Our Focus Areas for School and Student Development

Rosalie will continue to provide a safe, healthy and supportive environment for students and staff. We support a values-rich learning culture that supports positive behaviours. We will encourage students to actively nurture a sustainable environment.

Strategies
- Provide a safe and supportive learning and working environment
- Manage future buildings and grounds needs
- Promote Rosalie Values
- Support sustainable environmental practices

Rosalie will continue to forge strong and sustainable community partnerships to create engaging learning opportunities for students at Rosalie Primary School focused on academic, social and emotional development.

Strategies
- Enhance learning opportunities through external partnerships
- Engage with the Rosalie community
- Value diversity of our community
- Promote social consciousness and community responsibility
- Seek opportunities for grants/funding

Rosalie fosters a learning environment that encourages our students to be well prepared for their future, happy and secure, and able to contribute positively to their community.

Strategies
- Early intervention testing and support
- Foster lifelong learning
- Pursuit and celebration of personal excellence
- Provide experimental learning
- Implement differentiated curriculum to meet student needs
- Provide leadership opportunities
- Support health and emotional wellbeing

2014-2016 Integrated Priorities
- Develop a comprehensive ICT strategic plan
- Forge stronger sustainable partnerships with Rosalie parents and wider community
- Manage future buildings and grounds needs
- Strengthen experimental and nature-based learning opportunities
- Continue the school’s focus on ‘The Thinking Classroom’

Rosalie School Song

In the shadow of the city
Where the grey turns into green
There’s a place where generations
Are so proud to say they’ve been.

Rich in history
Shaping destiny
Shining there
Like a rare, hidden jewel.
This is Rosalie
Friends and family
This is Rosalie, our school!

In the classroom we seek knowledge
In the contest, victory
But we know the road to wisdom
Must be walked in harmony.

Rich in history
Shaping destiny
Shining there
Like a rare, hidden jewel.
This is Rosalie
Friends and family
This is Rosalie, our school!
This is Rosalie, our school!

Rosalie will continue to support and build on staff expertise for teaching excellence and maintain training and support for staff.

Strategies
- Continue to deliver improvements in curriculum and assessment
- Support and develop staff leadership
- Develop Information and Communication Technologies (ICT) skills

Strong Sustainable Partnerships

Rosalie will continue to support and build on staff expertise for teaching excellence and maintain training and support for staff.

Strategies
- Continue to deliver improvements in curriculum and assessment
- Support and develop staff leadership
- Develop Information and Communication Technologies (ICT) skills
About Rosalie
Rosalie Primary School, the country school in the city, has been an integral part of the Shenton Park Community for more than 100 years. Rosalie is proud of its academic tradition and thrives on its strong parent-community-teacher partnership. We are excited about our future.

Rosalie has been an Independent Public School since 2001. We strive for each of our students to achieve their personal best, to foster excellence in student learning and to celebrate student talents and achievements.

Parents and teachers work as partners, ensuring the whole school encourages students to participate, achieve their best, be considerate and supportive of others and value learning. We strive to create a positive, happy and rewarding school experience.

The school attracts and retains experienced, caring and innovative staff who provide high quality, stimulating and challenging learning opportunities. Rosalie’s students consistently perform well above state and national averages in national testing programs.

About Rosalie
Rosalie Primary School provides a safe and challenging environment through a rich and extensive curriculum that encourages students to achieve their learning goals. Over the last three years we have developed an evidence-based approach to self-assessment of our academic performance. The result is a school focused on continuous improvement and whole school involvement.

Our Vision
Our school community supports and challenges our students to achieve their personal best and celebrates their efforts and successes.

Our Purpose
At Rosalie we develop our students:

- to learn and the ability to maximise their educational opportunities
- the capacity to grow academically, emotionally, physically and creatively to their full potential
- a social conscience, helping them to recognise the importance of contributing to their family, school and wider community.

Rosalie Primary School is an Independent Public School. We strive for our integrated priorities to ensure we maintain a high sense of social responsibility and a sense of belonging through collaboration between student, family, school and wider community.

Our Student Achievement Targets 2014-2016

- Maintain high levels of attendance
- In subject areas and cohorts currently tracking below our 45% benchmark there will be an increase by 5% in the number of students who perform in the top 20%.
- In Year 1 and, if required, again in Year 2.
- In Year 7 only in like school comparison groupings in the Australian Mathematics Competition.
- In the Australian Mathematics Competition.

The Independent Review highlighted the need to establish more meaningful academic targets and to capture a broader perspective of students’ achievements. Over the next three years we will measure both academic and non-academic student achievement using a modified set of indicators which give a broader and more holistic approach to student achievement.

In subject areas and cohorts currently tracking below our 45% benchmark there will be an increase by 5% in the number of students who perform in the top 20%.

Additional indicators will highlight both high and low level performance trends including incremental change across years we will measure both academic and non-academic student achievement using a modified set of indicators which give a broader and more holistic approach to student achievement.

In subject areas and cohorts currently tracking below our 45% benchmark there will be an increase by 5% in the number of students who perform in the top 20%.

Additional indicators will highlight both high and low level performance trends including incremental change across years we will measure both academic and non-academic student achievement using a modified set of indicators which give a broader and more holistic approach to student achievement.

In subject areas and cohorts currently tracking below our 45% benchmark there will be an increase by 5% in the number of students who perform in the top 20%.

Additional indicators will highlight both high and low level performance trends including incremental change across years we will measure both academic and non-academic student achievement using a modified set of indicators which give a broader and more holistic approach to student achievement.

In subject areas and cohorts currently tracking below our 45% benchmark there will be an increase by 5% in the number of students who perform in the top 20%.

Additional indicators will highlight both high and low level performance trends including incremental change across years we will measure both academic and non-academic student achievement using a modified set of indicators which give a broader and more holistic approach to student achievement.

In subject areas and cohorts currently tracking below our 45% benchmark there will be an increase by 5% in the number of students who perform in the top 20%.

Additional indicators will highlight both high and low level performance trends including incremental change across years we will measure both academic and non-academic student achievement using a modified set of indicators which give a broader and more holistic approach to student achievement.

In subject areas and cohorts currently tracking below our 45% benchmark there will be an increase by 5% in the number of students who perform in the top 20%.

Additional indicators will highlight both high and low level performance trends including incremental change across years we will measure both academic and non-academic student achievement using a modified set of indicators which give a broader and more holistic approach to student achievement.

In subject areas and cohorts currently tracking below our 45% benchmark there will be an increase by 5% in the number of students who perform in the top 20%.

Additional indicators will highlight both high and low level performance trends including incremental change across years we will measure both academic and non-academic student achievement using a modified set of indicators which give a broader and more holistic approach to student achievement.

In subject areas and cohorts currently tracking below our 45% benchmark there will be an increase by 5% in the number of students who perform in the top 20%.

Additional indicators will highlight both high and low level performance trends including incremental change across years we will measure both academic and non-academic student achievement using a modified set of indicators which give a broader and more holistic approach to student achievement.

In subject areas and cohorts currently tracking below our 45% benchmark there will be an increase by 5% in the number of students who perform in the top 20%.