Rosalie Primary School teachers are culturally competent and respect multiple cultural ways of knowing, seeing and living, celebrating the benefits of diversity and having an ability to understand and honour differences. The EAL/D Progress Map is used to monitor, assess and support key teaching points.

Our SAER (students at educational risk) coordinator works closely with all staff and the school psychologist to ensure effective case management.

PROFESSIONALISM
Our teachers access regular professional development through various professional Early Childhood Networks aligned with the priorities of the WA Department of Education (DOE).

QUALITY CONTROL
As an IPS (Independent Public School) our professional benchmarks are monitored through regular DOE Services reviews which includes the National Quality Standards (NQS) review for early childhood.
In 2015 Rosalie Primary School was ranked the top academic comprehensive public school in Western Australia. We pride ourselves in being a school that balances academic excellence in an environment that safeguards and protects the social and emotional wellbeing of our students.

ENROLMENT
Kindergarten in Western Australia is not compulsory however most children attend. Children can start Kindergarten when turning four years old by 30 June of the year they attend. Kindergarten children attend part-time between the hours of 9am and 3pm. Rosalie Primary School is designated as a Local Intake School (refer to our webpage) http://rosalie.wa.edu.au.

CLASS SIZES
Our class sizes average approximately 20 for Kindergarten and 27 for Pre-Primary. Suitably qualified early childhood teachers and education assistants work closely to support our students. Parent volunteers are rostered into our schedules to support learning activities.

PEDAGOGY
Our Early Childhood philosophy is to welcome young children into a learning community where they feel valued and safe. We aim to inspire curious and resilient learners, combining directed play based learning and intentional teaching methods. This style of teaching is ideal for our EAL/D (English as an Additional Language or Dialect) students as well as students with learning difficulties. We extend and enrich our students love of learning in partnership with parents and the broader community. Our children’s developing knowledge of the world motivates them to care and nurture their environment and community in a lifelong sustainable way.

CURRICULUM
The Early Years Learning Framework (EYLF), the WA Kindergarten curriculum guidelines and Western Australian (WA) curriculum underpins the programs at Rosalie Primary School.
Kindergarten content focuses on personal and social competence as well as preparatory literacy and numeracy capabilities. The Pre-Primary program builds on this foundation.

THE FIVE AREAS OF LEARNING AND DEVELOPMENT IN THE EARLY CHILDHOOD CURRICULUM GUIDELINES
Identity – Children have a strong sense of identity
Connecting and Contributing – Children are connected with and contribute to their world
Wellbeing – Children have a strong sense of wellbeing
Learning and Thinking – Children are confident and involved learners
Communicating – Children are effective communicators

Our Literacy Curriculum includes a Phonemic Awareness program which supports children’s ability to manipulate sounds in oral and written texts – a crucial skill for reading success.

Our Maths Curriculum is a daily experience of concrete learning through understanding, problem solving, fluency and reasoning. Higher Order Thinking Skills are a curriculum priority.

Our early years STEAM (Science, Technology, Engineering, Arts & Maths) focus is to create environments which allow interdisciplinary concrete experiences, and evoke curiosity and wonder, setting our students on a lifelong course of experimenting, investigating, problem solving and reasoning.

DIFFERENTIATED PRACTICE
On-Entry Literacy and Numeracy Assessment focuses on skills and understandings that are known to predict future literacy and numeracy success. Teachers use this data to inform the planning and implementation of a differentiated curriculum.
Speech Screening and a range of other assessment tools support our early intervention strategies.