



Roebuck

PRIMARY SCHOOL



2017 ANNUAL REPORT

*Working together with high expectations;
through quality teaching and leadership, Roebuck Primary School students will be
positive, resilient inclusive and successful citizens.*

INTRODUCTION

It is my pleasure to present Roebuck Primary School's 2017 Annual Report. 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 and the wider community is to be commended.

Belonging, Being, Becoming; the Early Years' Learning Framework principles and philosophies emphasise the merits in providing a rich, educational care learning experience. The framework's specific emphasis on literacy, numeracy and social and emotional development underpin the whole school approach to the quality teaching and learning experience all staff provide, Kindergarten to Year 6.

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 and inclusiveness in both the classroom and school yard.

Consistent whole school and strong collaborative practices has seen positive trends across Year 3 with a reduction in students below National Minimum Standard. Significant value-adding has been demonstrated between Years 3 to Years 5 and Year 5 to Year 7 (measuring our former Year 6 students) across Literacy, Numeracy, Writing, Spelling and Grammar and Punctuation, with school performance exceeding our targets in most areas.

Our specialist programs continued to provide a rich and engaging curriculum in Music, Digital Technologies, Physical Education and Science.

Partnership with families and community consultation across school initiatives has seen tremendous input that has guided decision-making around several whole school and on-going school improvement projects. This collaboration continued to provide greater ownership of our school and was evident when students and families shared in the use of these resources. These include: improvements such as the development of the early years' playground and senior school student lunch area. New equipment and resources was purchased to support parent/carer involvement on event evenings assisting with greater engagement and participation of and for all students.

Student services, early intervention, high quality staff, evidenced-based practices and resources were directed toward all children to assist in equality and fairness so all children experienced learning that was engaging and provided the foundations to build success for life.

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

Schools are not successful without the professional commitment of the teaching and support staff and unwavering commitment of the wider community. We are pleased to acknowledge that this level of commitment contributed substantially to the character of our school. Roebuck Primary School's motto, ***Working Together - Yagarrmabulanji Murrgurlayi***, is embedded within and across our whole school community.



Mr Kelvin Shem
Principal



Mrs Louise Bowtell
Deputy Principal



Mrs Lisa Hebble
Deputy Principal



SCHOOL BOARD

The Roebuck Primary School Board is representative of our school community and consists of parents, community representatives, 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 Delivery Performance Agreement and Business Plan.

The School Board meets regularly throughout the year and all meeting minutes are made available to the school community.

2017 achievements included:

- ✓ Regular review of the Roebuck Primary School Independent Public School Business Plan 2016 – 2018 against the Delivery Performance Agreement.
- ✓ School Board professional learning on roles, responsibilities and governance.
- ✓ Comprehensive review of the school's priority: Collaboration and Partnership, making definitive clarification around these priorities and recommendations for the current Operational Plan and forthcoming Business Plan, 2019-2021.
- ✓ Further development of the Broome Cluster where the collaboration and contextualisation of key priorities was refined to realign and implement local priorities
- ✓ Presentation of data by staff to address milestones and targets
- ✓ Reviewed our Terms of Reference with changes making the board more responsive to the community demographic.
- ✓ Surveyed, reviewed and recommended a comprehensive Indonesian Language program from 2018.

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

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 2017 and membership of the Board included school Board Chairs, Principals, Community Representatives and Allied Agency members.

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

The Cluster continued to operate under the umbrella of a Cluster Framework. All Cluster Schools 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:

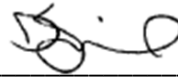
- ***The Cluster arrangement represents opportunities for the schools to work together.***
- ***Principals are to meet regularly as a collegiate group.***
- ***Cluster initiatives will include flexibility to meet individual school needs.***
- ***Schools involvement in any Cluster initiative is to be 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 2017 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 2017 from which we will continue to refine and consolidate our energies and commitment via the Roebuck Primary School 2016-2018 Business Plan.



Kelvin Shem
Principal



Duncan Smith
Chair School Board

BACKGROUND

Roebuck Primary School, located in the suburb of Djugun, opened in 2000 and is one of four public primary schools in Broome. In its 17 years, Roebuck Primary School has grown from an initial enrolment of 75 students to a capacity high 748 in 2014; prior to the Year 7's leaving and the opening of a new school north of Djugun. Roebuck Primary School's 2017 enrolment was 507. With a new, reduced Local Area Intake (LIA) zone, seasonal and contextual adjustments, the forecast student projection for Roebuck Primary School is 440 students by 2020.

To address these external factors and the significant effects they had and continue to have, the School Board, school administration and staff have created a vibrant, dynamic and progressive Business Plan that is focused on each student being given the opportunity to achieve their potential whilst in a safe and supported class and school environment.

Our families are extremely supportive and their contribution and patronage in all school activities and events ensures that Roebuck Primary School has a vibrant community atmosphere.

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 site's history as Broome International Airport's north-south runway. This theme is further reflected in the Djugun suburb and is embedded in our schools values program and throughout the many annual activities and events.

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



2017 ORGANISATION & STAFFING

As an Independent Public School, Roebuck Primary School operated 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.

2017 saw the number of classes at Roebuck Primary School reach 21 with approximately three classes per year level; with several composite classes enabling the school to adjust 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. However, it is acknowledged that transiency has reduced to 12% from a high of 33% four years ago.

The sub-school operated with each area of the school: Early Childhood (K-1), Middle Primary (2-3) and Upper Primary (4-6), having each of the school administration team lead teachers and manage students.

Teaching specialists include:

- ✓ Physical Education
- ✓ Digital Technologies
- ✓ Science
- ✓ Music

Non-teaching specialists include:

- ✓ Aboriginal Islander Education Officer (AIEO)
- ✓ Special Needs Education Assistants
- ✓ Mainstream Education Assistants
- ✓ Macqlit & Minilit

Distributed leadership continued to operate, maximising the professional knowledge, suite of leadership skills and experiences of staff as they took ownership of and responsibility for the academic and non-academic priorities within the Business Plan. Staff were entrusted to take greater roles, responsibilities and measured professional risks in developing a whole-school approach that utilised data-informed, evidenced-based practices to:

1. make changes to the 'what' - the expectations and standards of the curriculum as related to Roebuck Primary School: and,
2. 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 the alignment to the planning and to support staff collaboration, there were five mandated staff meetings per term and these had been developed, led and implemented by staff to address specific agenda items and school foci:

- Week 1 - Curriculum: year level meeting
- Week 2 - Curriculum: whole school meeting
- Week 4 - Curriculum: literacy / numeracy meeting
- Week 6 - Curriculum: year level meeting
- Week 8 - Curriculum: whole school meeting

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

Roebuck Primary School operated 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 were embedded.

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

Through the distributed leadership framework, Curriculum Leaders analysed data and collated school, cohort and year level profiles thus directing school resources: human, physical and financial support to where it is was 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 worked with the school psychologist, staff, parents, students and health professionals to engage specialist assistance, support and funding to ensure ALL students had access to the curriculum.

The school encouraged parents to be partners in education and we sought and received their active support and participation in developing specific programs when a need was identified.

I cannot commend the staff enough for the innovative, responsive and professional manner by which they engaged, articulated and demonstrated 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.



Student Services

The focus of Student Services was to support staff to provide a safe and inclusive environment where all students had the opportunity to achieve at their potential. The Student Services Deputy Principal worked closely with our school psychologist who, together, implemented a comprehensive framework that supported staff, students and families.

Positive working relationships with inter-agencies and Department based support staff allowed access to content specialists whose assistance provided a case by case management process.

Student Services had a focus on early intervention and building the professional knowledge of all staff; thereby building the collective capacity creating an inclusive and responsive school.

Values

Pilot, our Gouldian Finch, was a very prominent mascot supporting the whole school values program; Six Kinds of Best. Our values reflected the holistic approach to developing the whole child and allowed staff to identify and acknowledge any student's efforts: academic, social, emotional, behavioural or environmental.

The school's behaviour management is embedded within the Values program and is reflected in each classroom, by every staff member and in the positive acknowledgement and promotion daily or in whole school celebrations including school assemblies.

The Six Kinds of Best colours and Gouldian Finch 'Pilot' logo is promoted in school athletic and Year 6 Leavers' uniforms.



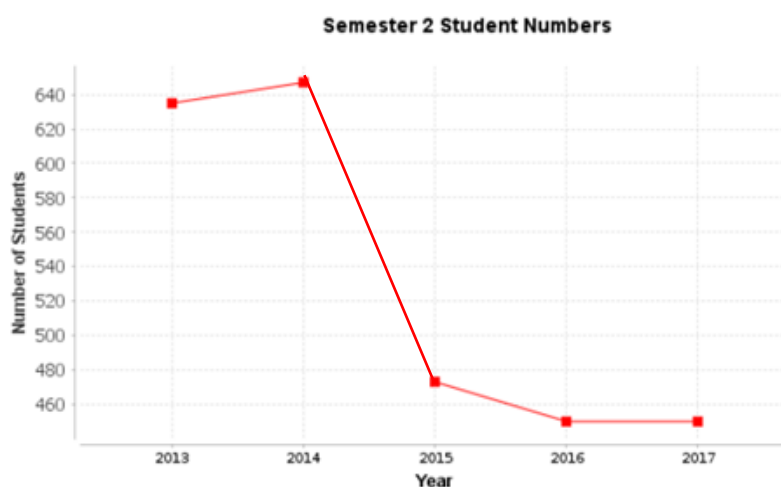
Pilot, our Gouldian Finch, was a very prominent mascot supporting the whole school values program; Six Kinds of Best

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	2	1.4	0
Other Teaching Staff	28	24.1	2
Total Teaching Staff	30	25.5	2
School Support Staff			
Clerical / Administrative	4	3.1	1
Gardening / Maintenance	1	1.0	0
Instructional	1	0.8	1
Other Non-Teaching Staff	14	10.2	1
Total School Support Staff	20	15.1	3
Total	53	43.6	5

Roebuck Primary School's teaching and support staff worked 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 ensured high quality teaching and learning with a focus of high student achievements in all our endeavours.

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.



The declining enrolments is reflective of Year 7 relocation to the high school setting and the reduction of Roebuck Primary School's Local Intake Area

Student Numbers (as at 2017 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(29)	52	66	63	66	70	74	59	479
Part Time	57								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	29	30	206		265
Female	28	22	192		242
Total	57	52	398		507

	Kin	PPR	Pri	Sec	Total
Aboriginal	4	9	52		65
Non-Aboriginal	53	43	346		442
Total	57	52	398		507

ATTENDANCE

Roebuck Primary School's collective attendance achieved 93.9% in 2017, which is fractionally above 'like schools' and state average. Attendance of Aboriginal students remains consistently above state average. The biggest contributor to non-attendance for all students continued to be parents accessing longer holiday breaks to travel throughout the Kimberley/overseas or seasonal employment. Attendance in our non-compulsory years of Kindergarten improved 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 aimed to address any issues of absenteeism with close scrutiny of any student whose regular attendance fell below 90%. All teachers worked closely with the School Based Attendance Officer (SBAO) and the Aboriginal Islander Education Officer (AIEO) to ensure regular attendance of ALL students.

In 2017 we continued to promote our already successful Attendance Plan; working with staff and parents to focus on improvement targets.

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.

Overall attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	94.6%	93.9%	93.8%	92%	88.1%	81.2%	94.3%	93.7%	92.7%
2016	94.2%	93.6%	93.7%	91.5%	84.3%	80.7%	93.9%	93.3%	92.6%
2017	94.4%	94%	93.8%	91.4%	89.4%	81.2%	94%	93.9%	92.7%

Attendance category

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	83.9%	11.5%	4.3%	0.1%
2016	82.6%	13.1%	3.1%	1.0%
2017	80.3%	14.8%	3.5%	1.3%
Like Schools 2017	80.6%	14.8%	3.9%	0.7%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

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	Male	Female	Total
4064 Broome Senior High School	27	18	45
1107 Aquinas College	1		1
4177 Ellenbrook Secondary College	1		1
1223 La Salle College		1	1
4041 Northam Senior High School		1	1
4045 South Fremantle Snr High School		1	1
1157 St Mary's Anglican Girls' Sch		1	1

Year 6 transition to Broome Senior High School from Roebuck Primary School in 2017 was **88%**

BEHAVIOUR MANAGEMENT

Effective management of student behaviour was an important factor in assisting Roebuck Primary School to manage a happy, safe and harmonious school throughout 2017. All teachers followed a classroom behaviour management plan in line with the whole-school Positive Student Behaviour policy.

Our Values program, Six Kinds of Best (6KB) was an integral part of the Positive Student Behaviour program embedded at Roebuck Primary School. In addition each class had 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.

Roebuck Primary School used behaviour management funding to support inclusion of ALL students in regular school activities including programs aimed at rewarding positive behaviour; with the Six Kinds of Best Values philosophy and practices as the foundation of this reward system.

STUDENT LEADERSHIP

Student leadership was promoted at Roebuck Primary School through an extensive program of student selection, leadership training, and involvement of student leaders as role models 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 were able to more effectively promote school values to all students. The leadership group comprises:

- ✓ Student Councillors
- ✓ Faction Captains
- ✓ Faction Vice Captains
- ✓ Actions Teams - managed by a staff member and a student councillor

The Process:

Students who were interested in seeking election to the leadership group obtained permission from parents and sought endorsement from two staff members. Students delivered a short election speech to students in Years 4 and 5. Students and staff voted for candidates and a Student Council comprising 14 students was chosen.

A leadership training and team building camp was conducted at Broome Camp School in 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 were taught and practised and at the conclusion of the camp students gave a presentation about the camp to assembled parents. Feedback from students, parents and staff was very positive and the school values this process and whole heartedly endorsed this program for successive years.

2017 activities involving student leaders included:

- ✓ School assemblies
 - ✓ Anzac Day
 - ✓ NAIDOC Week
 - ✓ Sports Days
 - ✓ Fundraising for student charities
 - ✓ Faction events and competitions
 - ✓ Discos
 - ✓ Presentation Night
 - ✓ Bookweek activities
 - ✓ Lunchtime activities
- Community engagement through:
 - ✓ Visits to homes of the elderly
 - ✓ Environmental partnerships with conservation groups

A major role of the Student Councillors is to lead Action Teams comprising volunteer students from Year 4– 6. These teams are:

- ✓ Sport
- ✓ Environment
- ✓ Cultural Awareness
- ✓ Performing Arts
- ✓ Health and Well-being
- ✓ Visible Learning

These teams (a total of 75 students) were proactive in organising and managing a myriad of events and activities across the school which benefited all students and demonstrated the Roebuck Primary School ethos of ***Working Together - Yagarmabulanji murrgurlayi***.

Two School Captains, Four Faction Captains and Vice Captains were selected in addition to the Student Councillors.

On behalf of the school, we publicly acknowledge the work and commitment of all staff and student leaders who had made a strong commitment and exercised their time, energy, and positive input on our school to promote such a positive whole school and community culture.



Roebuck Primary School Leadership camp activities

SPECIALIST PROGRAM

In 2017 the school offered, for those that qualified through a rigorous screening assessment, **PEAC** - Primary Extension and Academic Challenge programs. Further, the **Broome Independent Public Schools (BIPSE)** program was developed by Ms Erica Rowley and offered a range of extension and challenge programs for students in the Broome cluster schools. This is a highly sought after program and offers students unique opportunities otherwise unavailable in other education districts in Western Australia.



PEAC students with Ms Rowley

These programs were developed by Ms Rowley to cater for these students within each course ten week' 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 2017 parent fundraising contributed to the purchase of a variety of resources across the school priority areas. This 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 family 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.



Roebuck Primary School students participating in the NAIDOC walk and the Music - Count Us in performance

Our staff and students are increasingly involved in community and cultural events with 2017 participation in events including:

- ✓ NAIDOC celebrations involving several planned events during the week
- ✓ Book and Brekky celebrations and early childhood events
- ✓ Reconciliation Walk
- ✓ 75th Anniversary of Japanese Attack on Broome
- ✓ End of Year Presentation Assembly
- ✓ Shinju Matsuri Festival events
- ✓ ANZAC Day commemorations
- ✓ Movie Nights
- ✓ Colour Run
- ✓ Music - Count Us In
- ✓ Germanus Kent – Senior citizen aged-care facility
- ✓ Choir Flash mob presentation



Roebuck Primary School students participating in the 75th Anniversary of the Japanese Attack on Broome and the ANZAC Day Assembly

COMMUNITY CONSULTATION / SURVEYS

Where appropriate and possible, community consultation was sought to inform and guide in the decision-making process as we continued to review and align the school direction to strategic educational and local contextual priorities.

Most significant was the community input into the School Board's decision in establishing Indonesian as the Language taught at Roebuck Primary School, Year 1 to Year 6, inclusive.

In addition, this process involved the other Broome Cluster schools and negotiation of resourcing and staff to develop a sustainable curriculum across Broome but specifically each school context.

2018 will see the National School Survey again provide affirmation of the success of the school plus feedback to inform and assist in setting the new Business Plan, 2019-2021.

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 made use of a range of school-based and system data about student performance to assist in meeting the challenge of ensuring all students achieved their potential in literacy and numeracy. The school's collection and use of performance information focused 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 was 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 research and evidenced-based screening tools were used as comprehensive resources to provide the most immediate and accurate information to allow teachers to make informed judgements about student performance. These profiles informed teacher planning, learning and assessment; created school profiles; and informed on where and how to organise school structures and provide appropriate resources. These profiles created a strong foundation from which staff built and tracked student performance; and where required, moved students to intervention or extension programs.

SCHOOL PERFORMANCE – NAPLAN

Our school used 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

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 1020, 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

'Like Schools' achievement is higher than the Australian mean score. (1020 ICSEA)

'WA Public Schools' achievement is comparable to the Australian mean. (1000 ICSEA)

Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	9%	1%	3%	13%	11%	18%	14%	15%	18%
5	426 - 477	16%	22%	20%	18%	17%	20%	17%	18%	18%
4	374 - 425	36%	24%	28%	23%	23%	30%	23%	22%	28%
3	322 - 373	26%	26%	26%	30%	30%	20%	24%	26%	19%
2	270 - 321	8%	24%	20%	12%	15%	9%	15%	14%	13%
1	Up to 269	4%	3%	3%	4%	4%	3%	7%	5%	5%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Numeracy

Year 3 cohort had, although reduced, a significant group of students still achieve at Band 2 (NMS). We continue to maintain that significant percentage of students in the middle bands - Grade C up to Band 5 but have yet to extend students to their potential of Bands 6 and above. Actions to address this have been to work with staff on their assessment practices; profiling of trends to direct resourcing; and, to become more targeted and explicit about year level outcomes and teaching from the point of need through greater identification using staff expertise. Working more with staff in the Year 1 and Year 2 cohorts on disciplined dialogue will continue in 2018.

Band	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	22%	12%	16%	24%	17%	23%	24%	23%	23%
5	426 - 477	22%	29%	16%	20%	24%	23%	18%	22%	20%
4	374 - 425	20%	24%	37%	24%	20%	25%	21%	19%	23%
3	322 - 373	19%	22%	13%	22%	22%	17%	21%	19%	18%
2	270 - 321	9%	10%	6%	5%	12%	7%	8%	12%	9%
1	Up to 269	8%	3%	11%	5%	4%	5%	9%	6%	7%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Reading

The profile percentages are reflective of Like Schools and WA Public Schools though Roebuck Primary School continues to have a greater percentage of students in a 'C' Grade, Band 4. Working more with staff in the Year 1 and Year 2 cohorts on disciplined dialogue will continue in 2018 to increase the cohort of student achievement in Band 5 and higher.

Band	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	8%	1%	0%	8%	10%	11%	11%	12%	11%
5	426 - 477	39%	34%	41%	37%	34%	37%	34%	34%	34%
4	374 - 425	27%	41%	29%	29%	35%	29%	25%	30%	24%
3	322 - 373	15%	16%	22%	21%	14%	19%	19%	14%	21%
2	270 - 321	5%	6%	8%	4%	5%	3%	6%	6%	6%
1	Up to 269	5%	1%	0%	2%	3%	2%	5%	3%	4%

■ Above National Minimum Standard
■ At National Minimum Standard
■ Below National Minimum Standard

Writing

Continued teaching focus with early intervention acknowledges the reduction of students below National Minimum Standard, with the subsequent shift of achievement in higher Bands. Emphasis is to move students from Band 4 and higher to expected level of high achievement through more targeted support for teachers via BrightPath professional learning and school resourcing.

Band	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 & Above	15%	6%	3%	18%	15%	20%	20%	20%	20%
5	426 - 477	15%	31%	25%	18%	25%	26%	19%	25%	23%
4	374 - 425	30%	28%	29%	27%	26%	23%	21%	23%	23%
3	322 - 373	24%	13%	25%	23%	17%	18%	20%	14%	16%
2	270 - 321	11%	21%	14%	10%	13%	10%	13%	12%	12%
1	Up to 269	5%	1%	3%	3%	4%	3%	7%	6%	6%

■ Above National Minimum Standard
■ At National Minimum Standard
■ Below National Minimum Standard

Spelling

57% of students are achieving in Band 4 or Band 5 is positive and reflective of the previous year. Again, the emphasis to move more students into Bands 6+ is reflective of the target comparisons through greater targeted support for staff professional learning and school resourcing.

Band	Year 3 Grammar & Punctuation								
	School			Like Schools			WA Public Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	478 &	27%	18%	16%	26%	24%	34%	27%	28%
5	426 -	22%	10%	29%	22%	19%	24%	19%	17%
4	374 -	26%	31%	17%	28%	21%	17%	22%	19%
3	322 -	16%	25%	13%	14%	24%	12%	14%	24%
2	270 -	5%	10%	19%	6%	5%	7%	10%	6%
1	Up to	4%	6%	6%	5%	5%	6%	8%	6%

■ Above National Minimum Standard
■ At National Minimum Standard
■ Below National Minimum Standard

Grammar and Punctuation

The focus is to value-add to the identified cohort of students for 2018 through targeted and explicit teaching. This emphasis of tracking students over a two year period ensures greater focus of teaching a student outcomes.

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

Bands compared to report grades

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

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	9%	3%	3%	5%	7%	9%	9%	11%	9%
7	530 - 581	10%	15%	16%	14%	14%	17%	15%	13%	16%
6	478 - 529	26%	23%	34%	28%	26%	32%	24%	26%	28%
5	426 - 477	40%	48%	33%	31%	31%	28%	27%	28%	26%
4	374 - 425	14%	11%	13%	19%	16%	13%	20%	16%	15%
1 to 3	Up to 373	2%	0%	0%	3%	6%	2%	5%	7%	5%

Band	Former Year 6 Numeracy					
	School			WA Public Schools		
	2015	2016	2017	2015	2016	2017
9 to 10	634 &	13%	4%	0%	8%	10%
8	582 -	19%	19%	0%	13%	15%
7	530 -	42%	21%	0%	24%	27%
6	478 -	13%	34%	0%	30%	24%
5	426 -	13%	19%	0%	22%	17%
1 to 4	Up to	0%	2%	0%	3%	5%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Numeracy

There has been continual improvement with acknowledged reduction of students below National Minimum Standard. Value-adding between Year 3 to Year 5 has seen student achievement increase to 50% in Band 6 and Band 7.

Continued good progress and achievement can be seen in the former Year 6 students reflecting the teaching practices of the Year 5 and Year 6 staff.

Acknowledge lower achievement in Bands 8-10 with action on targeted cohort and teaching to address these students.

Band	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	12%	6%	13%	9%	9%	13%	12%	12%	14%
7	530 - 581	17%	22%	31%	17%	18%	23%	18%	21%	20%
6	478 - 529	29%	25%	30%	23%	27%	29%	21%	23%	26%
5	426 - 477	24%	25%	18%	26%	25%	19%	22%	20%	18%
4	374 - 425	7%	19%	6%	19%	14%	12%	19%	14%	15%
1 to 3	Up to 373	10%	2%	1%	5%	8%	4%	8%	10%	7%

Band	Former Year 6 Reading					
	School			WA Public Schools		
	2015	2016	2017	2015	2016	2017
9 to 10	634 &	15%	10%	0%	8%	9%
8	582 -	21%	12%	0%	16%	15%
7	530 -	32%	29%	0%	24%	21%
6	478 -	21%	29%	0%	29%	28%
5	426 -	11%	15%	0%	19%	19%
1 to 4	Up to	0%	4%	0%	5%	8%

Reading

Significant value-adding from Year 3 to Year 5 shows continued reduction in students below national minimum standard. High student achievement in Bands 7 to 10, exceeds Like Schools and WA Public Schools. The value-adding that has occurred between Year 5 to Year 7 is positive with the spread of student achievement equal to or better than EA Schools.

Band	Year 5 Writing								
	School			Like Schools			WA Public Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 &	7%	2%	0%	2%	2%	3%	4%	3%
7	530 -	12%	17%	7%	10%	9%	10%	12%	11%
6	478 -	32%	30%	48%	32%	31%	32%	27%	30%
5	426 -	36%	32%	37%	42%	35%	41%	36%	35%
4	374 -	5%	13%	4%	8%	17%	9%	11%	14%
1 to 3	Up to	8%	6%	3%	6%	6%	5%	10%	7%

Band	Former Year 6 Writing					
	School			WA Public Schools		
	2015	2016	2017	2015	2016	2017
9 to 10	634 &	0%	2%	0%	3%	3%
8	582 -	13%	8%	0%	11%	11%
7	530 -	26%	14%	0%	19%	22%
6	478 -	38%	51%	0%	27%	30%
5	426 -	11%	14%	0%	24%	22%
1 to 4	Up to	11%	10%	0%	16%	12%

Writing

Whilst the bulk of students are performing in Bands 5 and 6, reflecting 'Like Schools' and State achievement. The focus is to reduce the percentage of students in Band 5 or lower and move more students into the performance of Band 6 and above.

Year 7 performance retains the bulk of students within Bands 6 and 7 - higher than State achievement.

Band	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	5%	5%	1%	5%	7%	12%	8%	10%	13%
7	530 - 581	24%	8%	24%	23%	14%	20%	23%	15%	19%
6	478 - 529	27%	47%	42%	29%	33%	31%	26%	31%	30%
5	426 - 477	24%	25%	28%	27%	26%	23%	23%	25%	22%
4	374 - 425	15%	12%	4%	11%	13%	10%	13%	11%	10%
1 to 3	Up to 373	5%	3%	0%	4%	7%	4%	8%	8%	8%

Band	Former Year 6 Spelling					
	School			WA Public Schools		
	2015	2016	2017	2015	2016	2017
9 to 10	634 &	9%	4%	0%	7%	9%
8	582 -	28%	16%	0%	23%	17%
7	530 -	28%	18%	0%	27%	25%
6	478 -	24%	31%	0%	21%	24%
5	426 -	6%	24%	0%	11%	16%
1 to 4	Up to	6%	6%	0%	11%	9%

Spelling

On-going focus on intervention and whole school practices is showing improvement with more students achieving in Bands 5 and above. Whilst this is at our expected performance level there is a focus to have more students achieve in Band 7 and above.

Band	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	582 & Above	15%	11%	7%	11%	14%	17%	14%	16%	17%
7	530 - 581	30%	22%	15%	17%	14%	15%	17%	18%	13%
6	478 - 529	19%	22%	36%	25%	25%	28%	20%	23%	25%
5	426 - 477	19%	31%	18%	27%	27%	17%	24%	22%	16%
4	374 - 425	8%	12%	22%	13%	16%	17%	13%	15%	19%
1 to 3	Up to 373	8%	2%	1%	7%	4%	6%	11%	7%	10%

Band	Former Year 6 Grammar & Punctuation					
	School			WA Public Schools		
	2015	2016	2017	2015	2016	2017
9 to 10	634 &	7%	10%	0%	11%	12%
8	582 -	33%	20%	0%	15%	13%
7	530 -	26%	16%	0%	21%	24%
6	478 -	22%	27%	0%	26%	20%
5	426 -	6%	20%	0%	14%	22%
1 to 4	Up to	6%	6%	0%	13%	9%

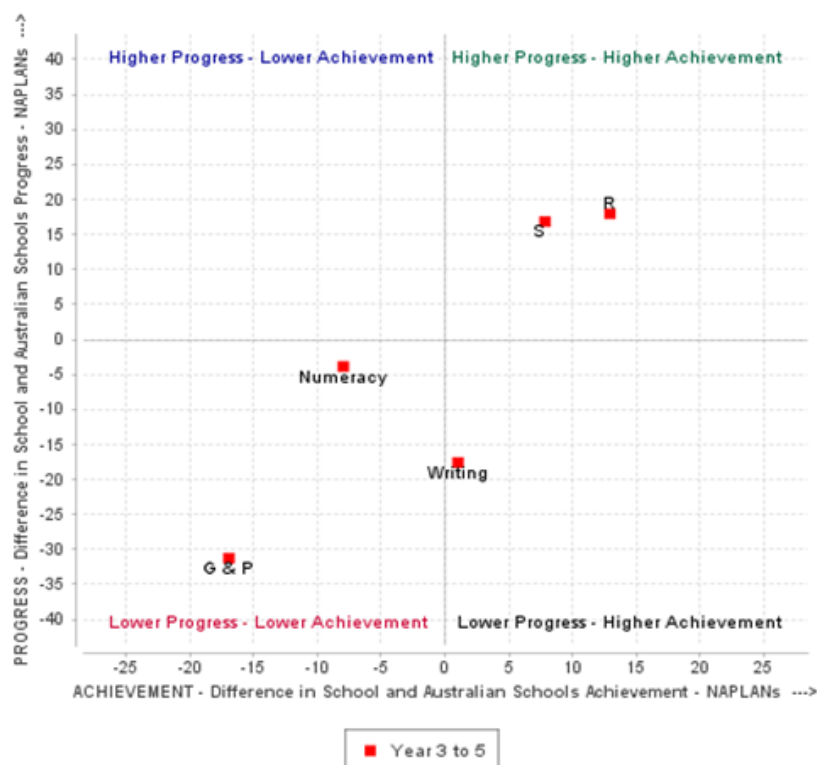
Grammar and Punctuation

More students are achieving at Band 5 and above with greater reflection of achievement to 'Like Schools' and state average. The focus of attention is to move more students into Bands 6 and above through continued explicit teaching and targeted cohorts and school resourcing.

SCHOOL PERFORMANCE: Value-adding

Student Progress and Achievement Compared with Australian Schools

NAPLAN Year 3 2015 to Year 5 2017



Australian mean (Years 3-5)

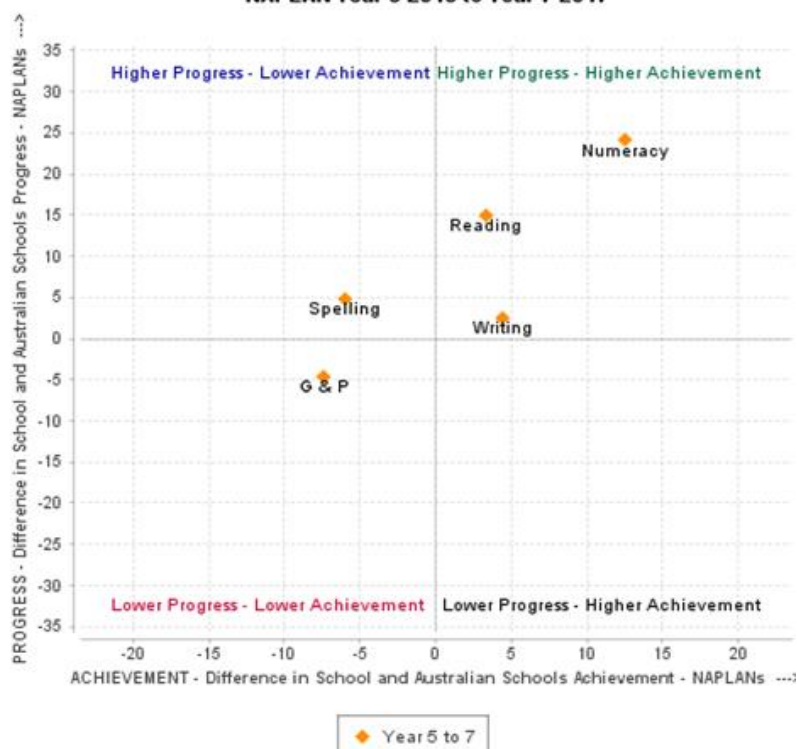
The midpoint is expected student achievement. The further away from this midpoint is further from expected performance measured in either +ve or -ve. Any achievement in the top right quadrant is good, exceeding expected performance.

This profile shows significant value-adding with progress and achievement in Reading and Spelling, with strong achievement in Writing.

We are closing the gap between current achievement and expected performance in Numeracy with a lower than expected performance in Grammar and Punctuation.

Student Progress and Achievement Compared with Australian Schools

Former Year 6 Students NAPLAN Year 5 2015 to Year 7 2017



Australian Mean (Years 5-7)

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

Numeracy was the strongest value-adding with Reading and Writing maintaining both progress and achievement.

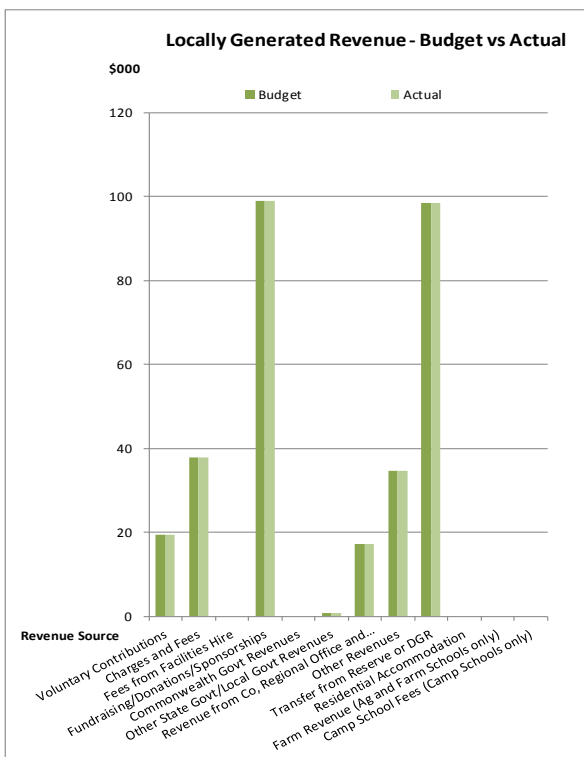
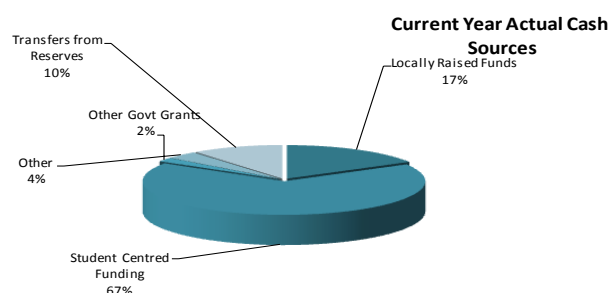
Spelling and Grammar and Punctuation had significant improvement.

The focus of the school is to continue to refine these teaching practices, resourcing and expectations to ensure we maintain this strong academic performance.

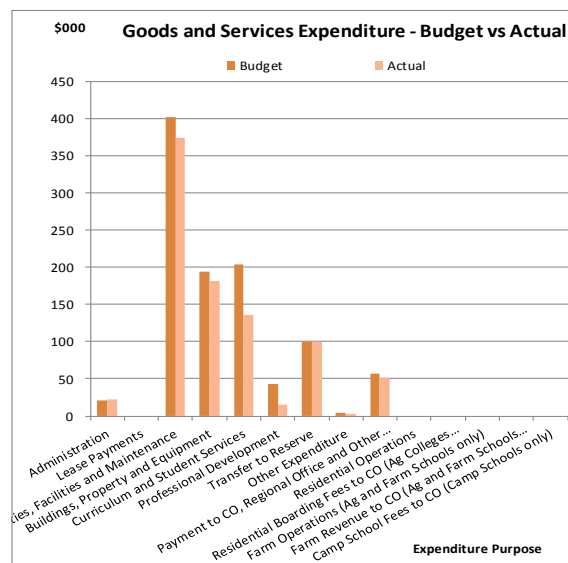
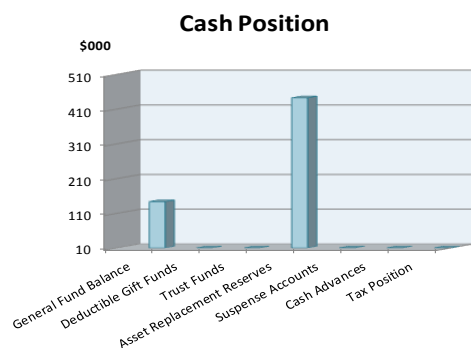
NB: Monitoring the former Year 6 students acknowledges the effective teaching in Year 5 and Year 6 and allows us to refine whole school practice.

Roebuck Primary School – Financial Summary 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 19,430.00	\$ 19,430.00
2	Charges and Fees	\$ 37,959.15	\$ 37,959.15
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 99,009.47	\$ 99,009.47
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
7	Revenue from Co, Regional Office and Other Schools	\$ 17,217.16	\$ 17,217.16
8	Other Revenues	\$ 34,591.27	\$ 34,593.49
9	Transfer from Reserve or DGR	\$ 98,463.74	\$ 98,463.74
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 307,420.79	\$ 307,423.01
	Opening Balance	\$ 85,817.91	\$ 85,817.91
	Student Centred Funding	\$ 630,937.95	\$ 630,938.20
	Total Cash Funds Available	\$ 1,024,176.65	\$ 1,024,179.12
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,024,176.65	\$ 1,024,179.12



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 21,427.09	\$ 21,768.07
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 402,150.17	\$ 374,081.61
4	Buildings, Property and Equipment	\$ 194,306.73	\$ 181,894.68
5	Curriculum and Student Services	\$ 203,102.50	\$ 135,020.86
6	Professional Development	\$ 43,455.76	\$ 14,855.32
7	Transfer to Reserve	\$ 99,231.00	\$ 99,231.00
8	Other Expenditure	\$ 3,589.80	\$ 3,282.45
9	Payment to CO, Regional Office and Other Schools	\$ 56,913.85	\$ 50,775.72
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,024,176.90	\$ 880,909.71
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,024,176.90	\$ 880,909.71
	Cash Budget Variance	-\$ 0.25	



Cash Position as at:	
Bank Balance	\$ 584,975.50
Made up of:	
1 General Fund Balance	\$ 143,269.41
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 441,960.61
5 Suspense Accounts	\$ 6,222.25
6 Cash Advances	\$ -
7 Tax Position	\$ 6,476.77
Total Bank Balance	\$ 584,975.50

The school carried over \$584,975.50 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 ongoing 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.