




Rosalie
PRIMARY SCHOOL
ANNUAL REPORT 2015

proud tradition - shaping futures

Principal's Message

Rosalie Primary School (Rosalie) is a Level 5 metropolitan school in Shenton Park with an ICSEA of 1207. The ever increasing school population is currently 552.*

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 ensures quality teaching and excellent achievement for our students.

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. A highlight for 2015 was being announced winner of the inaugural Governor's STEM Award.

The engagement of an ICT (Information and Communication Technologies) patron of world standing was a result of professional reflection and the recognition of a need for global expertise to support the review and development of ICT integration into the teaching and learning at Rosalie.

*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 2015 **WA Education Awards for 'WA Primary School of the Year'** endorses this desirable status.*

*Rosalie's position as the **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.*



ROSLYN KAY
Principal



KATHERINE BLACKLOCK
Chair



Board's Message

I am pleased to report that 2015 has been another year of excellence at Rosalie Primary School. We applaud the efforts and achievements of our learning community. We thank our teachers and parents as integral stakeholders in the learning community for their tireless support in ensuring the best outcomes and learning opportunities for our students.

We congratulate the school on the numerous awards and nominations as outlined in the Principal's message. Our students have excelled in many academic, sporting and arts activities. Teachers in their areas of expertise continue to extend their professional knowledge. A select group of teachers contributed to the learning of all Australian students at a local network and systemic level.

The Board has supported the school in its achievement of a number of objectives. This is consistent with its role in ensuring the best outcomes for our learning community based on the four key areas of the Business Plans;

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

The 2014-2016 Business Plan was developed in 2014 by the School Board, in close consultation with the staff, parents and wider community. The process included careful consideration of the outcomes of the 2013 review, a community consultation forum and numerous sessions to define the focus areas, strategies and performance indicators to ensure that a rigorous self-assessment occurs throughout the 3 year cycle of the plan. 2016 puts us in the final stage of the 2014-2016 business cycle and we can confidently report that many successes have been achieved across the four key priorities.

The Business Plan objectives are integrated into the operational plans developed by the staff, who monitor achievement against the plan. This is ultimately reported through to the Board. I'm pleased to report that the school is well placed to meet these objectives.

In addition, the Board endorsed the school budget and can confidently report sound business management by the school administration. Acknowledgement of the increased professional status of two teachers and those who contributed to the professional learning of colleagues across the network was given. Our two new patrons to the school; Mr Ross Albones and Mr Bruce Dixon, each bring with them a wealth of experience and expertise, in support of the school.

New external partnerships, including the introduction of Perth Modern School student mentors and the continued strong ties with our existing community partnerships such as the Rotary Club of Western Endeavour contribute to the enriched learning of our students.

With the increased student population, particularly in the early years, the Board has submitted a request to the Department of Education for urgent consideration of upgrades to our building and grounds. Should the application be successful, it will ensure the provision of an appropriate learning and teaching environment.



KATHERINE BLACKLOCK
Chair

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.

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

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

proud tradition - shaping futures

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	2015 Indicators	Goals for 2016
<ul style="list-style-type: none"> Use a suite of data to inform intervention at an individual, small group and whole school level Assess all students in the early years using Victorian Essential Learning Standards (VELS) speech testing On-entry testing pre primary Kindergarten speech screening Professional learning for staff in case management strategies. 	<ul style="list-style-type: none"> Regular disaggregation of data by whole school for improved teaching and learning Data to inform resourcing and placement of students Ongoing cycle of monitoring, assessment and planning to ensure flexible, differentiated teaching practices Partnership with Language Development Centre P&C funded speech assessment EAL/D (English as an Additional Language or Dialect) support for student, staff and community development Purchased multi-cultural books Funding of additional educational assistant (EA) time Suite of diagnostic assessments reviewed collaboratively; coordinated through Students at Educational Risk Coordinator (SAER) Teachers trained in accurate and timelier access to SAER and School Psychologist support School Psychologist shares network innovations in assessment Support A Reader program PEAC/EYE (academic extension programs) Documented plans for individuals and groups. 	<ul style="list-style-type: none"> Regular disaggregation of data with response for improvement by whole school for improved teaching and learning Data to inform resourcing and placement of students Review Early Childhood assessment practices (K-2) Implement PAT (R,S,M,W) (2-6) for baseline testing P&C will continue to fund speech assessment in 2016 Re-evaluate cost effectiveness for 2017 speech assessment process Identify and create support for SAER (students at educational risk) students at both ends of the spectrum through EYE (early years extension), PEAC (primary extension and academic challenge), internal extension programs Implement Direct Instruction program Ongoing support for all case management students across the spectrum of learning Build staff capacity; using and developing existing internal expertise Accessing appropriate professional learning to differentiate the curriculum effectively In collaboration with the Shenton network, develop school based Early Years extension programs Continue development of staff in EAL/D pedagogy and strategies Professional learning for staff in multiple intelligences Continue Support A Reader program Continue partnership with Perth Modern VET students.



1.2 IMPLEMENT DIFFERENTIATED CURRICULUM TO MEET STUDENT NEEDS

Strategy	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> Use a suite of data comprising external standardised assessments (NAPLAN), non-academic data, cohort moderation and teacher judgement to identify students for intervention Develop individual and group documented plans; monitor effectiveness through regular reviews in partnership with parent, SAER coordinator and school psychologist Continue external partnerships for students requiring extension PEAC / EYE/GATE Strategically target small groups of similar ability across classrooms. 	<ul style="list-style-type: none"> Support A Reader program Reviewed Envision Maths program Critical reflection of commercial programs and integration of programs to support all learners Extension for identified students through STEM and HOTS competitions/learning opportunities (robotics, architectural design) Delivered extension writing program (years 4 – 6) Set up mixed ability groups and individualised learning area groups Ensured early childhood explicit synthetic phonics program – ensured staff are aligned pedagogically Utilise support staff for various learning needs eg deaf, Dutch language classes, Dyslexia support, Diabetes, learning issues, behavioural issues (eg male mentoring program) Case management as appropriate Data analysis to inform the teaching and learning cycle Trialled school for NAPLAN online Opportunity for parent learning through workshops- Dyslexia Speld; Children & sexuality Development of local network Da Vinci challenge Have Sum Fun Maths competitions. 	<ul style="list-style-type: none"> Support A Reader program Use data analysis to inform the teaching & learning cycle and continue current SAER case management success strategies Implement Direct Instruction program for literacy intervention Continue with whole school Envision Maths Offer further STEM extension and inclusion of identified students in competitions and programs eg EYE, PEAC Continue to extend our SAER students through Teach to the Top strategies, HOTS Develop documented plans, implement and regularly review Reinvigorate embedding the Thinking Classroom strategies throughout the curriculum, introducing Habits Of Mind and P4C Continued staff development as identified by learning and teaching needs Develop strategies to prepare students for NAPLAN online Explicit teaching of technical vocabulary across all learning areas Expand STEM priorities Continue Information Communication Technology (ICT) 21 step program Embrace ICT technology to support differentiated practice.



1.3 FOSTER LIFE-LONG LEARNING SUPPORT

Strategy	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> Embed the 'Thinking Classroom' program throughout the curriculum to develop higher order thinking skills and behaviour, and promote life-long learning. 	<ul style="list-style-type: none"> Enquiry based learning projects across the school Six Thinking Hats embedded in the History curriculum and throughout the school to some extent K-6 Thinking Classroom Scope and Sequence Using ICT for investigative and differentiated learning using SAMR and T.PAK model Systemic contributions at network professional learning and in partnership with ECU Systemic contributions through SCSA curriculum contributions in Art Environmental sustainable practices eg nesting boxes, gardens, Green Gorilla program, chooks Create a STEM/STEAM culture Partnerships program, City of Subiaco, local RSL, Rotary through Early Act Values education embedded throughout the curriculum SIM program PEAC program, Early Years Extension (EYE). 	<ul style="list-style-type: none"> Continue whole-school focus on developing an authentic and comprehensive STEM/STEAM culture Continue staff development to for 1:1 learning Continued use of Information Communication Technology (ICT) for investigative, differentiated and integrated learning using SAMR and T.PAK model Ongoing promotion of the 'Thinking Classroom' across all year levels/ curriculum areas Continue The Habits of Mind and P4C and Six Thinking Hats across the school Review K-6 Scope and Sequence Thinking Classroom Continue to foster partnerships within the school and external community Focus comprehensively on the Rosalie values Continue to support teachers in pedagogical engagement and support career path development.

1.4 PROVIDE LEADERSHIP OPPORTUNITIES

Strategy	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> Ensure a range of opportunities for students to develop leadership qualities through designated roles Seek out external partnerships to increase leadership engagement opportunities. 	<ul style="list-style-type: none"> First school in WA to become affiliated with Rotary through the establishment of the Early Act leadership group Year 1 leadership program in the iPad Discovery program Multi-year level students are Green Gorillas (recycling program) Buddy Program Year 6 and Year 1 Classroom leadership roles (P-6) Students from P – 6 represented Rosalie at the STEM and School of the Year Awards Year 6 students given equal leadership responsibilities as Faction, Music, ICT and Library Captains Student led assemblies Yr 6 students become an integral part of effective management of school resources. 	<ul style="list-style-type: none"> Consolidate and refine the development of the Early Act Leadership group Leadership to be continued/ expanded with the iPad Discovery Project in the early years (P – 3) Green Gorillas to align its leadership role equal to the Faction, Music, ICT and Library Captains Continue with the Buddy program for Year 6 and Year 1 Continue to identify opportunities to lead and support through external partnerships Continue all 2015 indicators.

1.5 PURSUIT AND CELEBRATION OF PERSONAL EXCELLENCE

Strategy	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> Celebrate individual success in academic and non-academic achievements in a variety of means Celebrate the measure of success in all students. 	<ul style="list-style-type: none"> Winner of the 2015 Governor's STEM Award Finalist for WA Primary School of the Year Highest performing comprehensive public primary school in WA 32nd highest performer nationally, based on the 2014 NAPLAN data Students excelled across various academic and non-academic areas eg ICAS, Da Vinci Decathlon (Yr 6), robotics (Yr 6), Have Sum Fun competition (Yr 5/6), Academic Challenge (Yr 5) Mass Choir Festival, School Band Australian Mathematics Trust Interschool Triathlon and Cross country; Life and Light competition, Scitech School's Science challenge Celebrate successes by inviting parents to assemblies, merit certificates, media coverage, principal awards, Caltex/ Constable Care awards, newsletters, individual classroom awards, assembly acknowledgements All year 1 and 2 showcased ICT Discovery Projects to parents Musical busking at lunchtimes SIM program 67 students Year 3-6 violin, cello, brass, flute, clarinet Student received a photographic award from City of Subiaco PEAC program Gifted and Talented Extension Writing program Years 4-6 Two students represented WA in U12 Futsal team Student champion in International Highland Dancing Championships Two students ranked in the top ten in the Shaun Tan Art awards Celebrating all students through the art exhibition as part of the Artist in Residence program ICAS competition Sports Carnivals. 	<ul style="list-style-type: none"> Adaptive practice in response to opportunities for students to excel in academic and non-academic areas Continue disaggregation of data to identify students who are to be celebrated by their personal measures of success Application for STEM – TDS status Explicitly link successes with the Rosalie values Continue to support the development of resilient autonomous learners as identified through the You Can Do It program Continue to ensure sustainable practices to support student achievement through external partnerships with contemporary research organisations Continue to celebrate successes of individuals, groups of students and Rosalie as a whole and in a variety of ways SIM program to be expanded by an additional 25 students. 

1.6 SUPPORT HEALTH AND EMOTIONAL WELLBEING AWARENESS

Strategy	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> Encourage healthy eating and physical activities through programs such as Fundamental Movement Skills, Travel Smart, Crunch & Sip, Jump Rope for Heart and encourage after-school activities Support students to meet life's challenges and build resilience using strategies and resources such as visiting speakers, early detection, counselling and chaplaincy program Implement the You Can Do It program Provide cyber safety training and management of the ICT school/home interface. 	<ul style="list-style-type: none"> Meg Roche – 'Resilient Children' Parent Workshop Chaplain worked with individuals and small groups Parent workshop on Cyber Safety conducted by staff and programs conducted in classrooms ICT leader researched on best fit safe cyber usage SAER circle of safety practices implemented Culturally inclusive practices Appointed EAL/D parent liaison Collaborate with school psychologist for teacher development Community discussion to understand ICT benefits and challenges and best practice to engage with technology SunSmart School accreditation Sugar Awareness program Hip-hop dance program Years 1-3; Funky Fitness Kindy and Pre Primary; Edu-dance Ongoing Yoga classes Yr 1 'Dancing with the Stars' Year 6 After school activities program eg. sailing, basketball, volleyball Swimming training Cross country training Walk and Cycle to School Day Healthy Eating Menus – Year 4 Transition to high school program Early years orientation Parent information sessions and literature to support transition to school in the early years Staff wellbeing; optional fitness programs for staff. 	<ul style="list-style-type: none"> Continue to focus on programs that encourage the wellbeing of our students eg Protective Behaviours (Yr 4-6), 'Changing Bodies' Year 5 Continued focus on cyber safety program and parent engagement Continue existing SAER restorative practices Continue EAL/D support structure Continue current programs and look for new opportunities to encourage health and emotional wellbeing Partner with City of Subiaco Senior Community Development Officer to deliver parent workshops; Building resilience, About boys Continued intervention from school psychologist, chaplain, school nurse and other external agencies, as required Upgrade the Early Childhood playground on and offsite Establish a grounds committee for sustainable development of the school grounds and prioritising the need for a nature playground Continue investment in teacher development for the success of both students and teachers.

1.7 PROVIDE EXPERIENTIAL LEARNING OPPORTUNITIES

Strategy	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> Whole school nature based experiential learning in and out of the classroom and through excursions, including camps STEM/STEAM(Science, Technology, Engineering, Art and Maths) focus External partnerships to support excellent teaching programs. 	<ul style="list-style-type: none"> Class gardening projects Artist-in-residence Rosalie Writers Festival; Paper and Pixels STEM focused activities; robotics, butterfly project, buddies Year 4 and PP, architectural project Year 4/5, Cooperville project, ICT discovery project Western Endeavour Rotary Club, mural artwork on Gardener's shed partnership Year 4 with Drew Straker (Subiaco council Rosalie Park Public Art Project) Incursions; kindy farm activities, St John Ambulance training Mud play and cubby building (PP) Excursions eg. Sculptures by the sea, SciTech, lake Jualbup, Freshwater Bay history museum First Aid Club (Room 16) Partnerships; gardening partnership with City of Subiaco and birdlife initiative Funky fitness and dance programs Camps across various year levels eg. Year 3 Rottnest, Year 4 Point Peron, Year 5 Bridgetown and Year 6 Nanga Music: Count Us In – half a million school students singing the same song at the same time Writer Lemony Snicket visited Rosalie Yr 5/6 class Musica Viva 'iPercussion' performance by band 'The Rhythm Works' Lost Generation incursion. 	<ul style="list-style-type: none"> Continue with local partnerships in a variety of aspects; gardening projects, dance programs Camps to continue Continue our early childhood focus on play based learning Continue current programs and seek out new opportunities to encourage experiential learning with a focus on STEM Increase partnership with UWA. Yr 4/5 to train as 'curators' for UWA Art Gallery Develop partnership with ECU: STEM/STEAM in the early years Develop partnership with Harry Perkins Institute for Medical Research-Biodiversity Centre.



2.0 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	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> Continue the sequential implementation of the Australian 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 (Australian Institute for Teaching and School Leadership) Implement the educational program and practice elements of the National Quality Standard in the early years. 	<ul style="list-style-type: none"> NAPLAN data analysis Point of need analysis/response Teachers use data to inform the teaching and learning cycle Support and coaching from learning team leaders, line manager and SAER coordinator ACER PAT Reading test trialled Years 2-6 as part of Australian norm referencing NAPLAN online trial Learning Team meetings twice per term. Roles of leaders are defined; agenda items targeted moderation and assessment practices. Reported on at Executive Team meetings Whole school approach to reviewing and developing operational plans Peer classroom observation and mandatory line manager observations written into formal performance management (PM) process Feedback process through PM meetings and ongoing support Early childhood team professional development National Quality Standards (NQS) Invest in a STEM/STEAM culture Network school visit iPad BYOD work shadowing for various staff Systemic contribution; Art Curriculum - teacher trialling PC unit Used the talents of existing staff to build capacity in others; led teams to enrich the learning of students, specifically using HOTS Appointed ICT patron . 	<ul style="list-style-type: none"> Review data collection and dissemination practices Use comprehensive analysis of NAPLAN and other assessment measures to inform teaching and learning cycle for whole school Address the progression in the top ranking student achievement (based on NAPLAN results) through extension programs Six baseline reporting areas to be measured using ACER(Australian Council for educational research progressive achievement tests) PAT tests Continued whole school familiarisation of Western Australian curriculum and additional resources Explore Brightpath assessment moderation tool Develop keyboarding- skills Continue a growth mindset culture through increased development of collegial coaching Continued use of existing performance management documents K/P to use NQS (National Quality Standards) for self reflection Invite NQS for audit semester 2 Continue research into BYOD (bring your own device) Developing a strong STEM/STEAM culture within the school and forge external partnerships in support of this initiative ICT patron to continue professional learning workshops with staff, and present and consult with parents on ICT vision.

2.2 SUPPORT AND DEVELOP STAFF LEADERSHIP

Strategy	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> Encourage and support staff leadership aspirations Provide all staff with high quality professional development opportunities to build capacity Highlight and celebrate staff achievements Use AITSL standards as framework for performance management. 	<ul style="list-style-type: none"> Teacher attained Level 3 classroom teacher status Teacher attained Senior Teacher Status Teacher achieved full registration Three teachers were nominated for Excellence in Teaching awards Teacher nominated to be involved in SCSA Visual Arts standards development Teacher contributed to editing process of the Language Development Centre Critical Pathway document Teacher graduated as a Teacher (previously an Education Assistant) Acknowledgement of various teachers for 'Meet your School's Shining Stars' on World Teachers Day Two teachers presented at Shenton Network Development Day Staff attended professional learning extended staff; Seven Steps to Writing Success, ICT, early language development, coding, EAL/D Three teachers attended EYE with the goal to build staff capacity Senior teacher took on a newly created role of administration leader to a Learning Team and worked closely with the early childhood coordinator Two teachers afforded opportunity in acting deputy roles. 	<ul style="list-style-type: none"> Develop and support staff in teaching and leadership excellence and career management using recommended frameworks for performance management Develop teachers in mentoring and coaching roles using recommended frameworks for coaching Continue to develop a distributed leadership model by recognising, acknowledging and encouraging staff contributions Continue professional learning using internal expertise and external educational services Two teachers to enrol at Edith Cowan University for National Quality Standards qualifications compliance in early childhood Continue the emergence of a strong, equally contributing staff culture.



2.3 DEVELOP INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS

Strategy	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> Implement a comprehensive ICT strategy and school policy. 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. 	<ul style="list-style-type: none"> Whole school staff development with ICT patron ICT subcommittee established with comprehensive terms of reference ICT committee met with principal consultant, Statewide Services and ICT expert to reflect on our ICT practices and future planning including exploring department of education (DoE) initiatives and developing a partnerships Interactive website use (Australian History Mysteries) with students Years 3-6 as a focus for enquiry based learning in History iPad Discovery Project for P-4 successfully trialled STEM focused activities eg. Lego Mindstorm EV3 Robotics Rosalie selected to be part of NAPLAN online trials ACER PAT Reading test trialled Years 2-6 as part of Australian norm referencing Work shadowed and liaised with Dalkeith PS regarding BYOD iPads Audited iPad apps, uses of ICT in each classroom, staff skills and computers Cyber safety workshop for parents New computer lab (desktops) for the library including 17 new laptops. 	<ul style="list-style-type: none"> ICT Leader to work collaboratively with teachers Years 4-6 ICT focus and development iPad Discovery Project to continue in 2016 Strong focus on STEM and ICT integration into curriculum Access external expertise to guide our decision making – investigating and moving towards Bring Your Own Device (BYOD) Continue to explore how other schools operate their ICT systems and hardware (network consultation), liaise further with St Stephens (specifically typing skills), Develop keyboarding skills for implementation of NAPLAN online in 2019 Survey the community regarding 1:1 BYOD Promote the use of Connect for communication between staff, students and parents Continue to focus on cyber-safety as a school and in classrooms Continue social media page for STEM.



Integrated ICT learning

3.0 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	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> Provide access for staff, students and families to support services such as the 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 Reduce long service leave loads to minimise impact on student education. 	<ul style="list-style-type: none"> Chaplain appointed one and a half days per week Cyber safety awareness conducted in all classrooms SunSmart policy developed in conjunction with the Cancer Council First Aid course for students Staff PD – diabetes training Ride to School day and Special Assembly New coloured hats introduced to Kindy onsite for easy identification in playground Safety House program Liaison between Rosalie and City of Subiaco Council regarding the renewal of the off-site Kindy lease P&C funded each teacher to improve classroom environment Programs on site for staff to promote wellbeing Christmas hampers for families in crisis Consultative process to establish additional faction – Hensman Inception of Early Act Plans developed to reduce long service leave load. 	<ul style="list-style-type: none"> School psychologist time increased and contract renewed for 3 years. Whole staff St. John's training Evacuation drills Secure continuation of chaplain's role in the school Ongoing cyber safety awareness as a focus Continue to focus on decreasing outstanding LSL (long service leave) and promote awareness of LSL management Continue to liaise with Subiaco Council regarding renewed lease of Off-site Kindy Continue wellbeing programs for staff Continue success strategies in social and environmental sustainability Successful introduction of Hensman faction Continue with Early Act initiatives.



We are committed to the teaching and modelling of social & environmental sustainability

3.2 PROMOTE ROSALIE VALUES

Strategy	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> 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 through the newsletter, website, school publications and awards. 	<ul style="list-style-type: none"> Values, Baha'i and CRE programs Reference to the Rosalie values in intentional and incidental teaching and learning opportunities, social interactions Used values to promote positive behaviours eg. Merit certificates Embedded values throughout teaching and learning programs such as History eg The Stolen Generation and migration Child protection workshop for parents; Protective behaviours ANZAC dawn service Remembrance Day services Early Act – selling poppies for Subiaco RSL for Remembrance Day Early Act – shelter box for Syria Early Act – juvenile diabetes fundraiser Early Act – Cancer Council fundraiser Caltex/Constable Care Awards – netballs and footballs 40 Hour Famine Acknowledgement of staff through letters, verbal accolades Yr 6 Urban Indigenous 'Stolen Generation' session Retirement Village music and Christmas concerts – Year 3 Parent 'thank you' morning tea for staff Green Gorilla sustainability programs Partnership with parents and wider community was celebrated through ongoing events and small acts of consistent support to the school learning community. 	<ul style="list-style-type: none"> Increased focus on student being central to the feedback process in their learning. They set realistic goals and are supported by their learning community. Continued development our students to learning autonomy, through using research based models such as Garner's Multiple Intelligences to support their independence We continue to support a distributed leadership model to ensure whole school ownership of students learning and to acknowledge the wealth of knowledge across the school Review of Values, Baha'i and CRE programs through community survey Visible learning to improve in demonstrating Rosalie Values Stronger emphasis on values throughout a variety of means eg merit certificates Encourage social responsibility eg Early Act, partnerships with external agencies Continue to embed values through teaching and learning programs Ongoing acknowledgement of staff and students through various means eg. Letters, verbal accolades Model community/school partner values through joint projects (eg playground working bee) New families orientation and morning tea Welcoming families and rostering parents on to classroom volunteer schedule Ongoing effective communication about our learning which is visible to the student, parent and community .





**BELONGING
BEING
BECOMING**
 Early Childhood Education

3.3 SUPPORT SUSTAINABLE ENVIRONMENTAL PRACTICES

Strategy	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> Establish an environmental sustainability committee in order to link 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 & chooks. 	<ul style="list-style-type: none"> Environmental sustainability committee expanded to include parent/community representation Class sustainability projects expanded Veggie patch National Tree Planting Day- 2000 seedlings planted at Rosalie Park Green Gorillas achieved higher recycling rates than in 2014 The Sun Smart Program implemented and developed Partnerships developed between school and outside agencies eg Subiaco Council, Rotary, Bunnings Green Gorillas teams organised using distributed leadership Busy Bees Chooks Rosalie PS was awarded runner up for battery recycling in 2015. 	<ul style="list-style-type: none"> Forge partnerships with new and existing agencies to enhance sustainability practices Green Gorillas to continue and aim to achieve higher recycling rates than in 2015 Continue to promote programs such as Green Gorillas, student gardens and chickens Provide each classroom with buckets, tongs and gloves to help keep our school clean Review business plan at renewal date to include social sustainability Create awareness of school's solar panel commitment.

3.4 MANAGE FUTURE BUILDINGS AND GROUNDS NEEDS

Strategy	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> 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 (eg opening of new Perth children's hospital). 	<ul style="list-style-type: none"> Ongoing meetings with DoE research team to discuss rapid school growth and potential new classrooms Principal on the Rosalie Park Redevelopment Committee Official opening of ANZAC courtyard Ceilings replaced in rooms 1, 5 and Sports Shed Worked with City of Subiaco to employ local artist to design and paint garden wall mural in conjunction with Year 4 class P&C funded six air conditioners, projectors in the undercover area. 	<ul style="list-style-type: none"> Establish Building & Grounds Committee Continue to meet with research team to assess rapid school growth and potential new classrooms Principal to continue to liaise with and be on the Rosalie Park Redevelopment Committee School Board to liaise/meet with Education Department to discuss future building management and school population growth Develop new areas nature play Upgrade Derby road entrance Principal liaise with council regarding parking tariffs.



4.0 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	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> Maintain existing and develop new external partnerships that can contribute in key areas of: Information, Communication and Technology (ICT) Resilience and wellbeing support networks Outdoor education and sport (Kings Park, MLC Tennis Hotshots) Teaching excellence (ECU, UWA etc.) Arts and music (Artist in Residence, Rosalie Band) STEM/STEAM initiatives. 	<ul style="list-style-type: none"> Support A Reader program Accessed external expertise to guide ICT plan – investigating and moving towards Bring Your Own Device eg. secured Bruce Dixon as ICT patron ‘Anywhere Anytime Learning’ Investigated network schools ICT systems and hardware Consulted with principal consultant ICT Statewide Services Taking It Global ICT Artist in Residence program Various sports providers used for before, after and in school activities Perth Modern students peer tutoring with Year 4 and 5 children Environmental monitoring with City of Subiaco & Years 3, 4 and 5 Writers Festival, Paper and Pixels Collaborate with City of Subiaco to employ local artist to design and paint garden wall mural with Year 4 class Rotary information evening World Vision ICAS, competitions Safety House network Caltex/Constable Care Awards – netballs, footballs Fete organised by the Rosalie and Hollywood Community Band Initiate partnership with UWA SunSmart policy. 	<ul style="list-style-type: none"> Continue all initiatives as per 2015 Continue whole staff professional learning with ICT patron Continue to explore network, national and international research and evidence on ICT Continue development of ICT committee and parent partnership Artist in Residence program Continue with before and after school active sport program and partnerships with sporting agencies in school activities Continue the band in partnership with Hollywood Primary School, Busking STEM focused partnerships eg. Sustainability with Subiaco Council, Bunnings STEM TDS workshops for instructional leaders Develop a closer partnership with UWA, focusing on Science, the Arts eg. Lyn Beazley science workshops Form partnership with Harry Perkins Institute of Medical Research: Biodiversity Centre Continue with Support A Reader program.



4.2 ENGAGE WITH THE ROSALIE COMMUNITY

Strategy	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Support A Reader partnership Regular feedback through formative and summative assessment reports as well as parent/teacher meetings Parent satisfaction survey completed School Board survey P&C events each term Early childhood sub committee to the P&C (parents and citizens) Produce a brochure with Early Childhood philosophy and priorities Busy Bees for cleaning out storage shed, gardening and School Fete P&C funded Writers Festival, Artist in Residence Kindy parents - welcome morning tea Welcome dance for new families Swimming training, Term 1 Fathering Project iPad Discovery Project learning journeys Healthy Eating Menus, Year 4 to IGA Carols by Candlelight Fete P&C run with local community partners Musical Bites, Busking Subiaco RSL and Early Act Stolen Generations talk – Yr 6 Partnerships with a variety of outside agencies eg. City of Subiaco, UWA, Perth Modern New school patron Ross Albones City to Surf Rosalie PS team ‘Our School’s a Star’ promotion participant. 	<ul style="list-style-type: none"> Support A Reader partnership Continue regular feedback through formative and summative assessment reports as well as parent/teacher meetings Continue Support A Reader program K-6 Parent Information sessions Rosalie webpage, newsletter, newsfeeds, School Buzz App Assemblies Rosalie classroom teacher communication with parents Kindy and new parents welcome morning tea - term 1 Kindergarten and Pre primary orientation - term 4 Parent classroom volunteer rosters in early childhood Parent Classroom Liaison Parent P&C with EC subcommittee School Board with parent representatives and wider community expertise Regular fundraising events with community engagement Engage with City of Subiaco senior development officer to conduct parent workshops ICT patron to conduct parent workshops on ICT development Engage community through Working Bee projects Review and increase information on webpage Acknowledge and celebrate international community culture in the classroom and events.

4.3 VALUE DIVERSITY IN OUR COMMUNITY

Strategy	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> Develop and maintain our links with and support for local charitable organisations Develop a teaching program that encourages students to value diversity. 	<ul style="list-style-type: none"> Fundraising resulted in Rosalie raising over \$142,000 in the years of our World Vision involvement Early Act group to formalise a yearly timetable of events for school, local and overseas fund raising ventures Values Education lessons Outreach Chaplaincy program PALS (social skills) grant of \$750 received for the first time to engage in Aboriginal Cultural Awareness activities 	<ul style="list-style-type: none"> Promote Early Act events Engage in more cultural activities: Harmony Day, Chinese New Year Respond to national and international needs as identified by the community Increased visible promotion of Rosalie values.

4.4 PROMOTE SOCIAL CONSCIOUSNESS AND COMMUNITY RESPONSIBILITY

Strategy	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 40 Hour Famine: raised \$142,000 plus in total Students participated in ANZAC/ Remembrance Day services at Kings Park & Shenton Park RSL School conducted very successful ANZAC Day Dawn Service: over 1000 attendees Early Act group formed in partnership with Rotary Club. The first of its kind in WA Early Act Cancer Council fundraiser \$1,063 raised by students Jump Rope for Heart Faction, Music, Library, ICT and Green Gorilla leadership roles Christmas hampers organised by CRE teachers for Uniting Care in Noranda Early Act Juvenile Diabetes fundraiser Great Aussie Crunch Involvement in events such as National Tree Planting Day Biodiversity research at Lake Jualbup under guidance from City of Subiaco. 	<ul style="list-style-type: none"> Continue with Early Act Continue to encourage students to participate in charitable events Continue with ANZAC Dawn Service and Remembrance Day participation in local area services Continue Green Gorillas recycling programs Continue biodiversity research at Lake Jualbup Investigate feasibility of offering before school care in addition to the after school care program that currently exists Respond to social and community initiatives and needs through innovative teaching practices Continue collaboration with Early Childhood Subiaco network.

4.5 SEEK OPPORTUNITY FOR GRANTS OR FUNDING

Strategy	2015 Indicators	Goals For 2016
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> \$3851 Faction Fund raisers: students organised P&C contributed \$20,000 to Artist in Residence program plus \$47,975 to fund airconditioning for transportables, sports shelter for new faction Hensman, start-up costs for K/P, athletics carnival supplies, Wi-Fi points, Reading Eggs program, projector for the Undercover Area, photocopier paper, ANZAC official opening of courtyard and underwrote \$30,000 for the Writers Festival Received \$825 PALS funding - Stolen Generation talk Yr 6 Sporting Schools Program \$4,840 and Active After School grant \$2,900. 	<ul style="list-style-type: none"> Application Federal grant for bike track for PP area P&C Funding to release one teacher for a day per week for ICT Funding for Nature Play areas Re-apply for PALS grant Reapply for Sporting Schools Program and Active After School program Stimulate funding through learning opportunity competitions Engage in mutually beneficial networking learning partnerships.

Student Achievement

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.

NAPLAN RESULTS COMPARISON CHART 2011-2015

Subject		Year 3					Year 5					Year 7			
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014
Reading	Aust. Mean	416	419	419	418	426	488	493	502	501	498	540	541	540	546
	WA Mean	401	407	406	407	413	480	482	496	492	489	542	538	539	544
	School Mean	466	495	484	490	517	555	571	567	580	572	636	612	602	614
	% of RPS students in top 20%	37%	48%	53%	50%	59%	38%	58%	46%	47%	52%	81%	50%	53%	50%
Writing	Aust. Mean	416	415	416	402	416	483	477	478	468	478	529	518	517	512
	WA Mean	404	407	405	397	408	472	470	470	465	471	530	521	517	514
	School Mean	462	476	454	446	471	523	540	531	535	536	592	591	581	564
	% of RPS students in top 20%	36%	68%	29%	44%	53%	37%	65%	49%	59%	55%	42%	45%	63%	47%
Spelling	Aust. Mean	406	414	411	412	409	484	494	494	498	498	538	543	549	545
	WA Mean	396	401	400	403	400	476	486	487	492	493	536	539	546	543
	School Mean	436	450	429	455	467	499	529	536	540	535	597	579	578	597
	% of RPS students in top 20%	29%	28%	19%	35%	37%	22%	39%	40%	39%	34%	53%	26%	30%	50%
Grammar and Punctuation	Aust. Mean	422	424	428	426	433	500	491	501	504	504	533	546	535	544
	WA Mean	408	408	415	413	424	491	479	495	495	496	529	545	533	543
	School Mean	488	501	488	499	538	571	563	593	574	594	597	632	607	623
	% of RPS students in top 20%	35%	47%	47%	48%	68%	44%	55%	70%	42%	64%	50%	58%	53%	58%
Numeracy	Aust. Mean	398	395	397	402	398	488	488	486	487	492	545	538	542	546
	WA Mean	387	384	388	392	388	479	477	478	480	485	545	589	542	545
	School Mean	468	451	449	466	459	577	561	565	545	550	646	589	627	623
	% of RPS students in top 20%	43%	48%	42%	42%	51%	70%	61%	60%	49%	39%	78%	39%	70%	64%

Note: % relates to performance of Australian Schools

ENGLISH AND OTHER LANGUAGES OR DIALECTS (EAL/D)

Eighty six students at Rosalie identify with an additional culture. Only two students were identified as aboriginal students. A large range of languages are represented at the school with the majority of our EAL/D families originating from South East Asia and Europe. Thirty nine of these students were in pre-primary and year five with the balance scattered across the cohorts. Twelve students are at stage one and two of the EAL/D Progress Map. The majority of these students are in years one and two. The explicit nature of our synthetic phonics programs is well suited to the literacy needs of these students. Culturally inclusive and adaptive programs support the diverse needs of our EAL/D students.

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 and end of 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.

NAPLAN	YEAR 3			YEAR 5		
	2013	2014	2015	2013	2014	2015
Numeracy	0.3	0.2	0.1	0.8	-0.4	0.1
Reading	0.7	0.1	0.9	1.2	0.8	0.8
Writing	-0.4	-0.9	-0.2	0.4	-0.0	0.7
Spelling	-1.1	-0.8	-0.3	0.6	-0.1	0.4
Grammar & Punctuation	0.1	-0.3	0.8	2.0	-0.3	0.9

- Above Expected
- Expected - within one standard deviation of the predicted school mean
- Below Expected

If blank, then no data available or number of students is less than 6

Whilst the students at Rosalie are working at the expected level in all areas across Year 3 & 5, the standard deviation score is edging us towards 'above expected level' in every area except Year 3 Numeracy which dropped by 0.1. The 2016 Maths operational plan has identified the need to employ a Maths Specialist to support students in the lower/middle primary classes.

The progress in Spelling is reflective of the school continuing to prioritise and monitor this subject.

Analysis of the NAPLAN data showed that our Writing was below the expected level in 2014 but gains have been made in 2015. Early in 2015, engagement and monitoring by a consultant from the West Coast Language Development Centre has contributed to the development of more effective strategies and understanding of writing processes. A focus was also placed on raising the vocabulary standards of all students.

Rosalie continues to have high success in the areas of Reading and Grammar and Punctuation.

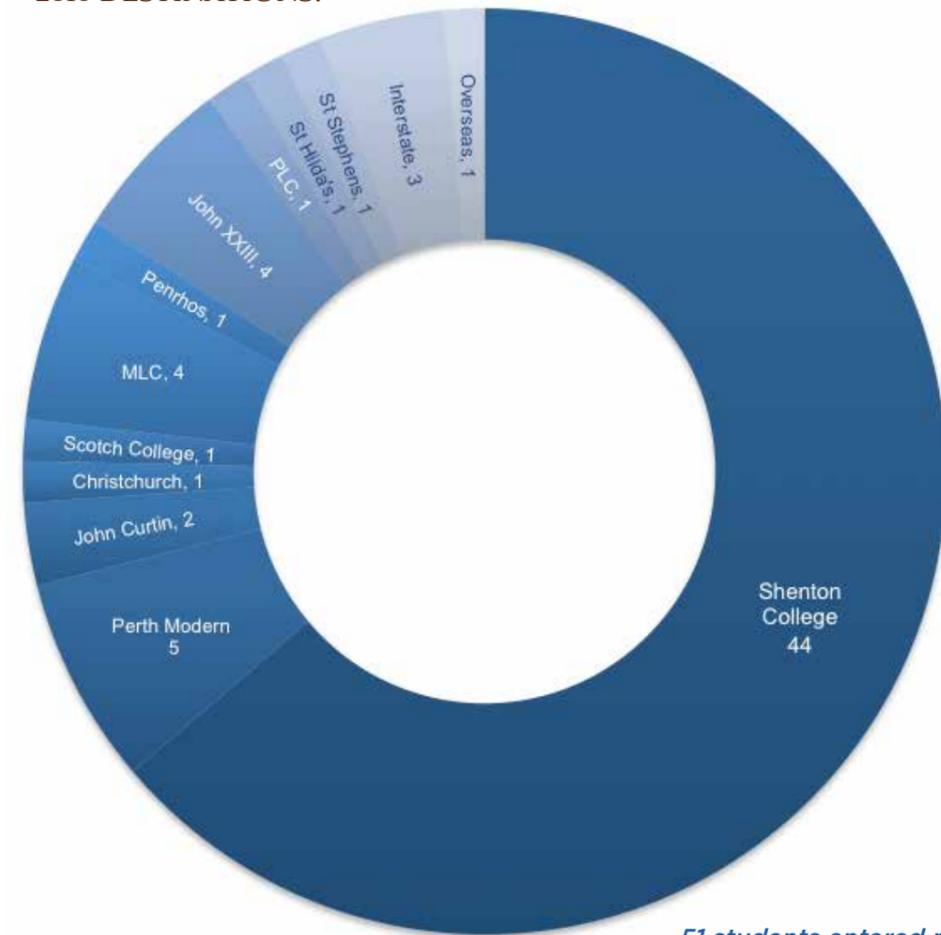
SCHOLARSHIPS AND PLACES IN EXTENSION PROGRAMS FOR HIGH SCHOOL

The following **twenty five** Year 6 students accepted secondary school scholarships or a place in an extension program for 2016.

That's 36% of the students in Year 6!

- Perth Modern: Melvin John, Chas Underwood, Abbey Major, Richard Lin, Sophie Kirk
- ATP, Shenton Park (Academic & Talented Program): Adlin Tan, Sophia Wall, Andy Exon, Zaine Thorp, Emma Louer, Dielle Monis, Rama Elliott
- HPL Program, Shenton Park (High Performance Learning): Asher Israel, Zac Israel, Matthew Hanemaaijer, Princy Peter, Isabelle Tam, Vera Ptolemy, Sarah Grimminck, Matija Baltic, Joely Robinson, Hannah Finucane.
- John Curtin Senior High School GATE Program: Finlay Crampton (Art), Francis Lake (Drama)
- Christchurch Grammar: Bradley Vidler (Drama)

2016 DESTINATIONS:



51 students entered public schools
20 students entered private & other schools

ICAS

- The school entered 87 children in 331 tests and received:
- 2 Medals (Spelling –Year 5 & Writing Year 4)
- Science (61 participants) 1 High Distinction, 8 Distinctions, 18 Credits
- Digital Technologies (32 participants) 8 Distinctions, 6 Credits
- Mathematics (76 participants) 15 Distinctions, 28 Credits
- Spelling (51 participants) 1 High Distinction, 6 Distinctions, 17 Credits
- Writing (43 participants) 3 High Distinctions, 6 Distinctions, 13 Credits
- English (68 participants)-1 High Distinction, 15 Distinctions, 23 Credits

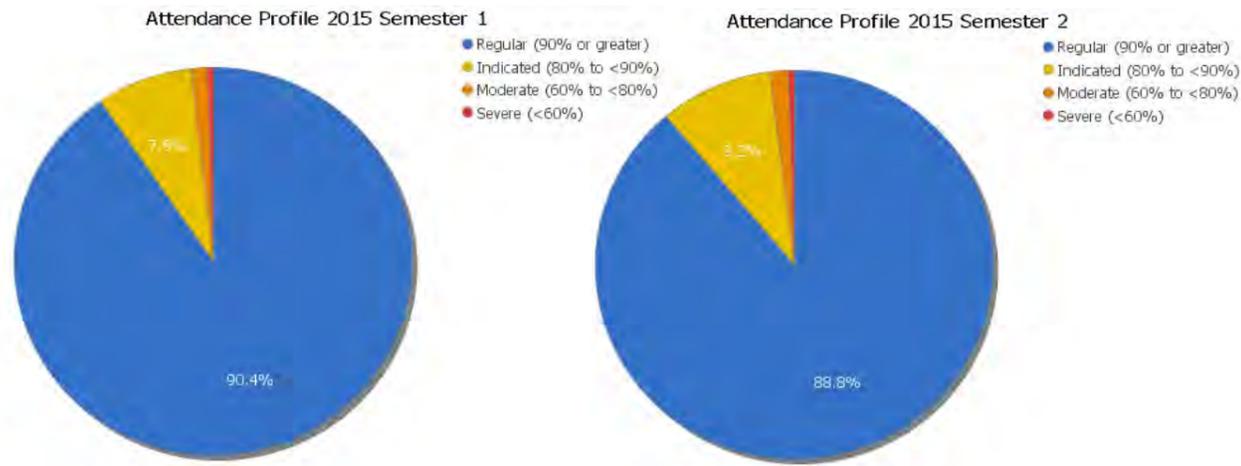
AUSTRALIAN MATHS COMPETITION

- 16 Year 6 students participated in the Australian Maths Competition. Of these 1 received a prize, 5 received distinctions, 8 credits and 2 proficiency ratings
- 10 Year 5 students participated in the same competition. Of these 3 received high distinctions, 2 received distinctions, 3 credits and 2 proficiency ratings

The results demonstrate that the school performs well in Statistics & Probability and Basic Arithmetic. Nation-wide there seems to be an issue in Problem Solving with Enumeration and Non-Routine. Rosalie students did not perform as expected in these two areas.

Non Academic Assessment

ATTENDANCE



BEHAVIOUR

The children who attend Rosalie Primary are renowned for their exemplary behaviour and this conduct has been maintained through effective restorative practices which support their social and emotional development. Students from an early age learn to articulate their emotions appropriately and are encouraged solve their problems independently. Our Behaviour Management Policy is endorsed by the Board and visible to the community through the school's webpage. Classroom information sessions give a more detailed version of what is expected from our students.



Surveys

Parents, staff and students completed the Rosalie School Satisfaction survey in 2014.

THIS SECTION OF THE SURVEY EXAMINED FOUR KEY AREAS:

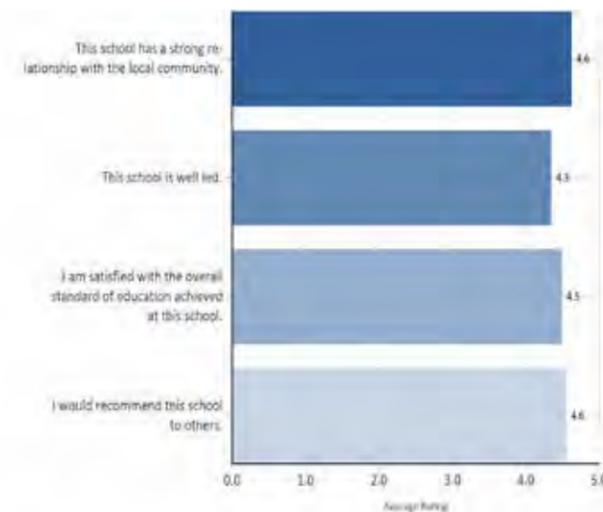
- This school has a strong relationship with the local community
- This school is well led
- I am satisfied with the overall standards achieved at this school
- I would recommend this school to others

The overall results indicated that staff and parents had very high levels of satisfaction with each of these key areas. Staff judgment was slightly higher in questions 2,3 and 4. The average parent satisfaction level was 4.5 out of a possible 5.

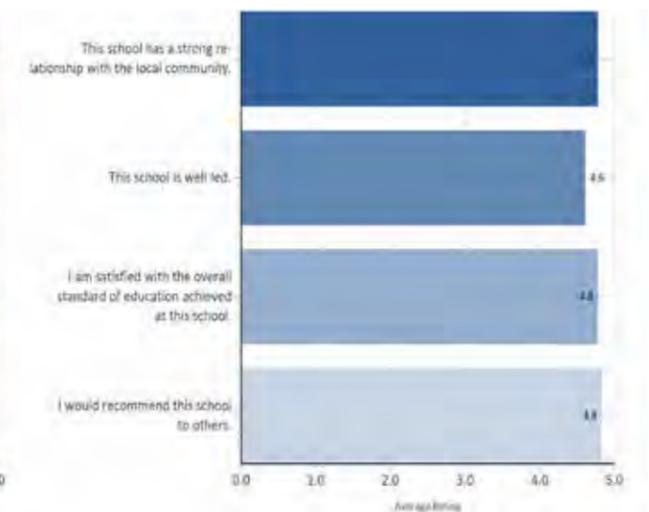
For staff the overall average was 4.75. The school will continue to work at ensuring these high standards are maintained or improved upon in 2016

Feedback from new families has indicated that the school was highly recommended to them. The school enrolments continue to grow based on these recommendations.

PARENT SCHOOL OPINION SURVEY 2014



STAFF SCHOOL OPINION SURVEY 2014



Key - Strongly agree: 5, Agree: 4, Neither agree nor disagree: 3, Disagree: 2, Strongly disagree: 1

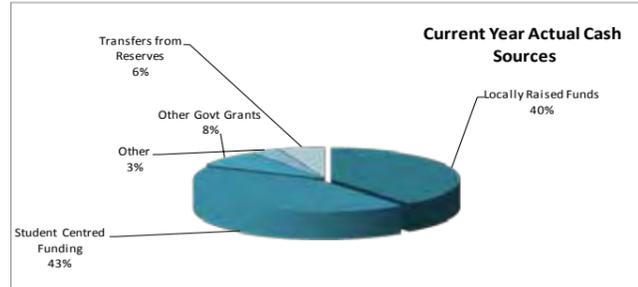
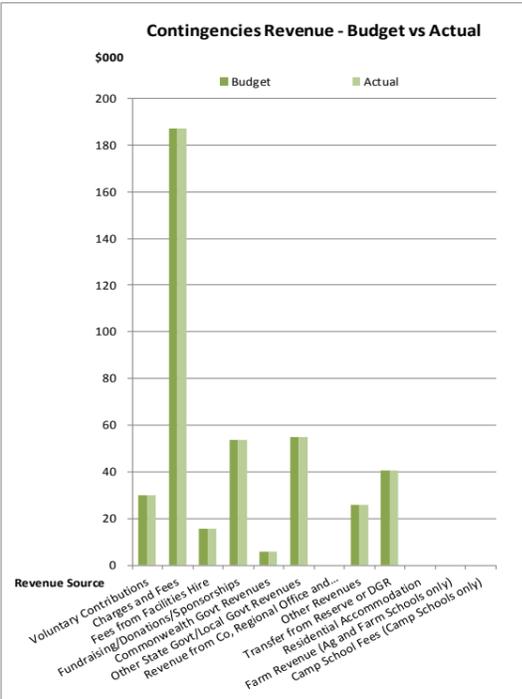


Financial Summary - As at 31 December 2015

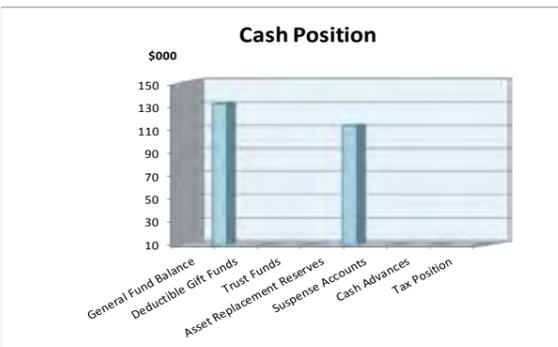
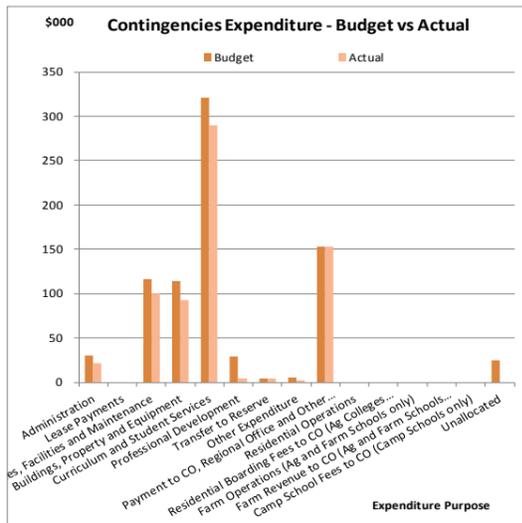
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Rosalie Primary School Financial Summary as at 31 December 2015

Revenue - Cash	Budget	Actual
1 Voluntary Contributions	\$ 29,797.90	\$ 29,797.90
2 Charges and Fees	\$ 187,234.16	\$ 187,234.16
3 Fees from Facilities Hire	\$ 15,830.92	\$ 15,830.92
4 Fundraising/Donations/Sponsorships	\$ 53,600.56	\$ 53,600.56
5 Commonwealth Govt Revenues	\$ 5,790.96	\$ 5,790.96
6 Other State Govt/Local Govt Revenues	\$ 55,080.00	\$ 55,080.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 25,925.55	\$ 25,927.82
9 Transfer from Reserve or DGR	\$ 40,672.52	\$ 40,672.52
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 413,932.57	\$ 413,934.84
Opening Balance	\$ 76,848.88	\$ 76,848.88
Student Centred Funding	\$ 308,499.00	\$ 308,499.00
Total Cash Funds Available	\$ 799,280.45	\$ 799,282.72
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 799,280.45	\$ 799,282.72



Expenditure	Budget	Actual
1 Administration	\$ 30,201.30	\$ 21,413.70
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 116,283.36	\$ 100,641.23
4 Buildings, Property and Equipment	\$ 114,307.19	\$ 92,124.61
5 Curriculum and Student Services	\$ 321,335.15	\$ 289,426.06
6 Professional Development	\$ 29,312.73	\$ 4,704.92
7 Transfer to Reserve	\$ 4,233.68	\$ 4,233.68
8 Other Expenditure	\$ 5,854.54	\$ 2,217.54
9 Payment to CO, Regional Office and Other Schools	\$ 153,219.00	\$ 153,219.00
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)	\$ -	\$ -
15 Unallocated	\$ 24,533.30	\$ -
Total Goods and Services Expenditure	\$ 799,280.25	\$ 667,980.74
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 799,280.25	\$ 667,980.74



Cash Position as at:	
Bank Balance	\$ 236,102.66
Made up of:	\$ -
1 General Fund Balance	\$ 131,301.98
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 112,874.24
5 Suspense Accounts	\$ 5,765.56
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 2,108.00
Total Bank Balance	\$ 236,102.66

Our story in pictures

1.0 Successful Students

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

- 1.1 Early intervention testing and support
- 1.2 Implement differentiated curriculum to meet student needs
- 1.3 Foster life-long learning support
- 1.4 Provide leadership opportunities
- 1.5 Pursuit and celebration of personal excellence
- 1.6 Support health and emotional wellbeing awareness.



2.0 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
- 2.2 Support and develop staff leadership
- 2.3 Develop information and communication technology skills.



3.0 A Safe, Supportive & 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
- 3.2 Promote Rosalie values
- 3.3 Support sustainable environmental practices
- 3.4 Manage future building and grounds needs



4.0 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
- 4.2 Engage with the Rosalie community
- 4.3 Value diversity in our community
- 4.4 Promote social consciousness and community responsibility
- 4.5 Seek opportunity for grants or funding.





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