




Rosalie
PRIMARY SCHOOL

Annual Report 2018

proud tradition - shaping futures

Principal's Message

Rosalie Primary School (Rosalie) is a Level 5 metropolitan school in Shenton Park with an ICSEA* of 1197. The school's population is currently 574 and is beginning to plateau.

A strong learning culture exists owing to the commitment of the learning community which is comprised of the students, parents, teachers and the broader community. High expectations and clear accountable measures with a collaborative professional environment ensure quality teaching and excellent achievement for our students. The continuation of our Artist in Residence program is testimony to the consolidation of the valuable internal and external partnerships that are being embedded into our culture. The focus on supporting health and emotional wellbeing was elevated as a priority with the school receiving funding for developing a Mental Health initiative to evolve and consolidate over the next four years.

The Rosalie learning community actively responds to contemporary research and initiatives, evidenced by our commitment to the government's STEM (Science, Technology, Engineering & Maths) initiative through strategic employment, continuous development of staff, and our external partnerships. Highlights for 2018 include the successful transformation of the Art Room into a dual purpose Science Lab/Art Room with fulltime use commencing in 2019.

Commitment to academic achievement through evidence based inclusive practices and taking advantage of value adding external partnerships has earned Rosalie the rightful position of being a preferred school. Rosalie's position as a top performing comprehensive public school in Western Australia based on official Department of Education results requires a continuation of sustainable, inclusive practices driven by excellent data disaggregation and development of teachers, to inform the teaching and learning cycle for ongoing improvement, ensuring that every student is a successful student.

The 2017-2019 Business Plan cycle saw the second year of the plan successfully meet targets. The Plan was constantly reviewed and monitored by staff and the School Board throughout the year. We continue to forge forward in sustaining continuous improvement focused across the four priority areas.



Ros Kay

Principal

The 2018 Annual Report was ratified by the School Board on the

A handwritten signature in dark ink, appearing to read 'C. Sharp', written over a light blue horizontal line.

Craig Sharp, Board Chair 2018

A handwritten signature in dark ink, appearing to read 'Ros Kay', written over a light blue horizontal line. The signature is enclosed in a dashed rectangular box.

Ros Kay, Principal 2018

Glossary

BMP	Behaviour Management Plan
CRE	Christian Religious Education
DSF	Dyslexia Speld Foundation
EAL/D	English Additional Language/Dialect
EYE	Early Years Extension
GATE	Gifted and Talented Extension
GEP	Group Education Plan
HOTS	Higher Order Thinking Skills
ICAS	International Competition and Assessment for Schools
ICT	Information and Communications Technology
IEP	Individualised Education Plan
KAT	Kindergarten Assessment Tools
K/PP	Kindy/ Pre-primary learning team
LDC	Language Development Centre
NAPLAN	National Assessment Program – Literacy and Numeracy
NQS	National Quality Standards
PALS	Partnership, Acceptance, Learning, Sharing
PAT	Progressive Achievement Tests
PEAC	Primary Extension and Challenge
PL	Professional Learning
P&C	Parents and Citizens
SAER	Students at Educational Risk
SAMR	Substitution, Augmentation, Modification, Redefinition
SIM	School of Instrumental Music
SRE	Special Religious Education
STEM	Science, Technology, Engineering, Maths
STEAM	Science, Technology, Engineering, Arts, Maths
SOE	Standard Operating Environment
TDS	Teacher Development School
TLC	Teaching Learning Cycle
VET	Vocational Education and Training

School Board's Message

The Rosalie Primary School board is proud to present the school's 2018 Annual Report.

The year is the middle year covered by the school's current business plan, which covers the cycle 2017 through to 2019. That plan identifies four focus areas for school and student development:

- Successful students;
- Excellence in teaching;
- A safe, supportive and sustainable environment;
- Strong sustainable partnerships.

As you will see from reading this Annual Report, in 2018, the school succeeded in each of these areas. The board congratulates every student on everything achieved in 2018, whether academically or in any other field, whether individual or team based, and however large or small. And we thank our teachers and parents as the essential partners who have provided tireless support to ensure the best learning opportunities and outcomes for our students.

Following elections in late 2017, Alex Williamson and Mick Wilson joined me and Gert Van Rooyen as parent representatives on the board; and Chris Nener joined Judy Gildersleeve, Susie Kidd and Kellie Chatburn as staff representatives. The ever-dependable Annie McNab and Judith Robinson continued as community representatives. The Principal, Ros Kay, completed the board. I would like to thank each of my fellow board members for their ongoing commitment to the school.

During 2018, the board endorsed the school budget and can confidently report sound business management by the school administration. Safety of students and staff was addressed by a review of emergency response plans and first aid training of staff. Throughout the year, the board was kept updated as to external and internal benchmarking of the school and its performance through a wide range of sources and measures, including the My School website and NAPLAN results.

Amongst the school programs reported to the board in 2018 were: the conversion of the art room into a dual-purpose art and science laboratory; the addition of Room 20; the artist-in-residence program; building and maintenance work around the school; science week; book week; and year 6 graduation events. The board also kept abreast of: student representation in the Commonwealth Games baton relay; the results of the school's battery recycling program and other environmental awareness initiatives; and the Early Act program.

The capacity of existing building and grounds, and the competing needs for additional classrooms and other space continue to be a challenge. The board has continued to maintain dialogue with the Department, local authorities and local members whenever possible. Another high-profile challenge for the school community has been the limited availability of parking in and around the school. The board has supported the Principal in advocating for the interests of the school community with the local council, and reported back to the parent community in some detail towards the end of 2018.

Craig Sharp
Board Chair 2018

P & C Report

I am delighted to report on the Rosalie Primary School's Parents and Citizens Committee activities over the last year. Rosalie has always had a wonderfully engaged community and the P&C is an active demonstration of this. 2018 was an exemplary year where the community really came together to support the school, in particular with our triennial Community Fete, which was held in November. Perfect weather and a committed and supportive Fete committee contributed to one of our most successful Fetes, which was such a fun day, with loads of activities for the kids, stalls for the parents and food for all. The fundraising from the Fete, plus our other regular fundraising activities, has provided some major contributions to the school, which are now becoming apparent around the classrooms and grounds. I would also like to note the significant financial contributions to the P&C that have come from our sponsorship opportunities, and also the successful grants, which we have been so fortunate to receive over the last year. The following summary is not an exhaustive list, but demonstrates the breadth of the P&C in its involvement in the school community:

Social Events

Rosalie is known for its many social events designed for building relationships and community spirit within the school:

- Welcome Sundowner: a great start to the year with music and a picnic in the school courtyard.
- ANZAC breakfast: the P&C supports the school with breakfast after our annual ANZAC dawn service.
- Athletics Carnival Cake Stall: energy supplies for parents and kids for our carnival day.
- Morning Teas: throughout the year to celebrate assemblies, graduation and special events.
- Fathering Project events: camps and outings to encourage dads to have quality time with their kids.

Social Fundraising Events

- KPP Camp-Out: A great start to the year for the new families with children in Kindy and Pre-primary.
- Colour Run: always a wonderful event to end Term 2, engaging children in a fun and physical event.
- Kids Disco: fun for the children with our in-house disco team!
- 2018 Rosalie Fete: A big day for the whole community with music, children's performances, food trucks, stalls and fun activities.

Other Fundraising

- Voluntary contributions: a critical input to the P&C, which makes all of our activities possible.
- Entertainment Book: a steady contributor.
- Kids Artworks: Wonderful Christmas presents for the families in the junior years.
- Grants: Many grant opportunities are pursued each year with 2018 being particularly successful.
- Sponsorship: Many events are sponsored by local businesses who are important community partners.

Major Contributions to the School

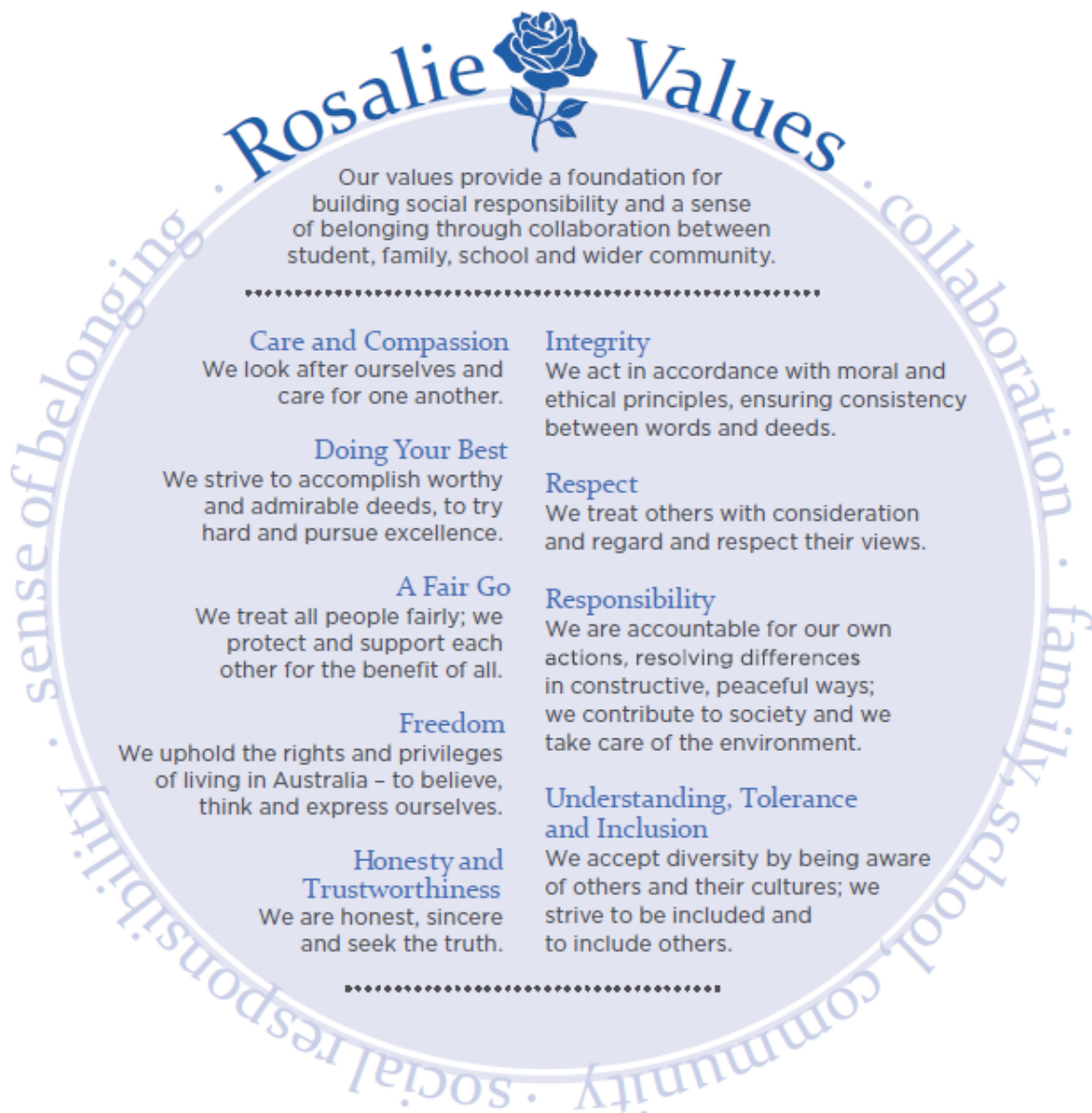
- Teachers Grants: provided to every teacher in school to support them in their classroom needs.
- Artist in Residence: During Term 3 students were taught ceramics culminating in a beautiful exhibition.
- Classroom Equipment: various classrooms were provided with additional equipment.
- Covered Assembly Upgrade: Our long awaited plans to upgrade the Covered Assembly have become a reality with new canopies, curtains, lights and stage carpet.
- New Play equipment: As part of an ongoing plan to increase play opportunities around the school, new bars were installed in 3 locations around the school grounds, with more to come in 2019.
- Choir Uniforms
- IT Support

Thanks must go to all of the dedicated parents, grandparents and other volunteers all around the school who contribute in many ways to this amazing community and to the P&C committee. It is a pleasure to be able to participate in, and contribute to, this wonderful school community organisation.

Nicky Brennan
P&C President 2018

Our Vision

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



proud tradition - shaping futures

A stylized, light blue rose is centered on a darker blue background. The rose is composed of several layers of petals, each outlined with a thin, darker blue line. The overall effect is a soft, elegant floral design.

2018

School Achievements

Business Plan Achievements 2018

The Business Plan priority areas of Successful Students, Excellence in Teaching, A Safe, Supportive and Sustainable Environment and Strong Sustainable Partnerships were a continued focus to drive improvement in our curriculum teams and our teaching and learning programs in 2018. The four priority areas, and the strategies chosen to foster them, are:

SUCCESSFUL STUDENTS

Rosalie fosters a learning environment that encourages our student to be well prepared for their future, happy, secure and able to contribute positively to their community through the following strategies:

- Targeted early intervention testing and support
- Implement differentiated curriculum to meet student needs
- Provide Leadership opportunities
- Pursuit and celebration of personal excellence
- Support health and emotional well being
- Provide experiential learning

EXCELLENCE IN TEACHING

Rosalie will continue to support and build staff expertise for teaching excellence through the following strategies:

- Continue to develop improvements in curriculum and assessment
- Support and develop staff leadership
- Whole school implementation of STEAM practices

A SAFE, SUPPORTIVE AND SUSTAINABLE ENVIRONMENT

Rosalie will continue to provide a safe, healthy and supportive environment for students and staff. We have a values-rich learning culture that supports positive behaviours. We will encourage students to actively care for and nurture a sustainable environment through the following strategies:

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


STRONG SUSTAINABLE PARTNERSHIPS

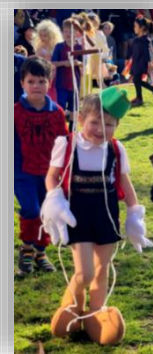
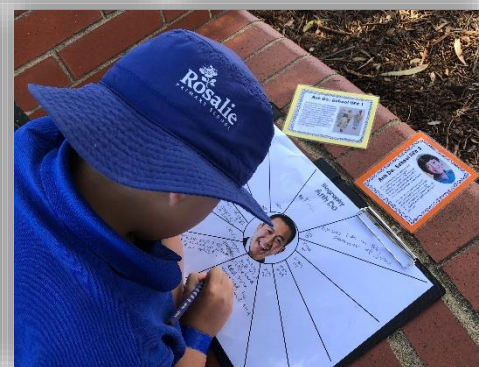
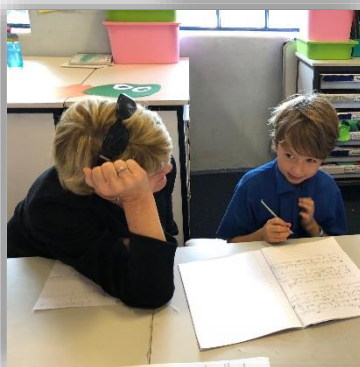
Rosalie will continue to forge strong and sustainable community partnerships to create engaging learning opportunities for students through the following strategies:

- Enhance learning opportunities through external partnerships
- Engage with the Rosalie community
- Value diversity of our community
- Promote social consciousness and community responsibility
- Source external funding to support the learning program

In 2018, the School achieved the following to realise these strategies:

English

Successful Students	A Safe, Supportive and Sustainable Environment
<ul style="list-style-type: none"> PAT Reading, Spelling, Grammar & Punctuation, e-write Book week celebrations including QR code activities Bookmark design challenge with winners having their bookmark published for use throughout the school EA support in classrooms and with Direct Instruction program On Entry testing in Pre-primary NQS Audit Early Childhood Intervention Program Wrap Around Services-School Psychologist/External Agencies EAL/D Library/Resource Centre Thinking Classrooms underpin all learning Library Captains ICAS participation- 2 Medals (One for Writing Year 3) NAPLAN results well above Australian mean Assessment by Presentation Year 6 (presenting to a panel of parents, staff and community members) Oral presentations across year levels 	<ul style="list-style-type: none"> Promoting Rosalie Values through our programs EAs assigned to all ECE classrooms IEPs completed and reviewed regularly Intervention from School Psychologist when necessary Using digital technology to enhance opportunities for staff and students to implement sustainable practices. Email pen pals with students in Canada Guided Reading groups are differentiated for individual learning needs <div data-bbox="815 909 1520 1458">  </div>

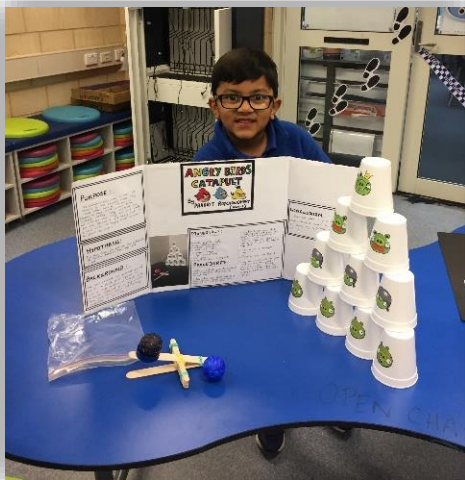


Excellence in Teaching	Strong Sustainable Partnerships
<ul style="list-style-type: none"> ▪ Grammar scope and sequence developed with support from learning teams ▪ Whole school approach to author of the term/semester ▪ Operational plan development ▪ Kathy Walker Professional learning ▪ Beginning Reading Professional Learning ▪ Visit to Early Years TDS: Jolimont Primary School ▪ Cross year level reading programs 	<ul style="list-style-type: none"> ▪ SAER support a reader program ▪ Scribbler's festival ▪ Excursions- Yirra Yaakin ▪ Therapy Focus ▪ West Coast Language Development Centre ▪ Autism Association ▪ DSF tutors within the school ▪ EAL/D Resource centre ▪ Statewide Services ▪ Visiting teachers including International Languages, disability services



S.T.E.M

Successful Students	A Safe, Supportive and Sustainable Environment
<ul style="list-style-type: none"> Science Week activities, promoting extension Early Years Girls in STEAM workshop Maths extension program extra-curricular lessons NAPLAN results Year 3 improved in Numeracy ICAS Medal- Year 5 Science –perfect score Australian Maths competition-3 high distinctions and 9 distinctions Several high distinctions and distinctions awarded in the Bebras Computational Thinking Challenge Several high distinctions and distinctions awarded in the Computational and Algorithmic Thinking (CAT) competition 	<ul style="list-style-type: none"> New multipurpose STEAM room within the school Ongoing Cyber Safety awareness training Purchase and use of Green Screen / iPads Whole school / P&C Busy Bees Loose parts play in the early years linked with STEM 2018 School Battery Recycling champions (481kg) Student Gardens- equal winner City of Subiaco Garden competition

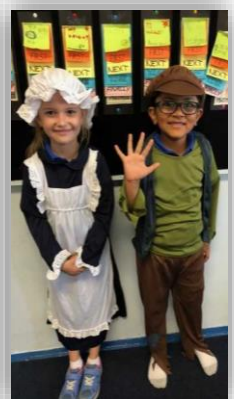


Excellence in Teaching	Strong Sustainable Partnerships
<ul style="list-style-type: none"> ▪ Excellence displayed in the use of technology including Chromebooks (Years 3-6), and iPads (Yrs K-2) including multimedia presentations and move making using Green Screen, Robotics, coding using Lego WeDo and communication using Google Classroom. ▪ Upskilled staff in use of Google Classrooms and Google Forms ▪ Chromebook PL for visiting teachers provided by Andrew McCarthy ▪ Play based pedagogy in Early Years Professional Learning including Science provocations ▪ Numeracy Vocabulary Whole School Document written & distributed ▪ Google Drive and Calendar- whole school ▪ New ICT strategy developed-ready for School Board endorsement ▪ Michael Webb, Year 6 teacher, offered lecturing position in Maths at Murdoch University ▪ Andrew McCarthy attended Modern Learning Professional Learning (Bruce Dixon) 	<ul style="list-style-type: none"> ▪ STEAM focused partnerships e.g. Sustainability with Subiaco Council, Bunnings, Sci-tech, DREAM Network ▪ Science Lab grant- room refurbishment, \$10000 furniture, \$25000 resources including a new STEM storage space ▪ Parent group set up to take over composting, garden beds ▪ Year 10 Perth Modern students collaborated in classrooms each week ▪ Principal invited to judge Governor's STEM Awards



H.A.S.S

Successful Students	A Safe, Supportive and Sustainable Environment
<ul style="list-style-type: none"> ▪ BloomGard Matrix with H.A.S.S. Focus ▪ Green Gorillas ▪ Participated in Clean Up Australia Day ▪ Geography links –rainforests, coral reefs projects ▪ Students selling poppies for RSL on Remembrance Day ▪ Students representing Rosalie at RSL ANZAC service and Remembrance Day service ▪ Waste Management projects including Battery Recycling ▪ iPad discovery Projects completed including research skills ▪ Celebration of Chinese New Year 	<ul style="list-style-type: none"> ▪ School Camps ▪ Indigenous links with Boshack Outback camp ▪ School completed a new Bush Fire Emergency Plan ▪ Evacuation /Emergency Drills completed ▪ Safety Officer appointed ▪ Fence labelled on oval for ease of designated assembly area for classes ▪ New duty vests purchased for all staff to wear ▪ Budget allowed for purchase of Geography resources ▪ Participated in The Big Splash, a Perth Children’s Hospital initiative to highlight kids’ mental health.

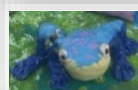


Excellence in Teaching	Strong Sustainable Partnerships
<ul style="list-style-type: none"> ▪ HASS Curriculum members sharing best practice at staff meetings ▪ History Mysteries teaching ▪ Administration area display ▪ HASS Curriculum team formed and given time each term to review and evaluate ▪ Professional Learning in the use of Oxford Atlas Plus including online resources 	<ul style="list-style-type: none"> ▪ ANZAC Dawn Service –over 500 in attendance ▪ Remembrance Day Service ▪ Excursions-Museum, Zoo, Kings Park, Sculptures by the Sea ▪ Involvement with RSL Shenton Park branch ▪ School continues partnership with Western Endeavour Rotary Club ▪ Year 10 Perth Modern students collaborating in classrooms each week ▪ EarlyAct- giving back to the community ▪ Excursions, including the Yirra Yaakin Cultural Awareness



Specialist Areas

Successful Students	A Safe, Supportive and Sustainable Environment
<ul style="list-style-type: none"> Sport/Music Captains Choir-Shenton in the Round / Massed Choir Perth Concert Hall/ One Voice-RAC Arena Year 6 Production –Aladdin Participation in swimming/athletics carnivals Year 4 students State Tennis Champions Year 4/5/6 Girls State Futsal Champions Rosalie awarded inaugural award for the Most Active Primary School in WA Combined school band with Hollywood PS Daily Fitness IMS program-96 students participating Girls Softball champions Hockey Champions Senior Sport Artist in Residence program with award winning artist Amanda Shelsher Year 4 Theatre excursion to Barking Gecko's production of '39 Storey Treehouse' 	<ul style="list-style-type: none"> Medication support given to students with physical/medical needs Medical Plans updated Audit on First Aid supplies and procedures for medical alert students-conducted by St John's Purchase of a defibrillator School Nurse provided additional support for upskilling staff in first aid needs School Psychologist on site one day per week Daily fitness continues Year 1/6 Buddies program continues- special welcome assembly held Students attended Protective Behaviours sessions Behaviour Management Plans completed and reviewed as required Dedicated Health & Safety Officer on site Excursion to The Constable Care Safety School Establishment of a Wellbeing Team Mindfulness sessions, including the use of Smiling Mind in some classrooms The refurbishment of our purpose built STEAM area



Excellence in Teaching

- Continuation with School Chaplain YouthCARE
- All staff completed St John's First Aid Training
- Mental Health –Training- appointment of a Mental Health coordinator
- Friendly Schools Scope and Sequence was developed
- Phys Ed Specialist was active in all areas of sport
- Teacher training in Rock & Water
- Development of a Visual Arts Scope & Sequence
- The decision to have a specialist Visual Arts teacher in 2019
- Year 4 Art Day excursion including AGWA, PICA and the Art Therapy Focus Exhibition at Perth Town Hall.

Strong Sustainable Partnerships

- Successful grant received for 4 Year Mental Health program
- P&C fund Artist in Residence Program \$20,000
- Values in Action – regular visits to Nursing homes to sing/play games/ talk/artwork
- P&C installed three new sets of funky monkey bars in the playground
- Tour de Cure visit- Mental health
- Sporting Schools- grants for after school sport
- Collaborated with the Claremont Football Club, WACA and Claremont Regional Sports Group
- Joined the BeYou Mental Health initiative
- Collaborating with Transperth to organise excursions on public transport



General

Successful Students	A Safe, Supportive and Sustainable Environment
<ul style="list-style-type: none"> School celebrates individual achievements outside of school: <ul style="list-style-type: none"> Year 6 girl National Champion attended World Highland Dancing competition Year 3 student selected for state figure skating team Year 6 student selected to represent Australia in Tae Kwon Do Participation in after school activities increased Faction Fund Raisers- \$5000 raised-new outdoor benches purchased Students receive Merit Certificates at assemblies Year 5 student represented WA at national cross country championships Early Act fundraisers- Telethon etc Year 4 students prize winners in City of Subiaco 'Banners in the Terrace' competition 	<ul style="list-style-type: none"> Year 1 and Year 6 Buddy Program Grounds committee comprising of staff and parents compile a 'master plan' for the school grounds Four ceilings replaced in Rooms 2, 3, 4 & 8 K/PP orientation in Term 4 K/PP information sessions for parents completed in Term 4 Home communications and reporting to Parents now on Connect Staff carry out 'hand over' sessions of documents for all students at the start of each school year. New Library furniture / classroom furniture to replace old, worn equipment \$10000 walkway grant (courtesy of Julie Bishop)



Excellence in Teaching	Strong Sustainable Partnerships
<ul style="list-style-type: none"> ▪ Tracy Smart successfully gained Level 3 Teaching Status-school now has three Level 3 teachers ▪ School employed two extra Associate Principals-Curriculum & ICT ▪ Susie Kidd awarded Paul Harris Fellowship for services to Rotary ▪ Distributed Leadership Model increases in roles and responsibilities-Curriculum Teams /Phase of Learning teams/ Executive Team 	<ul style="list-style-type: none"> ▪ P&C Fete raised over \$50,000- upgrades to undercover area the focus ▪ Young Engineers Club continues for a second year ▪ Continued use of parent expertise within classrooms ▪ Chinese lessons offered after school one day per week ▪ Chess Club commenced and students competing with other schools ▪ Parents commenced Coder Dojo club and Scratch program ▪ Maintenance Program- new gutters, electrical cords checked etc. ▪ Partnership with St Matthews Church-CRE ▪ Fathering Project Events throughout year ▪ Offsite Kindy upgrade and new signage- City of Subiaco ▪ EarlyAct committee continues. Association with Rotary Club



Student Achievement

NAPLAN Results 2018

Comparison Chart 2014-2018

Subject		Year 3					Year 5				
		2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Reading	Aust. Mean	418	426	426	431	434	501	498	502	506	509
	WA Mean	407	413	416	420	423	492	489	495	499	502
	School Mean	490	517	487	504	504	580	572	574	569	569
	% of RPS students in top 20%	50%	59%	49%	47%	48%	47%	52%	51%	53%	48%
Writing	Aust. Mean	402	416	421	414	407	468	478	475	473	464
	WA Mean	397	408	414	410	400	465	471	470	469	460
	School Mean	446	471	451	461	457	535	536	517	521	513
	% of RPS students in top 20%	44%	53%	44%	42%	55%	59%	55%	40%	52%	41%
Spelling	Aust. Mean	412	409	420	416	418	498	498	493	501	502
	WA Mean	403	400	412	409	406	492	493	488	498	500
	School Mean	455	467	466	442	466	540	535	532	544	536
	% of RPS students in top 20%	35%	37%	52%	29%	34%	39%	34%	36%	38%	34%
Grammar & Punctuation	Aust. Mean	426	433	436	439	432	504	504	505	499	504
	WA Mean	413	424	425	429	424	495	496	499	492	500
	School Mean	499	538	511	497	515	574	594	587	557	573
	% of RPS students in top 20%	48%	68%	33%	37%	46%	42%	64%	64%	47%	49%
Numeracy	Aust. Mean	402	398	402	409	408	487	492	493	494	494
	WA Mean	392	388	395	402	403	480	485	486	489	490
	School Mean	466	459	442	454	476	545	550	552	547	544
	% of RPS students in top 20%	42%	51%	38%	37%	51%	49%	39%	49%	48%	41%

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy					
	2016		2017		2018	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Above NMS	98%	99%	97%	97%	99 %	99 %
At NMS	2%	1%	3%	3%	1%	1%
Below NMS	0%	0%	0%	0%	0%	0%
NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading					
	2016		2017		2018	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Above NMS	98%	99%	98%	96%	96%	100%
At NMS	2%	1%	2%	4%	2%	0%
Below NMS	0%	0%	0%	0%	2%	0%
NAPLAN National Minimum Standard (NMS)	NAPLAN - Writing					
	2016		2017		2018	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Above NMS	97%	91%	100%	96%	98%	95%
At NMS	3%	9%	0%	3%	0%	3%
Below NMS	0%	0%	0%	1%	2%	2%
NAPLAN National Minimum Standard (NMS)	NAPLAN - Spelling					
	2016		2017		2018	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Above NMS	98%	97%	98%	97%	100%	97%
At NMS	0%	3%	2%	3%	0%	3%
Below NMS	2%	0%	0%	0%	0%	0%
NAPLAN National Minimum Standard (NMS)	NAPLAN - Grammar & Punctuation					
	2016		2017		2018	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Above NMS	100%	100%	98%	89%	99%	97%
At NMS	0%	0%	2%	8%	1%	3%
Below NMS	0%	0%	0%	1%	0%	0%

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Numeracy					
	2016		2017		2018	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						
NAPLAN	NAPLAN - Reading					
	2016		2017		2018	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						
NAPLAN	NAPLAN - Writing					
	2016		2017		2018	
	Year 3	Year 5	Year 3	Year 3	Year 5	Year 3
Comparative Performance						
NAPLAN	NAPLAN - Spelling					
	2016		2017		2018	
	Year 3	Year 5	Year 3	Year 3	Year 5	Year 3
Comparative Performance						
NAPLAN	NAPLAN - Grammar & Punctuation					
	2016		2017		2018	
	Year 3	Year 5	Year 3	Year 3	Year 5	Year 3
Comparative Performance						

	Below Expected performance in comparison to the results of all other WA public schools
	Expected performance in comparison to the results of all other WA public schools
	Above Expected performance in comparison to the results of all other WA public schools
	No data available/ number of students is less than 6/ the Socio-Economic Index is under review

In 2018, our Year 3 and 5 students performed considerably higher than the Australian and Western Australian mean across all tests.

Results for Year 3 students indicated improvement in our Numeracy programs as 58% of students were in the top 20%. These students performed well in Spelling and Grammar and Punctuation with further improvement noted. The percentage of Year 3 students in the top 20% in Reading and Writing was only slightly down on the 2017 results.

Our Year 5 students performed well across all of the subjects with the percentage of students in the top 20% ranging from 50% in Reading to 36% in Spelling. The most noted improvement was the lifting of students from the bottom 20% up into the middle 60%. Work on the individual SAER program has proven to be successful with this pleasing result.

2019 DIRECTIONS- Where to from here?

Based on our analysis of school performance data, the teaching staff collaborated to plan a variety of specific strategies to implement in 2019 in both Literacy and Numeracy. As always, a focus on explicit instruction, differentiation and making success criteria visible within each classroom and the fully implementation of a case management approach for identified students, will be consistently implemented and reviewed throughout 2019.

ICAS

Students sat for 340 tests in 2018 and received:

- Medals – Two students received an ICAS Medal. A Year 5 student received his for Science and scored 100% in the test. A Year 3 student received her medal for Writing. Apart from the Spelling results, students' results all other tests in 2018 improved on the 2017 results.

Subject	Participants	High Distinctions	Distinctions	Credits
Science	72	4	13	13
Digital Technologies	44	1	6	15
Mathematics	93	4	11	31
Spelling	72	3	9	8
Writing	53	7	10	14
English	76	1	24	24

ENGLISH AND OTHER LANGUAGE OR DIALECTS (EAL/D):

Forty-one students at Rosalie identify with an additional culture; twenty one of those were eligible for support. A large range of languages are represented at the school with the majority of our EAL/D families originated from South-East Asia and Europe. Twenty-one students are at stage one and two of the EAL/D Progress Map. The majority of these students are in Year 1 and Year 2. The explicit nature of our synthetic phonics programs is well suited to the literacy needs of these students. Culturally inclusive and adaptive programs support the diverse needs of our EAL/D students.

Number of Students that are EAL/D:

Kindy	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	3	7	14	6	3	3	4

PRE PRIMARY STUDENTS ON-ENTRY ASSESSMENT DATA:

On-entry assessments indicated that our pre-primary school-entry readiness data is consistently higher than the state average at the beginning of the year. Our data indicated strong measured growth in the majority of students. Those with challenges were successfully identified for early intervention. On-entry assessment data was used to inform the differentiated practice in our pre-primary classes.

2018 YEAR 6 FURTHER EDUCATION DESTINATIONS:

Destination Schools	Male	Female	Total
4168 Shenton College	20	32	52
1249 John Xxiii College		5	5
1171 Scotch College	3		3
1151 Trinity College	3		3
1041 Christ Church Grammar School	2		2
4042 Perth Modern School		2	2
4012 Churchlands Senior High School		1	1
1468 International School Of Western Australia		1	1
4029 Kent Street Senior High School	1		1
1042 Methodist Ladies' College		1	1
1147 Presbyterian Ladies College		1	1
1440 St George's Anglican Grammar School		1	1

SCHOLARSHIPS AND PLACES IN EXTENSION PROGRAMS FOR HIGH SCHOOL

Across a broad spectrum of academic and non-academic areas, 50% of students staying with the government schooling system have been selected into an academic/selective program, such as ATP, GATE or through gaining a scholarship.

ATTENDANCE

Primary Attendance Rates

	Attendance Rate	
	Rosalie	WA Public Schools
2016	95.8%	92.6%
2017	96.6%	93.8%
2018	95.9%	92.6%

Attendance % - Primary Year Levels

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2016	93%	96%	95%	97%	97%	96%	97%
2017	96%	96%	97%	96%	97%	96%	98%
2018	96%	96%	95%	96%	96%	96%	97%
WA Public Schools 2018	90%	92%	93%	93%	93%	93%	93%

Attendance percentages at Rosalie Primary School are generally very high. However, we are aware of a growing trend for vacation leave to be taken during the school term. To ensure we continue to deliver the full curriculum to every student, we have introduced some simple processes that include a need for formal written notification in advance from the parent to the Principal prior to the family taking vacation leave. The Principal must be satisfied that any missed school work is the responsibility of the parent, in consultation with the classroom teacher, to ensure it is completed.

BEHAVIOUR

The children who attend Rosalie Primary are renowned for their exemplary behaviour. Students from an early age learn to articulate their emotions appropriately and are encouraged to problem-solve independently. With endorsement from our School Board, our Behaviour Management Policy is made visible to the community through our webpage. Individual classroom information meetings delve into a more detailed version of expectations. Staff prepare Individual Behaviour Plans, on a needs basis and in consultation with the parent and, on occasions, with the SAER Coordinator and School Psychologist.

STAFF

Through retirements and extended leave, the school experienced a small turnover of staff throughout 2018.

In term 4, a merit selection process was undertaken which saw 220 applicants for both fixed-term and permanent positions. From this a pool of suitable applicants was formed. At the end of 2018, 3 permanent positions were filled from the pool and 8 fixed-term contracts were offered to cover extended staff leave, special projects and imminent retirements.

During the year, staff underwent formal performance management in line with the Department of Education's policies and procedures which had been reviewed and refined to reflect our culture of continual improvement. All staff participated in at least two formal performance meetings and formal classroom observations. The administrative staff also worked in classes.

STAFF QUALIFICATIONS

All teaching staff meet the professional requirements to teach in Western Australian Public Schools details of which can be found on the public register of teachers of the Teachers Registration Board of WA.

In 2018, the school had a principal and three associate principals (2 FTE). This will increase in time to 2.4FTE in 2019. The school celebrated the promotion of Tracy Smart to L3 status. Anna Kooy returned from maternity leave as a L3 teacher and classroom teacher. The school's remaining L3 teacher is currently on maternity leave.

PROFESSIONAL LEARNING

During 2018 teachers and non-teaching staff participated in a range of PL opportunities to support the development of their knowledge and expertise across a range of areas to meet student or staff needs. PL was sourced from a combination of external providers and from our own staff members with specific expertise. Teachers and non-teaching staff members attended PL sessions in their own time or on School Development Days. Staff continued to share best practice and collaboratively direct their own learning with their peers through their learning teams and curriculum team. All staff were trained in First Aid with St John's, ECE staff attended the Kath Walker sessions, Atlas Plus, The Arts printmaking, ICT, STEM, Guided Reading, Mathematical problem solving and Envision Maths, Spelling Knowledge, data analysis and effective writing strategies.

NATIONAL SCHOOL OPINION SURVEY (NSOS)

All WA public schools are required to administer parent, student and staff National School Opinion Surveys (NSOS) at least every two years, commencing in 2014.

This gives our community the opportunity to express their views on matters important for our school. The responses from the survey allow us to assess our performance and to plan for our future. The next scheduled NSOS will be in 2020.

Below are summarised results of the 2018 survey:

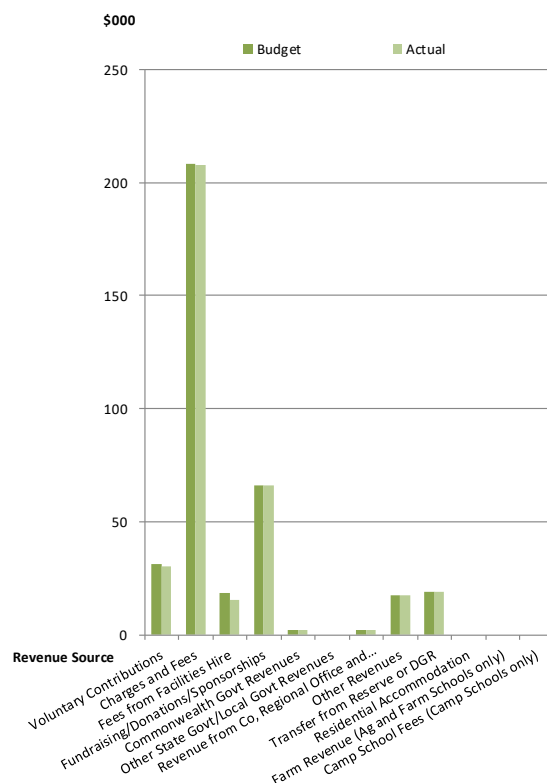
Celebrate Success	Areas of Focus	2020 SMART Goals
PARENTS		
<ul style="list-style-type: none"> ● Overall a high level of positive opinion ● My child likes being at school (4.5) (=) ● My child feels safe at school (4.5) (=) ● My child's teachers are good teachers (4.5) (+0.2) ● My child feels safe at this school (4.5) (=) ● My child likes being at this school (4.5) (=) 	<ul style="list-style-type: none"> ● The school takes my opinion seriously (3.9) (=) ● The school is well led (3.9) (=) 	<ul style="list-style-type: none"> ● To increase 'The school takes my opinion seriously' from 3.9 to ≥4. ● To increase 'The school is well led' from 3.9 to ≥4.
STAFF		
<ul style="list-style-type: none"> ● Overall a high level of positive opinion, nothing below 4.0 ● Teachers at their school expect students to do their best (4.8) (-0.1) ● Parents at this school can talk to teachers about their concerns (4.8) (-0.1) 	<ul style="list-style-type: none"> ● I receive useful feedback about my work at school (4.0) (-0.3) ● The school is well maintained (4.1) (-0.1) 	<ul style="list-style-type: none"> ● To increase 'The school is well maintained' from 4.1 to 4.3 ● To increase 'I receive useful feedback about my work' from 4.0 to 4.2
STUDENTS – Year 6 only		
<ul style="list-style-type: none"> ● My teachers expect me to do my best (4.5) (=) ● My school looks for ways to improve (4.3) (-0.1) ● My teachers are good teachers (4.2) (-0.1) 	<ul style="list-style-type: none"> ● My school takes students' opinions seriously (3.5) (-0.2) ● I can talk to my teachers about my concerns (3.5) (-0.5) ● Teachers at my school treat students fairly (3.7) (-0.3) ● Students behaviour is well managed (3.7) (-0.4) 	<ul style="list-style-type: none"> ● To increase 'My school takes students seriously' opinions' from 3.5 to 4.0 ● To increase 'I can talk to my teachers about my concerns' from 3.5 to 4.0

Financial Summary

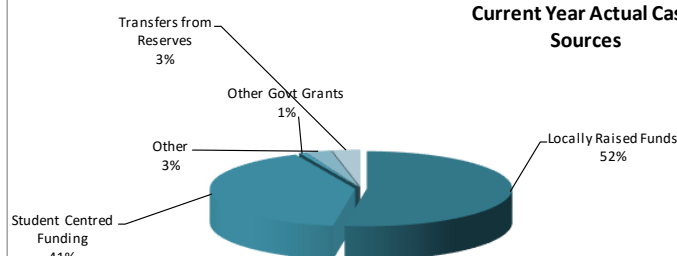
(As at 31 December 2018)

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 31,321.50	\$ 30,513.00
2	Charges and Fees	\$ 208,135.04	\$ 207,689.82
3	Fees from Facilities Hire	\$ 18,600.00	\$ 15,418.19
4	Fundraising/Donations/Sponsorships	\$ 66,108.54	\$ 66,108.54
5	Commonwealth Govt Revenues	\$ 2,048.94	\$ 2,048.94
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 2,105.67	\$ 2,105.67
8	Other Revenues	\$ 17,619.31	\$ 17,621.64
9	Transfer from Reserve or DGR	\$ 19,224.42	\$ 19,224.42
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 365,163.42	\$ 360,730.22
	Opening Balance	\$ 106,499.40	\$ 106,499.40
	Student Centred Funding	\$ 248,979.17	\$ 248,979.17
	Total Cash Funds Available	\$ 720,641.99	\$ 716,208.79
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 720,641.99	\$ 716,208.79

Contingencies Revenue - Budget vs Actual

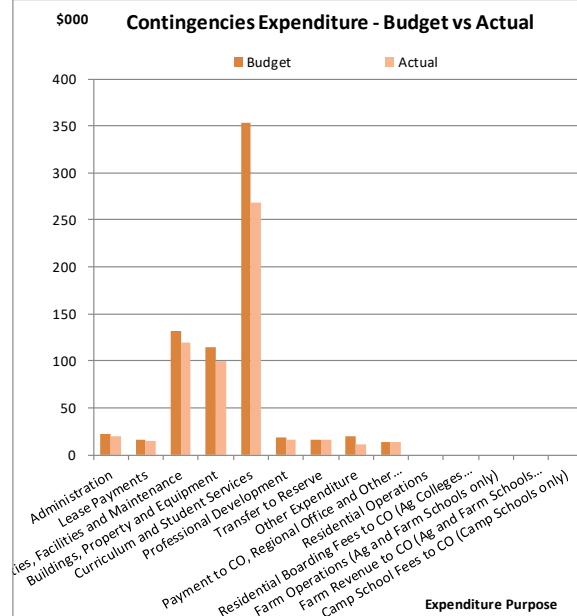


Current Year Actual Cash Sources

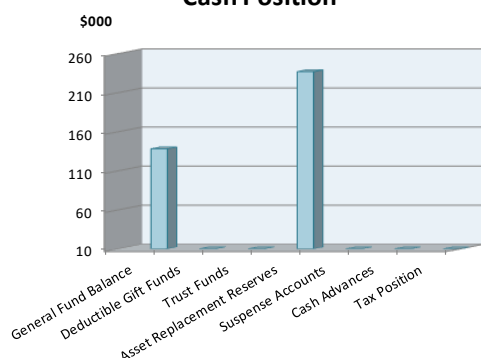


	Expenditure	Budget	Actual
1	Administration	\$ 22,530.25	\$ 20,098.93
2	Lease Payments	\$ 16,078.00	\$ 14,945.16
3	Utilities, Facilities and Maintenance	\$ 131,233.59	\$ 119,513.18
4	Buildings, Property and Equipment	\$ 114,950.82	\$ 99,247.72
5	Curriculum and Student Services	\$ 353,522.39	\$ 268,093.57
6	Professional Development	\$ 18,500.00	\$ 15,730.30
7	Transfer to Reserve	\$ 16,000.00	\$ 16,000.00
8	Other Expenditure	\$ 19,390.85	\$ 10,839.65
9	Payment to CO, Regional Office and Other Schools	\$ 14,130.60	\$ 13,653.33
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	\$ 706,336.50	\$ 578,121.84
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 706,336.50	\$ 578,121.84
	Cash Budget Variance	\$ 14,305.49	

Contingencies Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

Bank Balance	\$ 371,848.39
Made up of:	
1 General Fund Balance	\$ 138,086.95
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 236,791.54
5 Suspense Accounts	\$ 1,563.90
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 4,394.00
Total Bank Balance	\$ 371,848.39



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