

Rockingham Lakes Primary School

We are an Independent Public School

Annual Report 2020





Our School

Rockingham Lakes Primary School is an Independent Public School which opened in 2002 and is located in Port Kennedy. Rockingham Lakes Primary School offers a comprehensive education program to students from Kindergarten to Year 6 including specialist Science, Physical Education, Art and Music programs. We enjoy facilities including purpose built Science, Music and Art rooms, as well as a large carpeted undercover area, tennis/basketball courts, nature playground and large natural areas for play. Our school opens onto a spacious oval we share with the City of Rockingham giving ample space for sporting activities and annual events.

We share the Rockingham Lakes Campus site with the Peel Language Development school, a leader in the development of educational programs for children with language disorders and difficulties from years Kindergarten to Year 3. To promote inclusivity, Rockingham Lakes and Peel Language share play times and areas and regularly attend joint assemblies and campus events.

Our school has strong community support from our School Board as the strategic decision making body. Together with Peel Language Development School we share our committed and active P&C who provide much appreciated support through our canteen, uniform shop and fundraising for the campus.

We have a rich mix of cultures and backgrounds in our school, with approximately 15% of our students identifying as being from born overseas. We have an Index of Community Socio-Education Advantage Value (ICSEA) of 974 (national average 1000), placing Rockingham Lakes in the 33rd School ICSEA percentile.

The majority of our Year 6 students transition to Warnbro Community Senior High School and, as members of the Peron South Education Network, we value our networking relationships. We are located within the South Metropolitan Education Region of the Department of Education in Western Australia.

We have an experienced, dedicated and enthusiastic staff who provide stimulating learning experiences for our students. The majority of our staff have been at Rockingham Lakes for many years and have established valued relationships with our community.

With our focus on academic achievement, we also value our pastoral care processes; with an emphasis on education, support and prevention to maintain our safe and supportive school environment. We have a strong commitment to collaboration across the school, maintaining an environment where students, parents and staff feel connected, supported and able to live up to our motto of 'Be Proud'.

Our Ethos

Rockingham Lakes Primary School is an inclusive, community environment for students where values and the unique talents of each individual child are nurtured and where excellence is encouraged.

Our Business Plan (2018- 2020)

In recognising the importance of a holistic approach to school improvement and to assist with our self-assessment processes, the Business Plan aligned to the nine domains of the National School Improvement Tool. Each year staff develop detailed Operational Plans to support the implementation of our Business Plan. This Annual Report will address each of the nine domains that frame our work through data and the analysis of the data. Including our school's progress towards achieving our self-assessment targets contained in the Business Plan. The nine domains are:

- Systemic Curriculum Delivery
- An Explicit Improvement Agenda
- Differentiated Teaching and Learning
- Effective Pedagogical Practices
- An Expert Teaching Team
- School-Community Partnerships
- Analysis and Discussion of Data
- Targeted Use of School Resources
- A Culture That Promotes Learning

Systemic Curriculum Delivery

The School Curriculum and Standards Authority (SCSA) is responsible for the Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian schools. The Western Australian Curriculum provides a coherent and comprehensive set of prescribed content and achievement standards which teaching staff from pre-primary to Year 6 use to plan student learning programs, assess student progress and report to parents. The Kindergarten Curriculum Guidelines inform Kindergarten educators to develop a kindergarten curriculum for our youngest students drawing from the key ideas and related content of the Early Years Learning Framework (EYLF). Years K-2 are also guided by the National Quality Standards which sets a high national benchmark for early childhood education across seven quality areas.

Each year our staff review the effectiveness of the previous years' Operational Plans through reviewing and analysing student performance data. Staff then collaboratively develop Operational Plans which highlight particular strategies, programs, processes and areas of emphasis that all teachers adhere to across the school to ensure a consistent delivery and implementation of the curriculum. Many of these strategies have been chosen after identifying areas of need with individual cohorts of students, year levels or whole school.

The structured synthetic phonics program '*Letters and Sounds*' was continued from Kindergarten to Year 2. The spelling program '*Words Their Way*' continued in Years 3-6. Minilit was introduced as an intervention program in 2020. These programs are evidence based and support teachers to deliver effective sequential lessons.

Collaborative Duties Other Than Teaching time was planned for within year levels to allow for significant shared planning and assist with the continuity of curriculum delivery. Curriculum Support Folders, provided to all staff at the beginning of each the year, also ensured consistency of message and understanding for all staff across the school.

An Explicit Improvement Agenda

Student target data from 2019 was reviewed and analysed with new 2020 targets collaboratively set. These targets focused on the individual attainment of improvement on redefined school based assessments. This was a change from 2019. School wide targets were also set using broader data sets such as NAPLAN and attendance data.

The improvement agenda also included staff aspiring to improve their own pedagogy. This process was supported through our Professional Learning Communities (PLCs), Peer Observations and Classroom Observations performed by both the Administration Team and Impact Coaches.

Encompassing everything we do is our involvement in Visible Learning. Visible Learning shifts the focus from what teachers are teaching, to what students are learning. It uses school data, and John Hattie's research, to guide a school improvement process through the question – *'what impacts student learning the most?'* Through this process we have collected considerable data, not just about student achievement, but about each teacher's practice and students' learning processes. This data supports us in our ongoing improvement agenda.

Visible Learning has been embedded across our school for several years and our staff are proud of the journey they have taken. Based on the premise that students should be able to answer three questions, *'what am I learning?'*, *'how do I know if I have learnt it?'* and *'what are the next steps in my learning?'*, Visible Learning delivers excellent clarity for both staff and students. We also continue to shift our focus from 'teaching' to 'learning' and understand that the best measure of success for our students is 'progress' rather than simply 'achievement'. These understandings underpin all that we do and strive to achieve.

Differentiated Teaching and Learning

During 2020 we maintained our focus on the use of assessment and data to drive teacher planning and consequently, student learning. Our refined data collection and understanding, supports more informed planning for differentiation. High quality differentiation is at the core of improving outcomes for all students, staff are becoming increasingly skilled at catering for the wide range of abilities in each class.

Meetings are held twice a year between the deputy principals and classroom teachers to discuss the individual needs of identified students in each class. These meetings assist in developing appropriate strategies, involving external support as required and ensuring each student's individual needs are being met in a targeted approach.

All teachers received professional learning about the Structure of Observed Learning Outcomes (SOLO) taxonomy. This taxonomy, particularly when paired with Success Criteria, makes differentiated learning more accessible for both students and teachers. It supports students to move from surface, to deep, to conceptual understandings.

Our whole school intervention programs such as Guided Oral Language Development (GOLD), Breakthrough Reading (affected by COVID-19), small group social skills, and the introduction of MiniLit also supported individual students requiring some additional support in these areas.

Effective Pedagogical Practices

Our Operational Plans identify key practices, techniques or programs which all staff are required to utilise. However, we recognise that teachers will have at their disposal a flexible repertoire of strategies that they call upon to ensure that students are engaged, challenged and supported to learn.

With a focus on effective lesson design, all teachers are supported to ensure all lessons have a learning intention, success criteria, a stimulus or 'hook', a modelled activity, a shared activity, guided and independent activities and a plenary to conclude. This lesson design, when paired with the correct skills and strategies provides students with high quality learning experiences.

In conjunction with the focus on Lesson Design, our Impact Coaches continued to support teachers to develop effective success criteria and to deliver relevant feedback to students. A focus in 2020 was for staff to be supported to build their repertoire of instructional strategies to further engage and support students.

An Expert Teaching Team

The ongoing work of our PLCs supports the development of collective accountability for the teachers. Peers are collaborating, discussing and planning to deliver improved learning for students.

Across 2020 there was a balance of externally delivered whole school professional learning, PLC driven professional learning and individual professional learning delivered by staff including our Deputy Principals and Impact Coaches. This mix of professional learning ensured that the varying needs of staff were met.

Targeted classroom observations also continued, conducted by the Administration Team and Impact Coaches, designed to give teachers feedback about their classroom practice and to assist in their own self-reflection and improvement plan. Peer observations also served an important role in this area. From this observation, feedback and self-reflection, targeted professional learning was negotiated for individuals or small groups to support areas of identified need.

School – Community Partnerships

2020 presented many difficulties with hosting events to enable community effective engagement. As always, we are seeking ways to further develop the involvement of parents within our school.

Our School Board maintains an effective oversight of the school priorities, student performance and financial management. The guidance provided by this body, based on representation from the school community, is vital in the school reaching our aims.

Our P&C also maintains its active and vital role across our school, managing the canteen, uniform shop and various other fundraising activities throughout the year. Many activities were successfully undertaken towards the end of 2020 when restrictions regarding physical distancing were eased.

Analysis and Discussion of Data

During 2020 staff were involved in reviewing the results from the individual target data gathered in Literacy and Numeracy. From this, new targets were set and adjustments made to the 2020 Operational Plans to reflect new strategies or priorities identified. A 'disciplined dialogue' approach was introduced and used to analyse school data sets.

Through a Visible Learning lens we collected data from a wider range of areas. 'Student Voice' continues to play a significant role in our data collection and analysis. We also continued to look at 'effect size' of our teaching at an individual student and class level and continue to look for more appropriate assessments to use to calculate 'effect size'.

Within our Data Collection Schedule, we continued to use 'Progressive Achievement Testing' (PAT) in Mathematics, Reading and Science, and Brightpath assessment in Writing. PAT Social & Emotional Welfare assessments drove our Student Wellbeing program. These assessments, along with NAPLAN, provide standardised data from which teachers can make judgements about both progress and relative achievement at an individual, class, year and whole school level. Teachers primarily use this data to assist with reporting and planning.

Increasingly, we are assisting students to become data literate, supporting them to become more aware of their own progress and the next steps in their learning. The annual student targets, which are collaboratively set by teachers, assist both students and teachers to make judgements about progress and overall achievement.

Targeted Use of School Resources

Despite a tight financial position, we continued to prioritise the Impact Coach positions. This was conducted through our Professional Learning contract with Corwin Australia which completed at the end of 2019. As with the previous year, almost all classes enjoyed a significant education assistant allocation which supported targeted intervention. As noted previously, an education assistant was also allocated to support explicit development of social skills within an identified cohort of students.

Through our cash budget, we continued to prioritise the English and Mathematics cost centres, to ensure resources were available to support teacher and students in these critical areas.

A Culture that Promotes Learning

We recognise that the focus on learning is not just about students, but that staff too must be constantly looking to learn and improve. In conjunction with a comprehensive whole school professional learning program, teachers engaged with an Impact Coach who supported them to reflect upon and improve their pedagogical practice, particularly in line with our Visible Learning focus. We pride ourselves on the collaborative practices within Professional Learning Communities (PLC) which have student progress at the heart of conversations. Regular PLC meetings ensured both support and professional learning for staff and a consistent, structured learning program for students.




Our 'Be Proud' pastoral care program continues to underpin both the social/emotional development of our students and our behaviour management processes. Explicit teaching of the 'Nine National Values', and consistent implementation of our behaviour management processes ensure that our

classroom and playground environments remain safe, supportive and conducive to learning. The Zones of Regulation program supports students to understand and regulate their emotions and provides skills and strategies to support students with 'self-regulation'.

Our work in this area continues to be supported through our Chaplain, School Psychologist and small targeted social skills groups coordinated by one of our education assistants. These targeted interventions support students who have greater needs in understanding and regulating their emotions and behaviours.

Business Plan Review

At the end of 2020 a Business Plan review was undertaken to ensure progress against Business Plan targets was evident.

2018 – 2020 Business Plan Target	 <i>Achieved</i>  <i>Working towards</i>  <i>Planned / Not yet achieved</i>	Evidence <i>What do we see in the data?</i> <i>Why do we see this?</i> <i>What (if anything) should we be doing about it?</i>
Student Targets - Academic		
Average NAPLAN scores are higher for year 3 & 5 for each test element.	Numeracy (0.2 increase on expected performance) Reading (0.8 increase on expected performance) Writing (0.1 increase on expected performance) Spelling Grammar and Punctuation (0.4 decrease on expected performance)	No NAPLAN undertaken in 2020. Therefore 2019 results were used. Using 2017 (Year 3) and 2019 (Year 5). This means the data is cohort specific (based on one set of student data). In response, a three year strategic plan with curriculum heavy focus was developed. Impact Coaches focus was on curriculum delivery. Explored and introduced whole school approaches in English and Math. Introduction of new intervention approach for English. Gifted and Talented Extension program introduced. Curriculum improvement remains a focus for 2021-2023 Business Plan.
Decrease the % of students who are below the national minimum standard.	Increase % of students in bottom 20% across all measures (2017-2019)	Reporting of NAPLAN changed to 'bottom 20%', 'middle 60%' and 'top 20%'. These are then compared to 'Like Schools'. Bottom 20% increase against all assessments. Majority of NAPLAN assessments moved to online. In response, intervention program and whole school evidence based approaches initiated and adopted across the school.
Increase the % of A and B Grades.	Grade alignment in English and	Teacher Judgement grade alignment remains a focus. School Based Assessment schedule adjusted to include different measures which are less subjective than teacher judgement.

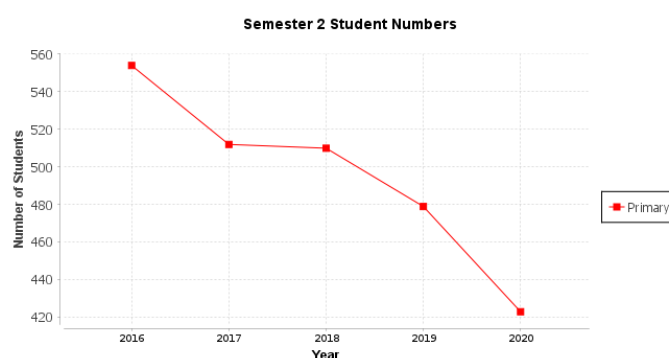
	Math below 'like schools'.	There is a focus on teacher judgement aligning with judging standards for Reporting to Parents and data used to measure student progress.																																																		
Decrease the % of E Grades.	Grade alignment in English and Math below 'like schools'.	Teachers are using different measures which are less subjective than teacher judgement. Focus on teacher judgement aligning with judging standards																																																		
Student Targets – Non Academic																																																				
Improved results demonstrated through annual 'Student Survey'.	1 out of 12 domains increase. 1 out of 12 maintain. 10 out of 12 decrease.	Student survey was not undertaken in 2020. 2018-2019 data used. In response, Weaving Wellbeing program researched and initiated and to be implemented in 2021.																																																		
Reduction in suspension, withdrawal and detention rates as recorded through SIS.		Violence in Schools policy introduction. Suspension rates decreased. Detention rates increased. Remains a Target.																																																		
Increase 'overall' attendance percentage		<table><tr><th></th><th colspan="3">Non - Aboriginal</th><th colspan="3">Aboriginal</th><th colspan="3">Total</th></tr><tr><th></th><th>School</th><th>Like Schools</th><th>WA Public Schools</th><th>School</th><th>Like Schools</th><th>WA Public Schools</th><th>School</th><th>Like Schools</th><th>WA Public Schools</th></tr><tr><td>2017</td><td>93.6%</td><td>92.9%</td><td>93.8%</td><td>92.9%</td><td>82.1%</td><td>81.2%</td><td>93.6%</td><td>91.9%</td><td>92.7%</td></tr><tr><td>2018</td><td>93.5%</td><td>92.8%</td><td>93.7%</td><td>91.6%</td><td>83.0%</td><td>80.8%</td><td>93.3%</td><td>91.6%</td><td>92.6%</td></tr><tr><td>2019</td><td>91.3%</td><td>91.7%</td><td>92.7%</td><td>86.4%</td><td>83.2%</td><td>79.5%</td><td>91.1%</td><td>90.8%</td><td>91.6%</td></tr></table>		Non - Aboriginal			Aboriginal			Total				School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	2017	93.6%	92.9%	93.8%	92.9%	82.1%	81.2%	93.6%	91.9%	92.7%	2018	93.5%	92.8%	93.7%	91.6%	83.0%	80.8%	93.3%	91.6%	92.6%	2019	91.3%	91.7%	92.7%	86.4%	83.2%	79.5%	91.1%	90.8%	91.6%
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2019	91.3%	91.7%	92.7%	86.4%	83.2%	79.5%	91.1%	90.8%	91.6%																																											
Increased percentage of students attending greater than 90%		Attendance rates across state decreased 2017 -2019. School rates aligned closely with WA school average and better than like schools.																																																		
STAFF TARGETS																																																				
Improved results demonstrated through annual 'Staff Survey'.	2/20 domains increased 3/20 maintained 15 domains decreased	Not every teacher participated. 2018-2019 data compared Education Assistant re-deployment process occurred in 2019. Staff wellbeing remains a target																																																		
Improved results as demonstrated through the annual 'Student Voice Survey'.	Decrease across all 23 domains.	Not all classes participated in 2020. 2018-2020 data compared.																																																		
PARENT/COMMUNITY TARGET																																																				
Improved results as indicated through annual 'Parent Survey'	4 out of 20 increase. 10 out of 20 maintain. 6 out of 20 decrease.	Not undertaken in 2020. 2018-2019 data used.																																																		

Greater knowledge of the role and function of the School Board.

School Boards members attended Training in 2020.

Enrolment Profile

The graph below demonstrates enrolment figures from 2016 to 2020. The school population has decreased over the last 5 years. A trend has continued of families moving to new estates to the East of Port Kennedy, while the area surrounding Rockingham Lakes Primary School has matured with a reduction of school aged children.



Semester 2	2016	2017	2018	2019	2020
Primary (Excluding Kin)	554	512	510	479	423

Student Performance Data

NAPLAN was not undertaken in 2020.

Parent, Student and Staff Satisfaction Surveys

Parents, student and staff did not complete the National Schools' Opinion Survey in 2020. This is planned for 2021.

Student Behaviour

The school maintained our proactive approach to managing student behaviour across 2020. Serious behaviour breaches were addressed through suspension. School data indicates the number of days for suspension were considerably lower and the number of student numbers suspended reduced. There was an increase in the detention data in 2020 indicating an increase in the use of this strategy to reteach desired behaviours.

Student engagement programs including Be Proud, Positive Behaviour Points and the Zones of Regulation continued to have a positive result on student behaviour. Resources were again allocated in the playground and during class time, teaching and modelling appropriate conflict resolutions strategies, preventing incidents where possible and supporting the implementation of Individual Behaviour Plans. A number of small social skill classes were also run across the year, up-skilling targeted students and thereby reducing the number of playground issues.

	2016	2017	2018	2019	2020
Suspension - # total	23	82.5	30	42.5	13
Suspension - # students	10	17	10	9	5
Withdrawals - # total	83	97	33	22	17
Withdrawals - # students	36	31	21	10	10
Detentions - # total	260	348	170	137	224
Detentions - # students	80	87	62	61	83

Student Attendance

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.

Destination Schools

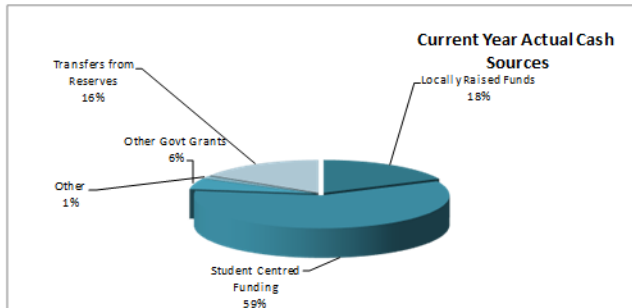
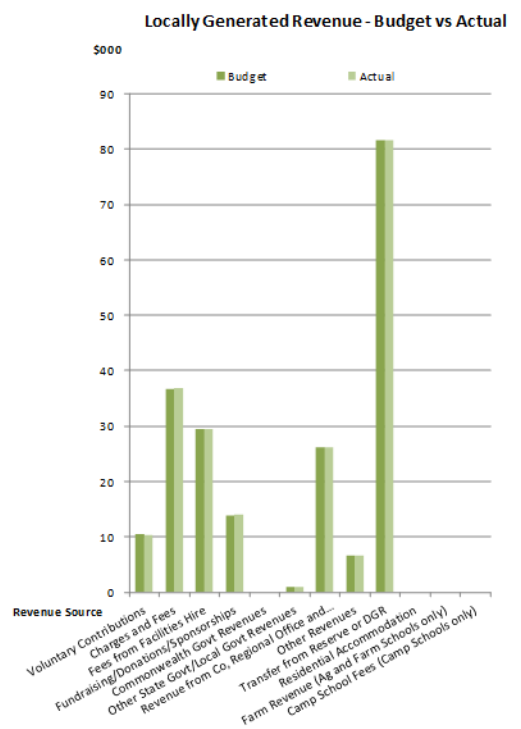
The majority of our year 6 cohort transitioned to our locally zoned Warnbro Community High School. Combined with Comet Bay College, Rockingham Senior High School and Safety Bay Senior High School, this demonstrates a very high retention percentage of Rockingham Lakes Primary School students with the Department of Education Senior Education facilities.

Destination Schools	Male	Female	Total
4159 Warnbro Community High School	18	17	35
4054 Rockingham Senior High School	6	4	10
4128 Safety Bay Senior High School	4	6	10
4176 Comet Bay College	6	2	8
1324 South Coast Baptist College	1	4	5
4199 Coastal Lakes College	3		3
1373 Frederick Irwin Anglican School		2	2
1408 Living Waters Lutheran College		2	2
1421 Mother Teresa Catholic College		2	2
4190 Baldivis Secondary College		1	1
1354 Mundaring Christian College	1		1
1322 Rockingham Montessori School		1	1
1406 Tranby College		1	1
6096 Warnbro Com High School Es Ctre	1		1

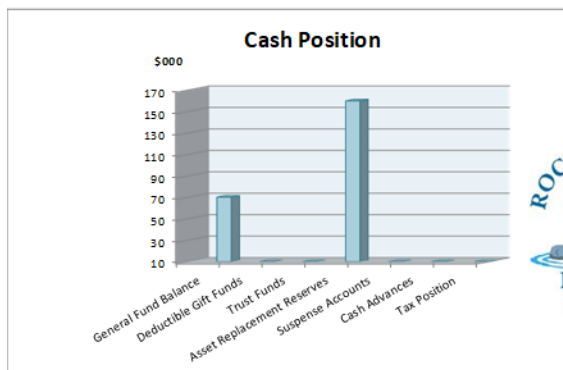
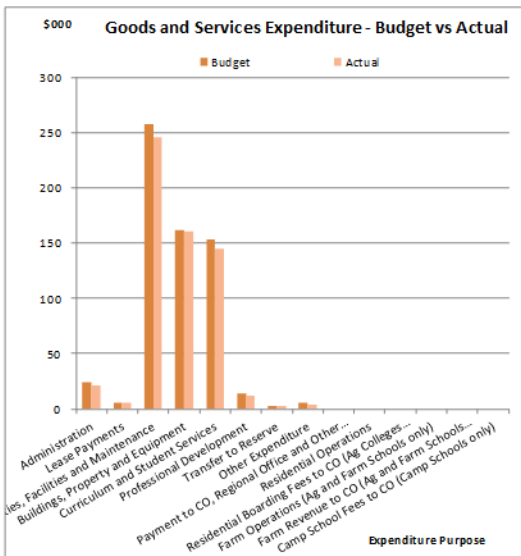


Rockingham Lakes Primary School Financial Summary as at 31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 10,458.00	\$ 10,316.50
2	Charges and Fees	\$ 36,690.82	\$ 36,841.99
3	Fees from Facilities Hire	\$ 29,545.00	\$ 29,545.44
4	Fundraising/Donations/Sponsorships	\$ 13,934.62	\$ 14,122.42
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 26,140.78	\$ 26,140.78
8	Other Revenues	\$ 6,686.83	\$ 6,630.05
9	Transfer from Reserve or DGR	\$ 81,600.63	\$ 81,600.63
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 206,056.68	\$ 206,197.81
	Opening Balance	\$ 160,351.00	\$ 160,351.87
	Student Centred Funding	\$ 299,284.40	\$ 299,284.40
	Total Cash Funds Available	\$ 665,692.08	\$ 665,834.08
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 665,692.08	\$ 665,834.08



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 24,240.84	\$ 20,935.22
2	Lease Payments	\$ 5,300.00	\$ 5,225.44
3	Utilities, Facilities and Maintenance	\$ 257,665.92	\$ 245,275.14
4	Buildings, Property and Equipment	\$ 161,244.02	\$ 160,881.37
5	Curriculum and Student Services	\$ 152,937.84	\$ 145,170.52
6	Professional Development	\$ 14,000.00	\$ 11,911.45
7	Transfer to Reserve	\$ 2,357.00	\$ 2,357.00
8	Other Expenditure	\$ 5,566.02	\$ 3,910.47
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 623,311.64	\$ 595,666.61
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 623,311.64	\$ 595,666.61
	Cash Budget Variance	\$ 42,380.44	



Cash Position as at:	
Bank Balance	\$ 226,084.39
Made up of:	
1 General Fund Balance	\$ 70,167.47
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 159,968.93
5 Suspense Accounts	\$ 869.99
6 Cash Advances	\$ -
7 Tax Position	\$ (4,922.00)
Total Bank Balance	\$ 226,084.39

Snapshots of the 2020 School Year

