



Rosalie
PRIMARY SCHOOL
ANNUAL REPORT 2017

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. The continuation of our Science Week activities and Artist in Residence program 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 STEAM (Science, Technology, Engineering, Arts & Maths) initiative through strategic employment, continuous development of staff, and our external partnerships. Highlights for 2017 include Rosalie’s consolidation as a Teacher Development School (STEAM), and confirmation that our application for a new Science Lab and \$25,000 in resourcing was successful. Transformation of the Art Room into a dual purpose Science Lab/Art Room will commence in 2019.

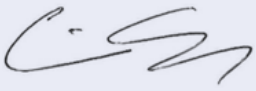
Commitment to academic achievement through evidence based inclusive practices and taking advantage of value adding external partnerships has earned Rosalie the rightful position of being a preferred school. Rosalie’s position as a top performing comprehensive public school in Western Australia, based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

The 2017-2019 Business Plan cycle was successfully developed based on the feedback from a comprehensive community forum. Invited community partners attended a morning tea to celebrate the launch of the new Business Plan. With the first year of our new triennium now completed, we continue forward in sustaining continuous improvement focus across our four priority areas.



Ros Kay
Principal 2017

The 2017 Annual Report was ratified by the School Board on the 11th April 2018



Craig Sharp, Board Chair 2017



Ros Kay, Principal 2017

Board's Message

The Rosalie Primary School board is proud to present the school's 2017 Annual Report.

In early 2017, the board worked with the school to prepare, and then endorse, the school's latest business plan, covering the cycle 2017 through to 2019. That plan was officially launched in August, and identifies four focus areas for school and student development:

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

As this Annual Report attests, in 2017, the school succeeded in each of these areas. The board congratulates every student on all of their achievements in 2017, whether academically or in any other field, whether individual or team based, and however large or small. 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.

During 2017, the board endorsed the school budget and can confidently report sound business and management by the school administration. The board worked closely with the school to successfully obtain National Quality Standards certification for Early Childhood Education. The board began its own program of communicating a little more of its role through the school newsletter.

Amongst the school programs reported to the board in 2017 were: the rollout of Chromebooks to senior school students in accordance with the school's ICT plan; the Values In Action program; senior choir performances at Crown Theatre and other venues, and sustainable environment practices including rubbish-free lunches, planting of 200 banksia trees and partnering with Bunnings to revitalise the vegetable gardens.

The capacity of existing building and grounds, and the competing needs for additional classroom and other space continue to be a challenge. The board has continued to maintain dialogue with the Department, local authorities and local members whenever possible.

Finally, 2017 saw some changes in the composition of the board. I would like to thank Tamas Fonda and Celena Donovan for their contributions as parent representatives on the board and Linda Griffin for her contribution as a staff member on the board and as Associate Principal in the school.



Craig Sharp
Board Chair 2017

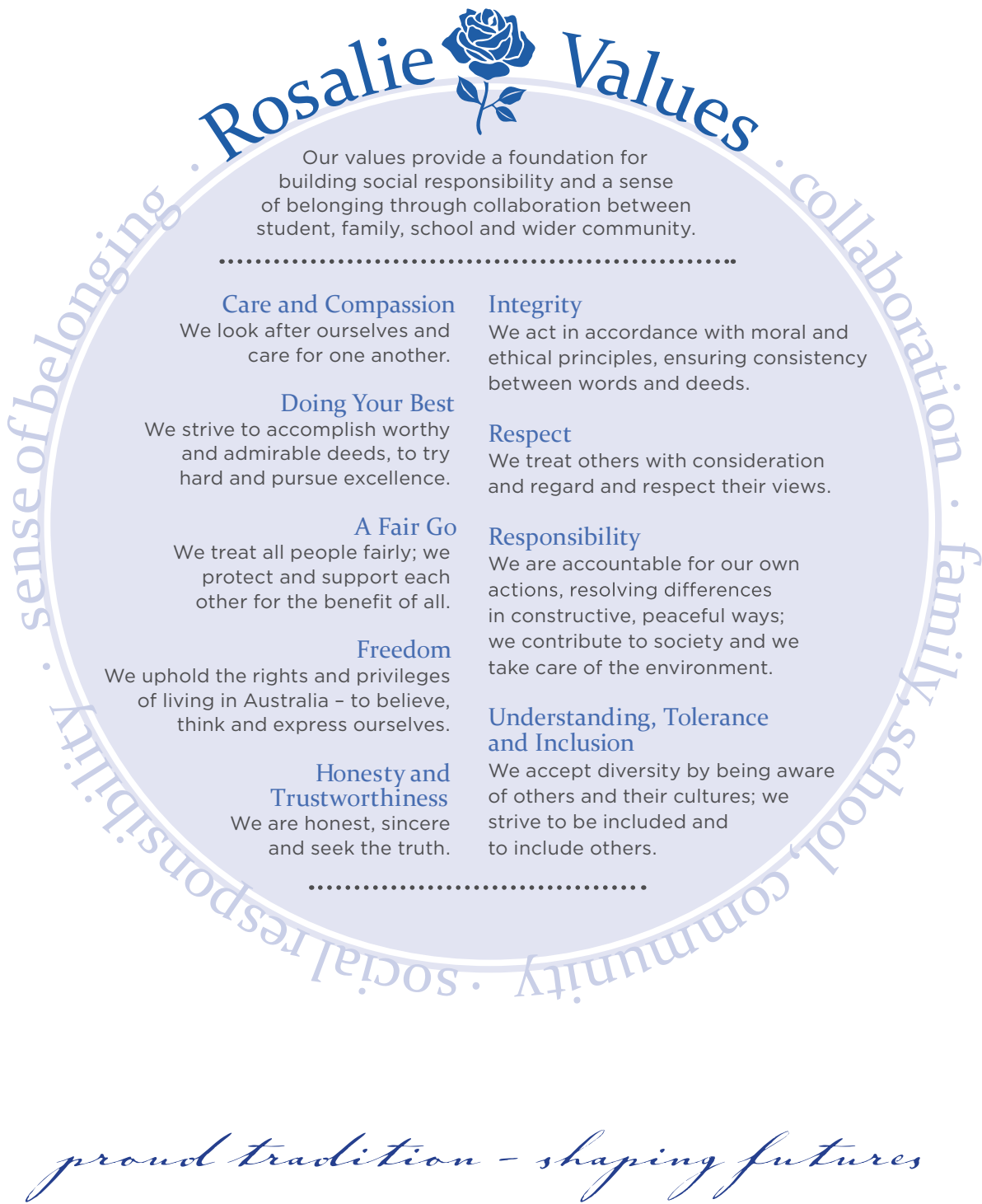
proud tradition - shaping futures

Glossary

AITSL	Australian Institute for Teaching and School Leadership
BMP	Behaviour Management Plan
DSF	Dyslexia Speld Foundation
EA	Education Assistant
EAL/D	English Additional Language/Dialect
ECE	Early Childhood Education
GATE	Gifted and Talented Extension
GEP	Group Education Plan
HOTS	Higher Order Thinking Skills
ICAS	International Competition and Assessment for Schools
ICSEA	Index of Community Socio-Educational Advantage
ICT	Information and Communications Technology
IEP	Individualised Education Plan
KAT	Kindergarten Assessment Tools
LDC	Language Development Centre
LS	Long Service Leave
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
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.



Successful Students 2017 -2019 Integrated Priorities

- Develop a comprehensive ICT strategic Plan
- Forge stronger sustainable partnerships with Rosalie parents and wider community
- Manage future buildings and grounds needs
- Strengthen experiential and nature-based learning opportunities
- Continue the school’s focus on ‘Thinking Classrooms’

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	2017 Indicators	Initiatives for 2018
Use evidence-based assessment strategies to identify areas of strengths and needs	PAT baseline Testing (Yrs. 1–6 various tests)-completed twice in 2017 to identify SAER in Feb and then to measure growth in Oct	Continue with PAT baseline Testing (Yrs. 1–6 various tests)
PAT testing	Review of Early Childhood assessment practices	Regular disaggregation of data for school improvement of performance to identify teaching targets
Targeted interventions	Regular disaggregation of data and planning for improvement by whole school for improved teaching and learning	Build staff capacity using existing expertise and access appropriate PL to effectively differentiate the curriculum
Case Conference model for SAER	Ongoing support for all case managed students across the spectrum of learning	Individualised reading program in partnership with parents to continue
EA support in classrooms and with Direct Instruction program	Continued implementation of Support A Reader	Identify and create support for SAER students at both ends of the spectrum through intervention and extension programs, PEAC, 1:1 and small groups for students with learning challenges
Support for EAL/D students in Stage 1 & 2 and as identified	Intervention for SAER students at each end of the spectrum identified and supported through Progress Maps, PEAC, Extension programs, 1:1 and small groups	Partnership with Perth Modern VET students to continue twice per week
PL for staff to support different practices	Partnership with Perth Modern VET students	Ongoing support for all case management students across the spectrum of learning
On-entry testing for PP and identified Yr 1 & 2	Staff capacity built using existing expertise and access to appropriate PL to effectively differentiate the curriculum and extend students	
PM Benchmark Reading Assessment	Development of staff as required in EAL/D Progress Maps	
Diana Rigg phonics test		
School nurse visits to ECE		
Students referred to OT by school nurse		

1.2 IMPLEMENT DIFFERENTIATED CURRICULUM TO SUPPORT STUDENT NEEDS

Strategy	2017 Indicators	Initiatives for 2018
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	- Data analysis informed the teaching & learning cycle including current SAER case management success strategies - Extension of STEAM and inclusion of identified students in competitions and programs eg PEAC	- Use data to inform the teaching and learning cycle including current SAER case management success strategies eg. Brightpath, PAT, NAPLAN - Continue with Integration of STEAM across the school
Develop IEP/GEP/BMP’s and monitor their effectiveness through regular reviews in partnership with parent, SAER coordinator and if needed, school psychologist	- Extension for SAER students through Teach to the Top strategies, HOTS, supportive remediation. - Implementation and review of IEP/ GEP/BMPs	- Extend SAER students through Teach to the Top strategies, HOTS, SAMR, supportive remediation. - Implement and regularly review IEP/ GEP/BMPs
Continue external partnerships for students requiring extension PEAC/ GATE	- Support of differentiated learning through ICT (SAMR) - Implementation of Thinking Classroom strategies throughout the curriculum including Genius Hour	- Use ICT effectively to differentiate learning needs (SAMR) - Implement Thinking Classroom strategies throughout the curriculum including Genius Hour
Implement programs that target students across entire spectrum of learning	- Targeted small group learning eg. Direct Instruction, Robotics - Successful case management processes	- Run individualised reading program in partnership with parents - Encourage continuation of after school clubs and extension classes
Strategically target small groups of similar ability across classrooms	Support A Reader program	Continue to review and monitor requirements of NQS
Play based approach in ECE in line with NQS	Source outside providers to run after school clubs-Young Engineers, Compfu Club, Chess, Robotics, Arty Pants	
After school clubs/extension classes		
Genius Hour		



1.3 FOSTER LIFE-LONG LEARNING

Strategy	2017 Indicators	Initiatives for 2018
Embed ‘Thinking Classroom’ strategies as part of an integrated curriculum	• Embedment of Thinking strategies (eg. Six Thinking Hats, Bloom’s Taxonomy) in the curriculum throughout the school	• Continuation of a whole school commitment of ‘Thinking Classroom’ strategies
Foster holistic practices through experiential learning with emphasis on nature-based learning	• Investigative use of ICT for differentiated learning eg. SAMR	• Use SAMR model for investigative and differentiated learning
Promote values-based learning/ Values in Action/ Early Act	• Development of greater STEAM culture • Experiential learning eg. Science Fair, Year 6 ‘Dancing through the Decades’, ANZAC Dawn service, sporting events, robotics, SIM, PEAC	• Implementation of a whole-school focus on an authentic and comprehensive STEAM culture • Embed experiential learning, including environmental and social sustainable practices
Support staff development	• Embedded Values Education throughout the curriculum	• Continuation of the Values in Action program – SRE integrated
Merit Certificates	• Continued external partnerships - City of Subiaco, Shenton Park Sub-branch of RSL, Rotary through Early Act	• Foster further partnerships within the school and wider community
National & International competitions	• Fostered partnerships within the school eg. Buddy program	• Continuation of school camps/faction fundraiser days/ Open classrooms in Term 3/ National and International competitions/Book Week/Science Week
Classroom Showcase for parents	• Practices of environmental and social sustainability eg. school gardens, Green Gorilla program, Battery recycling program (Wining school with 310kg), chickens, outdoor classroom, Early Act	
School camps	• Professional contributions at network professional learning and at events eg. Sci-tech STEAM lesson plans for WA teachers	
Faction fundraisers		

1.4 PROVIDE LEADERSHIP OPPORTUNITIES

Strategy	2017 Indicators	Initiatives for 2018
Ensure a range of opportunities for students to develop leadership qualities through designated roles- Yr 6 leaders	• Equal leadership responsibilities as Yr 6 Faction, Music, ICT and Library Captains	• Provide leadership opportunities eg. sports, library, environmental, music
Green Gorillas/Music Captains/ Library Leaders	• Multi-year level students are Green Gorillas (recycling program)	• Provide social sustainability leadership opportunities through the Early Act program in affiliation with Rotary
Buddy Program	• Consolidation and refinement of The Early Act leadership group in affiliation with Rotary	• Foster leadership through class assemblies and special assemblies eg. Year 5 group to lead ANZAC Dawn Service
Seek out external partnerships to increase leadership engagement opportunities	• Leading Assemblies eg. Yr 5 ANZAC Dawn Service, class assemblies	• Support Buddy program for Yr 6 and Yr 1
EarlyAct	• Fostered opportunities for all students to demonstrate appropriate leadership eg. Buddy Program Yr 6 and Yr 1 • Leadership roles in the classroom (P-6)	• Increase student voice in opportunities to lead and support the school and through external partnerships

1.5 PURSUIT AND CELEBRATION OF PERSONAL EXCELLENCE

Strategy	2017 Indicators	Initiatives for 2018
Celebrate individual and group success in academic and non-academic achievements via a variety of means	• NAPLAN data	• Continue to identify opportunities to challenge students to excel in academic and non-academic areas
Encourage participation in academic/ sporting competitions	• Excelled across various academic areas eg. ICAS (3 medal winners), Australian Mathematics Trust (1 prize winner), Computational and Algorithmic Thinking competition, Da Vinci Decathlon, Robotics, Have Sum Fun, Scitech Brainstorm Challenge, Science Fair competition, PEAC	• Explicitly link successes with the Rosalie values
Class reward systems	• Individual students excelled in non-academic areas eg. Cross-country state squad, International Highland Dancing Championships, National Gymnastics Championships, People’s Choice Shaun Tan Award & Year 4 winner, Yr 3 student shortlisted, Sculptures by the Sea photo competition	• Continue to acknowledge student performances and achievements
Graduation Awards		• Continue to promote achievements through media outlets
NAPLAN achievements		
Science Inquiry projects		
Use of media- The Post newspaper, Newsletters, WA Education Facebook page, Connect	• Groups excelled in non-academic areas eg. Choir performance (Crown Theatre/Concert Hall) Yr 5&6, School Band, Interschool teams such as Futsal, Basketball • Public Acknowledgement of successes • 85 students participated in the SIM program • Identified students to take part in Gifted and Talented Extension Writing program Years 4-6 • Individuals excelled at sporting events eg. Sports Carnivals	



1.6 SUPPORT HEALTH AND EMOTIONAL WELLBEING

Strategy	2017 Indicators	Initiatives for 2018
Encourage healthy eating and physical activities through a range of programs	- Participation in ‘Resilience’ community workshop with City of Subiaco - Chaplain worked with targeted students and in small groups	Continue to look for new opportunities to encourage health and emotional well-being
Build resilience using strategies and resources such as visiting speakers, early detection, school psychologist, counseling and chaplaincy program	- Staff conducted Parent workshop on Cyber Safety and programs conducted in classrooms - Established SAER circle of safety practices - Supported cultural inclusive practices - Conducted community forum to understand ICT benefits and challenges and the best ways for students to engage with the technology	- Partnership 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- Chaplain to focus on Harmony Day and workshops for parents
Provide awareness training on Cyber Safety and management of the ICT school/home interface	Conducted community forum to understand ICT benefits and challenges and the best ways for students to engage with the technology	Include SAER restorative practices
Mindfulness training	Support for EAL/D community	Continue to focus on Cyber Safety
Year 2 participation in ‘The Big Splash’ mental Health & Well Being Program	- Participation in Edudance Yr 1-3 - Implemented ‘Dancing with the Stars’ Yr 6	Continue Grounds committee for sustainable development of school grounds
Protective Behaviours	- 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 well-being 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 - Reported on Healthy Food and Drinks Policy - Accredited as a SunSmart School - Embedded Values program throughout the curriculum	- 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 - Continuation of Values in Action program

1.7 PROVIDE EXPERIENTIAL LEARNING

Strategy	2017 Indicators	Initiatives for 2018
Whole school based experiential learning in a variety of settings	Included STEAM focused activities eg. Robotics, buddy projects	Seek out new opportunities to encourage experiential learning with a STEAM focus
Individualised approach to learning	Implementation of Inquiry based learning projects across the school (including History, Genius Hour)	Provide inquiry learning, HOTS, Teaching to the Top through experiential learning
STEAM focus	Encouraged Kagan-based cooperative learning in History and other curriculum areas	Encourage Kagan-based cooperative learning in History and other curriculum areas
External partnerships	- Conducted Science Inquiry Projects - Included Outdoor Classroom activities – Lake Jualbup, Kings Park, class gardening projects, camps - Participation in health and well-being 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, Girls AFL - Participation in incursions - Experiential learning through excursions eg. Sculptures by the Sea, WA Maritime Museum, Freshwater Bay History Museum, Sci-tech, Literature Centre, Fremantle Prison, WASO, Electoral Commission - Continued partnerships eg. Rotary, Perth Modern, Scitech	- Develop local partnerships in a variety of aspects eg. Gardening projects, dance programs - Focus on play based learning in early childhood - Embed Values in Action program - Continuation of Drama Specialist program P-2 - Conduct a Year 6 ‘Pantomime’



Excellence in Teaching

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

2.1 CONTINUE TO DELIVER IMPROVEMENTS IN CURRICULUM AND ASSESSMENT

Strategy	2017 Indicators	Initiatives for 2018
Continue the sequential implementation of the SCSA curriculum and ensure it is embedded in all teachers' planning, lesson delivery and assessment	- 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	Structure of distributed leadership change to support Learning Team leaders and staff in developing improvements in curriculum and assessment
Collaborative dissemination of external and internal data for planning a differentiated curriculum	- Used expertise of existing staff to support, develop and lead teams - Establishment of STEAM Leadership Development group	- Learning Team and Curriculum Team meetings each term, reported on at Executive Meetings - Develop staff as identified by learning and teaching needs, including coaching and mentoring staff through PM
Teachers develop, implement and review operational plans and assessment each year	- Expansion of STEAM culture K-6 - Conducted ICT professional development workshops for integrated learning	Use existing expertise to build staff capacity and lead teams to enrich the learning of students, specifically using HOTS, STEAM including Genius Hour
Moderation continues through Phase of Learning Team meetings and the broader networks	Development and trialing of strategies to prepare students for NAPLAN online	Develop a strong STEAM culture and forge external partnerships
Use Australian Professional Standards for principals and teachers as a basis for performance management (AITSL)	- Analysis of NAPLAN data and PAT baseline testing (Yrs 1-6 various tests) - Used data to inform TLC and case management - Interim Reporting T1	- 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
Implement the educational program and practice elements of the National Quality Standard in the early years	- Embedded Open Classrooms philosophy in learning - Continue implementation of Brightpath assessment tool - Reviewed development of Operational Plans through Whole School Approach - Peer classroom observation and mandatory line manager observations written into formal PM process - Feedback processed through PM meetings and ongoing support - PP Teacher writes Science module for STEAM Project and has best practice filmed for distribution to all WA schools	- 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 - Continue with drama lessons (DOTT provider)

2.2 SUPPORT AND DEVELOP STAFF LEADERSHIP

Strategy	2017 Indicators	Initiatives for 2018
Encourage and support staff leadership aspirations	Three staff members performed acting deputy roles	Change distributed leadership structure to accommodate larger staff and to provide leadership opportunities
Provide all staff with high quality professional development opportunities to build capacity	- One Associate Principal given Acting Principal role for five weeks. - Learning Team Leaders part of distributed leadership model	Continue to develop a distributed leadership model by recognising staff talents
Highlight and celebrate staff achievements	- Capacity of staff was built by staff who attended various PL eg. Brightpath Writing, STEAM, SAMR to take on a leadership role in mentoring colleagues - Presentation by Principal and Science Curriculum Leader at the STAWA Conference - Three teachers presented at various STEAM Expos and conferences - SAER remediation led by an Education Assistant - 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 - ECE staff filmed for STEAM Learning Project	- 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 WHOLE SCHOOL IMPLEMENTATION OF STEAM PRACTICES

Strategy	2017 Indicators	Initiatives for 2018
Implement a comprehensive ICT strategy and school policy	120 Chromebooks for shared use by Yrs 4-6	Focus STEAM & ICT integration
Incorporating ICT in the curriculum	Partnership with Stuart Wilkins, a parent with industry expertise, and Yrs 4-6 teachers on implementing and monitoring chromebook hardware and programs	Continue inquiry learning with integrated ICT
Teacher Professional Development to integrate innovative ICT practices into teaching programs	Focused on STEAM & ICT integration, including Genius Hour, Robotics	- Share Chromebooks Yrs 4-6, laptop trolleys Yr 3, Lab computers Yrs 1-2 - Share iPads throughout school on a needs basis
Acquiring, maintaining and upgrading ICT infrastructure to support ICT implementation	- 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	- Continue to develop keyboard skills Yrs 1-6 - Focus on Cyber Safety as a school and in classrooms and with a workshop for parents
Cyber safety awareness and management	Participation in keyboard skills programs eg. Typing Tournament	- Partner with community expertise to support initiatives - Participate as NAPLAN Online school
Management of the School/home ICT interface	- Preparation and readiness for Naplan online trial to now be commenced in 2018 - Implemented strategic employment - Embedded ICT learning using iPad Discovery Project for P-4 - PP Teacher writes Science module for STEAM Project and has best practice filmed for distribution to all WA schools - Science Inquiry Projects completed in Term 3 for Science Week - School successful in being awarded a 'Science Lab'	- More opportunities for staff to take part in best practice series to be videoed by STEAM Project - A formal STEAM Curriculum Leader and committee to be formed - School to negotiate the refurbishment of Art Room into dual purpose Science Lab and STEAM committee to prioritise resources to be purchased with the \$25000 grant - Guide staff to be upskilled in use of Google Classrooms and Google Forms - Trial sending out of Semester Reports through Connect Community.



A Safe, Supportive and Sustainable Environment

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

3.1 PROVIDE A SAFE AND SUPPORTIVE LEARNING AND WORKING ENVIRONMENT

Strategy	2017 Indicators	Initiatives for 2018
Provide access for staff, students and families to support services such as chaplain, school psychologist and Safety House programs	Teaching and modelling of social and environmental sustainability eg. Green Gorillas, Early Act, Christmas hampers for families in need	Continue successful strategies with the teaching & modelling of social & environmental sustainability
Provide Cyber Safety awareness programs to students and school community	Promoted staff wellbeing through on-site programs eg. Bootcamp, yoga, Pilates	Combine Early Act activities in conjunction with Values in Action program
Focus on the health and well-being of staff as well as students	Reappointed Chaplain for one and a half days per week	Continue staff well-being programs and access support as needed
Assistance to SAER	- 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 - P&C funding for each teacher to improve classroom environment - Continue to implement plans to reduce LSL load - EA to run a Direct Instruction program in Spelling, Maths & Reading - Yr 2 students involved in the 'Big Splash' Mental Health program	- Continued support and intervention through PM, School Psychologist, Chaplain, School Nurse and other outside agencies, as required - Consolidate 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 First Aid course for all students - Conduct whole staff St. John's training - Continue NQS compliance



3.2 PROMOTE ROSALIE VALUES

Strategy	2017 Indicators	Initiatives for 2018
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	• Offer students a choice between Values, Baha’i and CRE programs • Reference to the Rosalie values is 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 – selling poppies for Subiaco RSL for Remembrance Day, Cancer Council, Telethon fundraising activities • 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	• Continue with 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 • Continue for students to be central to the feedback process • Support students autonomy through using research based models such as Gardner’s Multiple Intelligences to support their independence • Support a distributed leadership model for staff 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
Acknowledge and celebrate positive behaviours and contributions from students, staff and parents via the newsletter, website, school publications and awards		



3.3 SUPPORT SUSTAINABLE ENVIRONMENTAL AND SOCIAL PRACTICES

Strategy	2017 Indicators	Initiatives for 2018
Environmental Sustainability Committee to plan for environmental sustainability, linking goals with a whole school plan of action	• Organised Green Gorillas teams using distributed leadership • Developed environmental programs such as student gardens, chickens, battery recycling, waste-free lunch	• Continue to promote programs such as Green Gorillas, student gardens and chickens across the school • Sustain current partnerships and seek out further opportunities to support our values
Give all classes an opportunity to participate in at least one area of environmental sustainability each year	• Community involvement in sustainable practices eg. Busy Bees, Clean Up Australia Day • Attained Sun Smart School accreditation	• Continue Green Gorillas and aim to achieve higher recycling rates than in previous years • Purchase new recycling bins
Promote programs such as Green Gorillas, student gardens & chickens	• Sustained partnerships between school and outside agencies eg. Subiaco Council, Rotary, Bunnings • Awarded winner for battery recycling in 2017- 310kg recycled	• Encourage research through Genius Hour on environmental/ sustainability topics

3.4 MANAGE FUTURE BUILDINGS AND GROUNDS NEEDS

Strategy	2017 Indicators	Initiatives for 2018
Tightened procedures for school enrolment to reduce the impact on the school’s buildings and grounds	• Application for new transportable in 2018 was successful • Grounds Committee developed Master Plan	• Continue to develop new areas promoting nature play and use of recycled materials • Grounds committee to be guided by Playsafe’s recommendations
Assess the impact of external local infrastructure changes on the safety of the school environment and actively engage in any consultation	• Conducted working bees in K/PP playground • Whole community Working Bee- painting, gardening, tidying of grounds, shed construction • P&C installed \$30,000 playground • Artist in Residence wall project- \$18,000 P&C funded • Room 9 painted & new air conditioner	• Continue liaison between Principal and Subiaco council regarding new oval mowing contract • Continue to liaise with DoE Strategic Plan to maintain awareness of school infrastructure needs • Partner with P&C to improve infrastructure • New Science Lab refurbishment – plans and discussions in June

Strong Sustainable Partnerships

Rosalie will continue to forge strong and sustainable community partnerships to create engaging learning outcomes for students.

4.1 ENHANCE LEARNING OPPORTUNITIES THROUGH EXTERNAL PARTNERSHIPS

Strategy	2017 Indicators	Initiatives for 2018
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) - Resilience and wellness support networks - Outdoor education and sport - Arts and music (Artist in Residence, Hollywood and Rosalie Band)	- Accessed external expertise to guide our ICT decision making –continued development with Chromebooks (Stuart Wilkins) - Investigated how other schools operate their ICT systems and hardware (network consultation) - Partnership with Winthrop – iPad training - Continue with the Teacher Development School (TDS) STEAM Innovation partner 2016-2017 with Education Department and the Innovations Unit - Partnership with Sci-tech –staff member developed and trialled STEAM curriculum - Participation in Young Engineers Club after school Yrs 2-4, Compfu Club & Chess Club - Raising money through Early Act – Telethon, Cancer Foundation - Introduction of new partnership with Gordon Mitchell for Artist in Residence program - Partnerships with external agencies eg. Australian Mathematics Trust – specialised curriculum, UWA – Lawrence Wilson Art Gallery, City of Subiaco –Resilience 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 - Commence membership to the Alumni-Teacher Development School (TDS) STEAM Innovation 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 Artist in Residence program - Continue to 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 and Rosalie Band and Don Blue

4.2 ENGAGE WITH THE ROSALIE COMMUNITY

Strategy	2017 Indicators	Initiatives for 2018
Continue with Parents as Partners and Parent Liaison Programs	Regular feedback through formative and summative assessment reports as well as Parent/Teacher meetings, Open Classrooms	Continue regular feedback through formative and summative reports as well as Parent/Teacher meetings, Open Classrooms, K-6 Parent Information sessions
Communicate and promote opportunities for involvement in school community roles	Acknowledged and celebrated international community culture in the classroom and events eg. Chinese New Year, Stolen Generation	Acknowledge and celebrate international community culture in the classroom and through events
Seek, review and analyse school community feedback to help improve student learning outcomes	- Conducted parent workshops: ICT development (Chromebooks) Stuart Wilkins, Cyber Bullying and Social Media - Updated webpage, newsletter, newsfeed, Connect, notes home - Engaged with parent volunteers at a class and school level - 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 Patrons at specific events	- Communicate regularly eg. Webpage, newsletter, newsfeed, Connect, Google classrooms, SeeSaw, notes home - Develop community engagement through the Values in Action program - Engagement of classes and the community eg. 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 - Completion of National Schools Opinion Survey - Fete

4.3 VALUE DIVERSITY OF OUR COMMUNITY

Strategy	2017 Indicators	Initiatives for 2018
Develop and maintain our links with and support for local charitable organisations/local community	Acknowledged and celebrated international community cultures in the classroom	Engage in cultural activities - Harmony Day, Chinese New Year, ANZAC
Develop a teaching program that encourages students to value diversity	- Organisation of yearly timetable of events for the school, local and overseas fundraising through Early Act - Embedded Values Education lessons in conjunction with SRE - Integrated classroom programs eg. History programs - Migration and Stolen Generation programs, Indigenous and multi-cultural history, incursions (eg. Yirra Yaakin), excursions (eg. Kings Park) - Accessed Chaplaincy program	- 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 - Chaplain to organise speaker for Harmony Day - Chaplain to organise parent/child workshop with Di Wilcox- Dealing with Friendships

4.4 PROMOTE SOCIAL CONSCIOUSNESS AND COMMUNITY RESPONSIBILITY

Strategy	2017 Indicators	Initiatives for 2018
Continue to encourage student participation in existing and new charity activities (40hr Famine)	Participation in ANZAC/ Remembrance Day services at Kings Park & Shenton Park RSL	Participation in local ANZAC and Remembrance Day services, in-school ANZAC Dawn Service
Maintain our relationship with the Shenton Park Sub- branch of the RSL	Conducted very successful in-school ANZAC Dawn Service	Respond to social and community initiatives and needs through innovative teaching practices
Develop our students' community service and social responsibility	- Involvement in events such as National Tree Planting Day, Clean Up Australia Day - Implemented Early Act activities eg. Daffodil Day, Children's Hospital, Continued 40 Hour Famine (raised over \$142,000 overall) - Fundraising raised \$1,000 by students Jump Rope for Heart - Organised Christmas hampers by SRE teachers for Uniting Care - Leadership responsibility through Faction, Music, Library, ICT and Green Gorilla roles	- Continue with Early Act - Encourage students to participate in charitable events - Continue with Values in Action program, inclusive of Jump Rope for Heart program - Continue Green Gorillas recycling programs - Continue Faction, Music, Library, Green Gorilla leadership roles

4.5 SEEK OPPORTUNITY FOR GRANTS/FUNDING

Strategy	2017 Indicators	Initiatives for 2018
Seek opportunities for special projects to be funded externally through grants and donations	Engagement in Aboriginal Cultural awareness activities -PALS grant of \$825	Stimulate funding through learning opportunity competitions
Rosalie Primary School P&C Association Inc. continuing financial support for supplementary educational activities	- Student-organised Faction Fundraising raised \$5,475 for a gift to the school from departing year 6 students - Identified students SAER through speech screening - Contributions from the P&C of \$93,000 went towards the Artist in Residence program, athletics carnival supplies, ICT Human Resources 1 day per week, library books, K/P speech screening, K/P educational supplies, storage equipment and ground - Application of Sporting Schools Program was \$6,500 - Science Lab application successful	- Engage in mutually beneficial networking learning partnerships - Reapply for PALS grant - Reapply for Sporting School Programs - Seek funding opportunities to support curriculum focus areas



Student Achievement

NAPLAN RESULTS COMPARISON CHART 2012-2017

Subject		Year 3						Year 5					
		2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017
Reading	Aust. Mean	419	419	418	426	426	431	493	502	501	498	502	506
	WA Mean	407	406	407	413	416	420	482	496	492	489	495	499
	School Mean	495	484	490	517	487	504	571	567	580	572	574	569
	% of RPS students in top 20%	48%	53%	50%	59%	49%	47%	58%	46%	47%	52%	51%	53%
Writing	Aust. Mean	415	416	402	416	421	414	477	478	468	478	475	473
	WA Mean	407	405	397	408	414	410	470	470	465	471	470	469
	School Mean	476	454	446	471	451	461	540	531	535	536	517	521
	% of RPS students in top 20%	68%	29%	44%	53%	44%	42%	65%	49%	59%	55%	40%	52%
Spelling	Aust. Mean	414	411	412	409	420	416	494	494	498	498	493	501
	WA Mean	401	400	403	400	412	409	486	487	492	493	488	498
	School Mean	450	429	455	467	466	442	529	536	540	535	532	544
	% of RPS students in top 20%	28%	19%	35%	37%	52%	29%	39%	40%	39%	34%	36%	38%
Grammar & Punctuation	Aust. Mean	424	428	426	433	436	439	491	501	504	504	505	499
	WA Mean	408	415	413	424	425	429	479	495	495	496	499	492
	School Mean	501	488	499	538	511	497	563	593	574	594	587	557
	% of RPS students in top 20%	47%	47%	48%	68%	33%	37%	55%	70%	42%	64%	64%	47%
Numeracy	Aust. Mean	395	397	402	398	402	409	488	486	487	492	493	494
	WA Mean	384	388	392	388	395	402	477	478	480	485	486	489
	School Mean	451	449	466	459	442	454	561	565	545	550	552	547
	% of RPS students in top 20%	48%	42%	42%	51%	38%	37%	61%	60%	49%	39%	49%	48%

Note: % relates to performance of Australian Schools

My School NAPLAN comparison

1. SCHOOLS WITH SIMILAR STUDENTS

Average student achievement is displayed in numbers for each year from 2008. The colour of the cell indicates whether the selected school's scores are above, close to, or below similar schools (SIM) and all Australian schools (ALL). To access the SIM score and ALL score (including the relevant margin of errors at 90% level of confidence) tap on or hover over the table cell. Please note, in the table below 'Grammar and punctuation' has been shortened to 'Grammar'.

	2010	2011	2012	2013	2014	2015	2016	2017
				<<	>>			
Compare to	☒ Schools with similar students		☐ All Australian students		Interpreting this table			
		Reading	Writing	Spelling	Grammar	Numeracy		
Year 3		504	461	442	497	454		
Year 5		569	521	545	557	547		

Selected school's average when compared to schools with similar students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below

2. ALL AUSTRALIAN STUDENTS

Average student achievement is displayed in numbers for each year from 2008. The colour of the cell indicates whether the selected school's scores are above, close to, or below similar schools (SIM) and all Australian schools (ALL). To access the SIM score and ALL score (including the relevant margin of errors at 90% level of confidence) tap on or hover over the table cell. Please note, in the table below 'Grammar and punctuation' has been shortened to 'Grammar'.

	2010	2011	2012	2013	2014	2015	2016	2017
				<<	>>			
Compare to	☐ Schools with similar students		☒ All Australian students		Interpreting this table			
		Reading	Writing	Spelling	Grammar	Numeracy		
Year 3		504	461	442	497	454		
Year 5		569	521	545	557	547		

Selected school's average when compared to all Australian students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below

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

NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy					
	2015		2016		2017	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Above NMS	98%	98%	98%	99%	97%	97%
At NMS	2%	0%	2%	1%	3%	3%
Below NMS	0%	2%	0%	0%	0%	0%
NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading					
	2015		2016		2017	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Above NMS	98%	96%	98%	99%	98%	96%
At NMS	2%	0%	2%	1%	2%	4%
Below NMS	0%	4%	0%	0%	0%	0%
NAPLAN National Minimum Standard (NMS)	NAPLAN - Writing					
	2015		2016		2017	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Above NMS	100%	100%	97%	91%	100%	96%
At NMS	0%	0%	3%	9%	0%	3%
Below NMS	0%	0%	0%	0%	0%	1%
NAPLAN National Minimum Standard (NMS)	NAPLAN - Spelling					
	2015		2016		2017	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Above NMS	97%	96%	98%	97%	98%	97%
At NMS	3%	4%	0%	3%	2%	3%
Below NMS	0%	0%	2%	0%	0%	0%
NAPLAN National Minimum Standard (NMS)	NAPLAN - Grammar & Punctuation					
	2015		2016		2017	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Above NMS	98%	98%	100%	100%	100%	89%
At NMS	2%	2%	0%	0%	0%	8%

In 2017, our Year 3 and 5 students performed at the expected level, taking into account the ICSEA of our catchment area, in comparison to Western Australian public schools across most tests. However, results in Year 3 Spelling and Year 5 Grammar indicate that the performance was below the expected level.

Our Year 3 students performed well in Reading, Grammar & Punctuation, Numeracy and Writing with the percentage of students in the top 20% equalling or bettering the 2016 results. Spelling results were down on the 2016 score and the school will address this issue in 2018.

Our Year 5 students performed well in Reading, Spelling, Numeracy and Writing with the percentage of students in the top 20% equalling or bettering the 2016 results. Grammar results were down on the 2016 score and the school will address this issue in 2018.

SCHOOL PERFORMANCE IN COMPARISON
WITH ALL WA PUBLIC SCHOOLS WITH SIMILAR STUDENT DEMOGRAPHICS

NAPLAN	NAPLAN - Numeracy					
	2015		2016		2017	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						
NAPLAN	NAPLAN - Reading					
	2015		2016		2017	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						
NAPLAN	NAPLAN - Writing					
	2015		2016		2017	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						
NAPLAN	NAPLAN - Spelling					
	2015		2016		2017	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						
NAPLAN	NAPLAN - Grammar & Punctuation					
	2015		2016		2017	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						

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

ICAS

Students sat for 373 tests in 2017 and received:

- Medals – Three students received an ICAS Medal. A Year 6 student received his for Science, a Year 5 student for Maths and a Year 4 student for Digital Technologies.

Subject	Participants	High Distinctions	Distinctions	Credits
Science	69	4	10	18
Digital Technologies	33	2	2	5
Mathematics	86	4	8	24
Spelling	72	2	9	19
Writing	43	0	8	22
English	70	2	11	23

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (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 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.

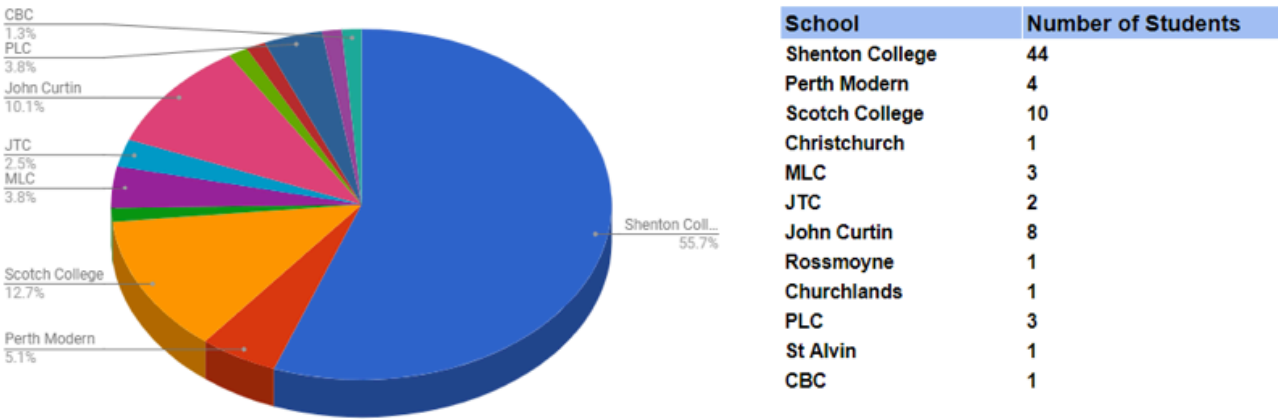
NUMBER OF STUDENTS THAT ARE EAL/D

Kindy	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
8	8	12	5	2	2	1	0

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 Essessment data was used to inform the differentiated practice in our pre-primary classes.

2017 YEAR 6 FURTHER EDUCATION DESTINATIONS:



SCHOLARSHIPS AND PLACES IN EXTENSION PROGRAMS FOR HIGH SCHOOL

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

Non Academic

ATTENDANCE

PRIMARY ATTENDANCE RATES

	Attendance Rate	
	Rosalie	WA Public Schools
2015	95.9%	92.7%
2016	95.8%	92.6%
2017	96.6%	93.8%

ATTENDANCE % - PRIMARY YEAR LEVELS

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2015	95%	96%	95%	97%	96%	96%	97%
2016	93%	96%	95%	97%	97%	96%	97%
2017	96%	96%	97%	96%	97%	96%	98%
WA Public Schools 2017	92%	93%	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. Staff prepare Individual Behaviour Plans, on a needs basis and in consultation with the parent and, on occasions, with the SAER Coordinator and School Psychologist. Rosalie PS staff have completed the Rock and Water Program training and are trialling it through the Values In Action Program. Physical exercises are constantly linked with mental and social skills. The Rock and Water program leads from simple self-defence, boundary and communication exercises to a strong notion of self-confidence. The program offers a framework of exercises and ideas to assist boys and girls to become aware of the purpose and motivation in their life.

NATIONAL SCHOOL OPINION SURVEY (NSOS)

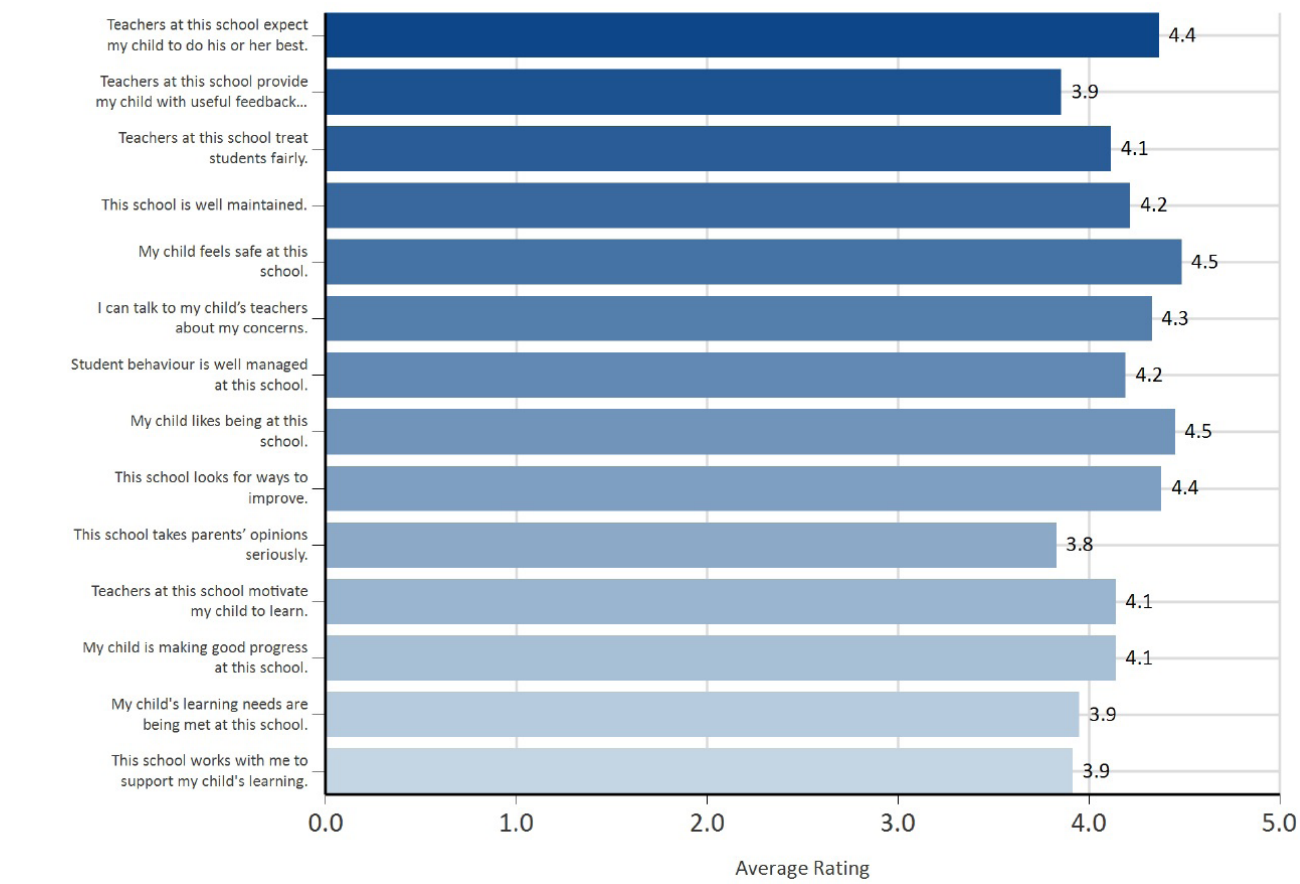
All WA public schools are required to administer parent, student and staff National School Opinion Surveys (NSOS) at least every two years, commencing in 2014.

This gives our community the opportunity to express their views on matters important for our school. The responses from the survey allow us to assess our performance and to plan for our future. The next scheduled NSOS will be in 2018.

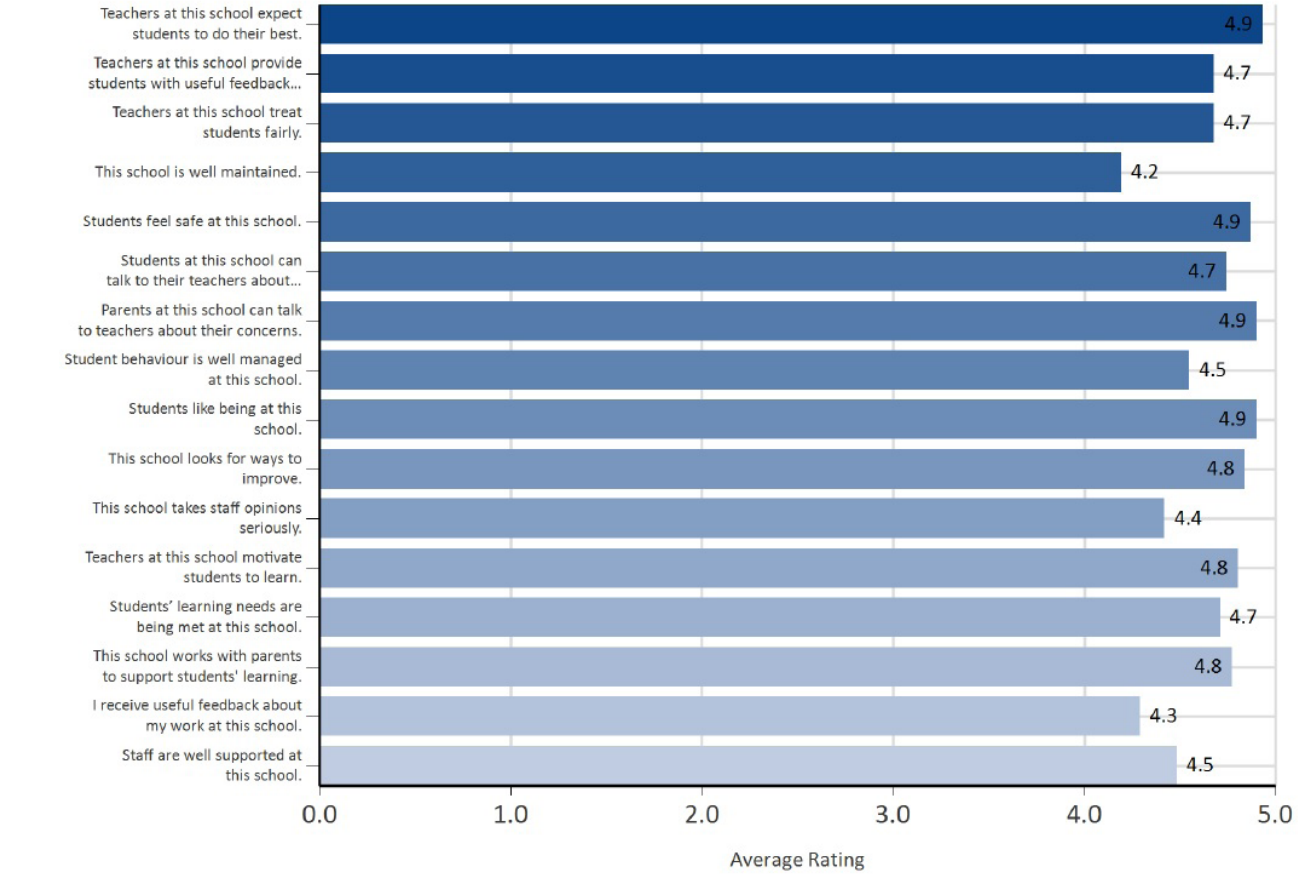
Following are summarised results of the 2016 survey:

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

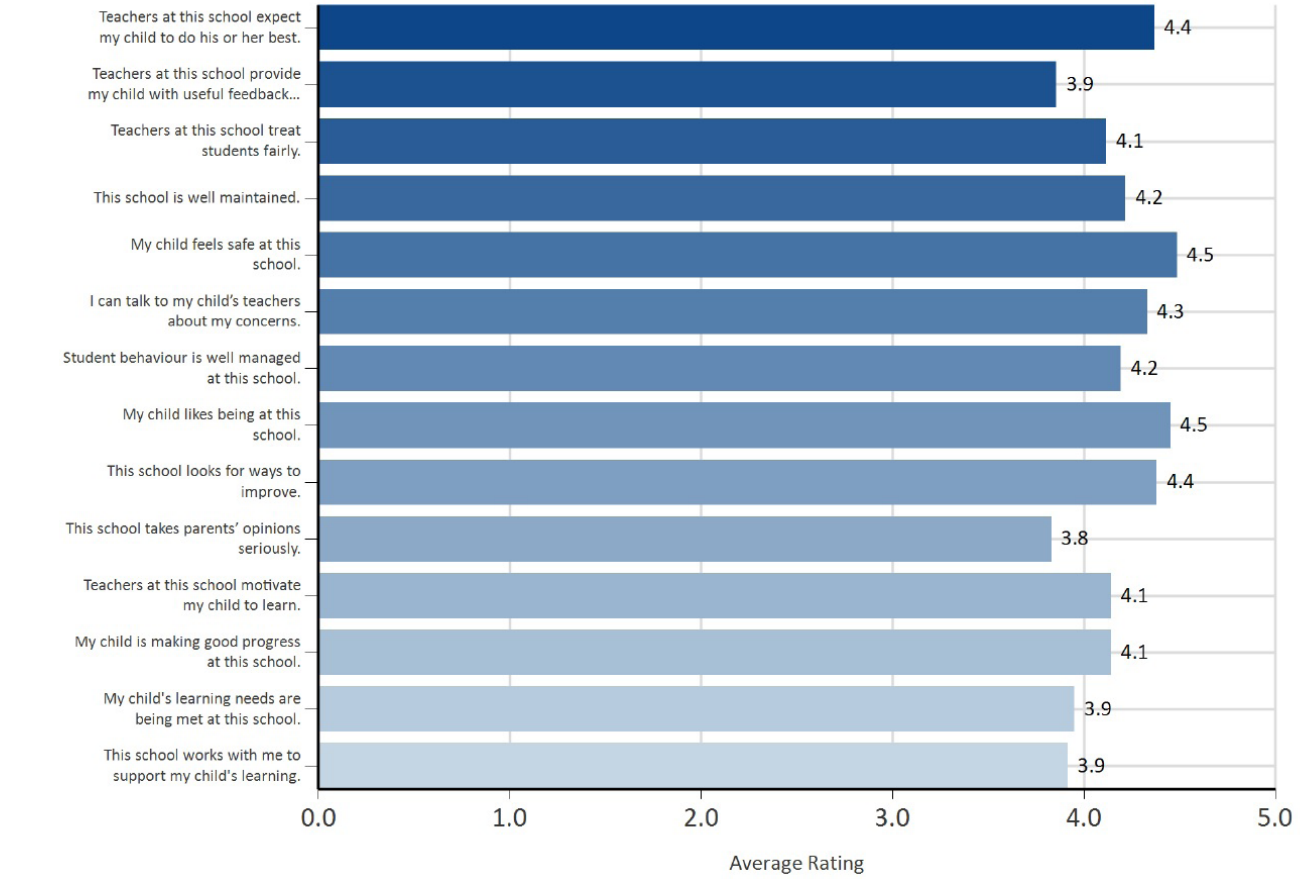
PARENT SURVEY 2016



STAFF SURVEY 2016

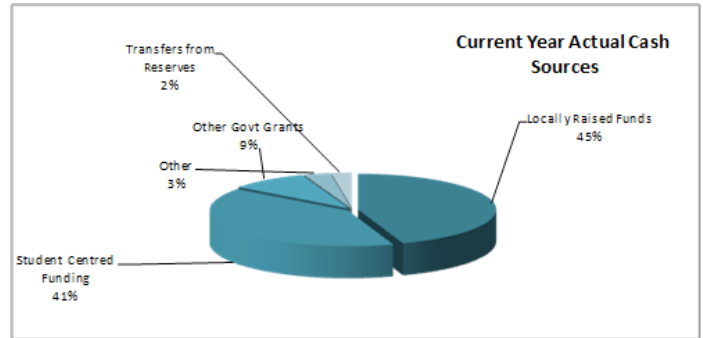
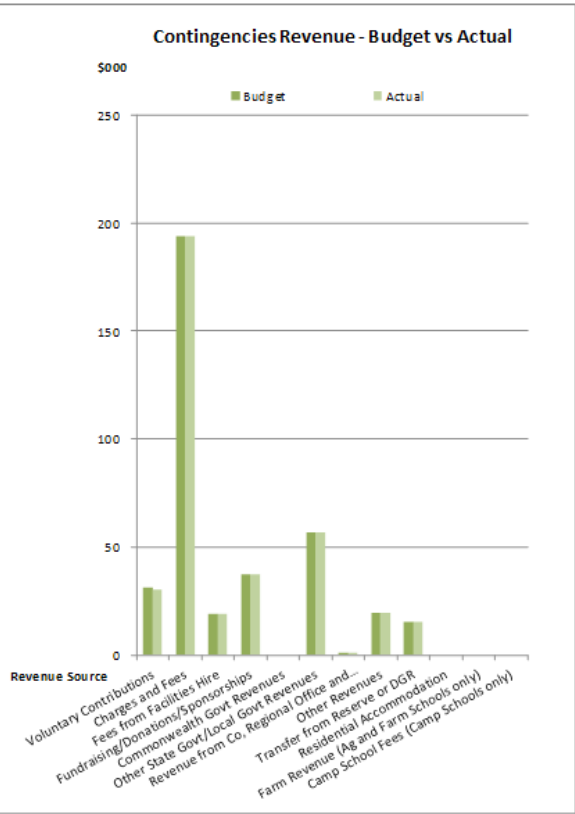


STUDENT SURVEY 2016

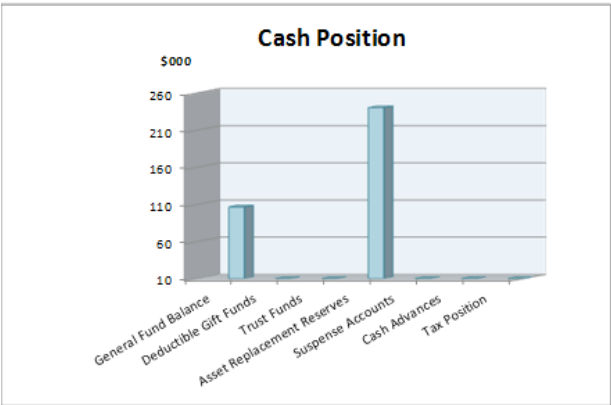
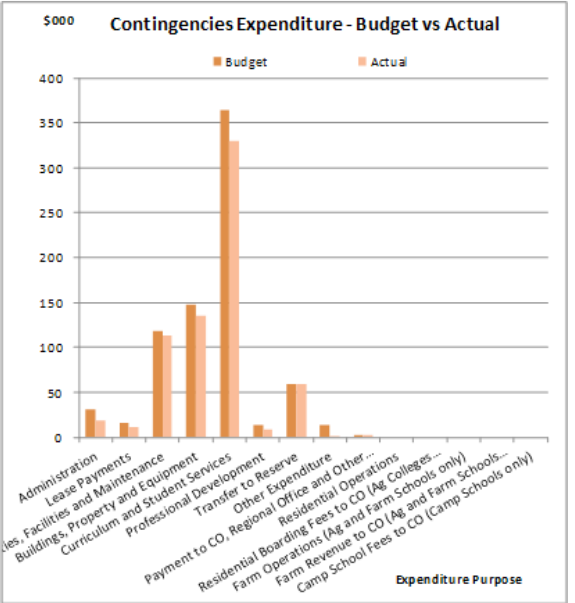


Financial Summary as at 31 December 2017

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 31,055.40	\$ 30,524.25
2	Charges and Fees	\$ 195,947.28	\$ 195,947.28
3	Fees from Facilities Hire	\$ 18,878.20	\$ 18,878.20
4	Fundraising/Donations/Sponsorships	\$ 37,397.14	\$ 37,397.14
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 56,714.83	\$ 56,714.83
7	Revenue from Co, Regional Office and Other Schools	\$ 1,180.00	\$ 1,180.00
8	Other Revenues	\$ 19,633.72	\$ 19,634.37
9	Transfer from Reserve or DGR	\$ 15,215.90	\$ 15,215.90
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 374,022.47	\$ 373,491.97
	Opening Balance	\$ 159,757.26	\$ 159,757.26
	Student Centred Funding	\$ 254,075.18	\$ 254,075.18
	Total Cash Funds Available	\$ 787,854.91	\$ 787,324.41
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 787,854.91	\$ 787,324.41



	Expenditure	Budget	Actual
1	Administration	\$ 30,214.57	\$ 19,001.26
2	Lease Payments	\$ 16,078.00	\$ 11,469.54
3	Utilities, Facilities and Maintenance	\$ 118,768.35	\$ 113,669.69
4	Buildings, Property and Equipment	\$ 147,783.48	\$ 135,998.03
5	Curriculum and Student Services	\$ 364,894.78	\$ 329,962.80
6	Professional Development	\$ 13,700.00	\$ 8,998.86
7	Transfer to Reserve	\$ 59,313.85	\$ 59,313.85
8	Other Expenditure	\$ 13,387.79	\$ 420.98
9	Payment to CO, Regional Office and Other Schools	\$ 1,990.00	\$ 1,990.00
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 766,130.82	\$ 680,825.01
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 766,130.82	\$ 680,825.01
	Cash Budget Variance	\$ 21,724.09	



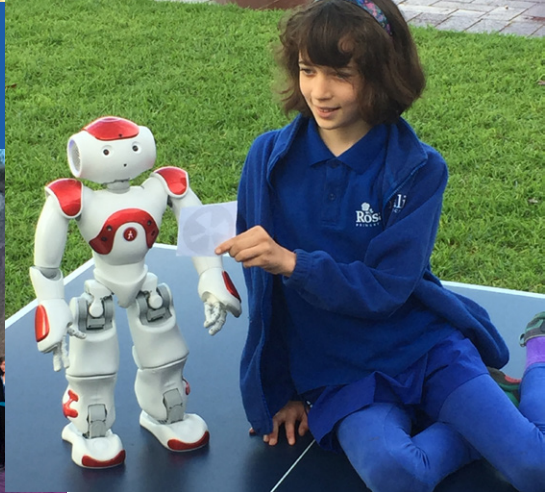
Cash Position as at:		
Bank Balance	\$	346,170.40
Made up of:	\$	-
1 General Fund Balance	\$	106,499.40
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	240,015.96
5 Suspense Accounts	\$	729.04
6 Cash Advances	\$	200.00
7 Tax Position	\$	874.00
Total Bank Balance	\$	346,170.40

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





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