Rosalie
PRIMARY SCHOOL

ANNUAL REPORT 2016

proud tradition – shaping futures

Principal's Message

Rosalie Primary School (Rosalie) is a Level 5 metropolitan school in Shenton Park with an ICSEA of 1196. The school's population is currently 564 and continues to grow.*

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. Our inaugural Science Fair is testimony to the consolidation of the valuable internal and external partnerships that are being embedded into our culture.

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 2016 included Rosalie becoming a Teacher Development School (STEM), and for the second consecutive year being presented with a prestigious ***Governor's STEM Award.*** *On this occasion it was* ***the 'Meritorious 'Award.***

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. Our finalist status in the ***2016 WA Education Awards for 'WA Primary School of the Year'*** *endorses this desirable status. This compliments also being a finalist in 2015.*

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 2014-2016 Business Plan cycle was completed successfully with a two day comprehensive Independent Public School Review. The findings confirmed our position in sustaining our continuous improvement focus into the next triennium. The school community looks forward to collaboratively developing and implementing the 2017-2019 Business Plan.

ROSLYN KAY
Principal

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Board's Message

Although globally, 2016 was usually described as a year to forget, at Rosalie it was a year of success and excellence, as the Principal's Message attests. We congratulate each of the students on all of their achievements achieved in 2016, 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.

For Rosalie, 2016 was the final year of a cycle defined by the 2014-2016 Business Plan. That plan identified 4 focus areas:

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

Towards the end of 2016, the school received an independent review of its performance is measured against the business plan, which was pleasingly positive. The Independent Review Findings can be read on the school website (http://rosalie.wa.edu.au/wp-content/uploads/2016-Independent-Review-Findings.pdf). Subsequent to the review, the school initiated the process of developing the 2017–2019 Business Plan by hosting a parent, staff and community consultation forum. The process is continuing with further work by the staff and board to define the goals, strategies and performance indicators to ensure that a rigorous self-assessment occurs throughout the three year cycle of the plan. We are confident that the next plan will ensure that the school is best placed to deliver the best outcomes for all students during a period that we expect will see continuing growth in school enrolment numbers and rapid change and disruption, both technologically and socially.

During 2016, the board endorsed the school budget and can confidently report sound business and management by the school administration. Together with the P&C, the school approached Subiaco Council and secured wider consultation, which ultimately led to changes, in relation to a parking plan that seemed about to be adopted around the school. The board also worked with the school to finalise the school's comprehensive ICT Plan and, after a school-wide forthright and passionate debate, approved the investment in a large number of Chromebooks for use in Years 4 to 6 as part of implementing that ICT Plan and related training for staff.

In relation to building and grounds, the board: met with a representative of the Department to enhance the Department's understanding of how well the school is managing its growing enrolment numbers and gain some insight into how the Department may respond to the school's needs; sought, with partial success, additional classroom space for 2017; and has continued to monitor the position in relation to a long term lease of the offsite kindergarten site.

Finally, I would like to acknowledge the contributions of the school patrons Mr Ross Albones and Mrs Annie Macnab and of our ICT patron, Mr Bruce Dixon, each of whom has brought with them a wealth of experience and expertise in support of the school.

Mr Craig Sharp

Board Chair Ratification of 2016 Annual Report was completed at the March 2017 Board Meeting.

ROS KAY
Principal

CRAIG SHARP
Board Chair

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
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
TLC	Teaching Learning Cycle
VET	Vocational Education and Training

Our Vision

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

Rosalie Values

Our values provide a foundation for building social responsibility and a sense of belonging through collaboration between student, family, school and wider community.

Care and Compassion
We look after ourselves and care for one another.

Doing Your Best
We strive to accomplish worthy and admirable deeds, to 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, think and 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 to include others.

sense of belonging · collaboration · family, school, community · social responsibility

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1.0 Successful Students

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

1.1 EARLY INTERVENTION TESTING AND SUPPORT

Strategy	2016 Initiatives	Objectives for 2017
• Use evidence-based assessment strategies to identify areas of strengths and needs • Support for *EAL/D students in Stage 1 & 2 and as identified • *PL for staff to support different practice • On-entry testing for PP and identified Yr 1 & 2 • Speech and motor screening for Kindergarten	• *PAT baseline Testing (Yrs. 2 – 6 various tests) • Review of Early Childhood assessment practices • Regular disaggregation of data and planning for improvement by whole school for improved teaching and learning • Ongoing support for all case management students across the spectrum of learning • Continued implementation of Support a Reader • Intervention for SAER students at each end of the spectrum identified and supported through *EYE, Progress Maps,*PEAC, Extension programs, 1:1 and small groups • *P&C funded speech assessment • Partnership with Perth Modern *VET students • Staff capacity built using existing expertise and access to appropriate PL to effectively differentiate the curriculum and extend students • Teachers accessed PL through *LDC *KAT (K-2) • Professional learning of Diana Rigg strategies and resources bought to support implementation • Development of staff as required in EAL/D Progress Maps	• PAT baseline Testing (Yrs. 2 – 6 various tests) • Regular disaggregation of data for school improvement of performance • Build staff capacity using existing expertise and access appropriate PL to effectively differentiate the curriculum • Individualised reading program in partnership with parents • Identify and create support for SAER students at both ends of the spectrum through intervention and extension programs, EYE, PEAC, 1:1 and small groups for students with learning challenges • P&C funded speech assessment • Partnership with Perth Modern VET students • Ongoing support for all case management students across the spectrum of learning

1.2 IMPLEMENT DIFFERENTIATED CURRICULUM TO SUPPORT STUDENT NEEDS

Strategy	2016 Initiatives	Objectives for 2017
• Use a suite of data comprising external standardised assessments (*NAPLAN, PAT tests), non-academic data, cohort moderation and teacher judgement to identify students for intervention • Develop*IEP/*GEP/*BMP's and monitor their effectiveness through regular reviews in partnership with parent, SAER coordinator and if needed, school psychologist • Continue external partnerships for students requiring extension PEAC / *GATE • Implement programs that target students across entire spectrum of learning • Strategically target small groups of similar ability across classrooms	• Data analysis informed the teaching & learning cycle including current SAER case management success strategies • Extension of *STEM and inclusion of identified students in competitions and programs eg EYE, PEAC • Extension for SAER students through Teach to the Top strategies, *HOTS, supportive remediation. • Implementation and review of IEP/GEP/BMP's • Support of differentiated learning through*ICT (*SAMR) • Implementation of Thinking Classroom strategies throughout the curriculum including Genius Hour (Yr 4 & 6), Teaching to the Top • Targeted small group learning eg. Direct Instruction, Robotics • Successful case management processes • Support A Reader program • Explicit teaching of technical vocabulary across all learning areas	• Use data to inform the teaching and learning cycle including current SAER case management success strategies eg. Brightpath, PAT, NAPLAN • Integration of *STEAM across the school • Extend SAER students through Teach to the Top strategies, HOTS, SAMR, supportive remediation. • Implement and regularly review IEP/GEP/BMP's • Use ICT effectively to differentiate learning needs (SAMR) • Implement Thinking Classroom strategies throughout the curriculum including Genius Hour • Run individualised reading program in partnership with parents • Expand playground in response to 'resilience' priorities

1.3 FOSTER LIFE-LONG LEARNING

Strategy	2016 Initiatives	Objectives for 2017
• Embed 'Thinking Classroom' strategies as part of an integrated curriculum • Foster holistic practices through experiential learning with emphasis on nature-based learning • Promote values-based learning • Support staff development	• Embedment of Thinking strategies (eg. Six Thinking Hats, Bloom's Taxonomy) in the curriculum throughout the school • Investigative use of ICT for differentiated learning eg. SAMR • Development of greater STEM/ STEAM culture • Experiential learning eg. Science Fair, Year 6 'Dancing through the Decades', ANZAC Dawn service, sporting events, robotics, *SIM, PEAC • Embedded Values Education throughout the curriculum • Continued external partnerships - City of Subiaco, local RSL, Rotary through Early Act • Fostered partnerships within the school eg. Buddy program • Practices of environmental and social sustainability eg. school gardens, Green Gorilla program, chickens, outdoor classroom, Early Act • Professional contributions at network professional learning and at events eg. Sci-tech STEAM lesson plans for WA teachers	• Implementation of a whole school commitment of 'Thinking Classroom' strategies • Use SAMR model for investigative and differentiated learning • Development of a whole-school focus on an authentic and comprehensive STEAM culture • Further develop experiential learning, including environmental and social sustainable practices • Review the current Values of the school and commence modification & revision to be 'child friendly' • Implement Values in Action program – *SRE integrated as an option • Foster further partnerships within the school and wider community

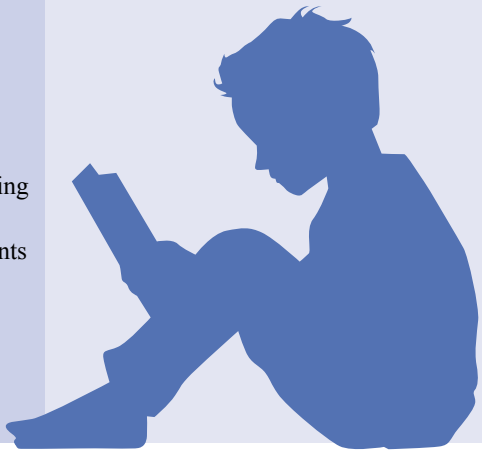
1.4 PROVIDE LEADERSHIP OPPORTUNITIES

Strategy	2016 Initiatives	Objectives for 2017
• Ensure a range of opportunities for students to develop leadership qualities through designated roles • Seek out external partnerships to increase • leadership engagement opportunities	• Provided leadership responsibilities as Yr 6 Faction, Music, ICT and Library Captains • Multi-year level students are Green Gorillas (recycling program) • Consolidation and refinement of The Early Act leadership group in affiliation with Rotary • Leading Assemblies eg. Yr 6 ANZAC Dawn service, class assemblies • Fostered opportunities for all students to demonstrate appropriate leadership eg. Buddy Program Yr 6 and Yr 1 • Leadership roles in the classroom (P-6) • Representation of Rosalie students from P – 6 at the STEM and School of the Year Awards • Expansion of leadership with the iPad Discovery Project in the early years (P–3).	• Provide leadership opportunities eg. sports, library, environmental, music • Provide social sustainability leadership opportunities through the Early Act program in affiliation with Rotary • Foster leadership through class assemblies and special assemblies eg. Year 5 group to lead ANZAC Dawn service • Support Buddy program for Yr 6 and Yr 1 • Increase student voice in opportunities to lead and support the school and through external partnerships

1.5 PURSUIT AND CELEBRATION OF PERSONAL EXCELLENCE

Strategy	2016 Initiatives	Objectives for 2017

• Celebrate individual and group success in academic and non-academic achievements via a variety of means	• Celebrated receiving 'Meritorious' Award as a Finalist of the 2016 Governor's STEM Award and being a top four finalist for WA Primary School of the Year Award
	• 2016 Naplan based data:
	  • 79th Top 100 primary schools nationally
	  • 36th Top 50 Comprehensive schools nationally
	  • 7th best in WA
	• Excelled across various academic areas eg.*ICAS, Australian Mathematics Trust, Computational and Algorithmic Thinking competition, Da Vinci Decathlon, Robotics, Have Sum Fun, Scitech Brainstorm Challenge, Science Fair competition, PEAC
	• Individual students excelled in non-academic areas eg. Cross-country state squad, Cub Scout Grey Wolf award, U8 Onslow Tennis Club championship, International Highland Dancing Championships, National Gymnastics Championships, People's Choice Shaun Tan Award, Sculptures by the Sea photo competition
	• Groups excelled in non-academic areas eg. Choir performance (Crown Theatre) Yr 5&6, School Band, Interschool teams such as Futsal, Basketball
	• Public Acknowledgement of successes
	• Participation of students in Musical busking
	• Participation in the SIM program 69 students Year 3-6 violin, cello, brass, flute, clarinet as well as the Supplementary SIM percussion program – 12 students
	• Identified students to take part in Gifted and Talented Extension Writing program Years 4-6
	• Individuals excelled at sporting events eg. Sports Carnivals
		• Identify opportunities to challenge students to excel in academic and non-academic areas
		• Disaggregation of data to identify students who are to be celebrated by their personal measure of success
		• Explicitly link successes with the Rosalie values
		• Support the development of resilient autonomous learners as identified through wellbeing programs
		• Recognise individual student successes in class, at assemblies and in newsletters



1.6 SUPPORT HEALTH AND EMOTIONAL WELLBEING AWARENESS

Strategy	2016 Initiatives	Objectives for 2017
• Encourage healthy eating and physical activities through a range of programs • Build resilience using strategies and resources such as visiting speakers, early detection, counseling and chaplaincy program • Provide awareness training on Cyber Safety and management of the ICT school/home interface	• Participation in 'About Boys' community workshop with City of Subiaco • Chaplain worked with targeted students and in small groups • Staff conducted Parent workshop on Cyber Safety and programs conducted in classrooms • Established SAER circle of safety practices • Supported cultural inclusive practices • Appointed EAL/D parent liaison • Conducted community forum to understand ICT benefits and challenges and the best ways for students to engage with the technology • Participation in Edudance Yr 1-3 • Implemented 'Dancing with the Stars' Yr 6 • High participation rate of Before and after school activities eg. sailing, basketball, volleyball, swimming training, cross-country training • Continued Interschool activities eg. basketball, tennis, swimming and Carnivals – Faction, Lightning • Focused Health and Wellbeing special events eg. Walk to School Day, Ride to School Day, Colour Run • Taught Sex Ed program Yr 6 • Conducted Transition to high school program • Held Parent Information sessions and literature to support transition to school in the early years eg. Early years orientation • Developed NaturePlay playground • Upgraded Early Childhood playground on and offsite • Reported on Healthy Food and Drinks Policy • Accredited as a SunSmart School • Embedded Values program throughout the curriculum • Participation of some Teachers in optional fitness programs	• Look for new opportunities to encourage health and emotional • Partner with City of Subiaco Senior Community Development Officer to deliver parent workshops i.e. Building Resiliency, About Boys. • Support and intervention from School Psychologist, Chaplain, School Nurse and other outside agencies, as required • Include SAER restorative practices • Support for EAL/D community • Focus on Cyber-safety • Continue Grounds committee for sustainable development of school grounds • Organise daily fitness for Junior Primary • Implement Sporting and fitness activities eg. before and after school programs, Interschool, Faction Athletics and Swimming carnivals, dancing, etc • Include specific focus days eg. Walk to School Day • Implement Values in Action program

1.7 PROVIDE EXPERIENTIAL LEARNING

Strategy	2016 Initiatives	Objectives for 2017
• Whole school based experiential learning in a variety of settings • STEAM focus • External partnerships	• Included STEAM-focused activities eg. Robotics, buddy projects, Kindergarten's Sculptures by the Sea creatures • Implementation of Inquiry based learning projects across the school (including History, Genius Hour Yr 4 & 6) • Encouraged Kagan-based cooperative learning in History and other curriculum areas • Conducted Science Fair • Included Outdoor Classroom activities – Lake Jualbup, Kings Park, class gardening projects, camps • Participation in Health and wellbeing programs eg. Before and after school programs, Jump Rope for Heart, Edudance • Implemented in school programs/ events eg. Artist-in-Residence, SIM, Busking, Choir Festival (Burswood),Music: Count Us In, inaugural Shenton Network Music Festival, inaugural Girls AFL • Participation in enriching incursions eg. Stolen Generation, farm, Nature play • Experiential learning through excursions eg. Sculptures by the Sea, WA Maritime Museum, Freshwater Bay History Museum, Sci-tech, Literature Centre, Fremantle Prison, WASO, Paintstorm Performance and Workshop, Electoral Commission • Established partnerships eg. Rotary, Perth Modern, Scitech, Harry Perkins Institute	• Seek out new opportunities to encourage experiential learning with a STEAM focus • Provide inquiry learning, HOTS, Teaching to the Top through experiential learning • Encourage Kagan -based cooperative learning in History and other curriculum areas • Develop local partnerships in a variety of aspects eg. Gardening projects, dance programs • Include Outdoor Classroom learning • Focus on play based learning in early childhood • Implement Values in Action program • Introduction of Drama Specialist program P - 2

Excellence in Teaching

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

2.1 DEVELOP IMPROVEMENTS IN CURRICULUM AND ASSESSMENT

Strategy	2016 Initiatives	Objectives for 2017
• Continue the sequential implementation of the SCSA curriculum and ensure it is embedded in all teachers' planning, lesson delivery and assessment • Collaborative dissemination of external and internal data for planning a differentiated curriculum • Teachers develop, implement and review operational plans and assessment each year • Moderation continues through Phase of Learning Team meetings and the broader networks • Use a whole-school approach to peer classroom observation to provide professional feedback for teachers • Use national principal and teacher standards as a basis for performance management AITSL • Implement the educational program and practice elements of the National Quality Standard in the early years	• Support from Learning team leaders, line manager and SAER coordinator - Point of Need analysis/response • Targeted moderation and assessment practices through Learning Team meetings twice per term • Used expertise of existing staff to support, develop and lead teams • Establishment of STEM Leadership Development group • Expansion of STEM/STEAM culture K-6 eg. Robotics expanded to include Yrs 4 & 6 • Investigations of ICT options through ICT patron, various schools, experts in the community • Conducted ICT professional development workshops for integrated learning • Typing skills taught using Typing Tournament • Development and trialing of strategies to prepare students for NAPLAN online • Analysis of NAPLAN data and PAT baseline Testing (Yrs 2 – 6 various tests) • Used data to inform *TLC and case management • Interim Reporting T1 & T3 • Embedded Open Classrooms philosophy in learning • Professional development and implementation of Brightpath assessment tool • Reviewed development of Operational Plans through Whole school approach • Investigative IPS School Review • Critically reviewed data collection and dissemination practices • Peer classroom observation and mandatory line manager observations written into formal PM process • Feedback processed through PM meetings and ongoing support • Further University study completed by two staff members	• Structure of distributed leadership change to support Learning Team Leaders and staff in developing improvements in curriculum and assessment • Learning Team meetings twice per term, reported on at Executive Meetings • Develop staff as identified by learning and teaching needs, including coaching and mentoring staff through PM • Use existing expertise to build staff capacity and lead teams to enrich the learning of students, specifically using HOTS, STEAM including Genius Hour • Develop a strong STEAM culture and forge external partnerships • PL in ICT to meet the demands of the Digital Technologies curriculum, including exploring Digital and Design Technologies integration • Promote the use of the Thinking Classroom, including Kagan cooperative learning, HOTS • Use comprehensive analysis of NAPLAN and other testing measures to inform planning on a whole school and individual level • Address the progression in the top ranking student achievement (based on NAPLAN) through extension programs • Measure and report in six baseline areas using ACER PAT tests • Continued whole school familiarisation of WA Curriculum and resources (SCSA) • Use Brightpath assessment tool for moderation • Use PM documents • Use NQS as a self-reflection tool in Early Childhood • Verification of NQS internal audit Term 2 • Implement drama lessons (DOTT provider)

2.2 SUPPORT AND DEVELOP STAFF LEADERSHIP

Strategy	2016 Initiatives	Objectives for 2017
• Encourage and support staff leadership aspirations • Provide all staff with high quality professional development opportunities to build capacity • Highlight and celebrate staff achievements	• Two staff members performed acting deputy roles • Learning Team Leaders part of distributed leadership model • Capacity of staff was built by staff attending various PL eg. Brightpath Writing, STEM, SAMR • Presentation to Principal's Collegiate Group and Shenton Network meeting by a staff member • Presentation to 7 Principals and Teacher's STEM workshop by a staff member • Presentation at STEM Awards Launch by Principal • Leadership opportunities provided for staff to present PL school and teaching community eg. SAMR, Shenton College Network Development Day • SAER remediation led by an Education Assistant • Established STEM Development Group • Learning programs led by staff member eg. Maths and Robotics • Acknowledgement of various teachers for 'Meet your School's Shining Stars on World Teachers Day • Senior staff member took on the role of Admin Leader to a Learning Team and worked closely with the Early Childhood coordinator	• Change distributed leadership structure to accommodate larger staff and to provide leadership opportunities • Continue to develop a distributed leadership model by recognising staff talents • Encourage staff to follow their career goals and provide further leadership opportunities for staff in aspirant positions • Increase delivery of identified PL needs by experienced staff and external educational services. • Access for Senior Teacher training

2.3 DEVELOP INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS

Strategy	2016 Initiatives	Objectives for 2017
• Implement a comprehensive ICT strategy and school policy • Incorporating ICT in the curriculum • Teacher Professional Development to integrate innovative ICT practices into teaching programs • Acquiring, maintaining and upgrading ICT infrastructure to support ICT implementation • Cyber safety awareness and management • Management of the • School/home ICT interface	• Upgrade of *SOE Version 4 • Accessed external expertise to guide our decision making – investigating with respect to ICT • Conducted ICT parent information evening with ICT Patron and cyber-safety workshop for parents • Purchased 120 Chromebooks for shared use in 2017 Yrs. 4 – 6 • Partnership with Stuart Wilkins and Yr 4 – 6 teachers on implementing chromebook hardware and programs • Focused on STEM & ICT integration, including Genius Hour, Robotics • Staff experimented with SAMR model as a planning/teaching tool • Use of interactive website (Australian History Mysteries) with students Yrs. 3-6 as a focus for inquiry based learning in History • Participation in keyboard skills programs eg. Typing Tournament • Participation in NAPLAN online trials • Implemented strategic employment • Embedded ICT learning using iPad Discovery Project for PP-4	• Focus STEAM & ICT integration • Continue inquiry learning with integrated ICT • Share Chromebooks Yrs. 4 – 6, laptop trolleys Yr 3, Lab computers Yr 1,2 • Share iPads throughout school on a needs basis • Develop keyboard skills Yrs. 1-6, focus implementation of NAPLAN online in 2019 • Focus on cyber-safety as a school and in classrooms and cyber-safety workshop for parents • Partner with community expertise to support initiatives • Participate as NAPLAN Online school

A Safe, Supportive and Sustainable Environment

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

3.1 PROVIDE A SAFE AND SUPPORTIVE LEARNING AND WORKING ENVIRONMENT

Strategy	2016 Initiatives	Objectives for 2017
• Provide access for staff, students and families to support services such as chaplain, school psychologist and Safety House programs • Provide cyber safety awareness programs to students and school community • Focus on the health and wellbeing of staff as well as students	• Teaching and modelling of social and environmental sustainability eg. Green Gorillas, Early Act, Christmas hampers for families in need • Promoted staff wellbeing through on-site programs eg. Bootcamp, yoga, pilates • Appointed Chaplain for one and a half days per week • Continued support and intervention from School Psychologist, Chaplain, School Nurse and other outside agencies, as required • Implemented cyber-safety awareness programs in classrooms • Conducted special focuses: Ride to School Day, RAC road safety, Sunsmart education • Conducted Protective Behaviours workshop • Continued Safety House program • Continuous liaison between Rosalie and City of Subiaco Council regarding renewal of Off-site Kindy lease • P&C funding for each teacher to improve classroom environment • Implemented plans to reduce LSL load	• Continue success strategies and the teaching and modelling of social and environmental sustainability • Combined Early Act initiatives in conjunction with Values in Action program • Continue staff wellbeing programs and access support as needed • Support and intervention through PM, School Psychologist, Chaplain, School Nurse and other outside agencies, as required • Implement distributed leadership change to provide an extra layer of support to staff • Ongoing cyber-safety awareness training • Continue to take part in special focus days/events such as Ride to School Day • Implement programs/workshops eg. Protective Behaviours and Cyber-safety workshops, First Aid, diabetes training • Include evacuation drills • Implement bi-annual First Aid course for all students • Conduct whole staff St. John's training • Continue NQS compliance

3.2 PROMOTE ROSALIE VALUES

Strategy	2016 Initiatives	Objectives for 2017
• Use Rosalie's values as the foundation of the School's behavioural expectations of students, parents and staff and integrate these values in teaching programs • Acknowledge and celebrate positive behaviours and contributions from students, staff and parents via the newsletter, website, school publications and awards	• Implantation of Values, Baha'i and *CRE programs • Reference to the Rosalie values in intentional and as part of responsive practice • Used values to promote positive behaviours eg. Merit certificates • Integrated values throughout teaching and learning programs such as History eg. The Stolen Generation and Migration, Buddy assembly • Embedded values through Remembrance and ANZAC Dawn services • Fostered values through Early Act – book stall, selling poppies for Subiaco RSL for Remembrance Day, Cancer Council fundraising activities • Integrated values through Yr 6 Urban Indigenous 'Stolen • Generation' session • Fostered values through Green Gorilla Sustainability programs • Partnership with parents and broader community was celebrated through ongoing events and small acts of consistent support to the school learning community • Ongoing acknowledgement of staff and students through Principal and School Board eg. Letters, verbal accolades • Included protective behaviours – child protection • Conducted new families orientation and morning tea • Celebrated staff through parent 'thank you' morning tea	• Implement Values in Action program, making our school values visible to the community and including *SRE • Continue responsive practice of values in teaching and embed values through teaching and learning programs • Review and modify the current Rosalie values to make them more child-friendly in visual and written form • Continue for students to be central to the feedback process • Support students autonomy through using research based models such as Garner's Multiple Intelligences to support their independence • Support a distributed leadership model to develop internal expertise • Encourage social responsibility eg Early Act, partnerships with external agencies • Engage community/school partner values through joint projects (eg. playground working bee) • Effective communication about our learning which is visible to the student, parent and community • Ongoing acknowledgement of staff and students through various means eg. Letters, verbal accolades • Conduct new families orientation and morning tea • Welcome families and encourage family engagement

3.3 SUPPORT SUSTAINABLE ENVIRONMENTAL AND SOCIAL PRACTICES

Strategy	2016 Initiatives	Objectives for 2017
• Environmental Sustainability Committee to plan for environmental sustainability, linking goals with a whole school plan of action • Give all classes an opportunity to participate in at least one area of environmental sustainability each year • Promote programs such as Green Gorillas, student gardens & chickens	• Organised Green Gorillas teams using distributed leadership • Developed environmental programs such as student gardens, chickens, battery recycling, waste-free lunch • Community involvement in sustainable practices eg. Busy Bees, Clean Up Australia Day • Attained Sun Smart School accreditation • Sustained partnerships between school and outside agencies eg. Subiaco Council, Rotary, Bunnings • Awarded winner for battery recycling in 2016 • Established wireless infill	• Promote programs such as Green Gorillas, student gardens and chickens across the school • Include social sustainability in 2017-2019 Business Plan • Sustain current partnerships and seek out further opportunities to support our values • Continue Green and aim to achieve higher recycling rates than in previous years

3.4 MANAGE FUTURE BUILDINGS AND GROUNDS NEEDS

Strategy	2016 Initiatives	Objectives for 2017
• Plan for changes in school enrolment and the impact on the school's buildings and grounds • Assess the impact of external local infrastructure changes on the safety of the school environment and actively engage in any consultation	• Held meetings with research team to discuss rapid school growth and potential new classrooms • Meeting between School Board, Pam Moss and Paul Reid regarding school expansion possibilities • Consultation with Director of Infrastructure regarding 'Master Planning' • Involvement of Principal on the Rosalie Park Redevelopment Committee • Reformed Grounds Committee • Staff surveyed on thoughts re: future grounds development • Audited Early Childhood play area through Playsafe • Construction of ramp for Rm 17 – special needs • Conducted working bees in K/PP playground • Improved K/PP playground: bike track, internal fence, 3.6m external fence Derby Rd boundary • Upgraded Derby Road entrance • Replacement of ceilings in off-site kindergarten • Lobbying by P&C for no parking fees in surrounding streets	• Principal to continue to liaise with and be on the Rosalie Park Redevelopment Committee if the need arises • Develop new areas promoting nature play and use of recycled materials • Grounds committee to be guided by Playsafe's recommendations • Continue liaison between Principal and Subiaco council regarding off-site Kindergarten lease • Apply for P&C funding for PP3 and Kindy Green air conditioner • Install smartboard for new classroom and Room 9 through school funding • Continue to liaise with DoE strategic plan to maintain awareness of school infrastructure needs • Partner with P&C to improve infrastructure

Strong Sustainable Partnerships

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

4.1 ENHANCE LEARNING OPPORTUNITIES THROUGH EXTERNAL PARTNERSHIPS

Strategy	2016 Initiatives	Objectives for 2017
• Maintain existing and develop new external partnerships that can contribute in key areas of: • Information, Communication and Technology (ICT) • STEAM initiatives • Teaching excellence (ECU, UWA, etc.) • Resilience and wellness support networks • Outdoor education and sport (Kings Park, MLC Tennis Hotshots) • Arts and music (Artist in • Residence, Rosalie Band)	• Accessed external expertise to guide our ICT decision making –) eg. Bruce Dixon (Anywhere, Anytime Learning), Stuart Wilkins (Chromebooks) • Appointed ICT Patron • Investigated how other schools operate their ICT systems and hardware (network consultation) • Partnership with Winthrop – iPad training • Became Teacher Development School (TDS) STEM Innovation partner 2016-2017 with Education Department and the Innovations Unit • Partnership with Sci-tech –staff member developed and trialled STEM curriculum • Participation of some students in Young Engineers Club after school yrs. 2-4 • Class participated in Citizen Science project with Curtin University 'Mildew Mania' • Raising money through Early Act for Kimuka's (African school) Undercover Area • Continued partnership with P&C (for funding) and teacher (for delivery)for Artist in Residence program • Partnerships with external agencies eg. Australian Mathematics Trust – specialised curriculum, UWA – Lawrence Wilson Art Gallery, City of Subiaco – About Boys workshop, planting natives in Rosalie Park, Subiaco Council – Early Childhood group, environmental monitoring, Perth Modern students - tutoring and school involvement, World Vision, various sports providers for before, after and in school activities eg. Jump Rope for Heart • Cultural partnerships eg. Confucius Society – celebrating Chinese New Year, Yirra Yaakin Drama group • Rosalie, Hollywood and community band with Don Blue, including Nanga Band camp • Continued to forge strong partnerships with parents and Community members eg. Support A Reader program	• Engage parent expertise to maximise ICT security • Engage Winthrop to support ICT tech needs • Partner Teacher Development School (TDS) STEM Innovation 2016-2017 with Education Department and the Innovations Unit • STEAM focused partnerships eg. Sustainability with Subiaco Council, Bunnings, Sci-tech, TDS Network • Appoint new art teacher for revised Artist in Residence program • Develop new and current partnerships for the Values in Action program • Provide opportunities for before and after school active sport programs and partnerships with sporting agencies in school activities • Continue partnership with Hollywood/ Rosalie band and Don Blue • Perth Modern students tutoring and school involvement

4.2 ENGAGE WITH THE ROSALIE COMMUNITY

Strategy	2016 Initiatives	Objectives for 2017
• Continue with Parents as Partners and Parent Liaison Programs • Communicate and promote opportunities for involvement in school community roles • Seek , review and analyse school community feedback to help improve student learning outcomes	• Regular feedback through formative and summative assessment reports as well as Parent/Teacher meetings, Open Classrooms • Acknowledged and celebrated international community culture in the classroom and events eg. Chinese New Year, Subiaco Peace Pole, Stolen Generation • Conducted Business Plan community forum • Conducted parent workshops: ICT development (Chromebooks) conducted by ICT Patron and Stuart Wilkins, Cyber-bullying and Social Media • Communications regularly updated eg. Webpage, newsletter, newsfeed, School Buzz app, Connect, notes home • Engaged with parent volunteers class and school level; class liaison parents • Conducted Welcome Morning Tea and Welcome Dance for new families • Engaged with P&C and K/PP sub-committee • Involvement from the community eg. Science Fair, Mother's Day K & PP, Graduation, Support A Reader, sporting events, Musical Busking, Busy Bees, Colour Run, Book Fair, Art Exhibition, SIM concert, Dancing through the Decades • Engagement with community at Assemblies, through Safety House Network, iPad Discovery Project learning journeys • Partnerships with a variety of outside agencies eg. City of Subiaco, UWA, Perth Modern, • Subiaco RSL and Early Act eg. ANZAC, Remembrance Day, charity fundraising, Baha'i Day camps, Woolworths 'Earn and Learn', WASO, Musica Viva • Support from School Patron at specific events • Completion of National Opinion Survey and School Board survey • Inclusion of Rosalie team in City to Surf	• Continue regular feedback • through formative and summative • assessment reports as well as • Parent/Teacher meetings, Open Classrooms, K-6 Parent Information sessions • Acknowledge and celebrate international community culture in the classroom and through events • Conduct Australian History Mysteries parent information evening • Communicate regularly eg. Webpage, newsletter, newsfeed, School Buzz app, Connect, notes home • Develop community engagement through the Values in Action program • Engagement of classes and the community eg. Architectural project Yr 6, Graduation, sporting events, Musical Busking, Assemblies • Engage parent volunteers at class and school level; class liaison parents • Continue to welcome new families – eg. Welcome Morning Tea and Welcome Dance • Continue P&C and K/PP sub-committee • Continue partnerships with a variety of outside agencies eg. City of Subiaco, UWA, Perth Modern, IGA program • Continue community engagement eg. Subiaco RSL and Early Act • Support from School Patrons at specific events

4.3 VALUE DIVERSITY OF OUR COMMUNITY

Strategy	2016 Initiatives	Objectives for 2017
• Develop and maintain our links with and support for local charitable organisations/local community • Develop a teaching program that encourages students to value diversity	• Acknowledged and celebrated international community culture in the classroom and events eg. Chinese New Year, Subiaco Peace Pole, Indigenous history • Organisation of yearly timetable of events for the school, local and overseas fundraising through Early Act • Embedded Values Education lessons in conjunction with CRE and Baha'i • Integrated classroom programs eg. History program - Migration and Stolen Generation programs, Indigenous and multi-cultural history, incursions (eg. Yirra Yaakin), excursions (eg. Kings Park) • Accessed Chaplaincy program • Efforts in fundraising resulted in Rosalie raising over $142,000 in the years they have been involved in World Vision	• Engage in cultural activities- Harmony Day, Chinese New Year, ANZAC • Develop classroom programs eg. Human Rights, Indigenous and world cultural learning • Respond to national and international needs as identified by the community • Promote Early Act events • Increased visible promotion of • Rosalie values through the Values in Action program

4.4 PROMOTE SOCIAL CONSCIOUSNESS AND COMMUNITY RESPONSIBILITY

Strategy	2016 Initiatives	Objectives for 2017
• Continue to encourage student participation in existing and new charity activities (40hr Famine) • Maintain our relationship with the Shenton Park Sub-branch of the RSL • Develop our students' community service and social responsibility.	• Participation in ANZAC/ Remembrance Day services at Kings • Park & Shenton Park RSL • Conducted very successful in-school ANZAC Dawn Service • Involvement in events such as • National Tree Planting Day, Clean Up Australia Day • Awarded City of Subiaco Garden Award • Conducted biodiversity research at Lake Jualbup under guidance from City of Subiaco • Implemented Early Act activities eg. Daffodil Day, Children's Hospital, raising money for Kimuka (African village) • Continued 40 Hour Famine (raised over $142,000 overall) • Fundraising raised $800 by students Jump Rope for Heart • Organised Christmas hampers by CRE teachers for Uniting Care • Leadership responsibility through Faction, Music, Library, ICT and • Green Gorilla roles • Collaboration with Early • Childhood Subiaco network	• Participation in local ANZAC and Remembrance Day services, in-school ANZAC Dawn Service • Respond to social and community initiatives and needs through innovative teaching practices • Continue with Early Act • Encourage students to participate in charitable events • Implement Values in Action program, inclusive of Jump Rope for Heart program • Continue Green Gorillas recycling programs • Continue Faction, Music, Library, Green Gorilla leadership roles • Investigate viability of offering before school care in addition to the after school care program that currently exists

4.5 SEEK OPPORTUNITY FOR GRANTS OR FUNDING

Strategy	2016 Initiatives	Objectives for 2017
• Seek opportunities for special projects to be funded externally through grants and donations • Rosalie Primary School P&C Association Inc. continuing financial support for supplementary educational activities.	• Engagement in Aboriginal Cultural awareness activities supported by *PALS grant of $825 • Application Federal grant for bike track and Nature Play area for PP • Student-organised Faction Fundraising raised $5475 • Identified students SAER through speech screening • Contributions from the P&C of $118,000 went towards the Artist in Residence program, athletics carnival supplies, Reading Eggs program, ICT Human Resources 1 day per week, library books, K/P speech screening, K/P Education Assistant 4th term, K/P educational supplies, storage equipment and ground maintenance, Adventure playground, scooter and bike racks • Application of Sporting Schools Program was $6,300	• Stimulate funding through learning opportunity competitions • Engage in mutually beneficial networking learning partnerships • Re-apply for PALS grant • Reapply for Sporting School Programs • Seek funding opportunities to support curriculum focus areas

Student Achievement

NAPLAN RESULTS COMPARISON CHART 2012-2016

Subject		Year 3					Year 5				
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Reading	Aust. Mean	**419**	419	**418**	426	426	**493**	502	**501**	498	502
	WA Mean	**407**	406	**407**	413	416	**482**	496	**492**	489	495
	School Mean	**495**	484	**490**	517	487	**571**	567	**580**	572	574
	% of RPS students in top 20%	**48%**	53%	**50%**	59%	49%	**58%**	46%	**47%**	52%	51%
Writing	Aust. Mean	**415**	416	**402**	416	421	**477**	478	**468**	478	475
	WA Mean	**407**	405	**397**	408	414	**470**	470	**465**	471	470
	School Mean	**476**	454	**446**	471	451	**540**	531	**535**	536	517
	% of RPS students in top 20%	**68%**	29%	**44%**	53%	44%	**65%**	49%	**59%**	55%	40%
Spelling	Aust. Mean	**414**	411	**412**	409	420	**494**	494	**498**	498	493
	WA Mean	**401**	400	**403**	400	412	**486**	487	**492**	493	488
	School Mean	**450**	429	**455**	467	466	**529**	536	**540**	535	532
	% of RPS students in top 20%	**28%**	19%	**35%**	37%	52%	**39%**	40%	**39%**	34%	36%
Grammar & Punctuation	Aust. Mean	**424**	428	**426**	433	436	**491**	501	**504**	504	505
	WA Mean	**408**	415	**413**	424	425	**479**	495	**495**	496	499
	School Mean	**501**	488	**499**	538	511	**563**	593	**574**	594	587
	% of RPS students in top 20%	**47%**	47%	**48%**	68%	33%	**55%**	70%	**42%**	64%	64%
Numeracy	Aust. Mean	**395**	397	**402**	398	402	**488**	486	**487**	492	493
	WA Mean	**384**	388	**392**	388	395	**477**	478	**480**	485	486
	School Mean	**451**	449	**466**	459	442	**561**	565	**545**	550	552
	% of RPS students in top 20%	**48%**	42%	**42%**	51%	38%	**61%**	60%	**49%**	39%	49%

Note: % relates to performance of Australian Schools

Rosalie enjoyed another successful year as evidence by nationally normed assessment criteria. NAPLAN results were consistently high even when compared to like schools, as demonstrated in the My School ACARA Website.

2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016

Colour Scheme Red & Green Submit

Alternate view: Results in graphs

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	487 (471 - 504)		451 (437 - 465)		465 (450 - 481)		511 (493 - 528)		442 (428 - 456)	
	SIM 502 (493 - 511)	ALL 426	SIM 463 (455 - 471)	ALL 421	SIM 479 (470 - 487)	ALL 420	SIM 516 (506 - 525)	ALL 436	SIM 476 (468 - 484)	ALL 402
Year 5	574 (559 - 588)		517 (503 - 530)		532 (519 - 545)		587 (572 - 602)		551 (539 - 564)	
	SIM 568 (560 - 577)	ALL 502	SIM 522 (513 - 530)	ALL 476	SIM 542 (534 - 550)	ALL 493	SIM 580 (571 - 589)	ALL 505	SIM 564 (556 - 572)	ALL 493

How to interpret this chart

SIM schools serving students from statistically similar backgrounds

ALL Australian schools' average

Student population below reporting threshold

Year level not tested

Selected school's average is

substantially above

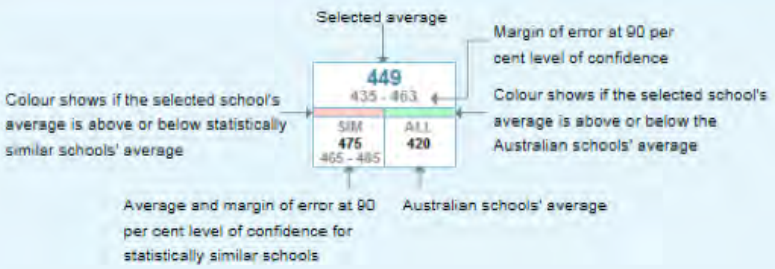
above

close to

below

substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)



Tell me more

In 2016, 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 success with our Spelling programs as 52% of students were in the top 20%. These students performed well in Reading, Writing, Numeracy and Grammar and Punctuation, however the results did not quite equal or better the 2015 Rosalie Cohort Year 3.

Our Year 5 students performed well in Reading, Spelling, Numeracy and Grammar and Punctuation with the percentage of students in the top 20% equalling or bettering the 2015 results. Writing results were down on the 2015 score but this may be due to students tested on the Narrative genre and not persuasive writing (2015)

PERCENTAGES OF STUDENTS ABOVE, AT, AND BELOW NATIONAL MINIMUM STANDARD LEVELS

NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy						
	2014			2015			2016
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 3	Year 5
Above NMS	98%	98%	94%	98%	98%	98%	99%
At NMS	2%	2%	3%	2%	0%	2%	1%
Below NMS	0%	0%	3%	0%	2%	0%	0%
NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading						
	2014			2015			2016
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 3	Year 5
Above NMS	95%	98%	97%	98%	96%	98%	99%
At NMS	3%	2%	0%	2%	0%	2%	1%
Below NMS	2%	0%	3%	0%	4%	0%	0%
NAPLAN National Minimum Standard (NMS)	NAPLAN - Writing						
	2014			2015		2016	
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 3	Year 5
Above NMS	95%	95%	86%	100%	100%	97%	91%
At NMS	3%	5%	14%	0%	0%	3%	9%
Below NMS	2%	0%	0%	0%	0%	0%	0%
NAPLAN National Minimum Standard (NMS)	NAPLAN - Spelling						
	2014			2015		2016	
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 3	Year 5
Above NMS	98%	97%	92%	97%	96%	98%	97%
At NMS	2%	3%	6%	3%	4%	0%	3%
Below NMS	0%	0%	3%	0%	0%	2%	0%
NAPLAN National Minimum Standard (NMS)	NAPLAN - Grammar & Punctuation						
	2014			2015		2016	
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 3	Year 5
Above NMS	98%	100%	94%	98%	98%	100%	100%
At NMS	2%	0%	6%	2%	2%	0%	0%
Below NMS	0%	0%	0%	0%	0%	0%	0%

ICAS

The school entered 126 students in 474 tests and received:

Medals – Out of only six students in WA to receive double medals, one of those were from Rosalie. One Year 2 student was awarded the Science and English medals, and one Year 6 students was awarded the Spelling medal for the second consecutive year.

Subject	Participants	High Distinctions	Distinctions	Credits
Science	80	5	8	19
Digital Technologies	40		6	9
Mathematics	108	4	9	29
Spelling	91	2	12	27
Writing	61	4	11	20
English	94	2	15	25

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

Fifty-five students at Rosalie identify with an additional culture, forty 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-five students are at stage one and two of the EAL/D Progress Map. The majority of these students are in year Pre Primary and Year 2. The explicit nature of our synthetic phonics programs are well suited to the literacy needs of these students. Culturally inclusive and adaptive programs supports the diverse needs of our EAL/D students.

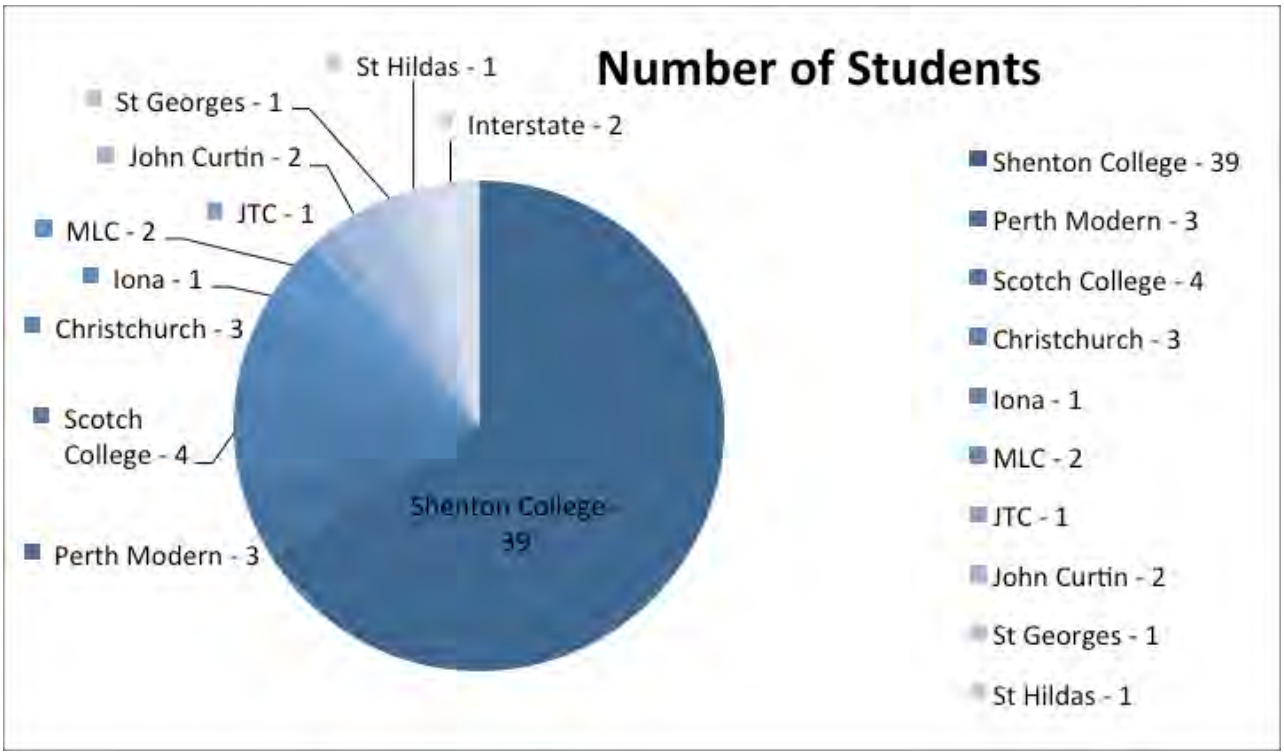
NUMBER OF STUDENTS THAT ARE EAL/D

Kindy	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
6	4	15	5	5	5	8	7

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.

2016 YEAR 6 FURTHER EDUCATION DESTINATIONS:



SCHOLARSHIPS AND PLACES IN EXTENSION PROGRAMS FOR HIGH SCHOOL

Across a broad spectrum of academic and non-academic areas, 41% of students staying with the government schooling system have been selected into an academic/selective program, such as ATP, GATE or scholarship.

Non Academic

ATTENDANCE

PRIMARY ATTENDANCE RATES

	Attendance Rate	
	Rosalie	WA Public Schools
2014	95.0%	92.1%
2015	95.9%	92.7%
2016	95.8%	92.6%

ATTENDANCE % - PRIMARY YEAR LEVELS

	Attendance Rate							
	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2014	92%	95%	95%	97%	96%	96%	95%	94%
2015	95%	96%	95%	97%	96%	96%	97%	
2016	93%	96%	95%	97%	97%	96%	97%	
WA Public Schools 2016	92%	92%	93%	93%	93%	93%	93%	

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.

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.

Below are summarised results of the 2016 survey:

STUDENT FEEDBACK

Positives	Areas for Improvement
• Excellent events/lots of opportunities • Recycling • Teachers are supportive, caring, kind/encouraging • We are a community • We feel safe	• No canteen • More sport • More interesting subjects/outdoor

PARENT FEEDBACK

Positives	Areas for Improvement
• ICT • Community engagement • Rosalie spirit • Nature Play • Staff/P&C support • School Traditions • School's organisation • Enthusiastic students • Fantastic teachers	• ICT • Values • Parent/Teacher meetings • Fundraising fatigue • School Traditions • More play-based learning • More stimulating lessons • Class sizes/splits/growth • Non-healthy eating at events

STAFF FEEDBACK

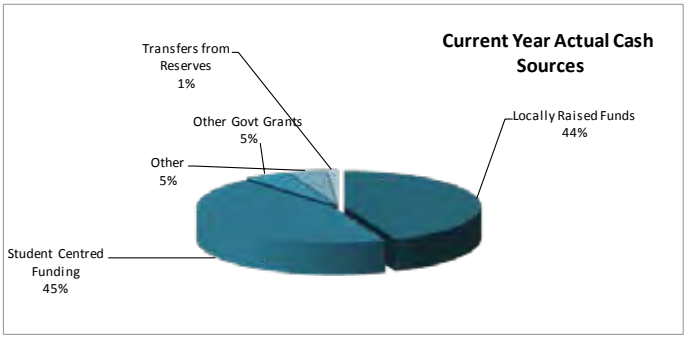
Positives	Areas for Improvement
• ICT/21st Century skills • STEAM • Values-rich culture • Early Intervention • Play-based learning • Current Business Plan model • Value-adding program eg. Artist-in-Residence	• School facilities/infrastructure • Enrolment growth – small school opportunities lost

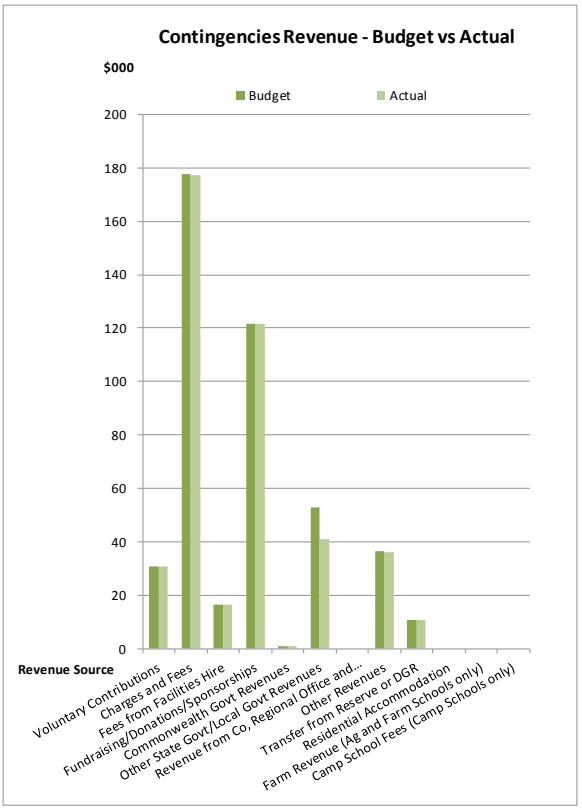
ACTIONS TO BE TAKEN:

- Streamline Digital Technologies throughout the school K-6. Integrate Digital Technologies with Design and Technology and other curriculum areas to provide authentic learning.
- Values in Action program to be implemented with the aim to engage RPS values through experiential learning and to make our values visible to the community. This is to promote a sense of whole-school belonging, help support our students' development as socially responsible citizens and instil the virtue of giving back to the community.
- Fundraising activities to be given consideration as to timing and number of events to help prevent fundraising fatigue. Fundraising to go towards priority areas.
- Human Resources a priority to help support learning initiatives and programs eg. Direct Instruction, Genius Hour. Strategic staff placement and class structures to support best learning and to accommodate growth in numbers of students.
- Healthy eating to be encouraged at appropriate opportunities.
- Ongoing communication and planning with Director of Infrastructure regarding the rapid school growth and potential future classrooms.
- Appropriate and relevant traditions to be maintained to ensure small school and village feel of Rosalie is not lost.

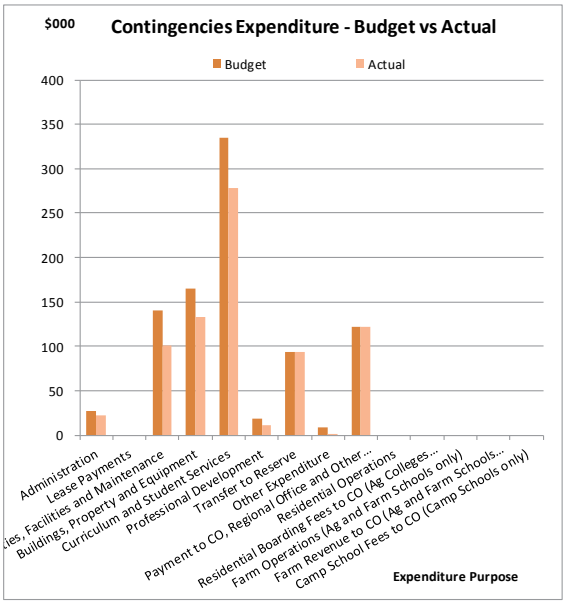
Financial Summary as at 31 December 20

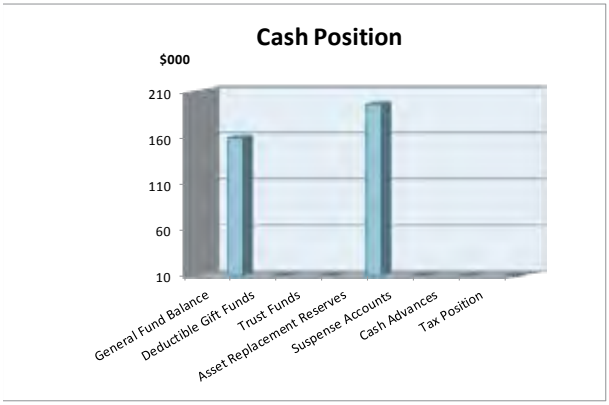
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	$ 30,920.40	$ 30,920.40
2	Charges and Fees	$ 177,537.84	$ 177,467.84
3	Fees from Facilities Hire	$ 16,480.92	$ 16,480.92
4	Fundraising/Donations/Sponsorships	$ 121,668.18	$ 121,668.18
5	Commonwealth Govt Revenues	$ 825.00	$ 825.00
6	Other State Govt/Local Govt Revenues	$ 53,044.00	$ 41,192.19
7	Revenue from Co, Regional Office and Other Schools	$ -	$ -
8	Other Revenues	$ 36,488.88	$ 36,238.40
9	Transfer from Reserve or DGR	$ 10,531.96	$ 10,531.96
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 447,497.18	$ 435,324.89
	Opening Balance	$ 131,301.98	$ 131,301.98
	Student Centred Funding	$ 354,326.80	$ 354,326.80
	Total Cash Funds Available	**$ 933,125.96**	**$ 920,953.67**
	Total Salary Allocation	$ -	$ -
	Total Funds Available	**$ 933,125.96**	**$ 920,953.67**





	Expenditure	Budget	Actual
1	Administration	$ 27,559.00	$ 21,847.72
2	Lease Payments	$ -	$ -
3	Utilities, Facilities and Maintenance	$ 140,350.00	$ 101,228.32
4	Buildings, Property and Equipment	$ 164,536.42	$ 133,239.35
5	Curriculum and Student Services	$ 334,676.02	$ 278,175.51
6	Professional Development	$ 17,850.00	$ 11,596.78
7	Transfer to Reserve	$ 93,575.73	$ 93,575.73
8	Other Expenditure	$ 9,183.50	$ 2.82
9	Payment to CO, Regional Office and Other Schools	$ 121,530.68	$ 121,530.18
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	**$ 909,261.35**	**$ 761,196.41**
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	**$ 909,261.35**	**$ 761,196.41**
	Cash Budget Variance	**$ 23,864.61**	





	Cash Position as at:		
	Bank Balance	**$**	**340,937.32**
	Made up of:	$	-
1	General Fund Balance	$	159,757.26
2	Deductible Gift Funds	$	-
3	Trust Funds	$	-
4	Asset Replacement Reserves	$	195,918.01
5	Suspense Accounts	-$	6,985.95
6	Cash Advances	-$	200.00
7	Tax Position	-$	7,552.00
	Total Bank Balance	**$**	**340,937.32**

Our story in pictures

1.0 Successful Students

2.0 Excellence in Teaching

3.0 A Safe, Supportive & Sustainable Environment

4.0 Strong Sustainable Partnerships

Sweet party hard for voters to resist on Saturday

ROSALIE Primary School P & C members hope to turn sweets into playground cash at their Election Day Cake Stall on July 2.

More than 400 types of sweets will be available for voters at the Shenton Park Community Centre from 8am, which is when the polling booths will open.

Stall co-ordinator Karen Lamb said a few Masterchef wannabe mums and dads would contribute to stall goods this year.

"Gluten-free options will be available and chocoholics should definitely vote early, with notoriously delicious boxes featuring Abby Kenward's chocolate cake and Amy Mcdonald's rocky road" she said.

Rosalie Primary School kindy kids Antonia Grayson, Stella O'Neill and Sophie Kenward with some of the delicious fare that will be on offer. Picture: Andrew Ritchie

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