

Annual Report

2011



*proud tradition -
shaping futures*

We are proud to be recognised by

The Weekend Australian Newspaper

dated 14 April 2012 as

performing within the

Top 50 Public Schools in Australia

(2nd within WA)

NAPLAN 2011.

SCHOOL OVERVIEW

Rosalie Primary School has clear vision and purpose, striving to always be recognised as a school which maximises learning opportunities, while focusing on the development of our students' academic, social, physical and creative potential.

Gaining Independent Public School (IPS) status in 2011 helped us build on our strengths to maximise every learning opportunity through high quality, values enriched teaching and learning.

Our work to ensure all children achieve their potential to become 'successful learners' has been enhanced by our new status in helping us more effectively manage our resources to meet this growing need. This includes equipping every member of staff with needed skills and expertise to result in a culture that is collegiate, and providing for their professional growth which leads to learning environments that stimulate and challenge our students.

Increased autonomy available to us through IPS status has enabled us to more effectively meet the professional and often personal needs of staff, fostering a working relationship that is supportive and purposeful. Greater flexibility in workforce planning, in resourcing, and in dealing with potential interruptions to the learning program through the effective management of Leave, has helped us clarify roles and responsibilities and build on staff strengths and expertise.

Enrolments for 2011 totalled on average 475 students with potential enrolments for 2012 showing a marked increase on this figure. This is testimony to the quality education provided.

An outstanding range of high quality educational opportunities were provided including the annual Artist-in-Residence Program, the Year Seven Musical, the award winning ANZAC Dawn Service, the Buddy Program and Welcome Assembly, to name but a few.

Rosalie's school community has continued to gain strength in working to ensure our students have a truly first class education. Strong and active parental support ensures parents are true partners in the education of their children. The level of 'family' at Rosalie leads directly to a confidence to be involved and to feel supported and encouraged in every way, with quality programs and events benefiting students educationally, socially and emotionally. As a result, students are provided with a diverse range of opportunities which enrich their educational environment to a degree which would otherwise not be possible.

2011 also brought with it expanding infrastructure with the completion of our Senior and Early Learning Centres. Extensive planning and preparation late in 2010 ensured a smooth transition as our students were accommodated in new classrooms for the commencement of the 2011 school year. All members of our school community, staff,

students and parents, should be congratulated on their flexibility and positive contribution during this time.

Rosalie Primary School continues to form a special part of the lives of Rosalie students. The large number of ex students who regularly come back to visit the school is testimony to the affection students have for this school. In fact this affiliation often extends to the parents and extended family of these past students.

At Rosalie, our challenge is to target what it is to be a truly successful learner, a learner who not only achieves well in national testing, but who is deemed successful within the context of his/her area of talent. To achieve this we focus on providing our students with access to a broad range of learning opportunities that respond to the diversity of their individual needs and abilities. Becoming an Independent Public School has opened our program to new opportunities, enabling us to be even more responsive to our students' needs.

We look forward to the challenges of continuing to work with our school community in realizing the many positive outcomes that IPS status will afford us. We are confident that maintaining strong partnerships with parents and the wider community through our IPS status will help us to provide a comprehensive approach to challenging our students to achieve their best, building on the foundations of their academic and social capabilities. This reflects our school's ethos:

.... Proud Tradition - Shaping Futures....



A young boy with short brown hair, wearing a blue polo shirt with a name tag and a school logo, is looking towards the right. He is holding a small object in his hands. The background is dark and out of focus.

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 in our students:

- the desire to learn and ability to maximise their educational opportunities;
- the capacity to grow academically, socially, emotionally, physically and creatively to their full potential; and
- a social conscience, recognising the importance of contributing to his/her family, school and the wider community.

Our Values

Rosalie Friends and Family

Our values provide the foundation to build social responsibility and a sense of belonging through collaboration between student, family, school and wider community. They encompass:

- **Care and Compassion**
We look after ourselves and care for one another
- **Doing Your Best**
We strive to accomplish worthy and admirable deeds, try hard and pursue excellence
- **A Fair Go**
We treat all people fairly; we protect and support each other for the benefit of all
- **Freedom**
We uphold the rights and privileges of living in Australia - to believe, to think and to express ourselves
- **Honesty and Trustworthiness**
We are honest, sincere and seek the truth
- **Integrity**
We act in accordance with moral and ethical principles, ensuring consistency between words and deeds
- **Respect**
We treat others with consideration and regard and respect their views
- **Responsibility**
We are accountable for our own actions, resolving differences in constructive, peaceful ways; we contribute to society and we take care of the environment
- **Understanding, Tolerance and Inclusion**
We accept diversity by being aware of others and their cultures; we strive to be included and include others.

School Highlights

Our move to Independent Public School status in 2011 brought with it opportunities to adopt procedures which could potentially lead to tangible benefits for our students.

The launch of our Business Plan attracted interest from the broader community with representatives from a variety of local agencies attending, serving as a springboard for opportunities for our students to experience learning beyond the classroom walls.

Examples of such events include:

- Launch of the Kings Park Naturescape;
- Sessions in astronomy from Prof. David Blair followed by the opportunity to re-enact key scientific achievements at the Physics Department of UWA; and
- Multimedia production through the WA Museum.

We look forward to future opportunities which these partnerships may provide for our students' learning.

This year our tributes to the memory of our ANZACs reached new levels. Based on a timeline of wartime events, it saw our Year 7 students researching significant wartime experiences which were then presented in the context of an animated museum display. To culminate the event we welcomed Brigadier Stephen Cain who offered his congratulations to our own David Thompson on his receipt of the Member of the Order of Australia.



Our annual Artist-in-Residence program again proved to be an outstanding success with opportunities provided for students in Yrs 1-7 to work with our resident artist Mrs Fiona Willis. The artistic talent of our students was at our annual Art Exhibition, launched by Dr Carbone, Director of the Art Gallery of WA.

Our students continued to shine as they joined annual sporting events of significance, performing strongly in the:

- Interschool Swimming Carnival – 2nd overall;
- Schools and Colleges Relay – 2 silver medals;
- Interschool and State Cross Country events;
- Interschool Athletics Carnival;
- Interschool Jumps Carnival – winner;
- Basketball Association Cup & McGilvray Cup (Cricket).

In all events Rosalie students performed well overall with some fantastic individual efforts.

Camps continued to be a highlight with our Yr 3 students spending time on Rottneest, Our Yr 4 at Point Peron, Our Yr 4-6 at Miling tree planting, and our Yr 7s returning to test their endurance at Forest Edge.

Our Yr 7 students joined together for the musical *'Gold: the Story of King Midas'*.

This production was an outstanding success, with two matinees and one evening performance presented to proud parents, grandparents and families. The staging of the musical is an enormous achievement which teaches many life skills and gives a wonderful sense of accomplishment and a job well done to all involved. These students will have life long memories stemming from their involvement throughout the whole process of planning, preparing, practising and presenting the event.

A major highlight for our school community was our School Fete; an event involving our entire school community which takes place every three years.

What an amazing experience, an event which raised over \$60,000 for our school.

Later in the school year two of our students shone as they represented Rosalie in the International Sailing Federation (ISAF) 'Build a Boat in a Day' competition and won! How proud were we when they cruised across the finish line in their hand built boat – Bare Bones, to win \$1500.

Most recently, recognition from The Weekend Australian newspaper as performing within the **Top 50** Public Schools within Australia as per our 2011 NAPLAN results.

In summary, the daily hard work and dedication by everyone who is a part of Rosalie has continued to provide exciting programs, fine academic standards, caring students, and the positive and cooperative ethos that flourishes so strongly.

School Programs

For 2011 many additional programs greatly enriched the curriculum. These include:

- World Vision
- ICAS Testing
- Australian Mathematics Competition
- MS Readathon
- Creative and Social Dance
- Support-A-Reader Program
- Year 1 & 7 Buddies
- Year 7 Musical
- Rosalie School Community Band
- Junior and Senior Choirs
- Instrumental Music – violin, brass, flute, clarinet, trumpet
- School Camps – for students in Yrs 3-7
- Tournament of Minds
- Speak Up Awards
- Readers' Cup
- Shaun Tan Awards
- Children's Book Week
- Environmental Programs – Tree Planting, Paper Recycling, Vegetable Garden, Chicken Run, Solar Photovoltaic System.
- Sculptures by the Sea Photography competition.

OUR ENROLMENT PROFILE

Years	Enrolments		
	2009	2010	2011
Kindergarten	40	40	60
Pre Primary	47	47	56
Years 1-7	309	323	361
Total	396	410	475

Our enrolment figures during 2011 grew significantly, leading to the need to establish our third Kindergarten group – this time on site.

Total student numbers over the course of the year grew to a consistent 475 children spread from Kindergarten through to Year 7.

Rosalie PS operates as a local intake area school to ensure there is provision for local students to attend. In 2011 we were able to access our new Early Childhood Centre through the Building the Education Revolution initiative. This building now caters for our Pre Primary students.

A second BER building holding four rooms has now been dedicated as a Senior Learning Area to help meet the needs of our growing numbers.

The community continues to support Rosalie as a 'school of first choice'. This can be demonstrated by strong retention of students through to Year 7.

AREAS OF FOCUS 2011-2013

Following review of our students' performance in 2010 our staff and School Board collaborated in the development of our Business Plan which would span three years and focus on four key areas. Our school's ethos of

Proud Tradition - Shaping Futures

leads our journey in working through four key areas of focus to develop:

- **successful students;**
- **excellence in teaching and learning;**
- **a safe, supportive and sustainable environment; &**
- **strong, sustainable partnerships.**

THE LEARNING ENVIRONMENT

Our teaching and learning program caters for students ranging from Kindergarten through to Year 7.

Specialist teachers are employed for the areas of:

- Languages – we teach French to students in Yr 1-7.
- Music – including an Instrumental Music program for Yr 3 Violin and Yr 6-7 clarinet, flute and brass.
- Physical Education.

In addition in 2011 we had the opportunity to access a temporary part time Chaplain through Youthcare. This position was a valuable addition to our school in assisting us in supporting our students and their families as well as staff who were in need. We hope to seek funding to establish such a position based at Rosalie in coming years.

We constantly seek improvements to the learning environment through:

- Regular meetings of staff, Curriculum Leaders, School Executive, the School Board and P&C.
- Parent Information Sessions informing parents and caregivers of trends in teaching & learning.
- School Self Assessment processes.
- Feedback from students through regular meetings & informal discussion.
- Analysis of work habits and personal and social development documented in School Reports.

SUCCESSFUL STUDENTS

Rosalie will foster a learning environment which encourages our students to leave our school well prepared for their future, to be happy and secure in themselves, and contribute positively to their community.

STUDENT ACHIEVEMENT

Rosalie Primary School has an evidence based approach to self assessment, a key part of which encompasses the use of NAPLAN (National Assessment Program Literacy and Numeracy) data which focuses on analysing student performance in Mathematics, Reading, Writing, Spelling and Language Conventions. NAPLAN assessment is undertaken with all students in Years 3, 5 and 7 during the month of May.

Differentiated Curriculum

Students with specific learning needs are identified then exposed to a curriculum which accommodates their individual needs, is differentiated through extension and remediation, and develops life skills through inquiry learning and the adoption of Thinking Tools in everyday teaching and learning.

Data Driven Learning Plans

Staff have the opportunity to analyse data on students' performance at Learning Team Planning meetings and through our annual School Review. This, in turn provides meaningful direction for future planning.

Early Intervention

Teacher Assessment of Communication (TAC-K and TAC – M) in Kindergarten provides specific data on communication skills prior to entry to Pre Primary. On Entry Assessment of Literacy and Numeracy together with Speech Screening in Pre Primary then ongoing and, where required, implement targeted individual intervention programs (Individual Education Plans) for children performing below or above their expected levels.

Life-long learning skills

Our Thinking Classroom focus has completed its second year allowing students to focus on 'life-long learning' programs.

Pursuit and celebration of personal excellence

We continue to promote a culture of personal success by developing opportunities to highlight and celebrate students' achievements via school awards, announcements at assemblies and in newsletters.

Leadership

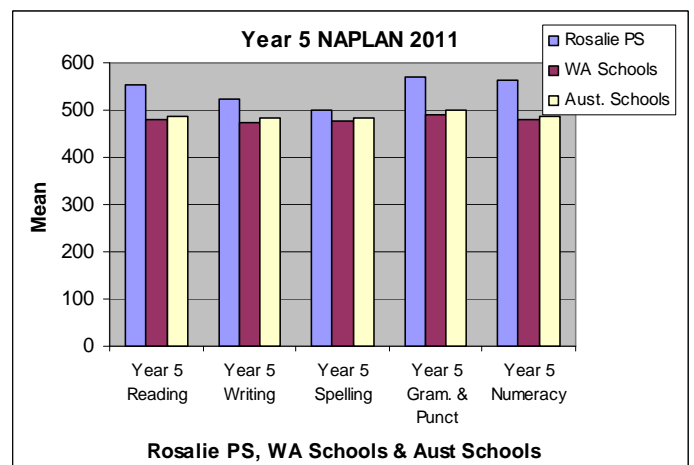
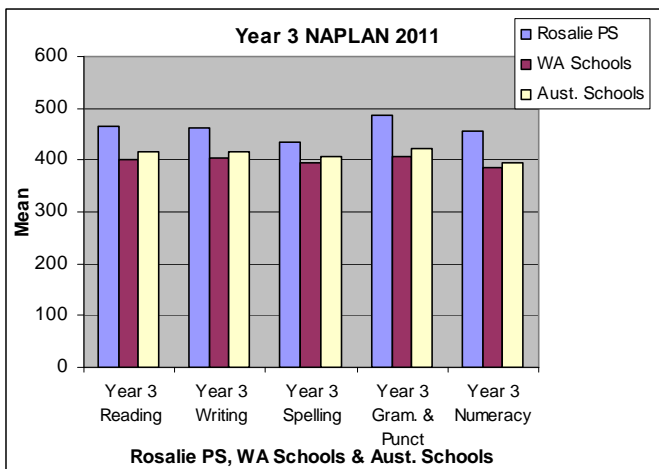
Students are provided with opportunities to develop leadership qualities e.g. Sports Leaders, ICT & Library Leaders, Buddy Program.

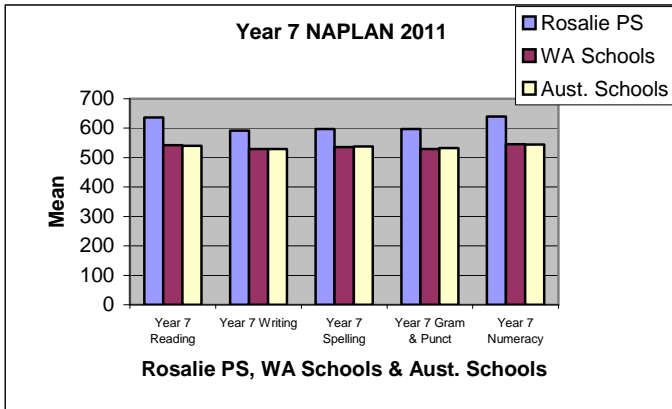
Health and Community programs

Plans to develop a whole-school healthy lifestyle Program are under development.

National Assessment in Literacy & Numeracy

The following graphs compare the performance of students from Rosalie PS with results obtained from West Australian and Australian schools in 2011.





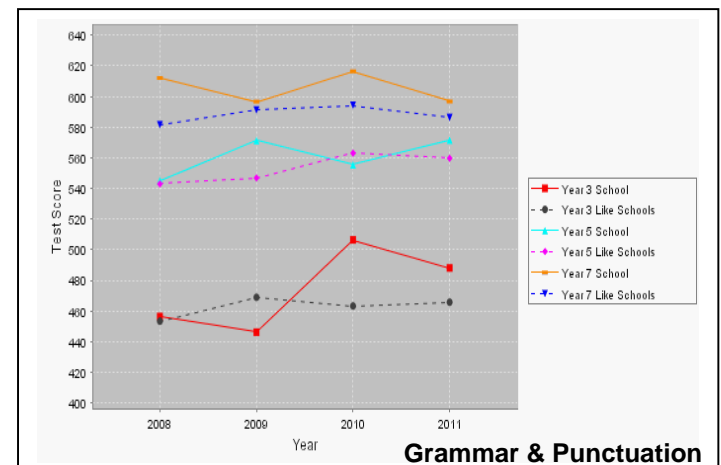
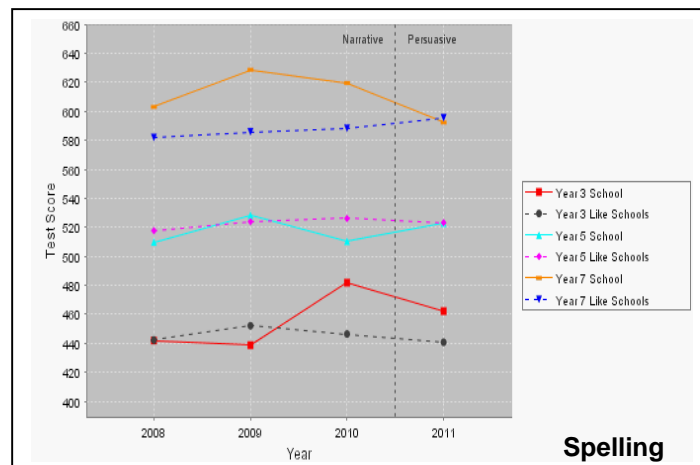
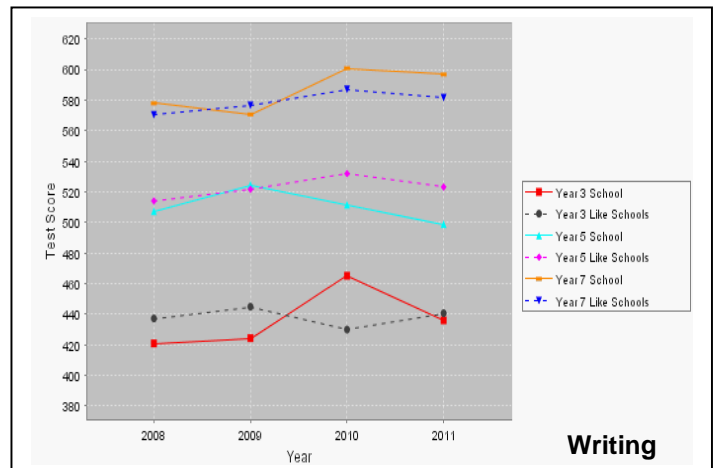
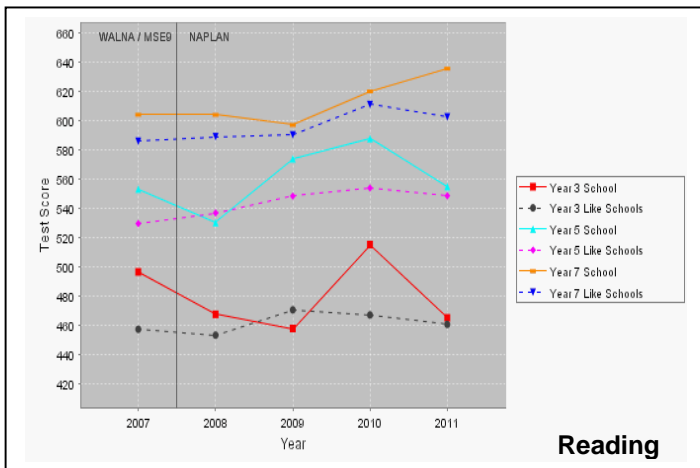
Analysis of data shows the students at Rosalie have outperformed both State and Australian averages. In planning for improvement, class teachers and Learning Teams examine students' performance in depth to determine possible learning needs and help set direction for future planning.

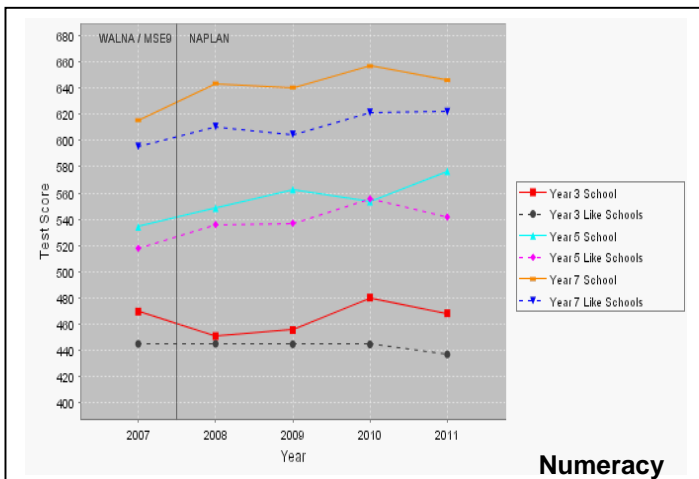
The following table shows the % of students from Rosalie PS who have achieved in the top 20% of the state comparing our 2011 performance with our performance in 2009. This allows us to examine the progress of cohorts from Yrs 3-5 and Yrs 5-7 over the 2009-2011 period. Close examination of progress shows the percentage of students falling in the top 20% of the state for Yr 3 in 2009 and then Yr 5 in 2011 increased in Reading, Writing, and Grammar & Punctuation, while the

percentage of high performing students who were tested in Yrs 5 in 2009 and then Year 7 in 2011 improved in Reading, Spelling, and Numeracy.

State	Reading		Writing		Spelling		Grammar & Punct.		Numeracy	
	Rosalie 2009	Rosalie 2011	Rosalie 2009	Rosalie 2011	Rosalie 2009	Rosalie 2011	Rosalie 2009	Rosalie 2011	Rosalie 2009	Rosalie 2011
Year 3										
Top 20%	44%	51%	42%	63%	36%	39%	45%	55%	60%	55%
Year 5										
Top 20%	63%	48%	71%	55%	46%	29%	75%	63%	67%	55%
Year 7										
Top 20%	59%	81%	81%	42%	43%	58%	67%	64%	86%	78%

Given that Rosalie Primary School consistently outperforms State and Australian averages we also choose to compare our performance with that of statistically similar schools. These are schools which are similar in socio-economic and educational advantage. In examining performance over time we can determine our ongoing focus and plan accordingly.





Our target is to consistently achieve 'at or above' these statistically similar of 'like' schools.

While it appears that some areas show a slight downward slide when compared with the performance of that year level in 2010, when we compare the performance of this cohort's progress from Year 3 in 2009 to Year 5 in 2011 we see a much more realistic picture with their progress either improving or being maintained.

Staff and the School Board have analysed the strengths and weaknesses of particular cohorts using both NAPLAN and other data sources and have allocated resources accordingly.

In turn, our teachers have worked to identify quality programs to meet the needs of our students, both in learning support and in extension.

Students with Special Needs

Students who experience difficulties with their learning are provided with additional support through the development of Individual Education Programs (IEPs).

Special support programs are also in place across the school based on need and are provided by both teachers and Education Assistants.

Academically talented students are provided with opportunities to extend their learning through Primary Extension and Challenge (PEAC) programs in Years 5, 6 & 7, curriculum differentiation and via the school's enrichment program. A total of 27 children were nominated to attend PEAC sessions in 2011 while cross curriculum extension programs were offered across all year levels. In addition students participating in the Australian Mathematics Competition and International Competitions and Assessments for Schools (ICAS) achieved 12 High Distinctions, 42 Distinctions, and 50 Credits with one Medal winner – topping the state in Year 3 English.



EXCELLENCE IN TEACHING & LEARNING

Rosalie will create an environment which encourages, supports and builds staff capacity for teaching excellence and adopts a personal approach to ensure each student strives to achieve their potential.

Our Staff

Our IPS status allowed us to engage in the selection of new staff based on merit which helped us ensure: every member of staff was equipped with needed skills and expertise, and we could develop a culture that is based collegiality and teamwork, and a learning environment that stimulates and challenges our students.

For 2011 we appointed six teachers of choice; teachers who we believe have enhanced and supported our school's direction and growth. Their early appointment also facilitated contact with existing teachers to plan prior to the year's commencement.

Support Staff were also merit appointments. As a result, our staff show a commitment to the pursuit of best practice, actively share their professional knowledge through their work in collaborative teams to achieve key outcomes, strive for high personal performance and show mutual respect and support for each other.

All teaching staff possess professional requirements to teach in Western Australian schools and are registered with the Western Australian College of Teaching.

The Learning Environment

Our teaching and learning program caters for students ranging from Kindergarten through to Year 7.

Specialist teachers are employed for the areas of:

- **Languages** - The teaching of French for students in Years 1-7. This program also featured in school assemblies and special events with links to classroom activities and other learning areas emphasized throughout the school year.
- **Music** - has continued to play an important role in our school curriculum, featuring performances in music at school assemblies, our Yr 7 Musical, the Massed Choir, special ceremonies, concerts and festivals. The program includes an Instrumental Music program in violin, clarinet, flute and brass.

- **Health & Physical Education** – this program developed strength over 2011 following the appointment of a new Physical Education teacher, resulting in exceptional student participation in sporting events supported by outstanding commitment from our school community. In maximising our resources we have ensured students are provided with opportunities to further develop their skills through exposure to a wide range of sports with the support of external clubs and sporting groups.



- **Library** - Our Library service continues to provide regular access to resources in support of our literacy focus and in the promotion of skill development for effective research. Improved use of parent assistance will continue to expand and greater mobility in our iLearning program will allow us to increase access to our Library in 2012. The iLearning program will continue to support our focus on library use through the Thinking Classroom focus.

- **ICT (Information and Communications Technology)** - ICT has shown considerable growth in 2011 following significant purchases of laptops and desktops as well as the installation of seven Interactive Whiteboards (SmartBoards).

This supports a growing need to embed ICT in the teaching and learning program to ensure our students reach their potential through improved learning opportunities.

Professional Learning

All professional learning was aligned with areas of focus as outlined within our Business Plan. Of note has been the training of five of our teachers in the use of Kagan Cooperative Learning strategies ensuring their classes have very clear direction in how they integrate Cooperative Learning within the normal classroom program.

Improving Curriculum and Assessment

In 2011 teachers worked to develop a plan for the coordinated and sequential implementation of the Australian Curriculum.

They then articulated their thinking through the collaborative development of operational plans to provide direction across key areas of learning based on smart targets embedded within our Business Plan. Collaborative planning and moderation continued to strengthen through the Learning Team structure.

Developing Leadership

Staff are offered encouragement and support in aspiring to roles of leadership both within and beyond RPS.

High quality opportunities for professional learning are designed to target key areas as determined through the Business Plan to build capacity for best practice in teaching and learning. This took place on five School Development Days, through the provision of relief teachers financed through our Salary Pool, or during personal time.

Developing Information and Communications Technologies (ICT) Skills

The introduction of interactive whiteboards in classrooms led to quality engagement of staff in the use of innovative technologies to through professional learning on school development days and after school.



A SAFE, SUPPORTED AND SUSTAINABLE ENVIRONMENT

Rosalie will provide a safe, healthy and supportive environment for students and staff, underpinned by a values rich learning culture that supports quality learning and positive behaviours. We will strive to develop in students a commitment to care for and nurture a sustainable physical and natural environment.

Learning/Working Environment

Our annual school community survey indicated high student, staff and community satisfaction towards the learning/working environment.

Rosalie Values

The establishment of our Business Plan provided the catalyst to revisit our school's values. As such we are endeavouring to promote the Rosalie Values into the school community by acknowledging and celebrating positive contributions from students, staff and parents via the newsletter, website, school publications and awards.

Physical and Natural Environment

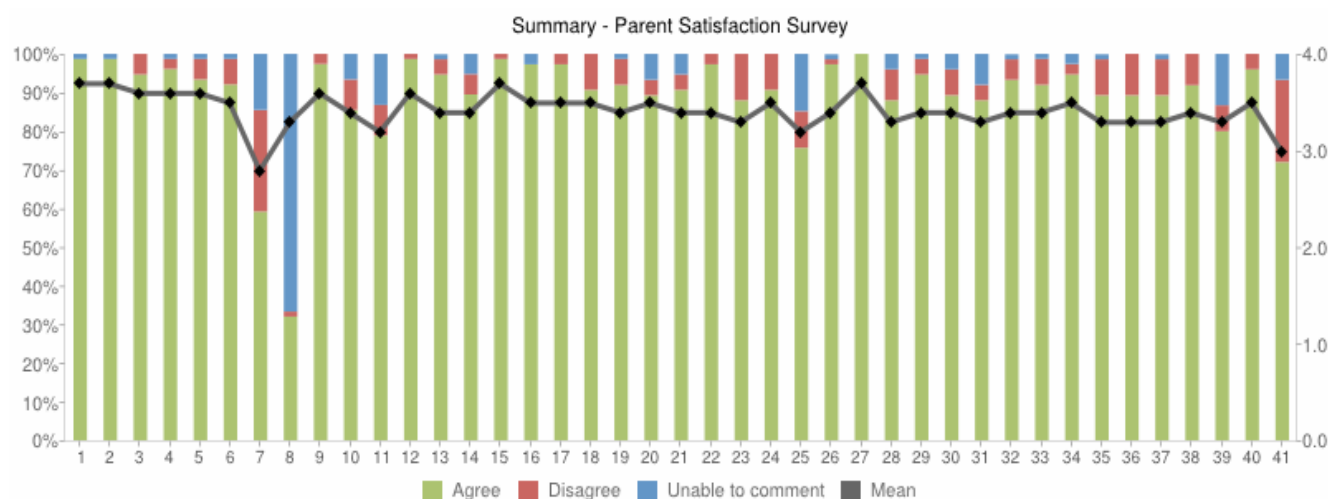
Our ever increasing focus on this important area is supported through the development of a whole school approach to environmental sustainability, complimented by planning underway through our school's Buildings and Grounds Committee.

We are excited as we see the potential for planning undertaken in providing us with a safe, supportive and values rich learning environment.



OUR SCHOOL COMMUNITY

Feedback was sought from our school community in 2011 included a Parent Survey (accessed from Standards & Accountability) was available online. Seventy six families provided returns. Results are as follows:



Results were extremely positive with the only concern being reference to bullying. As twenty out of seventy six families felt this was a problem, the school has targeted strategies for 2012 and beyond to address these concerns. Of note, while this is a concern, we need to acknowledge that 66% did not express a concern.

Other forms of feedback sought includes:

- A Student Survey of 37 x Year 7 students
- PMIs (Positives/Plus, Minus and Interesting feedback) conducted with each class PP-Yr 7
- A Staff Survey – 20 returns

Feedback was very positive and justifies our belief that confidence in our school is high.

STUDENT ATTENDANCE 2011

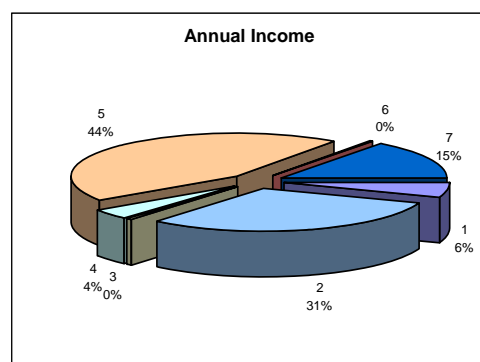
	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2009	93%	93%	95%	91%	97%	95%	95%
2010	94%	96%	97%	95%	97%	96%	97%
2011	94%	95%	97%	94%	98%	95%	94%
State 2011	92%	93%	93%	93%	93%	93%	92%

Attendance levels, while still high, are influenced by a significant number of students who leave to go on extended holidays with their family. Strategies are planned to help ensure these students' needs are met upon their return and to convince our parents of the need to ensure their children's learning is not interrupted.

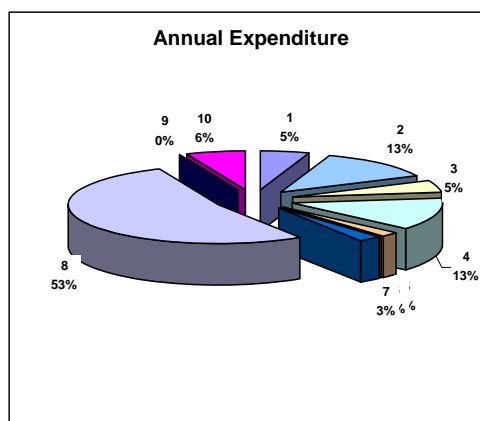
FINANCIAL INFORMATION

SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2011

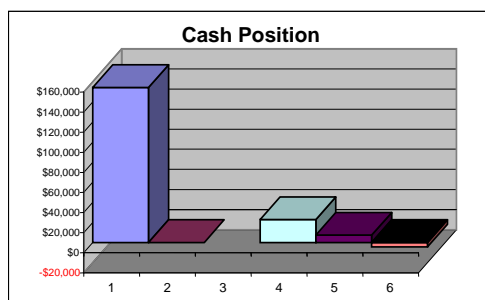
Annual Income		
	Budget	Actual
1 Voluntary Contributions	\$25,285	\$25,285
2 Charges and Fees	\$140,814	\$140,814
3 P & C Contributions	\$1,445	\$1,445
4 Fundraising and Donations	\$18,330	\$18,330
5 State Government Grants	\$203,558	\$203,558
6 Commonwealth Govt Grants	\$820	\$820
7 Miscellaneous	\$67,993	\$67,993
Total Income	\$458,245	\$458,245
Opening Balance		
Total Funds Available	\$458,245	\$458,245



Annual Expenditure		
	Budget	Actual
1 Administration	\$35,158	\$23,988
2 Utilities	\$56,339	\$57,589
3 Repairs and Maintenance	\$27,300	\$22,827
4 Capital Works	\$87,398	\$60,473
5 Assets and Resources	\$11,160	\$8,513
6 Leases	\$0	\$0
7 Professional Development	\$12,041	\$11,957
8 Education Programs	\$283,591	\$238,043
9 Student Services	\$1,306	\$942
10 Miscellaneous	\$77,223	\$28,455
Total Expenditure	\$591,516	\$452,786
Transfer to Asset Reserves	\$1,768	\$1,768
Total Funds Carry Forward	\$150,215	\$150,215



Cash Position as at: 31-12-2011	
Bank Balance	\$180,069
Made up of:	
1 Carry Over Grants (committed)	\$154,217
2 Deductible Gift Funds	\$0
3 Trust Funds	
4 Asset Replacement Reserves	\$22,834
5 Suspense Accounts	\$7,402
6 Uncommitted Funds	-\$4,385
Total Bank Balance	\$180,069



Other financial information			
Voluntary contributions collection rate	92.5%	Total creditors as at: 31-12-11	\$593
Total bad debts written off for the year	nil	Total Debtors as at: 31-12-11	\$4,083
Total assets/resources written off for the year	nil	Total value of new leases for the year	Nil

STRONG SUSTAINABLE PARTNERSHIPS

Rosalie will forge strong and sustainable community partnerships that aspire to improve outcomes for students at Rosalie Primary School.

In 2011 the Rosalie school community supported our students to achieve their personal best through a number of ongoing partnerships and new initiatives.

Additional Learning Opportunities

A new initiative *Parents as Partners* was launched to link skills and resources available in our community with those needed to support our children in the classroom. Activities supported include Extension Maths, Artist-in-Residence, Support-a-Reader, excursions & incursions, camps, musicals, writing, ICT and sharing social and cultural experiences.

The support given by the Rosalie P&C is outstanding. 2011 was a 'Fete Year' for Rosalie, this involved significant support and participation from both within and outside of the school community. The Fete was a huge success not only for the funds raised to enrich the school facilities and programs (eg providing funding for SmartBoards throughout the school) but also provided an excellent opportunity to show-case the community spirit at Rosalie.

Enhanced social and cultural opportunities

The School Board focussed on developing and enhancing our strong links with a number of community organisations, including UWA, Shenton College and Kings Park:

- Community guests and school partners were invited to special events such as the ANZAC Day service.
- The Board launched our Business Plan inviting representatives from potential partnership organisations to share our vision for the school, exploring opportunities for future partnerships/ involvement.

These partnership initiatives resulted in a number of successful activities including:

- Providing placement opportunities for pre-service teachers through a special 'internship' with UWA.
- Students invited to 'test' the new *Naturescape* at Kings Park,
- Year 7 students were part of a pilot study by the Science Education Enrichment (SEE) project with UWA Winthrop Professor David Blair.

Develop partnerships in setting direction

The School Board and P&C promoted participation by the wider school community in decision making and setting direction.

- The Board undertook an audit of the qualifications, skills and experience of members relevant to the successful establishment and running of the Board. This highlighted the need for additional skill sets which were communicated to the community prior to calling for nominations for Board membership. A record number of nominations for the Board were received with broad range of skills now in place.
- Representatives from the School Board and P&C attended information sessions held by teachers to encourage participation in school activities.

Grants/Funding

The School Board regularly reviewed funding opportunities and accessed expertise in grant writing through our community partnerships.

The school recognises and values the many contributions its community partners provide to our students' educational experience. The school newsletter provided acknowledgement to volunteers involved in providing support for the school and promoted activities being undertaken. In addition the staff hosted a morning tea to thank the school community for their significant contribution to the success of the school.



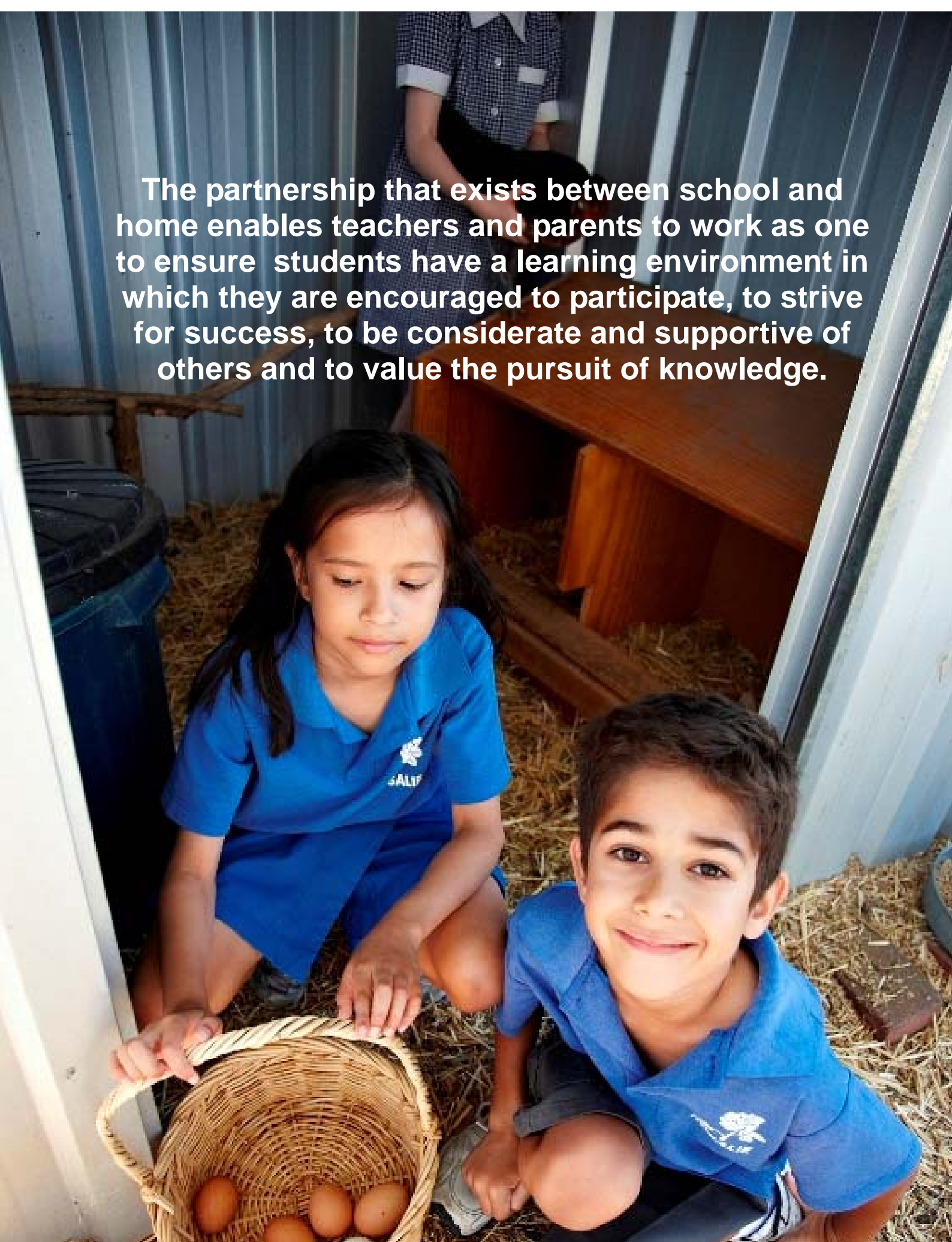
OUR SCHOOL COMMUNITY

There exists strong community participation through our School Board, the P&C, parent volunteers in both teaching and learning and in the development of an attractive, well resourced and nurturing school environment.

Strong P&C support is evidenced through the provision of funding for Laptop computers and trolleys, a fabulous commitment to expand our Library resources, formal testing of speech development in the early years, the annual Artist in Residence program, support for the Rosalie Community Band and a significant amount of incidentals throughout the school year. Funding provided to the school in moving forward to 2012 was in excess of \$80,000.00

As outlined, the school welcomes and encourages parental involvement which is present in a wide range of areas such as classroom and excursion assistance, the Artist In Residence Program, the Support-a-Reader Program, Camps, our School Musical, the Liaison Parent System, and the P&C Association to name but a few. Families strongly support the school and its programs and contribute enormously to enrich many quality educational programs for students.

The partnership that exists between school and home enables teachers and parents to work as one to ensure students have a learning environment in which they are encouraged to participate, to strive for success, to be considerate and supportive of others and to value the pursuit of knowledge.



For additional information please contact:

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