



ROLEYSTONE
COMMUNITY COLLEGE
INDEPENDENT PUBLIC SCHOOL

Annual Report 2021

From the Principal

It is my pleasure to present this report on behalf of the College Board, Staff and Students.

2021 saw the continuation of the COVID-19 pandemic and continued to provide difficulties for schools in terms of continuity of program, staffing and management of resources.

I continue to be proud of the way in which our school has managed to navigate the pandemic with considerable support and confidence from the local community.

2021 saw the school undergo its regular Independent Public School Review with excellent outcomes as outlined later in the document.

2021 saw the introduction of a new Business Plan in line with the Public School Review schedule and the targets in this Business Plan are reported in this document.

Kind regards

A handwritten signature in cursive script that reads "Mark Brookes". The ink is dark and the signature is fluid and legible.

Mark Brookes
Principal

20 July 2022

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STATEMENT OF INTENT

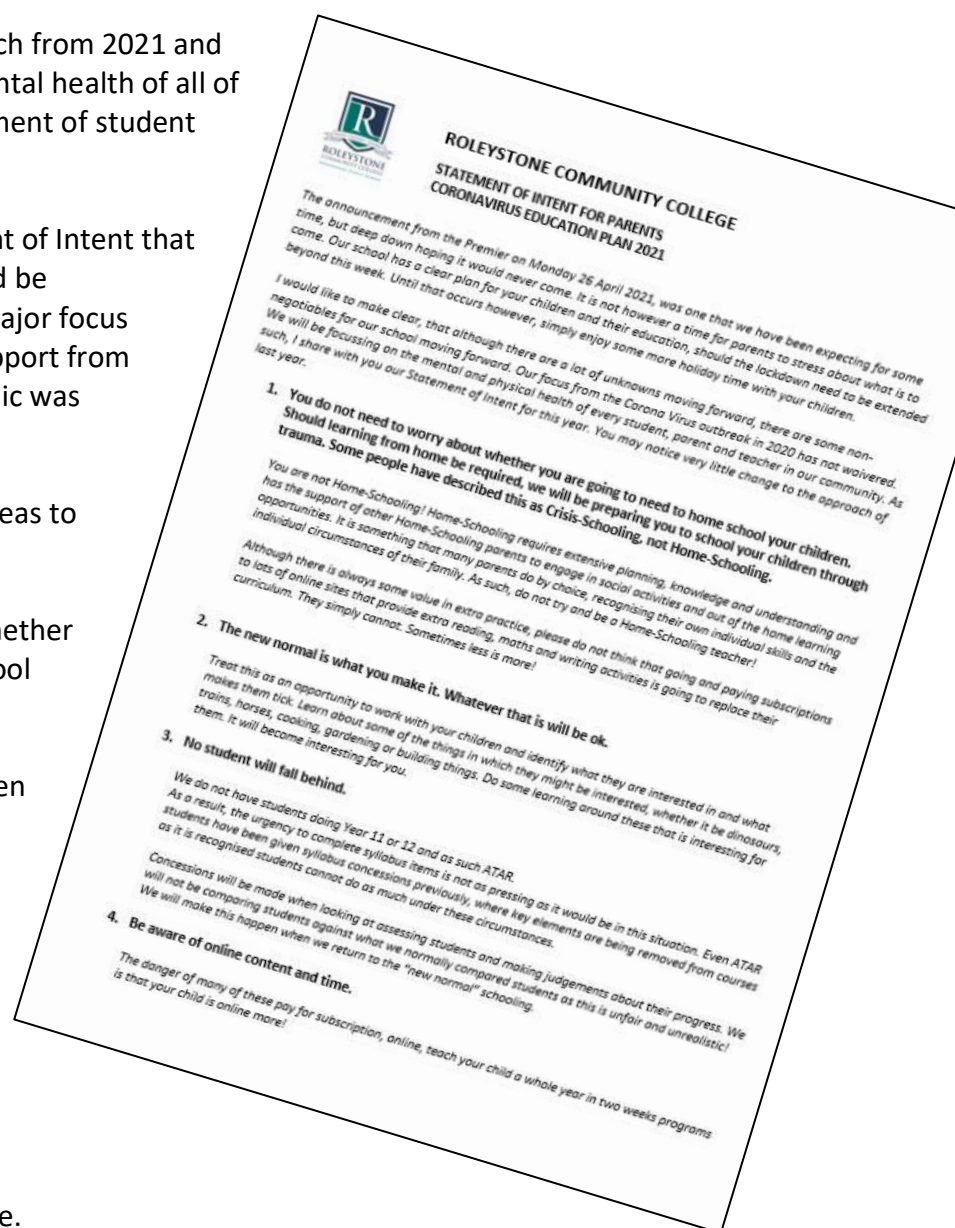
2021 saw the school enter the second year of the COVID-19 Corona Virus pandemic with continual changes to operations and requirements for schools to follow in order to keep our children safe, as well as to ensure that we maintained continuity of learning for all students across the school.

As a school, we did not change our approach from 2021 and continued to focus on the physical and mental health of all of our students and staff before the development of student outcomes.

The school once again released a Statement of Intent that outlined to parents the approach we would be following. This approach, coupled with a major focus on communication, led to considerable support from our parents regarding the way the pandemic was handled.

The Statement of Intent outlined 5 clear areas to support parents through the pandemic:

1. You do not need to worry about whether you are going to need to home school your children. Should learning from home be required, we will be preparing you to school your children through trauma. Some people have described this as Crisis-Schooling, not Home-Schooling.
2. The new normal is what you make it. Whatever that is will be ok.
3. No student will fall behind.
4. Be aware of online content and time.
5. Look after yourself. If you do not look after yourself then you are not in any position to look after your children.



This focus was extremely well received by parents and enabled the school and parents to work together to ensure that all students remained physically and mentally healthy throughout this time.

PUBLIC SCHOOL REVIEW

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

The following findings were made as a part of this review:

RELATIONSHIPS AND PARTNERSHIPS

The college values the extent to which positive and respectful relationships and partnerships enhance the learning experience and outcomes for students.

Commendations

The review team validate the following:

- A culture of collaboration exists across the college. The strength of informal opportunities, where staff share and seek the expertise of others, complements more formal structures for collaboration.
- Positive and connected relationships are evident between staff, students and families based on respect and care for all students.
- Multiple avenues, guided by agreed protocols, exist for families to communicate with the college. This includes the use of Connect, electronic newsletters, the college website and parent interviews and meetings. College Board members and P&C representatives are strong advocates of the college. Their respect for leaders and staff, and their pride in the positive behaviour of students, is evident.
- In addition to National School Opinion Surveys, opportunities for parent and carer feedback are captured through targeted and easy to complete surveys, which are considered and actioned by the college.
- The college is reflective and deliberate in creating and maintaining effective partnerships for the benefit of students. The partnership with Awards WA in delivering the Duke of Edinburgh Award program and trialling the Ignite program exemplifies this commitment.

Recommendation

The review team support the following:

- Engage the College Board and P&C in consultation to strengthen existing communication with families.

LEARNING ENVIRONMENT

Leaders have promoted a safe, inclusive and supportive environment that is evident by the positive 'feel' experienced when moving throughout the college.

Commendations

The review team validate the following:

- Leaders and staff demonstrate a genuine care for their students. A 'no stone left unturned' commitment to student support is the responsibility of all and appreciated by students and families.

- Significant attention is paid to ensuring that student health and wellbeing is enhanced through their engagement with the environment. Students are afforded purposeful, well-crafted nature play areas which they take pride in maintaining and ownership in respectfully sharing the spaces.
- There is a focus on early identification and intervention that drives decision making. The employment of an occupational therapist is providing guidance for teachers in supporting student motor skill development in the early years.
- A tiered model of intervention guides the work of paraprofessionals in providing individualised and group interventions for students at educational risk. The establishment of the learning support coordinator is strengthening individual education planning and providing support for teachers.
- Good standards of student behaviour are a testament to the positive culture of the college. The reinvention of Positive Behaviour Support is building a common language and meaningful rewards for positive behaviour.

Recommendation

The review team support the following:

- Continue to progress the college's commitment to become more culturally responsive and embed Aboriginal perspectives into classroom practice.

LEADERSHIP

Leaders are united in their vision and have developed a culture of trust in progressing the college's ongoing improvement agenda.

Commendations

The review team validate the following:

- The '4 Givens' underpin the narrative of leaders and the collective responsibility to an agreed way of working together in the best interests of students.
- The 'Towards' document articulates the alignment of system directions and school priorities for staff and guides the work of the college.
- Leaders manage change in a very strategic and deliberate way ensuring all decisions are evidence-based and staff are provided with opportunities to engage fully in the processes.
- Leaders model instructional leadership effectively and are engaging staff in reflective practice through the professional review process aligned with the 'Toward' document.
- Distributed leadership is promoted through collaboration and the identification of 'experts' to drive school initiatives.
- Executive leaders are situated across the college resulting in ongoing support for teaching and learning and professional conversations with staff. Time to collaborate is prioritised, ensuring leaders maintain a whole school focus on priorities.

Recommendation

The review team support the following:

- Allocate dedicated time for staff to lead their identified portfolios and strengthen mentoring support to assist in their leadership development.

USE OF RESOURCES

As evident in each of the domains of the School Improvement and Accountability Framework, finance and resource decisions are aligned directly to meeting the needs of every student.

Commendations

The review team validate the following:

- The Principal and manager corporate services work collaboratively in ongoing oversight of the college's financial position. The Finance Committee is representative of staff across the college and, along with Board members, play their role in maintaining sound financial governance.
- Thorough planning, using both Department of Education and college-based tools, is ensuring resource allocations are aligned to college priorities. This demonstrates 'best practice' in managing the resourcing in a K-10 college context.
- Discretionary funds are prudently managed to address student need. Creative allocation of human resources including the placement of paraprofessionals is ensuring individual and small group support where required.
- Ensuring the ongoing workforce needs of the college by maintaining learning area and program expertise is driving careful planning.
- Considerable P&C fundraising has contributed to the school's ongoing efforts to provide physical spaces that enhance student learning, including two impressive nature play areas.

Recommendation

The review team support the following:

- Continue to ensure the funds allocated through the Funding for Schools model are meeting the unique needs of the college.

TEACHING QUALITY

Evidenced by the shared language of leaders and teaching staff, there is a collective commitment to improve the quality and consistency of teaching practice across the college.

Commendations

The review team validate the following:

- In collaboration with staff, whole-school expectations in relation to teaching, learning and assessment, have been established and documented in the Roleystone Teaching and Learning handbook.
- An agreed lesson design modelled on Rosenshine's Principles of Instruction is promoting consistency of practice and a common language for staff and students.
- Staff collaboratively plan for, act on, and assess student learning with guidance and support from leaders to align curriculum delivery with the Western Australian Curriculum. Feedback from leaders on individual teaching plans is promoting a culture of continuous improvement among staff.
- Curriculum and classroom plans identify targeted strategies for individual and groups of students requiring differentiated teaching.
- Leaders interrogate system and school-based data and articulate these data in meaningful and succinct ways enabling teaching staff to make informed decisions in planning for improvement.

Recommendations

The review team support the following:

- Further embed the Roleystone Model of Teaching across the college to promote collective teacher efficacy and ensure accountability through classroom observation and feedback.
- Ensure the professional learning plan is targeted to improving the quality and consistency of teaching practices outlined in the Roleystone Model of Teaching.

STUDENT ACHIEVEMENT AND PROGRESS

Leaders and staff share the belief that every child can progress, and demonstrate a shared responsibility for this to occur with all students.

Commendations

The review team validate the following:

- 2021 NAPLAN1 comparative performance was as expected in every assessment in every year group with the exception of Year 7. Significant improvement in Year 3 data in all assessments is a testament to the college's early intervention focus.

- A strategic and targeted approach has resulted in an increased number of Year 10 students qualifying for Online Literacy and Numeracy Assessment in recent years. In 2019, over 90 per cent of students qualified in all assessments.
- Attention to teacher judgements has shown improvement in grade allocation alignment. 'Principal Honours', awarded to students with high grade averages is resulting in greater numbers of students aspiring to and receiving these awards.
- Individual student systemic and school-based data is recorded and monitored by teaching staff. An extensive handover process ensures staff in the subsequent year have a clear understanding of student achievement and progress to inform teaching plans.

Recommendations

The review team support the following:

- Continue to provide opportunities for internal moderation together with other network schools to further strengthen consistency of teacher grade allocation judgements.
- Increase the data literacy of teaching staff, particularly in the use of Progressive Achievement Tests, to strengthen their capacity to interpret data by assessing the impact of their teaching on student progress

These responses as a part of the review process gives the school confidence moving forward that all areas of school operations are working as expected, and that the directions in which the college is moving are endorsed by the review panel.

ACHIEVEMENT TOWARDS BUSINESS PLAN TARGETS

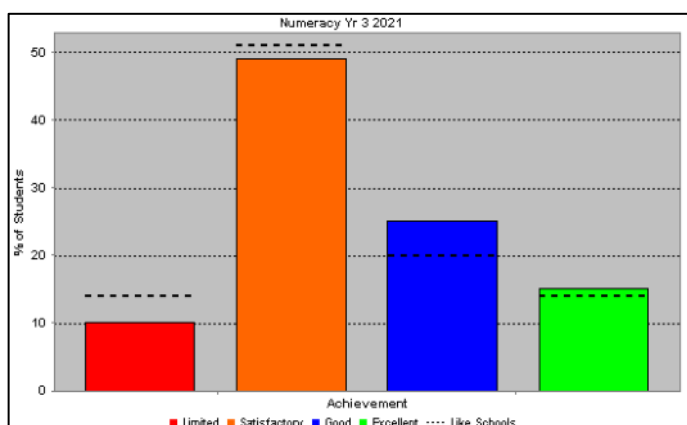
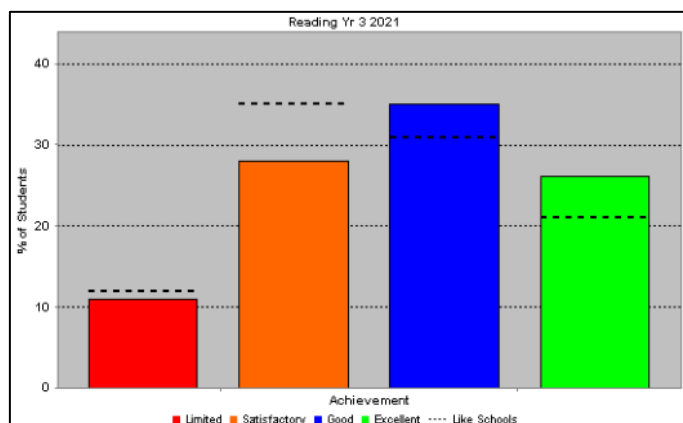
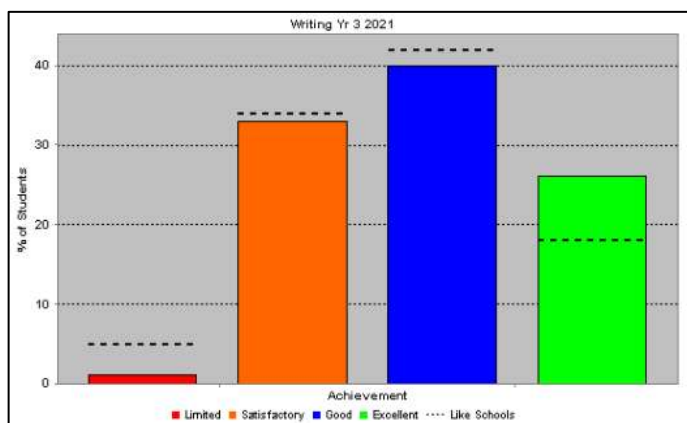
Target 1

The number of students in the top 20% of students state wide will be 20% or more of the college population in each test of NAPLAN.

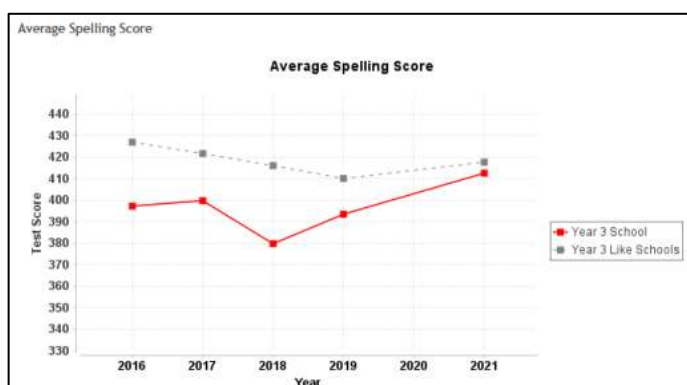
Year 3

	No. in top 20%	No. Total	% in top 20%
Writing	20	78	26
Reading	18	78	23
Numeracy	18	78	23
Spelling	14	78	18
Grammar	20	78	26

This is an excellent result and provides confidence that the work done in improving outcomes in the Early Childhood part of the school over the past 5 years is beginning to pay dividends. The following charts show that the number in the top 20% has in general come from a reduction in the expected number of students in the low achievement level.



It is pleasing to see that the performance in the “good” and “excellent” areas are well above like schools in each of these areas.

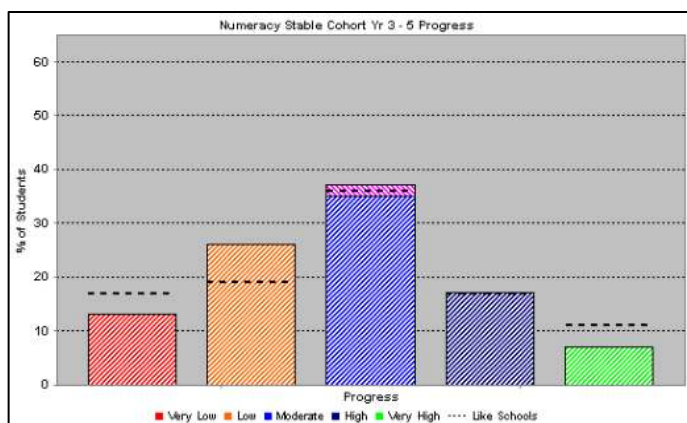
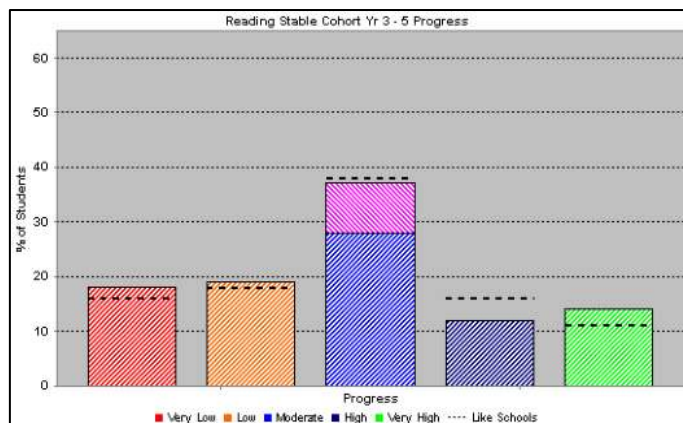
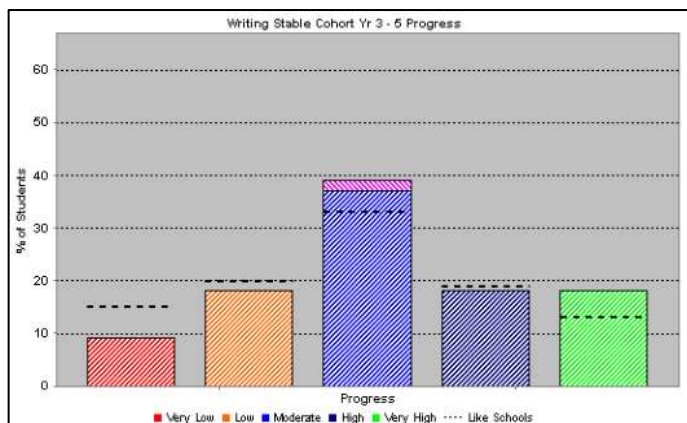


Despite Spelling not having 20% of students in the top 20%, Spelling has improved considerably in this cohort over previous cohorts and is much closer to the results of like schools.

Year 5

	No. in top 20%	No. Total	% in top 20%
Writing	15	70	21
Reading	8	69	12
Numeracy	10	68	15
Spelling	10	69	15
Grammar	10	69	15

At first glance, the results in Year 5 in 2021 seem to be poor, as all areas except Writing saw us not achieve our target. Further investigation into this cohort is shown in the charts below:



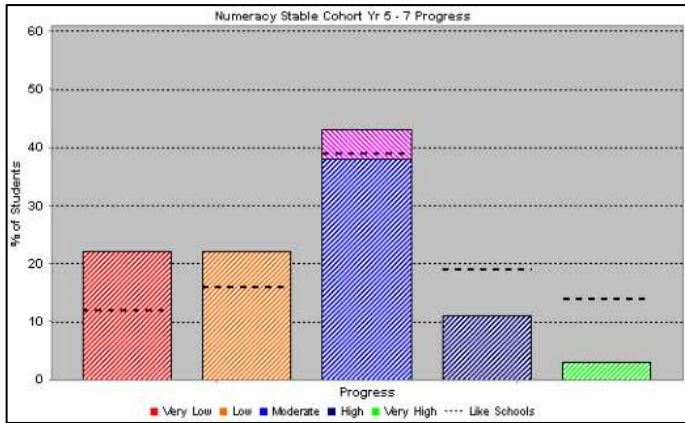
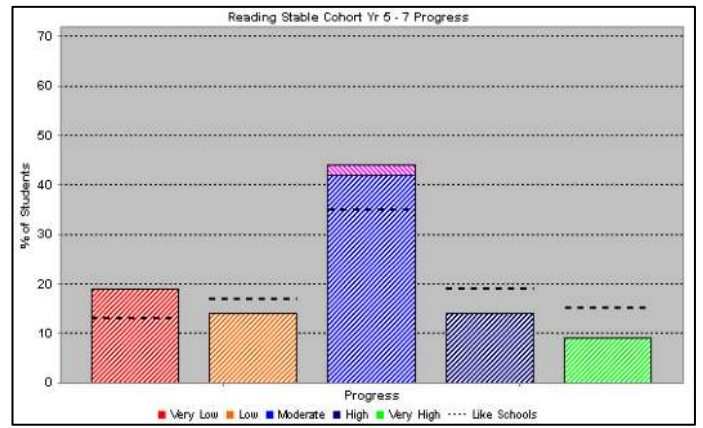
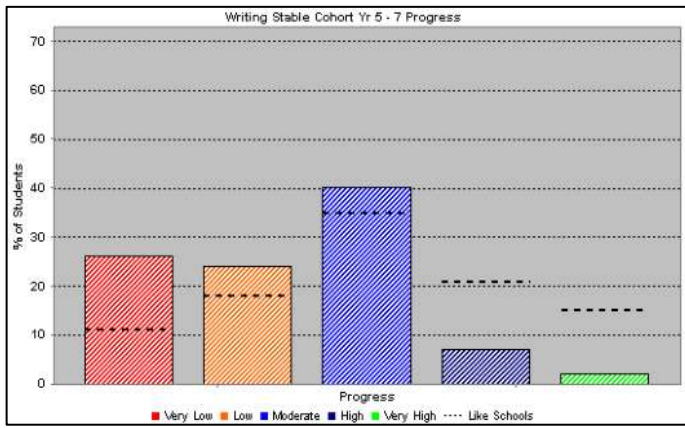
In Reading and Numeracy, there is a need for more investigation into progress of individual students due to the poor comparison with Writing outcomes in this area.

Investigation into learning programs in Year 3 and 4 during this time now needs to be completed to address what is a worrying decline.

Year 7

	No. in top 20%	No. Total	% in top 20%
Writing	9	59	15
Reading	6	58	10
Numeracy	5	54	9
Spelling	4	55	7
Grammar	6	55	11

The performance of the Year 7 cohort in 2021 is a reflection on the poor retention of our more academically able students at the end of 2020 where the retention rate was affected by COVID. Local private schools targeted Year 6 school leavers with considerably reduced fees seeing a considerable drop in numbers for this cohort.



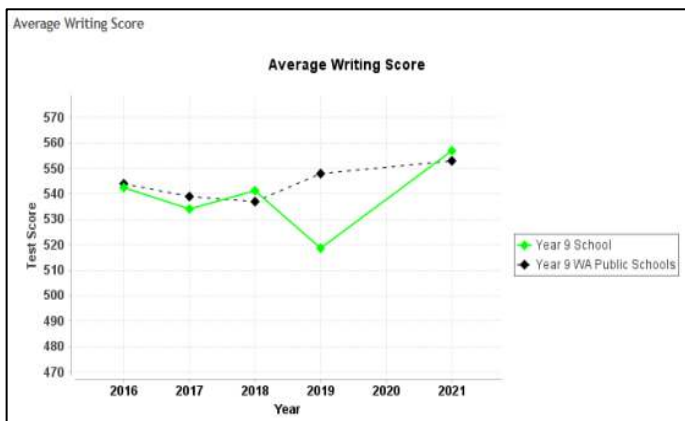
What is of more concern is the lack of progress of those students that were retained in the school with a large number of students showing low levels of progress in Years 5 and 6.

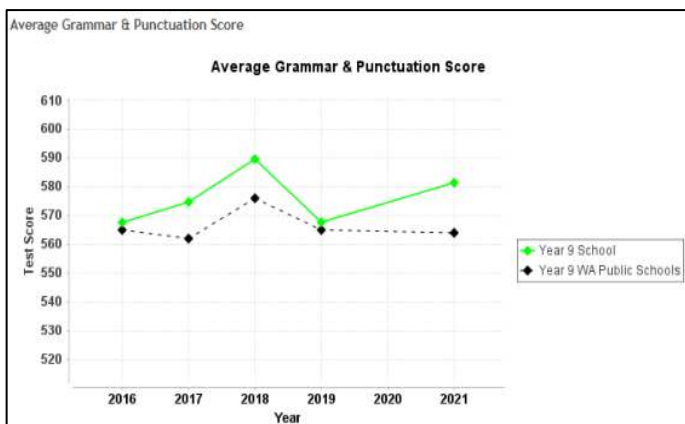
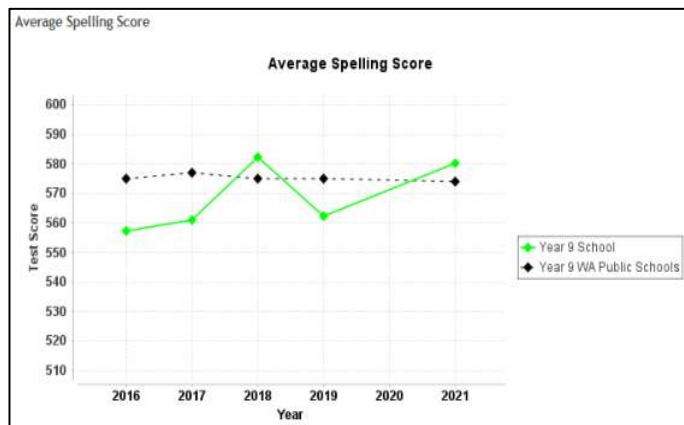
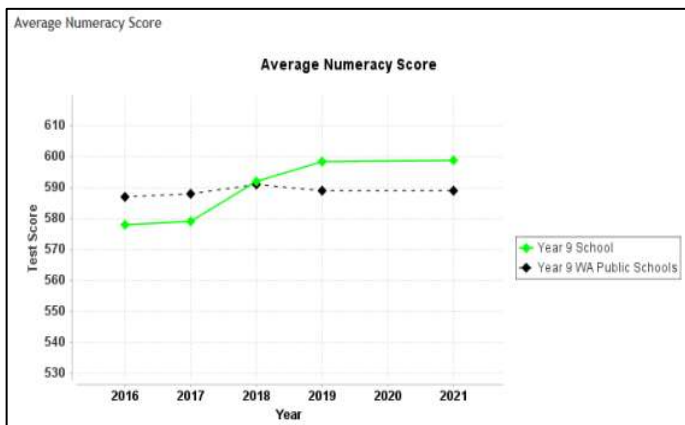
Considerable investigation into the Year 5 and 6 programs of work now needs to be considered for future improvements.

Year 9

	No. in top 20%	No. Total	% in top 20%
Writing	16	69	23
Reading	18	68	26
Numeracy	15	67	22
Spelling	15	67	22
Grammar	17	67	25

The performance of our Year 9 cohort across all tests was considerably better than expected achieving the target in all tests.





In each of the tests, our Year 9 cohort demonstrated results above the WA public schools which also gives us confidence in the work being done in our secondary school.

Target 2

The number of students that prequalify for OLN (Band 8 or higher) will increase each year.

Year in Year 10	2019	2020	2021*	2022	Difference**
Pre-Qualification Reading	60%	59%	81%	53%	-6%
Pre-Qualification Writing	38%	21%	67%	41%	+20%
Pre-Qualification Numeracy	50%	67%	70%	56%	-11%

* No NAPLAN in 2020. Prequalifying completed through Year 9s completing OLN

** Because of there being a different prequalification process in 2021, the differences have been shown against 2020 data.

The recommendation is to now use 2022 as a baseline year and compare future years against this result. Future results also need to be compared against WA mean to give context.

Target 3

The number of students achieving Stanine 7 or higher each year will increase each year for each PAT (Progressive Achievement Test) in each year group.

As this is the first year this target is in place, the following baseline data is now in place and will be used for comparison for future years:

	P	1	2	3	4	5	6	7	8	9	10
% students > stanine 7 in PAT Reading	21%	24%	28%	33%	10%	20%	33%	0%	26%	23%	17%
% students > stanine 7 in PAT Maths		68%	35%	31%	10%	16%	32%	0%	18%	17%	0%

This data also raises concerns over the administration of the tests, with abnormalities in the data that would not normally be expected.

Plans for 2022 are to invigilate the tests more consistently with specifically trained staff.

Target 4

The number of students achieving principal's honours will reach and be maintained above 15% of all students.

	P	1	2	3	4	5	6	7	8	9	10	Total
Number in year group	66	70	71	80	72	73	87	58	76	68	38	759
Number achieving Principal's Honours	6	16	14	7	8	7	12	7	19	13	6	115
% achieving Principal's Honours	9%	23%	20%	9%	11%	10%	14%	12%	25%	19%	16%	15.1%

With this being the first time this target has appeared as a part of our Business Plan, this will now form the baseline for future years.

It is excellent that the baseline has reached the target, despite the obvious impact of COVID on the academic year.

Target 5

The number of students below National Minimum Standard (NMS) will be less than 2% for each NAPLAN test if the child has been at the college since Kindergarten.

Year 3

	No. below NMS	No. Total	% below NMS
Writing	0	78	0%
Reading	1	78	1%
Numeracy	2	78	3%
Spelling	1	78	1%
Grammar	1	78	1%

Target achieved in all tests except Numeracy. It is expected that both students concerned will improve by the time they are next tested to move out of this category.

Year 5

	No. below NMS	No. Total	% below NMS
Writing	1	70	1%
Reading	1	69	1%
Numeracy	1	68	1%
Spelling	2	69	3%
Grammar	2	69	3%

One student with a diagnosed disability tested below the NMS for all five tests. Essentially the target is achieved in this year group.

Year 7

	No. below NMS	No. Total	% below NMS
Writing	2	59	3%
Reading	0	58	0%
Numeracy	0	54	0%
Spelling	0	55	0%
Grammar	0	55	0%

One student did not try in the Writing test, refusing to write a word. This student has now left the school. Target achieved.

Year 9

	No. below NMS	No. Total	% below NMS
Writing	1	69	1%
Reading	5	68	7%
Numeracy	0	67	0%
Spelling	1	67	1%
Grammar	1	67	1%

An unexpected result in Year 9 Reading is not in line with the other results demonstrated by these students. For the remainder of the tests, the target has been achieved.

It is pleasing to see that there are many tests with no students below NMS.

Target 6

Student surveys will maintain a level of 4.0 out of 5.0 in each category related to care and feeling safe at school.

Student surveys are due to be completed in 2022, however the 2021 parent survey data is as below and will be used as a baseline for future performance against this target.



OTHER STUDENT ACHIEVEMENT RESULTS

YEAR 12 2021

The college is now in a position to be able to report on the performance of its students that leave the school at the end of Year 10 in terms of their Year 12 performance.

The Year 10 cohort from 2019 completed their Year 12 studies at the end of 2021 with the following results:

Median ATAR – 82.8

Ranking would have been 45th in WA

In comparison to like schools, our students out performed like schools, whilst having a comparable percentage of students completing ATAR:

School	ICSEA	Median ATAR	ATAR Participation %
Leeming SHS	1074	77.9	47%
Woodvale SC	1065	82.1	39%
Melville SHS	1064	82.3	52%
Ocean Reef SHS	1051	80.1	35%
Roleystone CC	1037	82.8	32%
Ashdale SC	1034	81.4	33%
Greenwood College	1033	81.4	31%
Lesmurdie SHS	1032	81.9	31%
Canning Vale College	1027	78.7	34%
Kent St SHS	1026	76.0	36%

OLNA Achievement – 97.2% (one student did not achieve OLNA and they had a disability)

Highest ATAR – 97.4

89% of the students completing ATAR achieved an ATAR high enough to gain immediate entry to University.

These results give the school confidence that the work being done prepares students well for their Year 11 and 12 studies at other schools.

Duke of Edinburgh Award

In 2021, two students achieved their Bronze Award for the Duke of Edinburgh Award.

Ignite

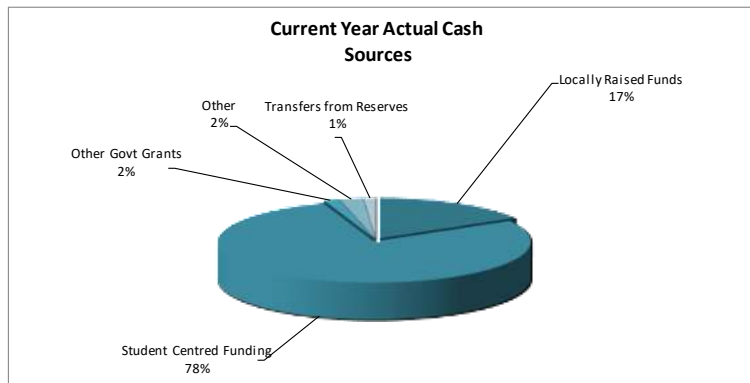
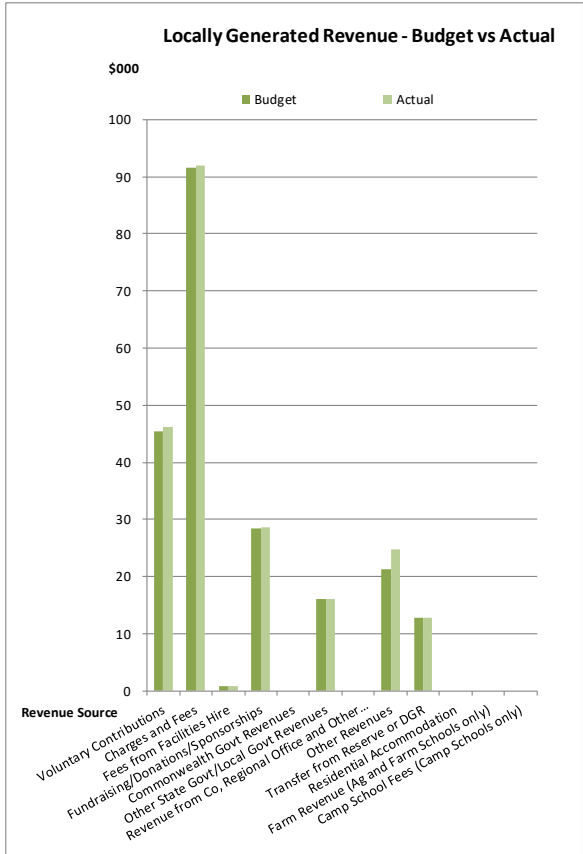
In 2021, Roleystone CC continued to be the best performing school completing the Ignite program with Awards WA, with all students in Year 7 and 8 completing at least one unit of the program.



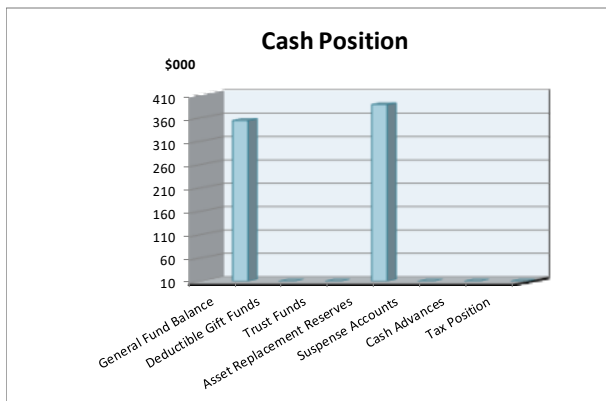
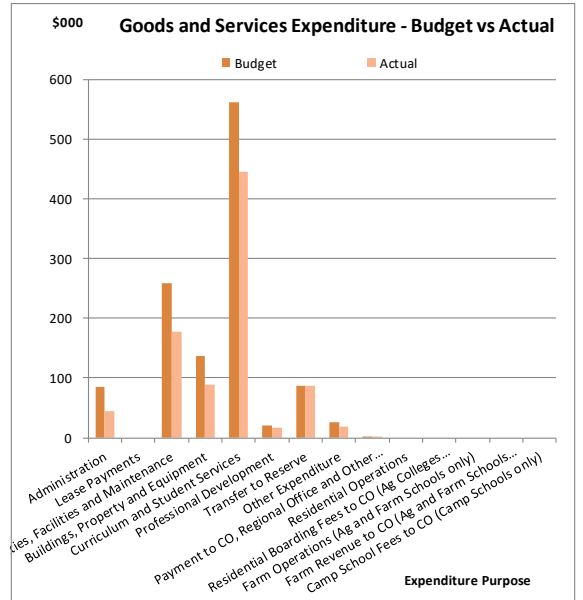
Roleystone Community College

Financial Summary as at Enter date. For example 31/12/2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 45,484.00	\$ 46,092.00
2	Charges and Fees	\$ 91,499.00	\$ 91,897.25
3	Fees from Facilities Hire	\$ 729.00	\$ 728.92
4	Fundraising/Donations/Sponsorships	\$ 28,425.00	\$ 28,675.45
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 16,046.00	\$ 16,045.93
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 21,302.00	\$ 24,761.59
9	Transfer from Reserve or DGR	\$ 12,696.00	\$ 12,696.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 216,181.00	\$ 220,897.14
	Opening Balance	\$ 226,122.80	\$ 226,122.80
	Student Centred Funding	\$ 783,688.00	\$ 783,687.82
	Total Cash Funds Available	\$ 1,225,991.80	\$ 1,230,707.76
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,225,991.80	\$ 1,230,707.76



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 84,094.00	\$ 43,973.55
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 258,399.00	\$ 177,301.25
4	Buildings, Property and Equipment	\$ 137,441.00	\$ 88,838.80
5	Curriculum and Student Services	\$ 560,976.00	\$ 444,892.15
6	Professional Development	\$ 20,567.00	\$ 17,141.52
7	Transfer to Reserve	\$ 86,700.00	\$ 86,700.00
8	Other Expenditure	\$ 25,425.00	\$ 17,744.83
9	Payment to CO, Regional Office and Other Schools	\$ 260.00	\$ 255.00
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	\$ 1,173,862.00	\$ 876,847.10
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,173,862.00	\$ 876,847.10
	Cash Budget Variance	\$ 52,129.80	



Cash Position as at:	
Bank Balance	\$ 744,027.86
Made up of:	
1 General Fund Balance	\$ 353,860.66
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 387,731.55
5 Suspense Accounts	\$ 5,501.65
6 Cash Advances	\$ (130.00)
7 Tax Position	\$ (2,936.00)
Total Bank Balance	\$ 744,027.86



ADMINISTRATION

Crunch & Sip
School

Accredited
Quality Standard

R

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