



Roebuck

PRIMARY SCHOOL



2020 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



Mr Kelvin Shem
Principal



Mrs Micaely Ross
Deputy Principal



Mrs Louise Bowtell
Deputy Principal



It is my pleasure to present Roebuck Primary School's 2020 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 underpins 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, especially in the Early Years through the Kimberley Schools Project focus on explicit teaching honed consistency and focus on student literacy and numeracy, with positive trends occurring across the K-2 phase of learning.

Significant value-adding has been demonstrated between Years 3 to Years 6 with school performance demonstrated through school-based assessments showed continued improvement toward our school targets.

Our specialist programs continued to provide a rich and engaging curriculum in Music, Physical Education, Science and Languages – Indonesian, Year 1-6.

Partnership with families and community consultation across school initiatives saw tremendous input that guided decision-making around several whole school and on-going school improvement projects.

Our Student Voice is a strong, credible pillar within our school and is reflected in the Student Leadership structure where students are energetic and active citizens within the school and wider community. Additionally, teachers sought student input to the effectiveness of the teaching and learning program. The demonstration of value was reflected in the actions teachers made to modify their lessons from such feedback resulting in greater engagement from students.

Student services, early intervention, high quality staff, evidenced-based practices and resources was directed toward all children to assist in equality and fairness so all children experienced learning appropriate to their academic, social and emotional needs.

The Aboriginal Cultural Standards Framework continued to guide the reflective practices and embeddedness of culturally responsive beliefs and practices within and across our school community.

The collective energy and commitment of the Broome Cluster of Independent Public Schools: *Five School, One Community* was demonstrated with conviction during the COVID-19 pandemic and further strengthened the collective public education partnership within Broome.

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.

SCHOOL BOARD

The Roebuck Primary School Board is representative of our school community and consists of parent representatives, staff members and school principal with members co-opted as negotiated. The School Board is the major governing body of the school and within the role of governance advises, informs, recommends and supports the 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.

2020 achievements included:

- ✓ Regular review of the Roebuck Primary School Independent Public School Business Plan 2019 – 2021 against the Delivery Performance Agreement.
- ✓ Strong governance and support for the school leadership during the COVID-19 pandemic lockdown
- ✓ 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.
- ✓ Presentation of data by staff to address milestones and targets.
- ✓ Reviewed our board structure to better reflect the changing demographic of the Roebuck Primary School local intake area and school demographic.

The School Board remains a visible, 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 schools spent the majority of 2020 leading in the support of our collective Broome public school community because of the COVID-19 pandemic ensuring that all student and community needs were met as far as our scope of influence. This included several events that ensured unity and collective agency in transitional events between the four primary schools and high school demonstrating our motto: ***'Five Schools One Community'***

All Cluster Schools aligned and continued to operate to this framework working within our overarching vision statement:

'Working together to support and improve student outcomes in each school'

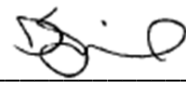
Within the framework are a set of protocols that guided the actions of the group and these are:

- ***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.***

We commend this Annual Report as an account of the success of 2020 from which we will continue to refine and consolidate our energies and commitment via the Roebuck Primary School 2019-2021 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. Roebuck Primary School has the smallest local intake area and as such the projected enrolment of 370 students for 2021 will form the foundation from which the school can project future direction. In establishing future direction from this foundation will allow the school to cater for all students in academic and non-academic fields of learning and offer a range of experiences and opportunities where students participate, are challenged, and most importantly have fun in all learning experiences.



Through a proactive School Board, dynamic P&C, energetic and professional staff and a tremendous bunch of students, Kindergarten to Year 6, Roebuck Primary School has thrived at the challenge of redefining our school identity and excelled at making Roebuck Primary School a hub for our community reflecting the aspirations, purpose and personality of what it means to be and do in the Roebuck Way.

Our families are extremely supportive and their contribution and patronage in all school activities and events ensure that Roebuck Primary School has a vibrant community atmosphere. The School Board, through their governance, has defined what it means to be in partnership with or collaborate with whom in ensuring Roebuck Primary School, whilst the hub of our community, is recognised for its contributions in the wider Broome and Western Australian communities.

A strong Student Voice through School captains, Student Councillors and four dynamic Action Teams ensure that student representation is heard, and their contribution is reflected throughout the school; thus, making the school a part of each child and defining, We are Roebuck!

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



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

2020 ORGANISATION & STAFFING

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

There were 17 classes, Kindergarten to Year 6 in 2020, 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 increased to 20% due to COVID-19 as per the exit survey conducted of leaving families.

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 in Non-teaching specialists include:

- | | |
|--------------------------|--|
| ✓ Physical Education | ✓ Aboriginal Islander Education Officer (AIEO) |
| ✓ Languages - Indonesian | ✓ Special Needs Education Assistants |
| ✓ Science | ✓ Mainstream Education Assistants |
| ✓ Music | ✓ 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 refining the 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
2. the 'how' - the pedagogy
3. feedback to inform teachers of the effectiveness of these changes and actions. Is this good enough?

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 planned 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 Curriculum 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 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 implemented a comprehensive framework that supported staff, students and families.

The school psychologist worked closely with the school administration team in developing a responsive timetable to meet with students, parents and staff in addressing the profiled need.

The school psychologist was pivotal in supporting the review of the school's response to COVID-19 and the impact it had on the students, families and staff. Implementation of initiatives and alignment of resources was conducted to support the reviews findings and implemented at a point of need. This is an on-going element within the school Student Services review.

Zones of Regulation continued to support the emotional regulation and well-being of students across the school. Greater awareness and understanding of emotions and being able to draw upon strategies to manage these assisted in individual regulation and behaviour, classroom management and student well-being. Common language assists with the ability for staff and students to communicate, unpack and regulate what can complex emotional conditions for students.

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.

WELL BEING

Wellbeing is something that is becoming more prominent in our collective community understanding. Roebuck Primary School continued committed actions to effectively address the identification of trends reflected in our community and frequently replicated by students.

Specific professional learning was conducted to teams or whole school and included: Team Teach, Zones of Regulation and Positive Partnership. These specific training programs will continue to be delivered on a directed and cyclic manner.

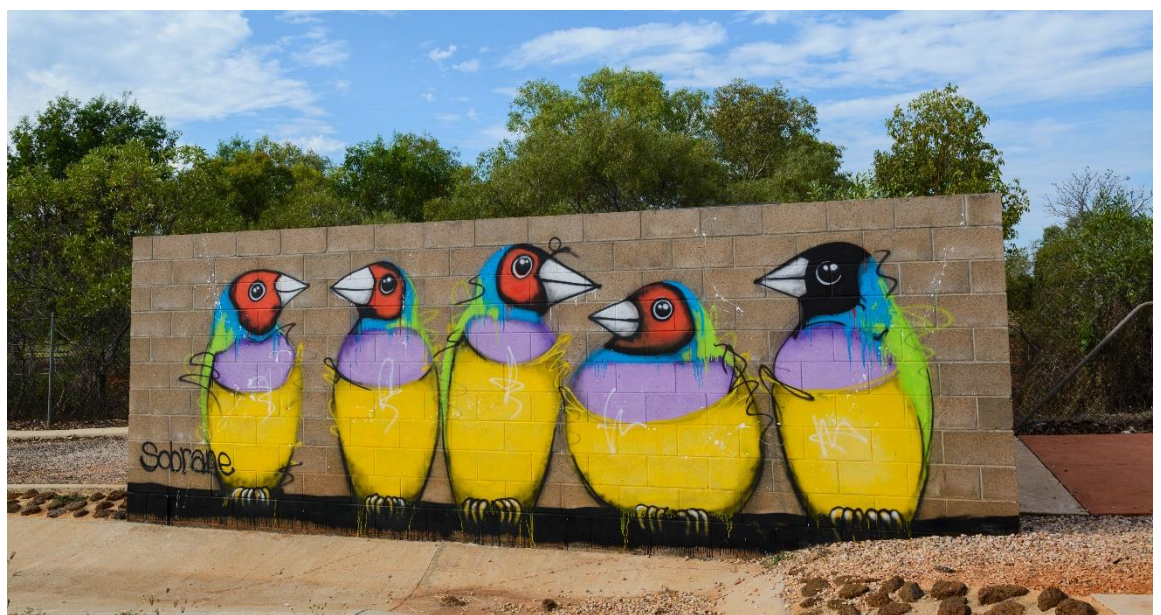
Staff are proactive and contemporary in their knowledge and practices within this field and with the Student Services framework supporting all at Roebuck Primary School.

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. Further to this, Co-Pilot was added to this resource in response to the school needs and positive student engagement.



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

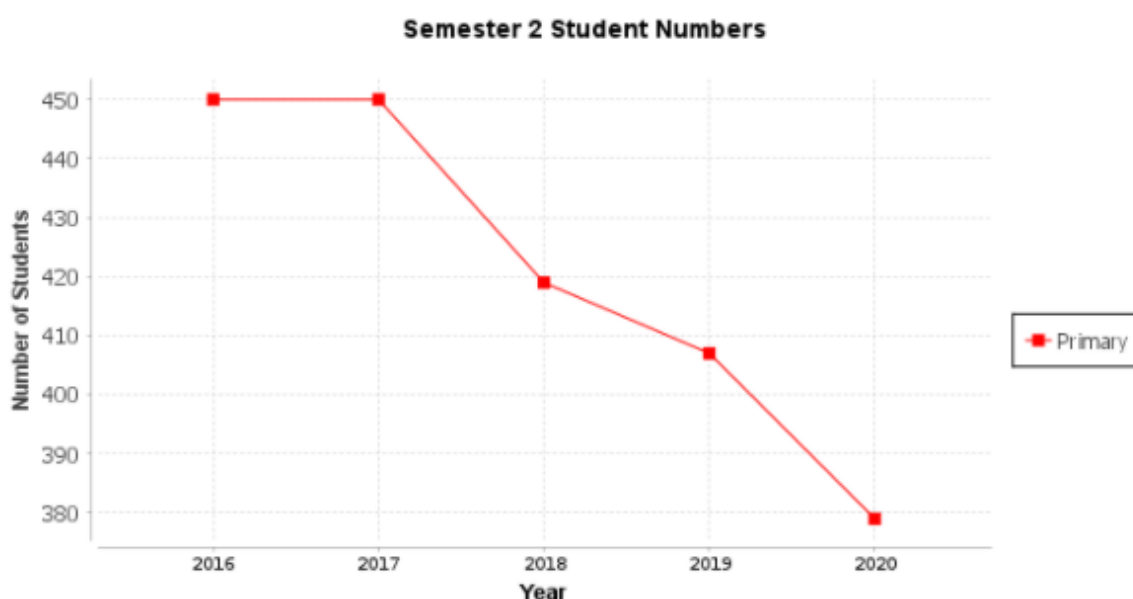
STAFF INFORMATION

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	2.4	0
Total Administration Staff	4	3.4	0
Teaching Staff			
Other Teaching Staff	25	19.7	1
Total Teaching Staff	25	19.7	1
School Support Staff			
Clerical / Administrative	4	3.3	0
Gardening / Maintenance	1	0.9	0
Instructional	1	0.8	1
Other Non-Teaching Staff	12	10.1	0
Total School Support Staff	18	15.0	1
Total	47	38.1	2

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.

ENROLMENT



The declining enrolments is reflective of two major factors impacting on Roebuck Primary School's local intake area. In 2015, Year 7's relocated to the high school setting and Broome North PS was opened, reducing Roebuck Primary School's Local Intake Area by more than half.

These factors have led to a declining enrolment to what is forecast as a plateaued enrolment base of 370 students from 2021.

ATTENDANCE

Roebuck Primary School's collective attendance achieved 94.2% in 2020, the highest it has been for several years for our school and remains 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.

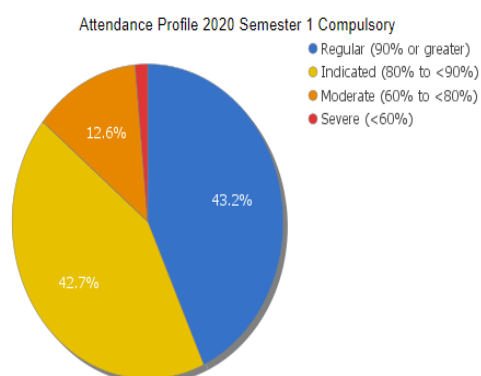
The School Attendance plan aimed to address any issues of absenteeism with scrutiny of any student whose regular attendance fell below 90%. All teachers worked closely with the School Based Attendance Officer (SBAO) and the Aboriginal Islander Education Officer (AIEO) to ensure regular attendance of all students.

In 2020 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 timelier manner.
3. Parent education is addressed through information in the newsletters and staff/parent meetings.
4. Where appropriate, the School Based Attendance Officer contacts families to offer personalised support.

Overall attendance

Breakdown	Attendance Rate %
KIN	83.4%
PPR	88.3%
Y01	88.0%
Y02	86.3%
Y03	86.8%
Y04	86.0%
Y05	86.2%
Y06	87.0%
Compulsory	86.9%



Attendance category

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2018	82.9%	13.0%	3.4%	0.7%
2019	79.8%	15.2%	3.6%	1.4%
2020	83.5%	12.3%	3.5%	0.7%
Like Schools 2020	79.3%	15.4%	4.1%	1.2%
WA Public Schools 2020	75.5%	15.7%	6.1%	2.7%

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	24	26	50
1227 St Mary's College	5	1	6
1107 Aquinas College	1		1
4135 Gingin District High School		1	1
1008 Santa Maria College		1	1

Year 6 transition to Broome Senior High School from Roebuck Primary School in 2020 was **85%**, reflecting the cluster average and exceeding the cluster target

BEHAVIOUR MANAGEMENT

Whilst Roebuck Primary School continues to maintain an effective behaviour management framework that attends to the whole of school, it was timely for a review of classroom and playground management and practices.

Using the expertise and guidance of the school psychologist, all staff participated in a comprehensive review over several months of the whole school behaviour management process; classroom behaviour management, and; playground behaviour management.

As a result, the whole school behaviour management was refined and incorporated the Good Standing directive the Minister for Education issued in 2020. The re-alignment of several management and operational process were included to accommodate this directive. The Classroom Management System (CMS) was reviewed using school data from Integris. All behaviours, classroom expectations and school processes were modified in attending to this data profile. As a result of this comprehensive review, the Safe and Fair Play playground came into effective reinforcing expectations of student behaviour and interaction in the playground supporting a safe and fair environment.

This comprehensive review of all aspects of current research, school data, expectation, feedback with an agreed focus on a chosen model of behaviour and practice has provided Roebuck Primary School with a comprehensive and contemporary model to support all students in a fair and equitable manner with an emphasis on supporting students to understand and manage their social interactions and become more responsible for their own behaviours.

STUDENT VOICE

Student leadership is celebrated 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

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 Year 4 and Year 5. Students 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.

2020 activities involving student leaders included:

- ✓ School assemblies
- ✓ Sports Days
- ✓ Fundraising for student charities
- ✓ Faction events and competitions
- ✓ Discos
- ✓ Bookweek activities
- ✓ Lunchtime activities

Community engagement through:

- ✓ Visits to homes of the elderly
- ✓ Environmental partnerships with conservation groups inc Environs Kimberley
- ✓ School signage
- ✓ School artwork – branding
- ✓ Reviewing community gardens and writing letters of recognition

A major role that is not traditionally representational is membership in an Action Team comprising nominated and selected students from Year 4– 6. These teams are:

- ✓ Environment
- ✓ Cultural Awareness
- ✓ Performing Arts
- ✓ Health and Well-being

These teams (approx 9 students per team) 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 2020 the **PEAC** - Primary Extension and Academic Challenge programs offered via the Kimberley Education Regional Office offered a range of high-calibre programs over three course rounds. PEAC and the extension courses offered via Broome Schools Extension Group (BSEG) are a valued academic resource for our cluster community and are aspirational for our students to participate.

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 2020 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 2020 participation in events including:

NAIDOC celebrations involving several planned events during the week

- ✓ Book and Brekky celebrations and early childhood events
- ✓ Reconciliation Walk
- ✓ End of Year Presentation Assembly
- ✓ Shinju Matsuri Festival events
- ✓ ANZAC Day commemorations
- ✓ Movie Nights
- ✓ Colour Run
- ✓ Music - Count Us In & Choir concerts throughout the year
- ✓ Germanus Kent – Senior citizen aged-care facility

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

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

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)

NB: The 2020 data was unable to be completed due to COVID-19 affected school year.

Using our system-based data profile – longevity and our school-based assessments, the staff have been able to capture the trajectories of the improvements we aspire and believe that the 2021 NAPLAN data will met the 2021 Business Plan targets.

Now the school enrolment base has become the expected and stable enrolment due to the impact as indicted elsewhere in this report and that of the Workforce Plan, the resourcing and strategies implemented and embedded in the whole school operations and management with a focus on an explicit pedagogy have shown both progress and achievement in student outcomes.

With explicit teaching and a focus on targeted outcomes, staff have continued to collectively raise the achievement in the NAPLAN Bands

Our comparison measured is against Like School – Business Plan targets

Band	NAPLAN Score Range	Year 3 Numeracy									Year 3 Reading								
		School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
6 to 10	478 & Above	3%	10%	10%	18%	14%	15%	18%	14%	14%	16%	19%	23%	23%	23%	24%	23%	23%	24%
5	426 - 477	20%	20%	21%	20%	23%	23%	18%	22%	22%	16%	26%	22%	23%	24%	26%	20%	22%	23%
4	374 - 425	28%	39%	24%	30%	31%	29%	28%	27%	27%	37%	32%	23%	25%	23%	22%	23%	24%	21%
3	322 - 373	26%	16%	32%	20%	19%	20%	19%	21%	20%	13%	6%	14%	17%	16%	14%	18%	16%	15%
2	270 - 321	20%	11%	10%	9%	11%	11%	13%	11%	12%	6%	8%	17%	7%	8%	12%	9%	8%	12%
1	Up to 269	3%	3%	5%	3%	2%	2%	5%	5%	6%	11%	8%	2%	5%	6%	2%	7%	6%	5%

Band	NAPLAN Score Range	Year 3 Writing									Year 3 Spelling								
		School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
6 to 10	478 & Above	0%	6%	14%	11%	6%	16%	11%	11%	14%	3%	13%	19%	20%	18%	24%	20%	20%	21%
5	426 - 477	41%	39%	38%	37%	34%	34%	34%	27%	32%	25%	21%	21%	26%	24%	22%	23%	22%	22%
4	374 - 425	29%	32%	29%	29%	28%	35%	24%	29%	31%	29%	39%	27%	23%	27%	24%	23%	24%	22%
3	322 - 373	22%	11%	12%	19%	23%	10%	21%	18%	12%	25%	21%	21%	18%	17%	16%	16%	17%	16%
2	270 - 321	8%	5%	3%	3%	6%	4%	6%	8%	6%	14%	3%	8%	10%	10%	8%	12%	10%	10%
1	Up to 269	0%	6%	3%	2%	3%	1%	4%	8%	4%	3%	3%	5%	3%	5%	5%	6%	8%	9%

Band	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
6 to 10	478 & Above	16%	23%	27%	34%	28%	30%	29%	27%	30%
5	426 - 477	29%	24%	25%	24%	16%	24%	24%	24%	22%
4	374 - 425	17%	24%	16%	17%	24%	20%	15%	18%	18%
3	322 - 373	13%	18%	14%	12%	16%	14%	12%	14%	12%
2	270 - 321	19%	8%	14%	7%	10%	9%	10%	10%	10%
1	Up to 269	6%	3%	3%	6%	6%	3%	10%	7%	7%

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

Year 3

The school results and that of Like Schools is provided in a percentage format providing the strongest longitudinal data analysed to identify the overall trend which, when compared to specific fine-grained data, and interpreted by staff, informs where the specific resourcing and strategies need to be implemented within the whole school operational plans to continue the progress and achievement to the 2021 Business Plan targets.

The Year 3 longitudinal data across these five areas is continuing to track as projected with the expectation, as per milestone achievements, to achieve 2021 Business Plan targets.

SCHOOL PERFORMANCE: Proficiency Performance (Year 5) and Progress (Year 5 to Year 7)

Band	NAPLAN Score Range	Year 5 Numeracy									Band	NAPLAN Score Range	Former Year 6 Numeracy					
		School			Like Schools			WA Public Schools					School			WA Public Schools		
		2017	2018	2019	2017	2018	2019	2017	2018	2019			2017	2018	2019	2017	2018	2019
8 to 10	582 & Above	3%	2%	2%	9%	5%	6%	9%	7%	7%	9 to 10	634 & Above	10%	5%	14%	12%	9%	13%
7	530 - 581	16%	11%	11%	17%	15%	18%	16%	16%	16%	8	582 - 633	27%	21%	18%	15%	16%	18%
6	478 - 529	34%	30%	32%	32%	31%	32%	28%	29%	29%	7	530 - 581	31%	44%	35%	28%	27%	26%
5	426 - 477	33%	46%	32%	28%	33%	29%	26%	28%	28%	6	478 - 529	23%	26%	24%	25%	27%	22%
4	374 - 425	13%	11%	20%	13%	12%	11%	15%	14%	13%	5	426 - 477	8%	5%	6%	16%	14%	12%
1 to 3	Up to 373	0%	0%	4%	2%	4%	3%	5%	6%	6%	1 to 4	Up to 425	0%	0%	2%	4%	6%	9%

Band	NAPLAN Score Range	Year 5 Reading									Band	NAPLAN Score Range	Former Year 6 Reading						
		School			Like Schools			WA Public Schools					School			WA Public Schools			
		2017	2018	2019	2017	2018	2019	2017	2018	2019			2017	2018	2019	2017	2018	2019	
8 to 10	582 & Above	13%	8%	5%	13%	12%	8%	14%	12%	10%	9 to 10	634 & Above	8%	8%	8%	14%	6%	7%	
7	530 - 581	31%	24%	16%	23%	19%	25%	20%	20%	22%	8	582 - 633	12%	20%	25%	20%	15%	18%	
6	478 - 529	30%	29%	42%	29%	27%	32%	26%	28%	29%	7	530 - 581	40%	45%	33%	26%	27%	28%	
5	426 - 477	18%	16%	24%	19%	24%	20%	18%	22%	21%	6	478 - 529	25%	22%	22%	18%	28%	25%	
4	374 - 425	6%	13%	7%	12%	13%	11%	15%	11%	11%	5	426 - 477	8%	5%	10%	15%	15%	14%	
1 to 3	Up to 373	1%	10%	5%	4%	6%	4%	7%	7%	7%	1 to 4	Up to 425	6%	0%	2%	7%	8%	9%	

Band	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
8 to 10	582 & Above	0%	0%	0%	3%	3%	3%	3%	3%	3%
7	530 - 581	7%	11%	5%	10%	8%	13%	10%	10%	12%
6	478 - 529	48%	18%	27%	32%	23%	30%	28%	27%	28%
5	426 - 477	37%	60%	49%	41%	43%	32%	38%	31%	32%
4	374 - 425	4%	5%	7%	9%	12%	15%	11%	17%	16%
1 to 3	Up to 373	3%	6%	11%	5%	10%	6%	10%	13%	9%

Band	NAPLAN Score Range	Former Year 6 Writing						
		School			WA Public Schools			
		2017	2018	2019	2017	2018	2019	
9 to 10	634 & Above	0%	0%	0%	4%	3%	3%	
8	582 - 633	17%	10%	17%	12%	9%	11%	
7	530 - 581	27%	46%	33%	19%	20%	23%	
6	478 - 529	25%	24%	23%	26%	29%	29%	
5	426 - 477	21%	20%	23%	25%	22%	20%	
1 to 4	Up to 425	10%	0%	4%	14%	18%	14%	

Year 5

The school results and that of Like Schools is provided in a percentage format providing the strongest longitudinal data analysed to identify the overall trend which, when compared to specific fine-grained data, and interpreted by staff, informs where the specific resourcing and strategies need to be implemented within the whole school operational plans to continue the progress and achievement to the 2021 Business Plan targets.

The Year 5 longitudinal data across these five areas, up to 2019, had plateaued regarding the expected achievement we had planned. Staff analysed the school structures, resourcing and teaching approaches to better attend to the identified areas where a focus of improvement was sought. These have been implemented and the school-based data is showing positive changes in regard to student progress and achievement. There is the expectation that the Year 5 achievement will be commensurate to WA Public Schools by the end of 2021

SCHOOL PERFORMANCE: Proficiency Performance (Year 5) and Progress (Year 5 to Year 7)

Band	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
8 to 10	582 & Above	1%	0%	4%	12%	8%	11%	13%	10%	11%
7	530 - 581	24%	18%	16%	20%	18%	23%	19%	21%	21%
6	478 - 529	42%	47%	24%	31%	36%	31%	30%	29%	29%
5	426 - 477	28%	21%	40%	23%	22%	22%	22%	22%	22%
4	374 - 425	4%	5%	11%	10%	12%	7%	10%	11%	10%
1 to 3	Up to 373	0%	10%	5%	4%	4%	6%	8%	7%	8%

Band	NAPLAN Score Range	Former Year 6 Spelling						
		School			WA Public Schools			
		2017	2018	2019	2017	2018	2019	
9 to 10	634 & Above	4%	10%	2%	9%	9%	8%	
8	582 - 633	20%	15%	16%	23%	18%	19%	
7	530 - 581	35%	44%	43%	27%	27%	28%	
6	478 - 529	24%	23%	31%	20%	24%	24%	
5	426 - 477	9%	8%	8%	12%	12%	12%	
1 to 4	Up to 425	9%	0%	0%	8%	10%	9%	

Band	NAPLAN Score Range	Year 5 Grammar & Punctuation									Band	NAPLAN Score Range	Former Year 6 Grammar & Punctuation						
		School			Like Schools			WA Public Schools					School			WA Public Schools			
		2017	2018	2019	2017	2018	2019	2017	2018	2019			2017	2018	2019	2017	2018	2019	
8 to 10	582 & Above	7%	3%	2%	17%	13%	12%	17%	12%	12%	9 to 10	634 & Above	9%	10%	8%	10%	9%	8%	
7	530 - 581	15%	29%	22%	15%	20%	20%	13%	20%	18%	8	582 - 633	11%	21%	20%	14%	17%	16%	
6	478 - 529	36%	24%	27%	28%	27%	25%	25%	29%	25%	7	530 - 581	35%	31%	29%	28%	28%	25%	
5	426 - 477	18%	15%	24%	17%	20%	23%	16%	17%	22%	6	478 - 529	22%	21%	33%	23%	21%	24%	
4	374 - 425	22%	27%	15%	17%	14%	12%	19%	13%	12%	5	426 - 477	17%	18%	6%	13%	15%	15%	
1 to 3	Up to 373	1%	2%	11%	6%	6%	8%	10%	8%	11%	1 to 4	Up to 425	7%	0%	4%	12%	10%	11%	

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

Year 5 - 7

The school results and that of Like Schools is provided in a percentage format providing the strongest longitudinal data analysed to identify the overall trend which, when compared to specific fine-grained data, and interpreted by staff, informs where the specific resourcing and strategies need to be implemented within the whole school operational plans to continue the progress and achievement of all students.

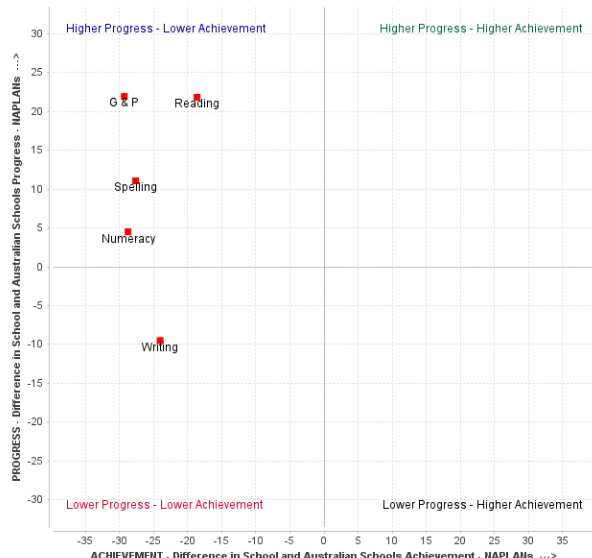
Whilst the Business Plan does not state Year 7 (Former Year 6) student achievement targets, whole school planning, resourcing and focus on student achievement and progress continues with rigour.

Year 7 (former Year 6) students have improved against WA Public School achievement, demonstrating a significant improvement from Year 5 NAPLAN (May of each year) to their Year 7 NAPLAN achievement.

SCHOOL PERFORMANCE: Value-adding

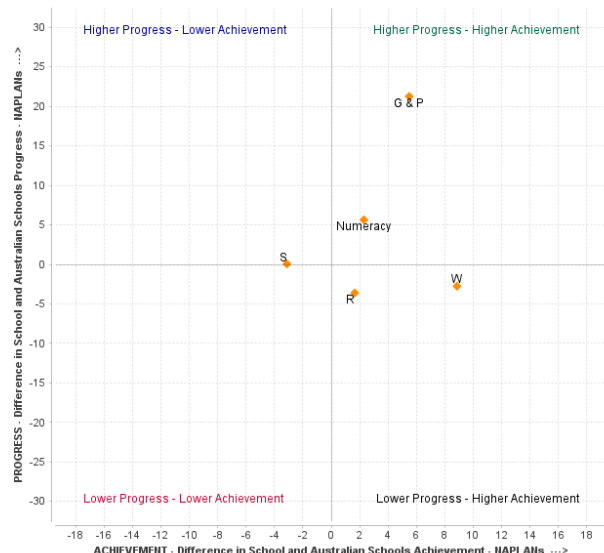
Student Progress and Achievement Compared with Australian Schools

NAPLAN Year 3 2017 to Year 5 2019



Student Progress and Achievement Compared with Australian Schools

Former Year 6 Students
NAPLAN Year 5 2017 to Year 7 2019



Australian mean (Years 3-5)

The School Performance: Value-adding, reflects the continuing changes implemented within the school structure to focus on higher student achievement, as reflected in the School Performance – Proficient Bands.

School-based data indicates a higher achievement is beginning to be achieved in Year 3 as per the changes implemented over the duration of the latest Business Plan, and there will be a shift in student performance closer to the mid-point and right side of the quadrant, reflecting student performance at Like School comparison.

Australian Mean (Years 5-7)

The School Performance: Value-adding, reflects a significant shift to embed higher progress AND achievement reflecting the expected changes in performance as per the schools resourcing, management and expectations and rigour of teaching. Whilst higher progress and achievement is shown, this reflects achievement at Like School comparison when measured with reference to the Proficiency Bands.

Early Childhood Education

National Quality Standard

2020

QA1 - Educational Program and Practice	M
QA2 - Children's Health and Safety	M
QA3 - Physical Environment	WT
QA4 - Staffing Arrangements	M
QA5 - Relationships with Children	M
QA6 - Collaborative Partnerships with Families and Communities	M
QA7 - Leadership and Service Management	M

Early Childhood Education

Staff self-assessment against the Seven Quality Areas in the National Quality Standard demonstrate a high functioning, responsive Early Years team providing a rich, teaching and learning environment focused on and reflecting the Early Years Learning Framework

Roebuck Primary School – Financial Summary 2020

\$5 million Budget
Expending 99.05%

One Line Budget – December 2020

From 2017	
Carry Forward (Cash)	143,269
Carry Forward (Salary)	8,913

Income	
Student Centred Funding (474 students)	4,587,039
Voluntary Contributions (64 %)	18,483
Charges and Fees	26,110
Fees from Facilities Hire	-
Fundraising/Donations/Sponsorships	32,758
Commonwealth Govt Revenues	1,866
Revenue from Commonwealth/Regional Off/Other Schools	1,909
Transfers and Adjustments	137,229
Other Revenues	74,881
Transfer from Reserve or DGR	63,612
Total	5,096,069

Expenditure	
Salaries	4,089,427
Administration	17,188
Utilities, Facilities and Maintenance	382,629
Buildings, Property and Equipment	101,227
Curriculum and Student Services	132,504
Professional Development	46,304
Transfer to Reserve	37,866
Other Expenditure	60
Payment to CO, Regional Office and Other Schools	240,709
Total	5,047,915

During 2020 the school remained as a financial host for a number of Kimberley Target Initiatives; Regional Networks, PEAC, thus ballooning our cash carry over figure. We have been able to maintain addressing future resource/asset replacement plans, transferring \$37,866 to our reserve accounts. The General Fund balance is in accord with financial direction from the Department of Education's Finance Audit Directorate.