to the character of our school. Roebuck Primary School’s motto is Working Together and this is evident across our whole school community.

SCHOOL BOARD

The Roebuck Primary School, School Board is representative of our school community and consists of parents, staff members and school principal. The School Board in partnership with the Principal is given powers to set and monitor the key directions of the school. The School Board is the major governing body of the school and recommends future directions for the school and oversees the school’s performance as directed via the school’s Business Plan. The School Board meets regularly throughout the year and all meeting minutes are made available to the school community.

2015 achievements include:
✓ A successful Department Education Services triennial review of school performance
✓ Review and re-alignment of the Roebuck Primary School Independent Public School Business Plan
✓ Further development of the Broome Cluster – Independent Public Schools Strategic Plan – where the collaboration and contextualisation of key priorities is established and implemented including representation and participation in the cluster ‘revisioning’ to celebrate successes and realign to local priorities
✓ Presentation of the Business Plan to meet stated milestones and targets as per the context of Roebuck Primary School
✓ Reviewed, discussed and managed the implications and challenges of a new school structure, K-6
✓ Reviewed, discussed and managed the implications and challenges of a new local intake area (LIA) as Broome North Primary School commenced its inaugural year
✓ Reviewed, discussed and managed the implications and challenges of the new Student Centered Funding Model - One Line Budget has on the management, finances and operations of Roebuck Primary School

The Department of Education Services review acknowledged the strength and progress of the school and the following areas are commended:

- The actions taken by the school leadership with staff to establish a culture of shared responsibility for teaching and learning through quality professional learning, reflection, mentoring and coaching opportunities associated with performance
- The focus on whole-school approaches and evidenced-based research and program development that has led to extensive cultural change in the school over the past two years
- The Principal and staff for the establishment of a safe and inclusive learning environment that provides a challenging curriculum to meet students’ needs
- The Principal, Deputy Principals and Registrar for the development of a leadership team that provided clear direction to staff through a time of considerable change, and has supported staff to make changes necessary to ensure that there is a whole-school focus on teaching for improved student learning
- The development of a distributed leadership model to empower staff and implement teaching and learning that meets the diverse needs of students

The School Board remains a proactive body that is supportive of the academic and non-academic participation and success of all of the students in our school community.

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Roebuck Primary School Broome Cluster: Five schools one community

Broome public schools operate as Independent Public Schools and as a value-adding measure have chosen to work within a federation cluster structure that supports consistency and sustainability across our five schools. The Cluster Board met regularly throughout 2015 and membership of the Board included school Board Chairs, Principals, Community Representatives and Allied Agency members.

Board participation has promoted a high quality, collegiate, cooperative and supportive relationship fostering consistent communication and Broome level planning and cooperation amongst the five schools, aligning to our motto: ‘Five Schools One Community’

As the result of a comprehensive review and planning event attended by members of each School Board it was determined that the Cluster would continue under the umbrella of a Cluster Framework as it was considered this structure was the most appropriate for our cluster.

All Cluster Schools have aligned to this Framework working within our overarching vision statement:

‘Working together to support and improve student outcomes in each school’
Within the Framework are a set of Protocols that guided the actions of the group and these are:

- **The Cluster arrangement represents opportunities for the schools to work together.**
- **Principals are to meet regularly as a collegiate group.**
- **Cluster initiatives will include flexibility to meet individual school needs.**
- **Schools involvement in any Cluster initiative is to be at the discretion of each school.**
- **The Cluster schools commit to the support and promotion of their own school, each other’s schools and public education.**

For Roebuck Primary School, participation in the Broome Schools Cluster across 2015 has enabled us to engage in a collaborative cluster conference that led to further engagement with curriculum teams; specifically Broome Australian Curriculum English; greater links between specialist staff and a more concerted effort to align relevant professional learning opportunities for school support staff.

We commend this Annual Report as an account of the success of 2015 from which we will continue to refine and consolidate our energies and commitment via the Roebuck Primary School 2016-2019 Business Plan.

Kelvin Shem  
Principal

Nicola Walters  
Chair School Board

**BACKGROUND**

Roebuck Primary School is situated in Broome, the southernmost town on the Dampier peninsula. Broome serves as the administrative hub for government services to the region as well as the service centre for the West Kimberley and surrounding communities. Historically, Broome was an important port and in the early 1900s became the centre of the State’s pearling industry. Migrations of diverse cultural groups involved in the early pearling and pastoral industries have contributed to the unique multicultural mix that today is a feature of the Broome community. Our school takes its name from the large bay on which the township of Broome is located. Roebuck Bay was named after the ship that English explorer, naturalist and buccaneer William Dampier sailed on his second visit to the area in 1699.

Broome is a national and international tourist destination and many of the town’s businesses directly or indirectly provide tourism services. Broome has a fluctuating relationship with the interior of the Kimberley for oil, gas and other diverse resources and is an increasingly important land-based service centre for off-shore oil and gas operations. The all-important cattle industry is expanding its influence in local and over-seas markets.

Roebuck Primary School was the first regional school in houses initiative undertaken by the Department of Education and Training. It was designed to provide local area access to education for a new housing estate in Broome. The school opened in February 2000 with 75 students.

By 2006 the school relocated to the present location adjacent to the schools in houses site. Set in attractive landscaped grounds, the site features a theme of flight with depictions of migratory birds and aircraft; recognising Broome’s international importance for migratory birds and the school grounds earlier history as Broome International Airport’s north-south runway.

In 2015 the school began its transition to a smaller school, with 8 year levels, K-6, as the Year 7’s became part of the high school structure and Broome North Primary School commenced its
inaugural year, thus reducing Roebuck Primary School’s local intake area (LIA). Student enrolments settled at 535 +/- 10 with regular seasonal and contextual adjustments.

School website: www.roebuckps.wa.edu.au

Roebuck Primary School enjoys an attractive, tropical landscaped setting, with school grounds reflecting the flight theme and links to the native birds.

2015 ORGANISATION & STAFFING

As an Independent Public School, Roebuck Primary School operates within a flexible federation style arrangement as a cluster with the other public schools in Broome: Broome PS, Cable Beach PS, Broome North PS and Broome SHS.

Roebuck Primary School retains its own School Board as part of our governance and is an associate of the Cluster Board; an entity that has no binding authority over each school but brings together, through nominated representatives, the respected schools to assist in achieving cluster priorities.

2015 saw the number of classes at Roebuck Primary School reach 20 with approximately three classes per year level; with several composite classes adjusting to the flexible enrolment that has become typical of Broome schools; fluctuating between the ‘wet and dry’ seasons and the influx of transient and seasonal workers.

The ‘sub-school’ system established in 2010 was maintained and expanded with each area of the school Junior Primary (K-2), Middle Primary (3-4) and Upper Primary (5-6) having each of the school administration team lead teachers and manage students.

Teaching specialists include:
- Physical Education
- Health
- Science
- Music

Non-teaching specialists include:
- Aboriginal Islander Education Officer (AIEO)
- Special Needs Education Assistants
- Mainstream Education Assistants

A planned initiative over the 2012-2015 Business Plan was the development of a distributed leadership model. This deliberate strategy invested heavily in a course of professional learning; developing a suite of leadership skills, knowledge and experiences that built the capacity of the staff to take ownership of and responsibility for the academic and non-academic priorities within the Business Plan. A significant change in the management and operation of the school entrusted the staff to take greater roles, responsibilities and measured, professional risks in developing a whole-school approach that utilised data-informed, evidenced-based practices to not only make changes to the ‘what’ – the expectations and standards of the curriculum as related to Roebuck
Primary School but the ‘how’ – the pedagogy and feedback to inform teachers of their effectiveness.

School Operational Plans with distinct targets and outcomes operate over an 18 month plan divided into three distinct but transitional periods of: Expected, Planned and Projected outcomes. Staff plan longer term commitments in reference and alignment to the Business Plan but separate the focus of intention into these three phases. Every 15 weeks the Curriculum Leaders review progress and achievements of these trimester plans against the Business Plan and make necessary adjustments as per the evidence available; thus adjusting the resourcing and focus to current profiles.

To ensure there is alignment to the planning and to support staff collaboration staff have reviewed, trialed and implemented a new model for staff meetings. This model supports greater discussion and actions directed to classroom practice and assist staff where there are:
- several classes of one year level
- phases of learning, and;
- specific curriculum areas.

There are five mandated staff meetings per term and these have been developed, led and implemented by staff to address specific agenda items and school foci:

- Week 1 - Year level
- Week 2 - General / curriculum
- Week 4 - Curriculum
- Week 6 - Year level
- Week 8 - General / curriculum.

Agenda items and minutes are kept and information made available to all staff. These meetings are guided by the school Business and Operational (Trimester) Plans.

Roebuck Primary School operates with a whole school focus where screening assessments; the development of academic profiles; targeted interventions; specific whole school understandings on pedagogy (teaching styles) and whole school standards and expectations measured against national and state benchmarks are embedded.

A comprehensive screening and tracking system of systemic and school-based data is utilised by all staff where information is aggregated and via Curriculum and Year Level Teams specific school priorities and programs are translated into responsive, rich classroom programs. Oversight is provided by a Curriculum Leadership Team comprising identified school leaders who regularly review whole school data and ensure contextual information is addressed within the Business Plan and Department of Education strategic plan.

Through the distributed leadership framework, Curriculum Leaders analyse data and collate school, cohort and year level profiles thus directing school resources; human, physical, financial support to where it is most needed.

Cohort and sub-groups include:
- Students with disabilities
- Students failing to satisfactorily progress
- Students identified as capable, high achievers
- Early childhood students developmentally at risk
- Targeted sub-groups such as English Second Language (ESL) students

A specialist Student Services leader works with the school psychologist, staff, parents, students and health professionals to engage specialist assistance, support and funding to ensure ALL students have access to the curriculum and other school events and programs.
The school encourages parents to be partners in the schooling of their children and we seek their active support in developing specific programs when a need is identified.

I cannot commend the staff enough for the innovative, responsive and professional manner by which they have engaged, articulated and demonstrate high expectations not only for the students; the school and our wider community but for themselves in continuing to aspire and provide the highest standards and professional practices at Roebuck Primary School.

Roebuck Primary School’s teaching and support staff work together to provide a range of comprehensive academic and non-academic programs for ALL students. Their level of commitment and continuation of training and further study ensures high quality teaching and learning with a focus of high student achievements in all our endeavours.
ENROLMENT

Roebuck Primary School had experienced significant enrolment pressures in 2015, specifically related to the loss of the Year 7 students to high school and Broome North Primary School opening.

With a new Local Intake Area (LIA) a more stable student population and reduced level of transiency is expected allowing resourcing and energies to be directed to more consistent aspects of school organisation and management.

Student Numbers - Trends

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Student demographic

- Thai / Filipino: 5%
- Aboriginal: 10%
- Other: 85%

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Table 1: School population 2005 - 2015

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<tbody>
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<td>Inc Kindergarten</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2005</td>
<td>379</td>
<td>429</td>
<td>450</td>
<td>460</td>
<td>530</td>
<td>576</td>
<td>628</td>
<td>682</td>
<td>748</td>
<td>735</td>
<td>535</td>
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ATTENDANCE

Roebuck Primary School’s collective attendance has achieved 94.3% which is fractionally above ‘like schools’ and above State average. Attendance of Aboriginal students remains consistently above State average. The biggest contributor to non-attendance for all students continues to be parents accessing longer holiday breaks to travel throughout the Kimberley / overseas or seasonal employment. Attendance in our non-compulsory years of Kindergarten is improving as parents realise the benefits of establishing attendance routines for students as early as possible, in addition to reducing gaps in what are strong early years learning programs. Compulsory aged schooling commences from Pre-Primary and the importance of this is recognised by parents as they ensure high and regular attendance of students.

The School Attendance plan attempts to address any issues of absenteeism with close scrutiny of any students who fall below 90% regular attendance. All teachers work closely with the School Based Attendance Officer (SBAO) and the Aboriginal Islander Education Officer (AIEO) to enable regular attendance of ALL students.
In 2015 we implemented an Attendance Plan to work with staff and parents to address attendance issues.

1. Staff are compelled to follow up on non-attendance immediately and have regular conversations with students and parents regarding irregular attendance.
2. Administration staff seek strategies for dealing with interstate transfers in a more timely manner.
3. Parent education is addressed through information in the newsletters and staff/parent meetings.
4. Where appropriate, the School Based Attendance Officer makes contact with families to offer personalised support.

### Attendance Overall

#### Primary Attendance Rates

<table>
<thead>
<tr>
<th></th>
<th>Non - Aboriginal</th>
<th>Aboriginal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Like Schools WA Public Schools</td>
<td>School Like Schools WA Public Schools</td>
<td>School Like Schools WA Public Schools</td>
</tr>
<tr>
<td>2013</td>
<td>94.0% 94.0% 92.7%</td>
<td>90.2% 89.3% 80.7%</td>
<td>93.7% 94.0% 92.6%</td>
</tr>
<tr>
<td>2014</td>
<td>93.4% 93.4% 93.2%</td>
<td>90.5% 88.7% 80.4%</td>
<td>93.1% 93.3% 92.1%</td>
</tr>
<tr>
<td>2015</td>
<td>94.6% 93.9% 93.8%</td>
<td>92.0% 88.1% 81.2%</td>
<td>94.3% 93.7% 92.7%</td>
</tr>
</tbody>
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#### Attendance Category

<table>
<thead>
<tr>
<th></th>
<th>Regular</th>
<th>At Risk</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Indicated Moderate Severe</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>79.6% 14.8% 3.5% 1.9%</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>78.9% 16.1% 3.8% 1.0%</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>83.9% 11.5% 4.3% 0.1%</td>
<td></td>
</tr>
<tr>
<td>WA Public Schools 2015</td>
<td>78.0% 15.0% 5.0% 2.0%</td>
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</table>

2015 Roebuck Primary School athletics carnival
STUDENT DESTINATION

The traditional practice of families sending students to Perth for secondary schooling is reducing as the inherent benefits of programs and standards at Broome SHS are recognised by the local community. As a member of the Broome Cluster; five schools one community an aspect of collaboration and promotion of the seamless educational transition between primary and high school has been a cluster priority with a target of 80% transition to BSHS.

Destination Schools

2015 school destinations of the 2014 student cohort

<table>
<thead>
<tr>
<th>Destination Schools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4064 Broome Senior High School</td>
<td>50</td>
<td>23</td>
<td>73</td>
</tr>
<tr>
<td>1152 Pilbarra College</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>4057 Carline Senior High School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1021 Catholic Agricultural College Bindaon</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4183 Dampier College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1357 John Voelastam Ang Corn School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4192 Joseph Banks Secondary College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1171 Scotch College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1103 St Brigid's College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1157 St Mary's Anglican Girls' Sch</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1227 St Mary's College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Year 6 transition to Broome Senior High School from Roebuck Primary School in 2015 was 82%.

BEHAVIOUR MANAGEMENT

Effective management of student behaviour is an important factor in assisting Roebuck Primary School to manage a happy, safe and harmonious school. All teachers have a classroom behaviour management plan in line with the whole-school Behavior Management Strategy (BMS) principles.

Our strong Values program, Six Kinds of Best (6KB) is an integral part of the Behaviour Management program we have embedded at Roebuck Primary School. In addition each class has a buddy class to provide students with the opportunity to model learning behaviors with younger children; assist fellow students with playground behaviours, and; provide an audience for regular shared classroom activities.

Behaviour management is not all about managing poor behaviour. Roebuck Primary School uses behaviour management funding to support inclusion of ALL students in regular school activities including programs aimed at rewarding positive behaviour.

Students receive their Values Certificates
STUDENT LEADERSHIP

Student leadership is promoted at Roebuck Primary School through an extensive program of student selection, leadership training, and involvement of student leaders as models of behaviour with other students. We believe that the tone of our school is significantly influenced by the attitudes and behaviours’ especially of our senior students. Through the establishment of a high profile and committed group of students who take on real responsibilities within the school, carefully managing their growth and supporting them in their activities, we are able to more effectively promote school values to all students. In 2009 the leadership group was expanded to include four Faction Captains in addition to ten Student Council members. Deputy Principal, Barbara Smith managed the selection, training and activities of the group and has, from this foundation, built a strong, sustainable leadership team.

The Process:
Students interested in seeking election to the leadership group obtain permission from parents and seek endorsement from two staff members. Students deliver a short election speech to students in years 4, 5 and 6. Students and staff vote for candidates and a Student Council comprising 14 students is chosen. Four Faction Captains and Vice Captains are selected in addition to the Student Councillors.

A leadership training and team building camp is conducted at Broome Camp School each February with activities designed to encourage self-confidence, identify personal skills and to begin planning student activities for the forthcoming year. Skills for public speaking are taught and practised and at the conclusion of the camp students give a presentation about the camp to assembled parents. Feedback from students, parents and staff is always very positive and the school values this process and whole heartedly endorses this program for successive years.

2015 activities involving student leaders included:

- School assemblies
- Anzac Day
- NAIDOC Week
- Sports Days
- Fundraising for student charities
- Faction events and competitions
- Discos
- Presentation Night
- Lapathon
- Bookweek activities
- Community engagement through
  - Visits to homes of the elderly.
  - Environmental partnerships with conservation groups
A major role of the Student Councils is to lead Action Teams comprising volunteer students from Year 4–6. These teams are:

- Sport
- Environment
- Community
- Public Relations
- Values
- Curriculum

These teams (a total of 75 students) are proactive in organizing and managing a myriad of events and activities across the school which benefit all students and demonstrate the Roebuck Primary School ethos of *Working Together.*

On behalf of the school we publicly acknowledge the work and commitment of all student leaders in 2015 and especially the dedication of Mrs Smith in inspiring and leading the Student Leadership Team.

**SPECIALIST PROGRAM**

In 2015 the school offered extension programs through PEAC – Primary Extension and Academic Challenge. Students are selected for PEAC having achieved within the top third percentile of screening assessments that are attempted when the students are in Year 4. A range of programs are developed by the specialist PEAC teacher to cater for these students within each course ten weeks’ duration.

PEAC is hosted at Roebuck Primary School.

**COMMUNITY**

Roebuck Primary School is fortunate to enjoy strong support from parents and the wider Broome community. The school has a strong Parents and Citizens (P&C) association who are active in promoting the school and supporting programs through raised funds.

In 2015 parent fundraising contributed to the purchase of a variety of resources across the school priority areas that assisted students to better access an interesting curriculum program designed by staff that reflected the context of Roebuck Primary School.

Parents are invaluable as volunteers in classrooms supporting learning programs, sport days, incursions, excursions, discos and parent Open Nights. These events are very well attended and parent support translates into strong student commitment to school activities.

School facilities and grounds see strong use by families and sporting groups out of school hours with sports such as football, cricket, netball, basketball and little athletics all conducting regular training and events at the school.
Our staff and students are increasingly involved in community and cultural events with 2015 participation in events including:

- NAIIDOC celebrations involving several planned events during the week
- Book and Brekky celebrations and early childhood events
- Reconciliation Walk
- Harmony Day
- Christmas / end of Year evening concert
- Shinju Matsuri Festival events
- ANZAC Day commemorations
- Movie Nights
- Music – Count Us In

PLANNING FOR IMPROVEMENT – School Opinion Survey

The school collects a range of information from staff, students and parents through a variety of methods. The national survey is being conducted in Term 1, 2016. Previous survey information has supported and / or acknowledged the school across several domains with gathered information providing future directions and lines of enquiry for future planning.


With Roebuck Primary School’s Local Intake Area (LIA) reduced with the opening of Broome North Primary School, Roebuck Primary School’s transiency is expected to continue to reduce from its high of 33% (2014). 2015 transiency was 22%. A more stable and expected transiency target is 15% which we project to attain in 2020 as more positive aspects flow from a more settled intake area.

Roebuck Primary School continues to maximize the flexible opportunities the Student-Centred Funding Model provides ably supported by a dedicated, professional and energetic teaching and school support staff.

PLANNING FOR IMPROVEMENT - Academic and Non-academic

At Roebuck Primary School we aim to have every student achieve their educational potential; to make continual improvement and for our school standards to be above the Australian mean as expressed in national system assessments – NAPLAN.

Roebuck Primary School makes use of a range of school-based and system data about student performance to assist in meeting the challenge of ensuring all students achieve their potential in literacy and numeracy. The school’s collection and use of performance information focuses on assisting with:

- Informing teacher planning for class groups
- Individual planning targeting students at educational risk
- Planning for school improvement
- School accountability
- Reporting on student achievement
- Collaborative planning between teachers
Foremost in our reflection on student performance is the extent to which we use data both as an assessment for learning (formative assessments) and of learning (summative assessments).

Roebuck Primary School has implemented a comprehensive screening and tracking system to create academic profiles of student achievements and progress. These screening tools are supported through research and evidence as comprehensive resources to provide the most immediate and accurate information to allow teachers to make informed judgements about student performance. These profiles inform teacher planning, learning and assessment; create school profiles; and inform on where and how to organise school structures and provide appropriate resources. These profiles create a strong foundation from which staff build and track student performance; and where required, move students to intervention or extension programs.

**SCHOOL PERFORMANCE – NAPLAN**

Our school uses the information to:
- assist in moderation of our professional judgements on student performance
- identify profiles to inform strategic planning support
- identify specific cohorts for literacy and numeracy instruction for school / teacher planning
- provide a system measure of a student’s performance to parents
- celebrate the achievement made by students
- celebrate the progress made by students

Roebuck Primary School is able to compare its relative performances nationally using on-line data published on the My School website. [www.myschool.edu.au](http://www.myschool.edu.au)

The National Assessment Program—Literacy and Numeracy (NAPLAN) tests are conducted in May each year for all students across Australia in Years 3, 5, 7 and 9. All students in the same year level are assessed on the same test items in the assessment domains of Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

At present, our school academic performance; as expressed in targets in the school Business Plan is measured by student ACHIEVEMENT and PROGRESS in NAPLAN. NAPLAN, being our national assessment, provides schools a breadth of information to make measured, professional and realistic judgements about school performance.

**Achievement** is expressed by student performance in NAPLAN.

**Progress** is expressed by the growth between the score a student achieves between Years 3-5; and Years 5-7.

Roebuck Primary School has an Index of Community Socio-Educational Advantage (ICSEA) of 1014, whereas the average Australian school has an ICSEA of 1000, meaning that Roebuck Primary School aspires to set realistic targets above the Australian Mean.
School Performance – Proficiency Performance (Like Schools and (WA) State Schools)

Bands compared to Year level grades.

- Bands 6-10: A
- Band 5: B
- Bands 3-4: C
- Band 2: D – National Minimum Standard
- Band 1: E – student is on an Individual Education Plan

Achievement

These graphs show ALL TESTED students in Year 3 and Year 5.

This achievement is referenced against ‘like schools’ and is therefore higher than the Australian mean score.

The other achievement is referenced against ‘state - WA’ schools and is comparable to the Australian mean.

Numeracy

Year 3 cohort has improved with achievement increasing in the higher bands. Band 3 and Band 4 represents 60% of expected student achievement. Roebuck Primary School has maintained this percentage profile but has made significant efforts in reducing the students in Band 1 and Band 2 and raised the percentage of students achieving in Bands 3 and 4. This value-adding is positive and should continue to be demonstrated as we match our school-based assessments to our higher expectations.

Reading

Student achievement in Band 1 and Band 2 is being reduced and the percentage of students achieving in the mid to upper Bands is improving. The achievement of students at 22% in Bands 6-10 is an indication of value-adding to already well achieving students. The focus is to continue to reduce the percentage of students in Bands 1-3.
**Grammar and Punctuation**  
The reduced performance in Bands 1 and 2 are an indication of the positive inputs in all class programs in the early years. Maintaining the achievement in Bands 4 and above is a strong indication of our expected performance level.

**Writing**  
Year 3 performance has improved in Bands 4 and above. Our profile is closer to the Australian and State mean. The focus is for continued improvement to move the large percentage of students achieving in Band 5 to Bands 6-10.

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<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>Like Schools</th>
<th>State</th>
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<tbody>
<tr>
<td>6-10</td>
<td>6%</td>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td>5</td>
<td>31%</td>
<td>24%</td>
<td>19%</td>
</tr>
<tr>
<td>4</td>
<td>35%</td>
<td>37%</td>
<td>17%</td>
</tr>
<tr>
<td>3</td>
<td>18%</td>
<td>21%</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
<td>8%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>1</td>
<td>3%</td>
<td>7%</td>
<td>9%</td>
</tr>
</tbody>
</table>

**Spelling**  
Year 3 results have improved from previous school performance and are in keeping with the Australian and State profiles. A significant reduction in Band 1 and Band 2 should be recognised as an indication of the strength of the early years’ literacy program. The focus is to continue to move students achieving in Band 3 and Band 4 to Band 5 and above.

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>Like Schools</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10</td>
<td>10%</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>5</td>
<td>26%</td>
<td>23%</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>24%</td>
<td>21%</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>21%</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>2</td>
<td>17%</td>
<td>2%</td>
<td>11%</td>
</tr>
<tr>
<td>1</td>
<td>5%</td>
<td>9%</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Grammar and Punctuation**  
The reduced performance in Bands 1 and 2 are an indication of the positive inputs in all class programs in the early years. Maintaining the achievement in Bands 4 and above is a strong indication of our expected performance level.
SCHOOL PERFORMANCE: Proficiency Performance (Year 5) and Progress (Year 5 to Year 7)

**Bands compared to report grades**

Bands 8-10 A
Band 7 B
Band 5-6 C
Band 4 D National Minimum Standard

**Percentage of students in each Proficiency Band**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 to 10</td>
<td>3%</td>
<td>5%</td>
<td>9%</td>
<td>7%</td>
<td>8%</td>
<td>5%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>7</td>
<td>9%</td>
<td>6%</td>
<td>10%</td>
<td>10%</td>
<td>12%</td>
<td>5%</td>
<td>11%</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td>6</td>
<td>18%</td>
<td>29%</td>
<td>26%</td>
<td>28%</td>
<td>21%</td>
<td>28%</td>
<td>24%</td>
<td>22%</td>
<td>34%</td>
</tr>
<tr>
<td>5</td>
<td>12%</td>
<td>38%</td>
<td>46%</td>
<td>19%</td>
<td>26%</td>
<td>39%</td>
<td>29%</td>
<td>28%</td>
<td>37%</td>
</tr>
<tr>
<td>4</td>
<td>22%</td>
<td>20%</td>
<td>14%</td>
<td>14%</td>
<td>16%</td>
<td>19%</td>
<td>20%</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>1 to 3</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Bands compared to report grades**

Bands 9-10 A
Band 8 B
Band 6-7 C
Band 5 D National Minimum Standard

**Percentage of students in each Proficiency Band**

<table>
<thead>
<tr>
<th>Band</th>
<th>School 2015</th>
<th>State 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 to 10</td>
<td>11.2%</td>
<td>8.6%</td>
</tr>
<tr>
<td>8</td>
<td>18.8%</td>
<td>13.1%</td>
</tr>
<tr>
<td>7</td>
<td>41.5%</td>
<td>24.5%</td>
</tr>
<tr>
<td>6</td>
<td>11.2%</td>
<td>20.5%</td>
</tr>
<tr>
<td>5</td>
<td>11.2%</td>
<td>21.2%</td>
</tr>
<tr>
<td>1 to 4</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Reading**

Year 5 achievement shows a reduction of students at National Minimum Standard with 53% of students achieving in Bands 5 and 6 – C Grade. The focus for the school is to get more Year 5 students achieving in Bands 7-10. The value-adding that has occurred between Year 5 and Year 7 is significant. **Over 35%** of students achieving in Bands 8-10 exceeds the expected national performance of 20%. Further analysis of school practice and teaching will identify the elements we wish to retain to continue to reflect this achievement and progress of students in Reading.

**Writing**

Whilst the bulk of students are performing in Bands 5 and 6, reflecting ‘like schools’ and State achievement. The focus is to have more students achieve in and above Band 6.

Year 7 performance retains the bulk of students within Bands 6 and 7 – higher than State achievement. The focus is to reduce the percentage of students in Band 5 or less and move more students into the performance of Band 7 and above.
Spelling
School results reflect similar performance to ‘like schools’ and state achievements. Whilst this is at our expected performance level there is a focus to have more students achieve in Band 6 and above. As whole school practices become fully implemented this should be reflected in subsequent school data. Value-adding between Year 5 and Year 7 is significant in both achievement and progress with school performance exceeding State profiles quite significantly.

Grammar and Punctuation
In Year 5 school performance achievement in Bands 7 or above reflects 46% of the student cohort. This success is reflected in the Year 7 cohort data far exceeding State performance. The focus of the school is to continue to implement strong practices to maintain this level of excellent achievement.
SCHOOL PERFORMANCE: Value-adding

Australian mean (Years 3-5)
The midpoint is expected student achievement. The further away from this midpoint is further from expected performance measured in either +ve or -ve. Any achievement on the right hand side of the quadrant is good achievement.

Any achievement in the top right quadrant is exceeding expected performance.

Top left quadrant shows that the group of students has made Higher Progress and closing any gap from previous to expected performance.

Bottom left quadrant is the area of focus and attention to improve achievement for these curriculum areas.

Australian mean (Years 5-7)
All performances are in the top, right quadrant demonstrating value-adding to expected performance.

The success of student achievement is a source of celebration and congratulations to both staff and students in such positive and strong results.

The focus of the school is to identify the elements of the teaching practices, resourcing and expectations to ensure we maintain this strong academic performance.
## Financial Summary

### Roebuck Primary School – Financial Summary

#### Budget vs Actual

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget ($000)</th>
<th>Actual ($000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voluntary Contributions</td>
<td>24,402.00</td>
<td>17,430.00</td>
</tr>
<tr>
<td>2. Charges and Fees</td>
<td>21,590.05</td>
<td>21,549.85</td>
</tr>
<tr>
<td>3. Fees from Facilities Hire</td>
<td>200.00</td>
<td>-</td>
</tr>
<tr>
<td>4. Fundraising/Donations/Sponsorships</td>
<td>13,938.40</td>
<td>13,938.40</td>
</tr>
<tr>
<td>5. Commonwealth Govt Revenues</td>
<td>2,269.28</td>
<td>2,269.28</td>
</tr>
<tr>
<td>6. Other State Govt/Local Govt Revenues</td>
<td>200.00</td>
<td>200.00</td>
</tr>
<tr>
<td>7. Revenue from Co, Regional Office and Other Schools</td>
<td>9,374.96</td>
<td>9,374.96</td>
</tr>
<tr>
<td>8. Other Revenues</td>
<td>21,514.21</td>
<td>19,377.44</td>
</tr>
<tr>
<td>9. Transfer from Reserve or DGR</td>
<td>191,059.64</td>
<td>191,059.64</td>
</tr>
<tr>
<td>10. Residential Accommodation</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11. Farm Revenue (Ag and Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12. Farm Revenue to CO (Ag Colleges only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>13. Residential Boarding Fees to CO (Ag Colleges only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>14. Residential Operations</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>15. Farm Operations (Ag and Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>16. Farm Revenue to CO (Ag and Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>17. Camp School Fees to CO (Camp Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>18. Contingencies Expenditure</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### Contingencies Revenue - Budget vs Actual

![Contingencies Revenue Graph]

#### Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget ($000)</th>
<th>Actual ($000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administration</td>
<td>22,394.69</td>
<td>20,815.85</td>
</tr>
<tr>
<td>2. Lease Payments</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3. Utilities, Facilities and Maintenance</td>
<td>538,990.20</td>
<td>404,573.29</td>
</tr>
<tr>
<td>4. Buildings, Property and Equipment</td>
<td>79,724.18</td>
<td>87,742.95</td>
</tr>
<tr>
<td>5. Curriculum and Student Services</td>
<td>146,774.09</td>
<td>113,063.16</td>
</tr>
<tr>
<td>6. Professional Development</td>
<td>85,423.86</td>
<td>81,672.73</td>
</tr>
<tr>
<td>7. Transfer to Reserve</td>
<td>135,174.00</td>
<td>133,194.09</td>
</tr>
<tr>
<td>8. Other Expenditure</td>
<td>305.00</td>
<td>332.96</td>
</tr>
<tr>
<td>9. Payment to CO, Regional Office and Other Schools</td>
<td>61,831.00</td>
<td>53,256.52</td>
</tr>
<tr>
<td>10. Residential Operations</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11. Residential Boarding Fees to CO (Ag Colleges only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12. Farm Operations (Ag and Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>13. Farm Revenue to CO (Ag and Farm Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>14. Camp School Fees to CO (Camp Schools only)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>15. Unallocated</td>
<td>3,904.06</td>
<td>-</td>
</tr>
<tr>
<td>Total Goods and Services Expenditure</td>
<td>880,361.08</td>
<td>846,631.66</td>
</tr>
<tr>
<td>Total Forecast Salary Expenditure</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>880,361.08</td>
<td>846,631.66</td>
</tr>
</tbody>
</table>

#### Cash Position

![Cash Position Graph]

The school carried over $443,258.99 with the majority accounted for in a Reserve – Asset Replacement Account where the school has committed monies to account for the purchase of large scale items and on-going expected expenses such as playground replacement, ICT – computers, photocopiers, lawn mowers, furniture and other identified items that require regular and cyclic replacement.

The General Fund balance is in accord with financial direction from the Department of Education’s Finance and Audit Directorate.

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The General Fund balance is in accord with financial direction from the Department of Education’s Finance and Audit Directorate.