

Annual Report 2013



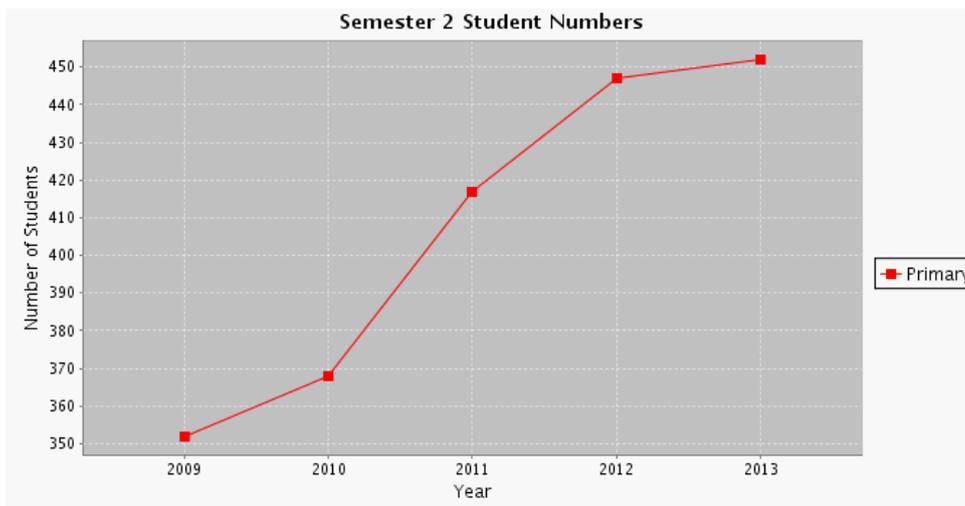
*proud tradition
shaping futures*

Rosalie Primary School

As an Independent Public School, Rosalie Primary School caters for children in Kindergarten to Year 7 and draws from Shenton Park in Western Australia.

Rosalie Primary School has a clear purpose, striving always to be recognised as a school that maximises learning opportunities, while focusing on developing its students' academic, social, physical and creative potentials.

An integral part of the Shenton Park community for more than 100 years, through its motto "Proud Tradition - Shaping Futures", Rosalie Primary School aims to provide high quality educational opportunities for each child, ensuring they develop a broad range of skills and a strong sense of values to enable them to develop responsibility for their own direction and to adapt to a changing world.



Semester 2	2009	2010	2011	2012	2013
Primary (Excluding Kindy)	352	368	417	447	452

Reflecting on 2013

2013 was a year of success and outstanding achievements for the students of Rosalie Primary School, supported through the commitment of staff and strong community partnerships. Rosalie is meeting the challenge of a changing demographic and significant growth while maintaining its standing as a school where students are able to achieve personal excellence and self-responsibility.

In this, the third year of the implementation of our Business Plan, we looked closely at our performance against our articulated vision for our school community *'to support and challenge our students to achieve their personal best then celebrate their efforts and successes'*. We can clearly see evidence of this as we reflect on our achievements.

As in previous years, our students achieved well in all areas of national testing with ten of our departing Year 7 students earning recognition through offers of entry into specialist gifted and talented programs and five gaining entry into High Performance Learning programs in secondary education. Two gold medals earned by our students in ICAS (International Competitions and Assessments for Schools) testing representing the state's best, is further testimony to our students' achievements.

Our students' commitment to sporting events where they gave their absolute best was surpassed only by their amazing sportsmanship and teamwork – qualities which demonstrate our commitment to the Rosalie Values.

Our challenge to define what it is to be a truly successful learner, a learner who is deemed successful within the context of his/her area of talent, led us once again to celebrate the many and varied success of our students outside the physical constraints of the classroom. These included our ANZAC Dawn Service, the Annual Art Exhibition, concerts highlighting the talents of our School of Instrumental Music (SIM) students as well as members the Rosalie School Band and Junior and Senior Choirs, and of course our Year 7 Musical – The Magical Musical Madness Machine.

Again we celebrate the wonderful partnerships that exist both within our school community as well as with agencies external to the school. The continuing Artist-in-Residence program is but one example of where student learning has thrived through these important partnerships. The implementation of a signed partnership with Tennis Australia has seen increased access to tennis lessons, facilities and equipment for all our students in 2013.

In addition, our success in hosting long term practice students from Edith Cowan University as well as a School Intern through the Western Australian Combined Universities Training Schools Project (WACUTS) program, led to further expansion of the partnership. This initiative, as is the case with others, has culminated in significant benefits for our students.

Although each year we say goodbye to our graduating parents who join their youngest child in leaving Rosalie, we are confident the exceptional partnerships that exist between staff, students and our entire school community will continue to have an impact on our students' learning.

We look forward to the challenges ahead with confidence.

"This is Rosalie, friends and family; this is Rosalie, our school!"



Roslyn Kay
Principal



Bronwyn Rasmussen
School Board Chair

Our Vision and Values

Our Vision

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

Our Values

Our values provide the foundation to build social responsibility and a sense of belonging through collaboration between child, family, school and the wider community. These values are central to the daily life of the school and are reflected in shared understandings.

They find expression through the following behaviours:

- **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; and
- **Understanding, Tolerance and Inclusion**
We accept diversity by being aware of others and their cultures, we strive to be included and include others.



Independent Review June 2013

With the first of our three year Business Plans completed the school was required to undergo an Independent Review. The purpose of the Independent Review was to provide an assurance to the Minister for Education, the Director General of Education and the school community on the extent to which the school had met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan. The focus of the review was on:

- How well the school has improved the standards of student learning (achievement, progress and engagement) for all students
- How well the school has created an environment that promotes student learning
- How well the school is placed to sustain and improve its performance.

The school has been required, under the DPA, to undertake regular self-assessment. The outcomes of these assessments formed the basis for our school's self-review which was presented to the reviewers for verification at the commencement of the Independent Review.

The following **commendations** support the schools claims of significant strengths and areas of improvement:

- The performance of the school in national assessments of literacy and numeracy in 2012 and over time
- The clear links established between the Business Plan focus areas, the school operational plans and self-review to ensure the day-to-day delivery of a broad range of learning opportunities to meet individual student needs
- The planning, monitoring over time and self-review processes developed by the school in ensuring that focus areas, strategies and milestones are supporting student learning
- The achievement in ensuring that the school values are central to the daily life of the school and are reflected in the shared understandings of students, staff and the parent community
- The development of the 'Thinking Schools' strategy with a 'Critical, Creative and Caring' focus as part of day-to-day teaching and learning
- The commitment by the school and parent community in developing a true partnership to support student learning
- The culture of self-review and analysis of student learning in academic and non-academic domains at a school and classroom level to identify areas for improvement
- The key role played by the Board in leading the Business Plan development and review process and in developing a strong partnership with the community, school leadership and staff.

The following **affirmations** support continued implementation of strategies and initiatives or areas for improvement identified by the school:

- The developing culture of sharing ICT expertise between staff impacting positively on teaching and learning
- The decision by the school and the Board to review target setting for the 2014+ Business Plan to better reflect the strong performance of the school, focus on identified areas requiring attention and how value adding can be demonstrated
- The use of evidence and a focus on professional practice to evaluate classroom pedagogy as a means of improving the quality of teaching and learning
- The review and use of the operational plan strategies and targets in planning to improve specific areas of less than expected academic performance in cohorts and groups of students.

The Rosalie PS community can be very proud of this excellent report and all the success achieved throughout 2011-2013

Our Focus Areas and Strategies

2013 represented the third and final year of Rosalie Primary School's 2011-2013 Business Plan. This Plan identifies a number of strategic initiatives across four broad areas. These areas are:

1. **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.

2. **Excellence in Teaching and 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.

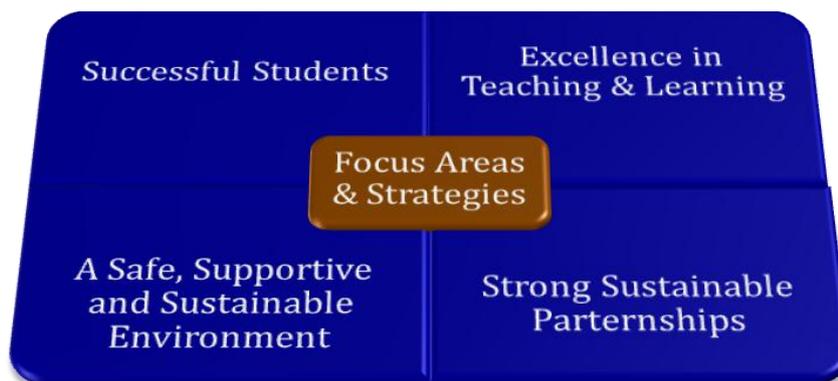
3. **A Safe, Supportive and Sustainable Environment; and**

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.

4. **Strong Sustainable Partnerships.**

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

The clear links established between the Business Plan focus areas, the school operational plans and self-reviews have ensured the day-to-day delivery of a broad range of learning opportunities for all students.



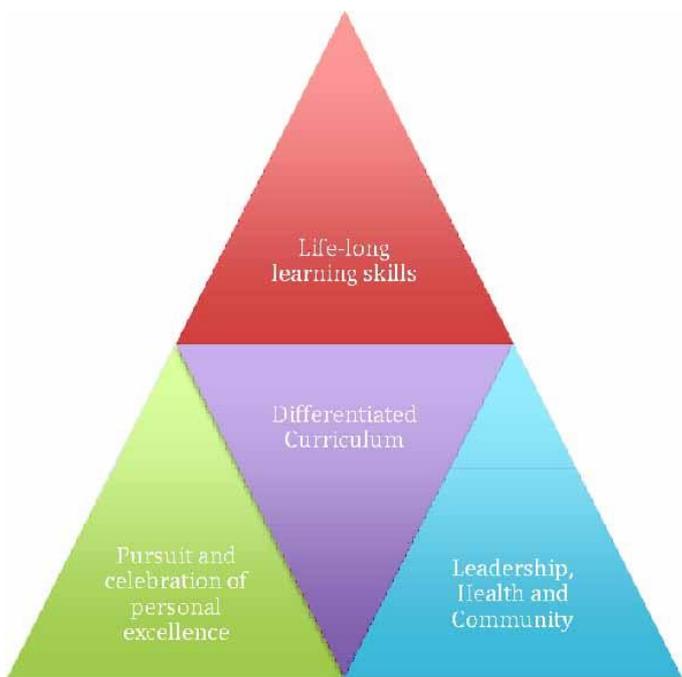
Successful Students

In seeking to maximise the success of our students, Rosalie Primary School has adopted a multi-faceted approach that emphasises the effective differentiation of teaching programs to meet our students' varying learning needs. This approach is based on development of data-driven learning plans that are informed by on-entry and ongoing baseline assessment. The collection and analysis of this data supports the early identification of student learning support and extension needs.

Rosalie Primary School's 'Thinking Classroom' program promotes and develops life-long learning skills within our students. These skills will assist our students to experience success through subsequent secondary and post-secondary learning.

We are proud of our students' success across academic, sporting, artistic and cultural dimensions. Our students' are encouraged to participate in a wide range of programs at regional, state and national levels.

Finally, Rosalie Primary School recognises the importance of developing the leadership skills and personal health of each of our students. These qualities will ensure that our students develop both the willingness and attributes to make meaningful and sustained contributions to our communities.



Life-Long Learning Skills

The 'Thinking Classroom' is a multi-faceted strategy implemented by the school to promote life-long learning and foster skills and abilities through an inquiry approach. It has been embedded in cross-curricular teaching and learning through extensive planning and review.

The underlying philosophy of the Thinking Classroom is embodying the aspects of the General Capabilities in the Australian Curriculum and the Melbourne Declaration of Educational Goals or Young Australians, with a 'Critical, Creative and Caring' focus. The goal of the 'Thinking Classroom' is to develop successful learners, confident and creative individuals, and active and informed citizens. With this goal in mind, it is expected that the full implementation of the 'Thinking Classroom' program will assist in producing learners that:

- develop their capacity to learn and play an active role in their own learning;
- are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as a result of studying fundamental disciplines; and
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines.



In 2013, the focus of this program was on continuation of the 'Thinking Classroom' model of inquiry learning, whilst implementing History as a specialist subject using inquiry as its conceptual framework. Collaboration between teachers and classes meant that shared understandings and the application of Higher Order Thinking Skills (HOTS) were embedded throughout the curriculum. Particular highlights included the Year 5s learning about the Eureka Rebellion in History whilst simultaneously learning about the Goldfields, dovetailing with

part of the Geography curriculum. Similarly, the Year 7s focused on producing inquiry-based assignments on Egypt in History whilst learning the geography of Egypt.



*The 'Thinking Classroom'
Using higher order thinking skills in everyday life*

Strategies to tailor the curriculum to individual students' needs were implemented. These included the analysis of NAPLAN results and the Student Achievement Information System (SAIS). Data-driven learning plans involved learning teams and collaborative staff meetings to plan for improvement in student learning. Early intervention strategies included the analysis of the Teacher Assessment of Communication (Kindergarten), speech screening and on-entry assessment testing for the identification of student progress and achievement. Individual Education Plans (IEPs) were developed and implemented for those students performing above or below expected levels. Provision was made for additional staff and support for teachers with English as a Second Language/Dialect (EAL/D) students. Resourcing for student learning was provided through the flexibility of the one-line budget which enabled the school to employ teaching and non-teaching staff for withdrawal, teacher support and enrichment and extension programs. Through its Workforce Plan, the school was also able to meet specific curriculum needs and tailor its performance management processes to support student learning. Training was provided for staff in Kagan – Cooperative Learning strategies. An example of a specific strategy to support a differentiated curriculum was the purchase of iPads to enhance student understanding of English and also to recognise student conceptual knowledge through the translation facility, as well as a wealth of other uses and functions.

Leadership, Health & Community

Rosalie Primary School actively supports the development of leadership skills in our students through a wide variety of contexts. In 2013 these included the Year 1 and 7 'Buddy' Program, and the appointment of Sports, Information and Communications Technology (ICT), Music, and Library Leaders.



Year 7 students welcomed their Year 1 buddies and helped them transition to 'the big school'

Year group camps on Rottnest, the Perth Zoo, Dwellingup and the 2013 Year 7 Camp at Forrest Edge, provided an opportunity for students to develop their leadership knowledge and skills through participation in team building activities.



Team-building exercises for the Year 7 class at Forrest Edge camp

Physical education plays an integral role in the development of lifelong skills and positive attitudes towards exercise. At Rosalie Primary School, our students participate in a wide variety of individual and team sports, in both instructional and competitive contexts.



Derby took out the Faction Swimming Carnival in 2013

Physical Education highlights for 2013 included winning;

- Interschool Jumps carnival
- Medals in the Schools and Champions Relays
- The Interschool Tennis Championships
- The State Schools' WA Cross-country Championship
- Boys Basketball Association Cup

And coming second in the Claremont Regional Schools Sports Group (CRSSG) Interschool Athletics

Personal Excellence

Rosalie Primary School promotes a culture of personal success by providing students with opportunities to participate in a wide variety of academic, sporting and creative activities at regional, state and national levels.

Whilst the school has an academic emphasis on literacy, numeracy and science, there is encouragement to pursue personal excellence in other learning areas. Society and environment, history, French, health and physical education, technology and enterprise and the visual arts are some of the vehicles through which students are encouraged to 'have-a-go' and excel. The focus on visual arts has been particularly evident in classrooms with a wide variety of media displayed. This was attributed to staff expertise, the Artist in Residence program, 'Drawgust' led by an Education Assistant, participation in awards and the successful school art exhibition and auction. The quality of visual arts activities offered and student expertise has been recognised by staff at Shenton College.



The annual Artist-in-Residence program culminated in an Art Exhibition as well as the very first and successful Art Auction

Music has also been a feature with strategies to engage students in the School of Instrumental

Music tuition, band, choir and the innovative 'Musical Bites' program of lunchtime performances by community members as well as students and teachers. Rosalie Primary School's long-standing tradition of presenting a musical, the 2013 'The Magical Musical Madness Machine', performed by our Year 7 students, provided an opportunity for them to demonstrate their performing arts and interpersonal skills to the broader community.



Graduating students demonstrated their performing arts skills in the 2013 Year 7 Musical – 'The Magical Musical Madness Machine'

In 2013, our students participated in the University of New South Wales' International Competitions and Assessments for Schools (ICAS) program. We had 71 children participate in at least one subject and we administered 260 tests. In all, students from Year 2 through to 7 were awarded 102 Credits, 64 Distinctions and 19 High Distinctions across the assessment areas of Computing, Science, Spelling, Writing, English and Mathematics.

Two of our students won medals, scoring the highest results in WA.

Differentiated Curriculum

Rosalie has focused its student learning improvement agenda on creating successful learners who not only achieve well academically but are also successful in achieving within their existing talents. The school recognises the multitude of learning styles and various intelligences and does its best to cater for them. The major overarching strategy to meet individual needs and promote learning has been the continuation of the 'Thinking Classroom'. The school encourages students to be motivated, engaged, enthusiastic and confident in achieving personal growth.

The effective differentiation of teaching and learning is dependent on the identification of individual student learning needs and priorities. To support effective differentiation, Rosalie Primary School used a broad suite of school-wide, baseline assessments in 2013.

Specifically, the collection of norm-referenced spelling and mathematics data for students in Years 1 through to 7 complemented mandated NAPLAN (National Assessment Plan – Literacy and Numeracy – Years 3, 5, and 7) and WAMSE (Western Australian Monitoring Standards in Education – Years 5 and 7) testing.

The information collected through each of these assessments was used by individual teachers, teaching teams and learning area coordinators, to assist in planning learning activities, designed to meet identified areas of student need.

Information obtained through the NAPLAN and WAMSE assessments also provides Rosalie Primary School with important feedback regarding the effectiveness of our teaching and learning structures and activities. These measures are represented in the section 'Measures of Student Achievement' of this report.

Critically, these forms of assessment, together with classroom assessment, build comprehensive profiles of our individual student's learning needs. Students identified as requiring educational support received targeted support, described in Individual Education Plans.

Students identified as likely to benefit from academic extension participated in a number of enrichment programs, including ICAS, Primary Extension and Challenge (PEAC) program, and the 2013 Australian Mathematics Competition.

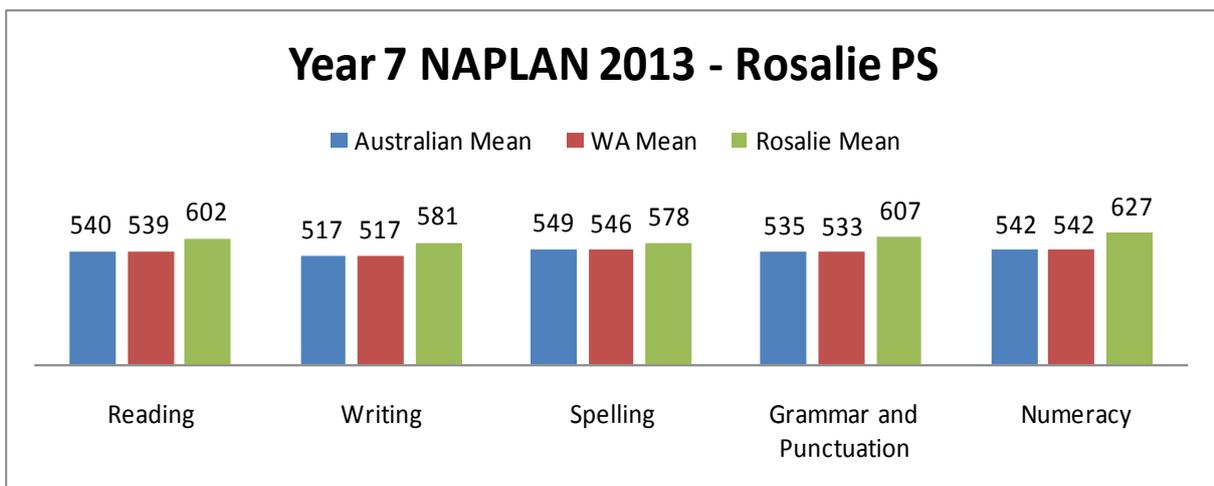
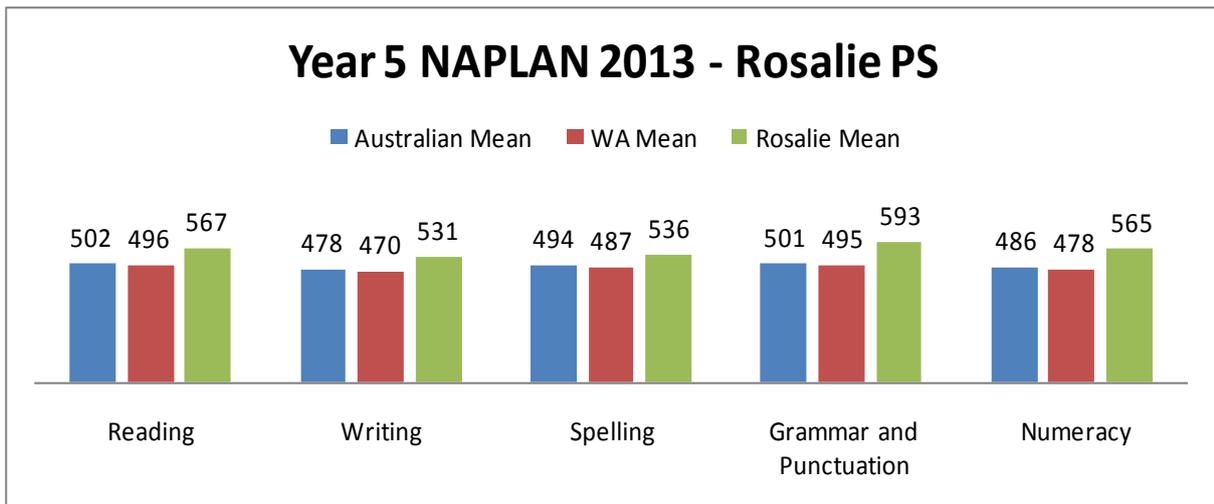
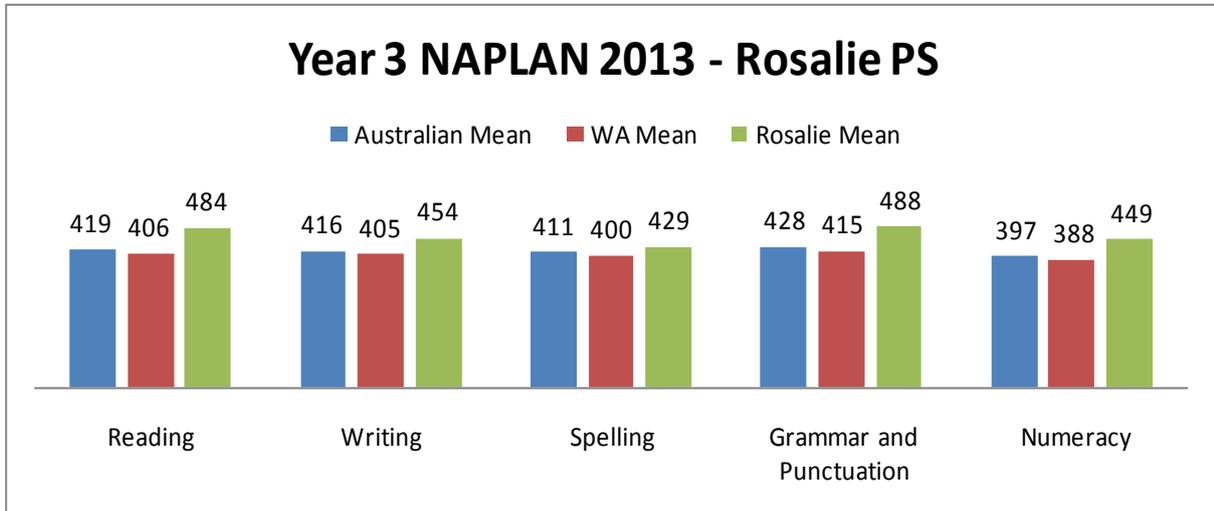
In 2013, the PEAC program was extended to provide enrichment opportunities to a number of Year 1 students, who were identified as likely to benefit from extension through the on-entry assessment program.

Finally, Rosalie Primary School's music education program provided differentiated learning opportunities to students through the Massed Choir, the School Band, and the Instrumental Music program – run in partnership with the Western Australian School of Instrumental Music (SIM).



Measures of Student Achievement

The following figures compare the 2013 performance of students at Rosalie Primary School with all Western Australian and Australian students, using mean NAPLAN scores. These figures indicate that Rosalie students are achieving test scores that are significantly higher than the mean scores of all Western Australian and Australian students.



Measures of Student Achievement continued . . .

In addition to measuring the relative level of our students' achievement, Rosalie Primary School also monitors the performance of our students over time. This is achieved by comparing the NAPLAN assessment outcomes of each student cohort against statistically equivalent ('like') schools over time.

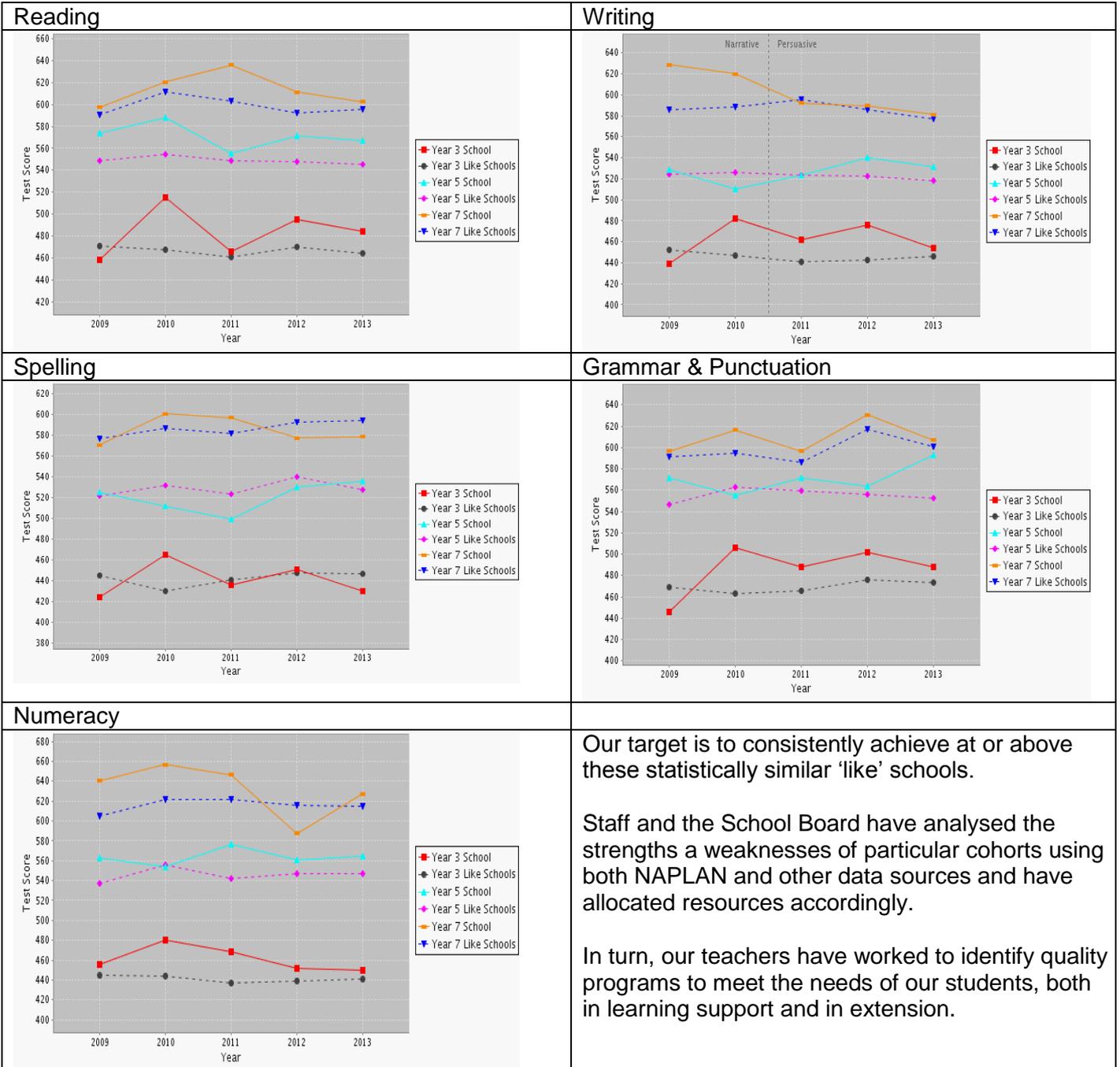
The following tables contain data on the percentage of students that are achieving scores in the top 20 per cent of all Australian students. In general, it can be seen that the majority of Rosalie Primary School students (more than 50 per cent) are performing in the top 20 per cent in most areas.

Subject		Year 3			Year 5			Year 7		
		2011	2012	2013	2011	2012	2013	2011	2012	2013
Reading	Aust. Mean	416	419	419	488	493	502	540	541	540
	WA Mean	401	407	406	480	482	496	542	538	539
	School Mean	466	495	484	555	571	567	636	612	602
	% of RPS students in top 20%	37%	48%	53%	38%	58%	46%	81%	50%	53%
Writing	Aust. Mean	416	415	416	483	477	478	529	518	517
	WA Mean	404	407	405	472	470	470	530	521	517
	School Mean	462	476	454	523	540	531	592	591	581
	% of RPS students in top 20%	36%	68%	29%	37%	65%	49%	42%	45%	63%
Spelling	Aust. Mean	406	414	411	484	494	494	538	543	549
	WA Mean	396	401	400	476	486	487	536	539	546
	School Mean	436	450	429	499	529	536	597	579	578
	% of RPS students in top 20%	29%	28%	19%	22%	39%	40%	53%	26%	30%
Grammar & Punctuation	Aust. Mean	422	424	428	500	491	501	533	546	535
	WA Mean	408	408	415	491	479	495	529	545	533
	School Mean	488	501	488	571	563	593	597	632	607
	% of RPS students in top 20%	35%	47%	47%	44%	55%	70%	50%	58%	53%
Numeracy	Aust. Mean	398	395	397	488	488	486	545	538	542
	WA Mean	387	384	388	479	477	478	545	589	542
	School Mean	468	451	449	577	561	565	646	589	627
	% of RPS students in top 20%	43%	48%	42%	70%	61%	60%	78%	39%	70%



Measures of Student Achievement continued . . .

Similarly we are able to observe our performance over time, comparing results with those of like schools.



Excellence in Teaching and Learning



Our teaching staff celebrated 'Book Week' by performing in a themed pantomime – written by a member of staff.



Book Week

Rosalie Primary School endeavours to create an environment that encourages, supports and builds staff capacity for teaching excellence.

In 2013, there was a significant focus on the coordinated implementation of the English, Mathematics, History, and Science components of the new national curriculum. Much of this planning was coordinated through Rosalie Primary School's teacher learning teams. An example of the excellent results that were attained are the assignments produced by every Year 4 – 7 student in History using the inquiry learning approach, that incorporated many of the Higher Order Thinking Skills included in the Australian Curriculum.

Teachers were supported in the development and maintenance of these learning teams through the provision of group planning and review time, together with 'whole of school' and learning group based professional development. Outcomes from the operations of these learning teams included the continuation of a Literacy Hour throughout the early learning classrooms. Other examples of improvements in teaching and learning being initiated and implemented at the learning team level included the implementation of on-entry assessment and speech screening in the early learning classrooms, the introduction of inquiry learning tools within the Kindergarten classrooms, and the continuation of the Maths inquiry learning program.

An additional priority for staff professional learning and collaboration was the implementation of a school-wide implementation plan and timetable for Rosalie Primary School's 'Thinking Classrooms' inquiry learning framework.

Finally, the embedding of Information and Communication Technology continued to be a major source of influence on the development of teaching and learning at Rosalie Primary School. Over the course of 2013, teaching staff worked collaboratively in developing their instructional practices to ensure that maximum benefit was derived from the purchase of iPads and the use of Rosalie Primary School's Interactive Whiteboard technologies. Professional learning opportunities in ICT were also provided to enhance the use of innovative technologies. The key roles played by staff and a developing culture of sharing ICT expertise between staff had a positive impact on teaching and learning.

Safe, Supportive and Sustainable Learning Environments

Rosalie Primary School is committed to providing a safe, healthy and supportive environment for students and staff. In 2013 there were a number of key initiatives in this area. These included the embedding of the Rosalie Values statements, the successful implementation of the National School Chaplaincy Program that supported the appointment of our own chaplain, the Year 1 and 7 Buddy Program and Assembly, and the expansion, by students, of new sustainable gardens within the school.

Student and parent surveys were used to inform the aim of having a learning environment that supports student learning. Results from the annual survey indicated high levels of satisfaction with the school's strategies and support for students and their families. The opportunity to reinforce the school values through the website, school celebrations and newsletters were also reviewed including the extent to which classroom planning provided evidence of values being taught.



The various 'Buddy' programs assist younger students in feeling a sense of belonging



The embedding of the school's values is evident in the inclusive environment in all aspects of school life, and is reflected in the shared understandings of students, ex-students, staff and the parent community. The assertion that 'our values provide the foundation to build social responsibility and a sense of belonging through collaboration between child, family, school and the wider community' is apparent in classroom teaching, assemblies, student awards, student leadership, the buddy system, annual camps, newsletters and the approach taken to welcome and include new families to the school community. This reinforces the 'Country School in the City' feel.

One of the admirable traits of both teachers and students at Rosalie is their awareness of fostering positive attitudes towards the sustainability of the world around them. A deep understanding that personal actions contribute towards collective impacts on our environment has led to a team of students becoming 'Green Gorillas', leaders in promoting sustainability. Embedding sustainability in learning programs has empowered every student with the responsibility of affirmative behaviours such as distributing waste into the correct bin, ensuring relevant debris goes into the recycling and appropriate food scraps are fed to Rosalie Primary School's chickens. A whole-school approach to sustainability has each class participating in at least one area of environmental sustainability.

One of the measures relevant to the monitoring of the health of Rosalie Primary School's learning environment is student attendance which is an important indicator of the health of a learning environment, with our students recording higher rates of attendance than the State average in 2013.

Rosalie Primary School Attendance = 95.8% State School Attendance = 92.6%

There is also the added factor of Rosalie Primary School being the 'school of choice', impacting on increased enrolments with parents moving to take up residence in the catchment area to ensure access to Rosalie for primary education and to Shenton College for secondary education.

Strong and Sustainable Partnerships

The development of 'Strong and Sustainable Partnerships' formed a considerable part of the school's efforts in supporting student learning. Strategies were employed to engage parent/community members to participate and share their skills in classroom learning experiences, engage in information sessions/forums on key initiatives and practices and to support parent organisations such as the P&C. In addition, the school has successfully sought to engage the business, wider community and social and cultural organisations to enhance opportunities and innovation to support student learning. The Rosalie school community continues to support our students to achieve their personal best through a number of ongoing partnerships and new initiatives in 2013.

Additional Learning Opportunities

The support given by the Rosalie P&C to enable additional learning activities for the students is outstanding. In partnership with the Lane Bookshop, Rosalie was able to hold a Book Fair and a parent's Book Talk night at local bar The Nic in Term 4, providing additional funding for our school library. In addition, the Artist-in-Residence program was made available to all Rosalie students culminating in a very successful whole school art exhibition and auction. Speech screening for all Kindergarten and Pre-Primary students was also funded by the P&C as was the Reading Eggs program. The P&C funded the acrylic surface of the new basketball / netball courts (\$14,000), the new nets for this area and \$4,000 worth of sporting equipment.

In 2013, 8 Dell laptops, 40 Apple iPads, 3 iPad minis, 10 Samsung cameras, 10 USB hubs and 4 powered splitters were purchased. In addition, 10 laptops, 24 HP Compaq towers and various monitors were donated by BankWest which significantly improved our infrastructure.

The *Parents as Partners* initiative continues to link skills and resources available in our community with those needed to support our children in the classroom. Activities supported by *Parents as Partners* and the wider school community include extension maths, Support-a-Reader, excursions, camps, musicals, writing, computing and sharing social and cultural experiences.

Enhanced social and cultural opportunities

The School Board focussed on developing and enhancing our strong links with a number of community organisations, including UWA, Subiaco Council, Shenton College and Kings Park. These partnership initiatives resulted in a number of successful activities and outcomes including:

- The innovative award winning ANZAC day service. This is a special tradition at Rosalie and the Board invited many guests from the community and school partners to attend. A member of the Returned Services League (RSL) is a patron of the school. The partnership with the RSL is extended into providing a student academic award for Year 7 students.
- Provision of placement opportunities for pre-service teachers from UWA and ECU, including our WACUTS (WA Combined Universities) initiative, providing added flexibility to workforce planning and classroom support.
- Rosalie Primary School implemented a partnership agreement with Tennis Australia for increased access to tennis lessons, facilities and equipment in 2013.
- The Rosalie School band continues to expand its participation into the broader community, including parents, teachers, as well as students from neighbouring schools, this allows our students to enjoy the opportunity to 'make music' with people who share their love of and interest in music.
- The involvement of parent musicians and musicians from the wider community in sessions such as the lunchtime 'Musical Bites' has provided an added dimension to the many and varied musical opportunities available to the school.

Strong and Sustainable Partnerships continued . . .

- Fundraising opportunities to support school initiatives and community or world needs. Such examples are participation in Jump Rope for Heart, the Fun Run around Kings Park, raising an ever-increasing total of money for World Vision, and the car wash to raise funds for the Save the Children to send to the Philippines and a jumper drive for the people of war torn Syria.
- The school has maintained a close association with Kings Park by utilising the Naturescape learning environment. Students from a number of years were given the opportunity to 'test' the new area and provide feedback to the Park staff.



Year 3 students washed cars to raise funds for the Save the Children charity for the typhoon affected Philippines. This picture made front page news in the local Post on December 7, 2013.

Drawing on community partnerships and expertise to inform direction-setting

The School Board and P&C together promoted participation of the wider school community to help inform the Board's decision making and direction-setting for Rosalie.

- The Board comprises members that possess a wide range of qualifications, skills and experience. The Board periodically reviews its mix of expertise and where there are gaps in particular disciplines, efforts are made to foster partnerships with members of the wider school community that have these skills and qualifications.
- In 2013 the Board continued to invite teaching staff that have the responsibility for leading key learning areas at Rosalie to present information about their direction and plans at each Board meeting. This initiative is helping the Board get a better appreciation of the various initiatives being implemented by the teachers, which is important for informing the Board's direction-setting role.
- Representatives from the School Board and P&C attended a number of information sessions held by teachers, at which the teachers outlined areas where they would welcome participation by the broader school community in school activities.

Strong and Sustainable Partnerships continued . . .

Grants/Funding

The School Board in conjunction with the P&C, continued with a Building Fund to provide additional funds to develop and enhance the learning facilities within the school. The Fund will provide a vehicle through which parents can make direct contributions, through fundraising activities, that will be specifically earmarked for improvement of Rosalie's infrastructure.

A Buildings and Grounds Committee has developed the blueprint for the ANZAC courtyard, with input from the *Parents as Partners* program. The Committee has also developed a grounds plan for the school. This committee, in conjunction with Bunnings, oversaw a significant tree planting program around the school grounds.

The school recognises and values the many contributions its community partners provide to our students' educational experiences. Fundraising events such as the Movie Night held in 2013 draw on the generous support of local businesses as does all the pro-bono advice provided by lawyers, architects and other professionals within our community. Over the course of 2013 the efforts of all the volunteers involved in providing support for the school and promotion of activities being undertaken have been acknowledged in the school newsletter.

The Artist in Residence program has for the very first time culminated in an extremely successful Art Auction, exhibiting and selling not only student work, but also art pieces from teachers and the broader community.

Another first was the addition of a parent night at local bar The Nic to kick off the annual Book Fair. This night was hosted by radio ABC 720 Book Reviewer Barb Sampson and was highly successful and entertaining.



Celebrating Harmony Day with our school Chaplain



Tree planting with donated plants from our partners, Bunnings

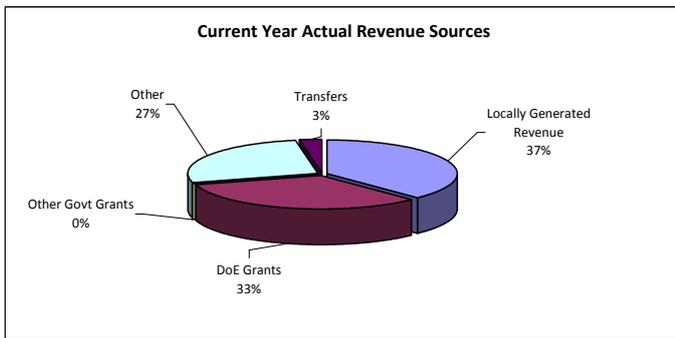
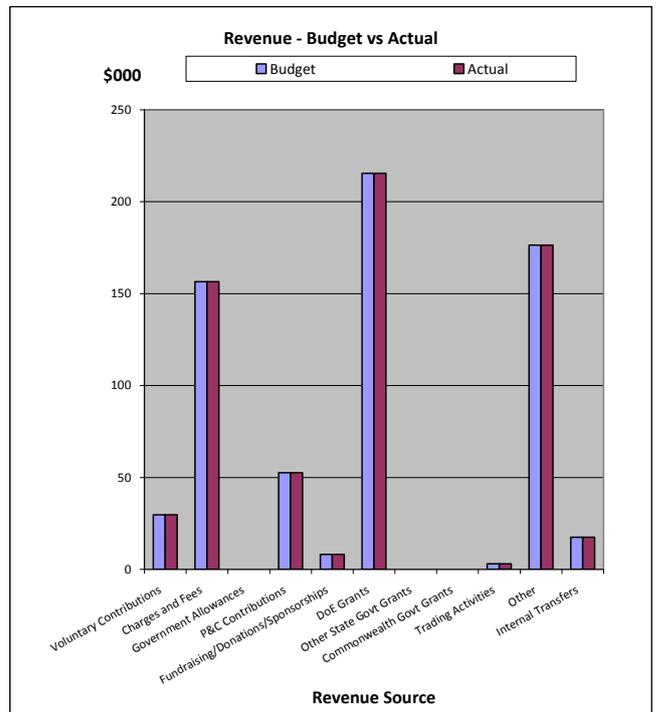


Artists, including some from our parent body, donated artworks from the Art Auction

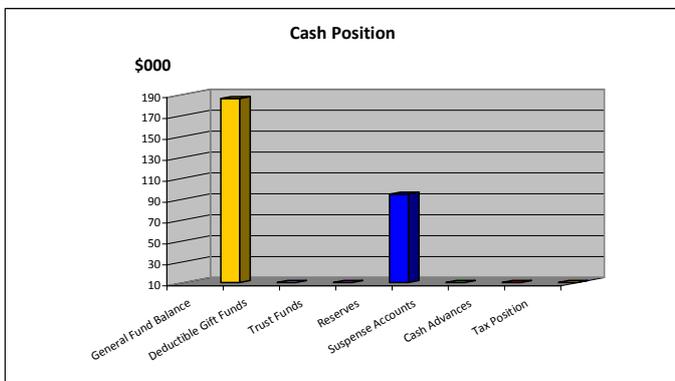
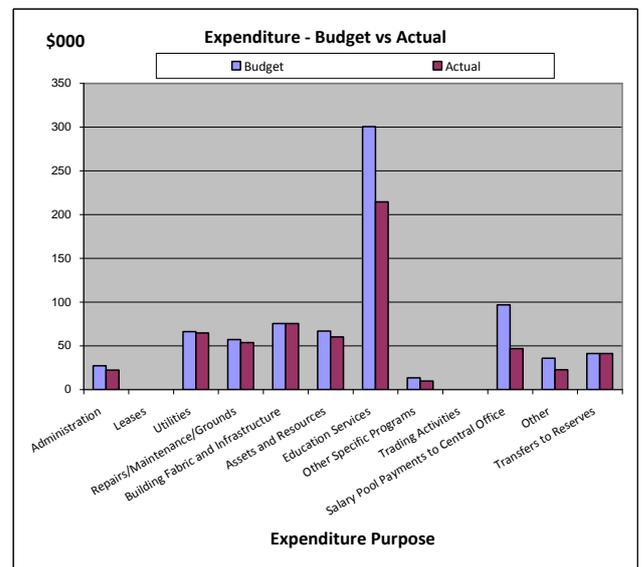
Managing Our Physical and Financial Resources

Rosalie Primary School Financial Summary as at 31 December 2013

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 29,639.40	\$ 29,639.40
2	Charges and Fees	\$ 156,438.45	\$ 156,438.45
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 52,570.05	\$ 52,570.05
5	Fundraising/Donations/Sponsorships	\$ 8,113.05	\$ 8,113.05
6	DoE Grants	\$ 215,387.12	\$ 215,387.12
7	Other State Govt Grants	\$ -	\$ -
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ 2,972.11	\$ 2,972.11
10	Other	\$ 176,336.99	\$ 176,337.02
11	Internal Transfers	\$ 17,454.23	\$ 17,454.23
	Total	\$ 658,911.40	\$ 658,911.43
	Opening Balance	\$ 137,899.21	\$ 137,899.21
	Total Funds Available	\$ 796,810.61	\$ 796,810.64



	Expenditure	Budget	Actual
1	Administration	\$ 27,199.67	\$ 22,226.17
2	Leases	\$ -	\$ -
3	Utilities	\$ 66,114.47	\$ 64,583.12
4	Repairs/Maintenance/Grounds	\$ 57,088.11	\$ 53,665.67
5	Building Fabric and Infrastructure	\$ 75,441.35	\$ 75,441.35
6	Assets and Resources	\$ 66,816.06	\$ 60,057.29
7	Education Services	\$ 300,524.31	\$ 214,349.37
8	Other Specific Programs	\$ 13,351.00	\$ 9,775.94
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ 96,800.00	\$ 46,800.00
11	Other	\$ 35,714.64	\$ 22,646.82
12	Transfers to Reserves	\$ 41,200.00	\$ 41,200.00
	Total	\$ 780,249.61	\$ 610,745.73



Cash Position as at:	
Bank Balance	\$ 277,611.16
Made up of:	
1 General Fund Balance	\$ 186,064.91
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Reserves	\$ 94,424.87
5 Suspense Accounts	\$ 185.62
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 2,493.00
Total Bank Balance	\$ 277,611.16