



2024 Annual Report

Proud Tradition – Shaping Futures

Wambadin Katitjiny – Boordkan Warriny



Contents

Message from the Principal – Mrs Michelle Nash

Vision and Values

School Overview and Characteristics

Student Attendance

Business Plan Targets and Progress

Student Achievement and Progress

PEAC and National Quality Standard

Board Chair Report

P&C Report

Financial Summary

Message from the Principal – Mrs Michelle Nash

Rosalie Primary School holds our students at the heart of everything we do. It is an incredible place that supports every individual to flourish by sparking joy in learning. Positive relationships are at the core of our collective work and fostering a strong sense of belonging and connectedness is integral to our approach. I acknowledge and thank all our staff for their outstanding work throughout the 2024 school year. Our teachers are motivated, passionate, and committed to achieving the best outcomes for students academically, socially and emotionally. They do this to an outstanding level.

We work in partnership with parents and the community, and I thank parents for their support and connection throughout 2024. The P&C continued their dedicated efforts and the collective work of all volunteers, combined with strong support of the school community, has achieved incredible results for the benefit of our students.

I acknowledge the work of the School Board and thank Mrs Monique Kerr, School Board Chair, for supporting the strategic direction and improvement agenda of the school.

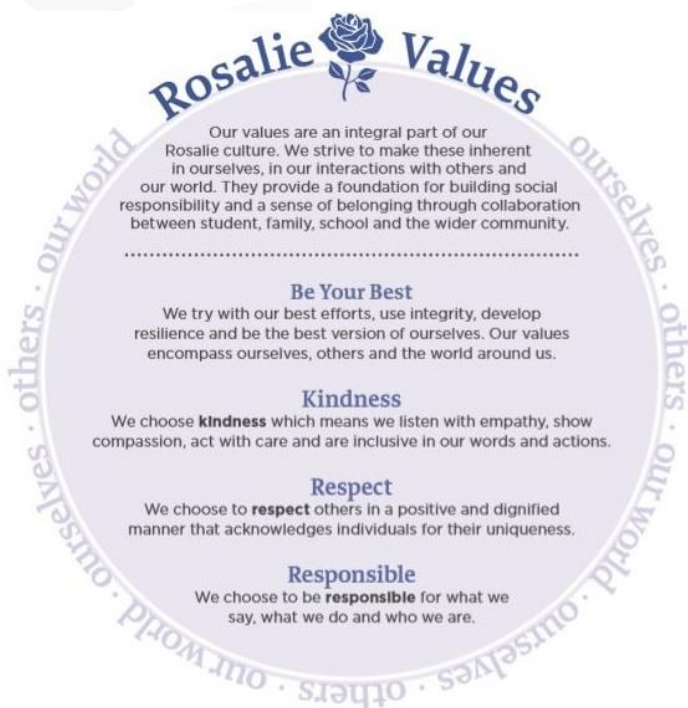
It has been my privilege to lead our wonderful school in the capacity of Principal and I look forward to the opportunities and success that lie ahead for Rosalie Primary School in 2025.

Michelle Nash

Principal

Vision and Values

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



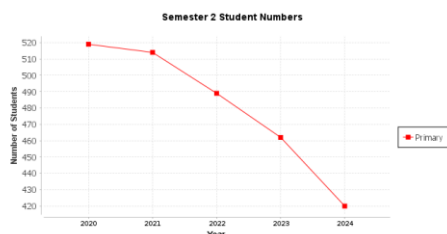
School Overview and Characteristics

Rosalie Primary School was established in 1906, commencing with 67 students. Today, as an Independent Public School, Rosalie Primary School proudly serves the community of Shenton Park to the highest standard. Keeping children at the heart of all that we do and in partnership with families, we ensure that every child thrives and experiences the joy of learning. Success does not look the same for everyone, but everyone can be successful in learning and life.

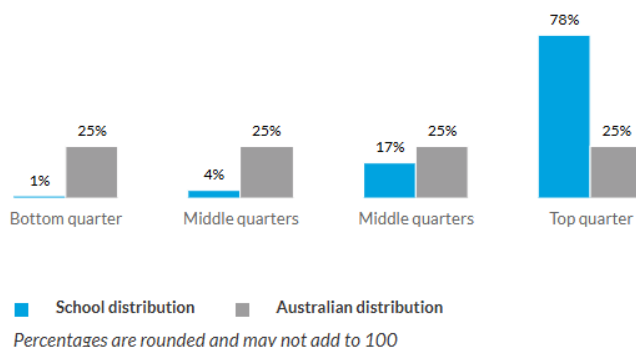
Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1193
Average ICSEA value	1000
School ICSEA percentile	99



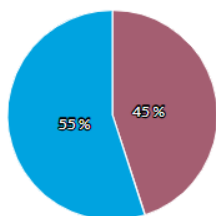
Distribution of Socio-Educational Advantage (SEA)



Students

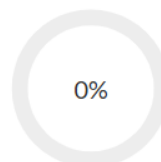
Total enrolments: 476

- Boys 264
- Girls 212



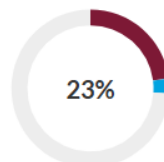
Full-time equivalent enrolments: 453.6

Indigenous students



Language background other than English

- Yes (23%)
- No (3%)
- Not stated (74%)

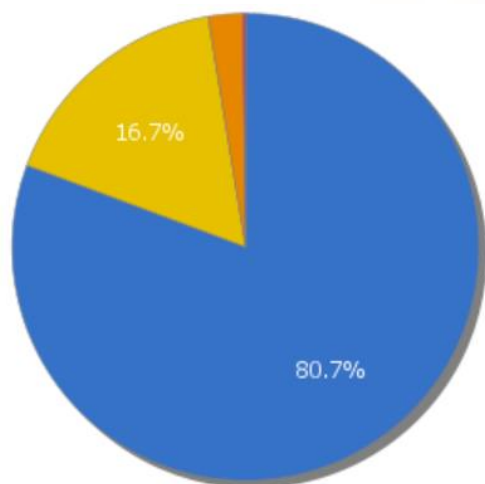


Rosalie Primary School has an ICSEA of 1193/1194 and sits at the 99th percentile. When 'like school' comparisons are referred to in this report, they are made with schools of similar ICSEA, identified in the adjacent table.

In 2024 the downward trend of student numbers continued as larger cohorts progress through the primary years and graduate, and smaller kindergarten enrolment trends continue. It is anticipated that student numbers will stabilise in 2025 and then increase again in future years.

Code	Name	ICSEA
5131	Dalkeith Primary School	1187
5105	Freshwater Bay Primary School	1171
5213	Hollywood Primary School	1170
5182	Kapinara Primary School	1166
5344	Nedlands Primary School	1181
5124	North Cottesloe Primary School	1184
5621	Oberthur Primary School	1165
5404	Rosalie Primary School	1194
5424	Subiaco Primary School	1165

Student Attendance



- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	63.9%	32.3%	3.4%	0.4%
2023	75.3%	22.3%	2.0%	0.4%
2024	86.5%	11.4%	1.9%	0.2%
Like Schools 2024	77.8%	18.4%	2.9%	0.9%
WA Public Schools 2024	65.0%	23.0%	9.0%	4.0%

Semester 1 Attendance Data Tables

Attendance Category	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
Regular	85%	63%	83%	64%	88%	67%	93%	66%	91%	66%	86%	65%	78%	64%
At Risk - Indicated	13%	23%	15%	23%	9%	22%	5%	22%	8%	22%	15%	23%	16%	24%
At Risk - Moderate	2%	10%	2%	9%	3%	8%	2%	8%	0%	9%	0%	9%	6%	9%
At Risk - Severe	0%	4%	0%	4%	0%	3%	0%	3%	1%	4%	0%	4%	0%	4%

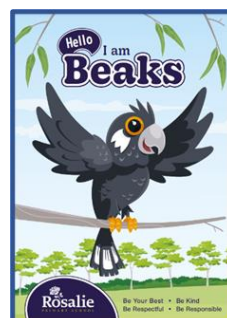
Our overall attendance rate remained consistent in 2024 at 93%. The rate of Regular attendance (defined as 90% or greater) has improved from just over 75% last year to 81%, demonstrating a positive trend towards our target. There was however a significant difference in regular attendance from Semester 1 (86.5%) to Semester 2 (74.8%). In Semester 2, 83 students had between 10 and 20 days of non-attendance (at risk Indicated), 22 students had between 20 and 40 days of non-attendance (at risk Moderate) and 2 students attended less than 60% of the time.

Target Tracking

	2023	2024	2025
By 2025, Regular attendance will improve from 64% to 85% or above.	Progressing towards (75%)	On track (81%)	

It is a priority to continue our focus on promoting the importance of attending school each day that a child is in good health. Family holidays account for a significant proportion of 'at risk' attendance data. Missing blocks of school at a time for a holiday interrupts the continuity of the learning program with students often missing entire units of work and the explicit teaching of new concepts.

We will continue with our initiatives to promote regular attendance to maintain a strong improvement trajectory.



Business Plan Targets and Progress

The Rosalie Primary School Business Plan is a strategic guiding document. It is aligned with the enabling and prerequisite domains of the School Improvement and Accountability Framework, from which The Standard for Public School Review is derived. The Business Plan articulates our 12 Priority Areas within 5 Domains and describes the key improvement strategies to which we are committed. The focus is on ensuring that every child reaches their potential and is striving to achieve highly successful academic and non-academic outcomes within a safe and supportive learning environment.

Our Business Plan maps our three-year journey through the five domains of:

- ♥ *Fostering Academic Excellence*
- ♥ *High Quality Teaching*
- ♥ *Nurturing Learning Environments*
- ♥ *Parent and Community Engagement in Learning*
- ♥ *Highly Effective Leadership*



Executive Summary

Throughout 2024 the Leadership Team, Instructional Leadership Team and staff as a collective, engaged with comprehensive planning, professional learning, trial implementations, and strategic resourcing of new initiatives and whole school approaches in preparation for a significant year of change in 2025. Progressing our strategic and operational planning, as well as self-review processes, with rigour, we pursue our identified goals, objectives and targets. Our improvement agenda is arranged under the three focus areas of: **Students**, **Teaching**, and **Environment**, and details 16 **major work streams**:

Level of Implementation	Achieved / Embedded	Implemented	Planning	Not Achieved	N/A

A. STUDENTS: High academic achievement and progress

At Rosalie Primary School, we have high expectations for all students. We ensure learning opportunities are engaging, set students up for success, and provide them with the skills they need to thrive. We encourage and support each individual to be their best, celebrating efforts and achievements along the way. This is our collective purpose and committed vision.

Objectives:

- To improve achievement and progress in Reading.
- To improve achievement and progress in Writing.
- To improve mathematical fluency and problem solving.
- To support students in holistic development through intervention and SAER structures.

A1 Articulate and embed consistent whole school approaches in the explicit teaching of Reading	
A2 Articulate and embed consistent whole school approaches in Writing	
A3 Establish and embed common approaches to problem solving in Mathematics	
A4 Extend high performing students in English and Maths	
A5 Implement a whole school plan for future-focused learning and thinking skills	
A6 Implement interventions and support for students at educational risk	
A7 Establish consistent, high quality, evidence-based practices across ECE	

B. TEACHING: Consistent, high quality teaching practices

At Rosalie Primary School, we pursue continuous self-improvement through a focus on embedding evidence-based approaches, high quality teaching practices, and engaging learning opportunities. Meaningful collaboration that grows our collective efficacy is central to our success.

Objectives:

- Build confidence and capacity in data literacy and analysis.
- Build confidence and capacity in the use of high impact teaching strategies.
- Establish consistent whole school approaches and common understandings in literacy and numeracy.
- Achieve low variation between classrooms in relation to curriculum content while maintaining teacher individuality.

B1 Implement a Rosalie's Pedagogical Framework, incorporating the Quality Teacher Strategy	
B2 Establish and implement structures for classroom observation to progress teacher practice	
B3 Build staff knowledge and capacity through professional learning and collaborative structures	
B4 Embed Performance and Development structures that align with school priorities and promote continuous improvement	

C. ENVIRONMENT: Positive student engagement and wellbeing

Setting classroom and school conditions that best facilitate student learning, whilst fostering a supportive learning environment, is our aim at Rosalie Primary School. This is accompanied by clearly communicated school-wide expectations that enable all students to be successful, happy and empowered learners with a strong sense of community and connectedness.

We work harmoniously with students, parents, colleagues and the wider community for the benefit of achieving positive outcomes for all students. We promote mutually beneficial, supportive, and respectful relationships through a culture of care and attentive connection with our community.

Objectives:

- Support the wellbeing of all students to enable each individual to thrive.
- Foster a strong sense of belonging and active engagement.
- Grow and expand culturally responsive practices.
- Demonstrate positive NSOS results with each item ranking 4.0 or higher (Community, Staff, Students)

C1 Implement and embed a whole school approach to student wellbeing and social/emotional development	
C2 Align structures and processes of Behaviour Management with the Positive Behaviour Support framework	
C3 Progress culturally responsive initiatives and engagement	
C4 Increase student agency and voice	
C5 Strengthen parent and community engagement in learning and school improvement agenda	





Student Achievement and Progress

Academic Targets

NAPLAN:

- 95% or above of Year 3 students to achieve Strong or Exceeding proficiency levels in Reading.
- 50% or above of Year 3 students to achieve Exceeding with a NAPLAN score of 481 or higher in Reading by 2025.
- 95% or above of Year 5 students to achieve Strong or Exceeding proficiency levels in Reading.
- 50% or above of Year 5 students to achieve Exceeding with a NAPLAN score of 555 or higher in Reading by 2025.
- By 2025, match, or exceed, like schools in Years 3 & 5 Writing achievement.

PAT (Progressive Achievement Test):

- Each Year level cohort (Years 4-6) to achieve an effect size of above 0.5 in Reading and Maths when compared to the Australian National Mean.
- Annually, the median student in our Year 6 stable cohort will demonstrate 20.6 (Australian norm) growth points in PAT Reading and Maths when compared to their Year 2 Term 4 score.

Target Tracking - PAT

Year 4 students to achieve an effect size of above 0.5 when compared to the Australian National Mean

	2023	2024	2025
Reading	0.52	0.73	
Maths	0.81	1.24	

Year 5 students to achieve an effect size of above 0.5 when compared to the Australian National Mean

	2023	2024	2025
Reading	0.65	0.57	
Maths	0.79	0.64	

Median Year 6 student to demonstrate 20.6 (Australian norm) growth points since Year 2

	2023			2024			2025		
	Year 2	Year 6	Growth	Year 2	Year 6	Growth	Year 2	Year 6	Growth
Reading	122.2	144.4	22.2	116.4	138.2	21.8			
Maths	118	143.8	25.8	114.3	137.6	23.3			

English Analysis

2024 Year 3 and 5 Reading and Writing NAPLAN results do not meet the Academic Targets in our Business Plan. Further to this, Rosalie's NAPLAN achievement data has shown a downward trend over the past few years. As previously mentioned in the Business Plan Targets and Progress Executive Summary, we have a strong improvement agenda and have undergone considerable preparation for a significant year of change in 2025.

In line with our strategic direction, we have taken steps to improve whole school consistency in data informed and evidence-based practice and pedagogy. In Term 3 2024, we partnered with the Language Development Centre (LDC) whose consultants supported our English leaders to review our school English plan and whole school assessment schedule and identify areas for improvement. Our Term 4 Staff Development Day was dedicated to professional learning delivered by the consultants on whole school English blocks and Literature Based Units (LBUs); building language and literacy skills including, vocabulary, grammar, phonological awareness, narrative, writing and comprehension in an integrated way. Our updated assessment schedule has been redesigned to identify students requiring both support and extension early and provide sufficient data and information to inform planning and targeted instruction across the range of abilities.

Our partnership with the LDC will continue in 2025 with the consultants supporting the development of our whole school English plan and assessment schedule and providing staff development in whole school, small groups and individual settings.

Our school spelling program is also receiving attention with the refinement of Sounds Write, an evidence-based spelling program, which will be extend through to Year 3 from 2025 onwards. Careful consideration to allocation of human resources will enable an increase in targeted small ability-based group instruction in phonics, spelling, reading (decoding and fluency) and phonological awareness to provide the best opportunities to teach students at their point of need, closing gaps and providing extension where needed. Year 4 - 6 will see a change of spelling program, with teachers being trained at the Dyslexia SPLED Foundation in Word Origins, an explicit, evidence informed spelling, reading, vocabulary and word knowledge program. Ongoing support to implement this program effectively will be provided as needed by the LDC consultants.

The implementation of Talk for Writing (T4W), an effective explicit instructional approach for both oral language and writing development, from kindergarten through to Year 3 is another change we are implementing with professional development and ongoing support to improve whole school consistency in our approach to teaching writing. This approach will be embedded within the LBUs.

Further focus will also be placed on our Daily Reviews to consolidate learning and knowledge in long term memory and strengthen automaticity and fluency. NAPLAN and PAT data will be used to identify and determine any previously taught content and concepts that students would benefit from reviewing.

The culmination of these changes and ongoing refinements of existing good practice will support improvement in NAPLAN achievement data in future years.

Reading

					2023 Cohort size: 65		2024 Cohort size: 56		2025 Cohort size:																	
Year 3 Reading Comparative Performance for Reading <table><tr><th rowspan="2">Reading</th><th colspan="2">Performance</th><th colspan="2">Students</th></tr><tr><th>2023</th><th>2024</th><th>2023</th><th>2024</th></tr><tr><td>Year 3</td><td>-0.3</td><td>-1.2</td><td>65</td><td>56</td></tr></table>					Reading	Performance		Students		2023	2024	2023	2024	Year 3	-0.3	-1.2	65	56	Proficiency Level	NAPLAN Score Range	Rosalie PS	Like Schools	Rosalie PS	Like Schools	Rosalie PS	Like Schools
						Reading	Performance		Students																	
					2023		2024	2023	2024																	
					Year 3	-0.3	-1.2	65	56																	
					Exceeding	481 and above	40%	41%	29%	46%																
Strong	368 - 480	54%	49%	57%	43%																					
Developing	282 - 367	5%	9%	9%	9%																					
	Needs Additional Support	281 and below	2%	1%	5%	3%																				

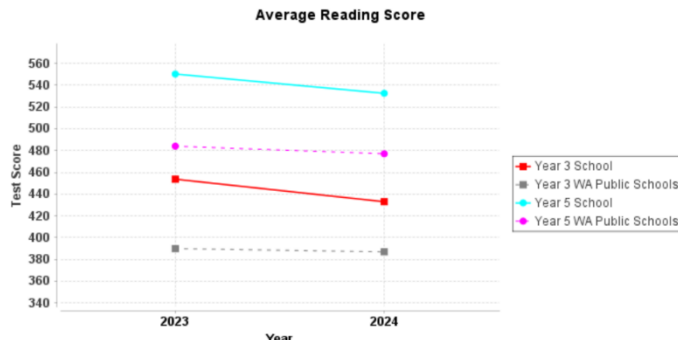
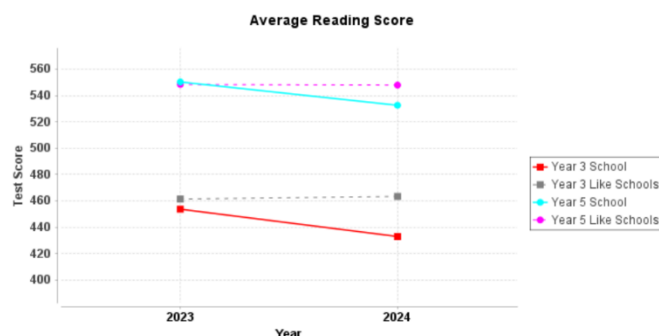
Target Tracking

	2023	2024	2025
95% or above of Year 3 students to achieve within Strong or Exceeding proficiency levels in Reading.	On track (94%)	Progressing towards (86%)	
50% or above of Year 3 students to achieve Exceeding with a NAPLAN score of 481 or higher in Reading by 2025.	Progressing towards (40%)	Progressing towards (29%)	

					2023 Cohort size: 57		2024 Cohort size: 74		2025 Cohort size:																	
Year 5 Reading Comparative Performance for Reading <table><tr><th rowspan="2">Reading</th><th colspan="2">Performance</th><th colspan="2">Students</th></tr><tr><th>2023</th><th>2024</th><th>2023</th><th>2024</th></tr><tr><td>Year 5</td><td>-0.2</td><td>-1.1</td><td>57</td><td>74</td></tr></table>					Reading	Performance		Students		2023	2024	2023	2024	Year 5	-0.2	-1.1	57	74	Proficiency Level	NAPLAN Score Range	Rosalie PS	Like Schools	Rosalie PS	Like Schools	Rosalie PS	Like Schools
						Reading	Performance		Students																	
					2023		2024	2023	2024																	
					Year 5	-0.2	-1.1	57	74																	
					Exceeding	555 and above	49%	46%	38%	49%																
Strong	448 - 554	49%	46%	47%	43%																					
Developing	377 - 447	0%	6%	12%	6%																					
Needs Additional Support	376 and below	2%	2%	3%	2%																					

Target Tracking

	2023	2024	2025
95% or above of Year 5 students to achieve within Strong or Exceeding proficiency levels in Reading.	Achieving (98%)	Progressing towards (85%)	
50% or above of Year 5 students to achieve Exceeding with a NAPLAN score of 555 or higher in Reading by 2025.	On track (49%)	Progressing towards (38%)	





Reading summary

Year 3

In 2024 we were more than one standard deviation below the predicted school mean, based on like schools. When delving into the data on a more granular level this is due to underachievement in the 'Exceeding' proficiency when compared to like schools. We have a very similar percentage of our cohort in the 'Developing' and 'Needs Additional Support' proficiency levels. We are overrepresented in the 'Strong' proficiency level at the expense of our 'Exceeding' proficiency level. Whereas like schools had 46% of their Year 3 cohort in 'Exceeding' we had only '29%'. Please note that this is a small cohort and the differing percentage accounts to approximately 10 students.

Year 5

This cohort of Year 5's matched achievement of like schools as Year 3s in 2022, however they are now not keeping pace at the top end (not stable cohort). In 2024 we were more than one standard deviation below the predicted school mean, based on like schools. Again, this is due to underachievement in the 'Exceeding' proficiency when compared to like schools. However, our Year 5 cohort also has double the percentage of students in the 'Developing' proficiency level than like schools (12% vs 6%). Note that with this cohort of students, a 6% difference is approximately 4 students.

Key points for future

- Our area of focus moving forward in both Year 3 and Year 5 Reading is to challenge and extend the 'middle'. We have a large cohort of 'Strong' students, and our focus will be on teaching them the advanced reading skills and strategies to assist these students achieve an 'Exceeding' mark as opposed to topping out at a 'Strong' mark.
- Our data shows gaps in comprehension (literal and inferred meanings, interpreting a range of texts), text structures, language features and vocabulary and these will be addressed in our whole school English Plan, which is currently being implemented.

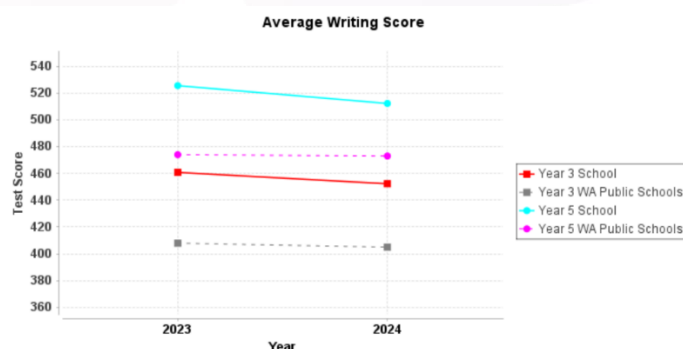
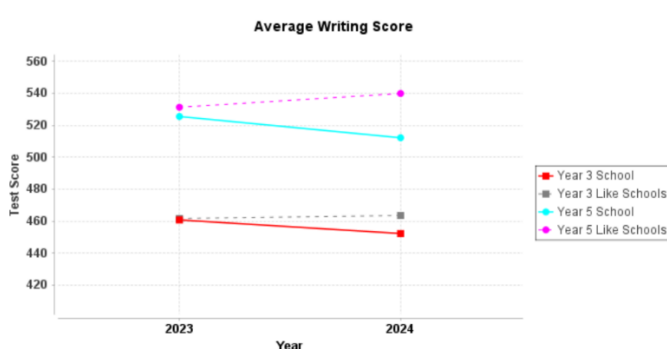
Writing

					2023 Cohort size: 65		2024 Cohort size: 55		2025 Cohort size:																	
Year 3 Writing Comparative Performance for Writing <table><tr><th rowspan="2">Writing</th><th colspan="2">Performance</th><th colspan="2">Students</th></tr><tr><th>2023</th><th>2024</th><th>2023</th><th>2024</th></tr><tr><td>Year 3</td><td>-0.6</td><td>-0.9</td><td>65</td><td>55</td></tr></table>					Writing	Performance		Students		2023	2024	2023	2024	Year 3	-0.6	-0.9	65	55	Proficiency Level	NAPLAN Score Range	Rosalie PS	Like Schools	Rosalie PS	Like Schools	Rosalie PS	Like Schools
						Writing	Performance		Students																	
					2023		2024	2023	2024																	
					Year 3	-0.6	-0.9	65	55																	
					Exceeding	503 and above	25%	23%	18%	27%																
Strong	370 - 502	72%	72%	75%	67%																					
Developing	296 - 369	3%	4%	5%	5%																					
Needs Additional Support	295 and below	0%	1%	2%	1%																					

					2023 Cohort size: 57		2024 Cohort size: 74		2025 Cohort size:																	
Year 5 Writing Comparative Performance for Writing <table><tr><td rowspan="2">Writing</td><td colspan="2">Performance</td><td colspan="2">Students</td></tr><tr><td>2023</td><td>2024</td><td>2023</td><td>2024</td></tr><tr><td>Year 5</td><td>-0.8</td><td>-1.4</td><td>57</td><td>74</td></tr></table>					Writing	Performance		Students		2023	2024	2023	2024	Year 5	-0.8	-1.4	57	74	Proficiency Level	NAPLAN Score Range	Rosalie PS	Like Schools	Rosalie PS	Like Schools	Rosalie PS	Like Schools
						Writing	Performance		Students																	
					2023		2024	2023	2024																	
					Year 5	-0.8	-1.4	57	74																	
					Exceeding	570 and above	26%	27%	19%	34%																
Strong	455 - 569	61%	62%	66%	57%																					
Developing	385 - 454	11%	9%	12%	8%																					
Needs Additional Support	384 and below	2%	2%	3%	2%																					

Target Tracking

	2023	2024	2025
Match or exceed like schools in Writing achievement in Year 3.	On track	Progressing towards	
Match or exceed like schools in Writing achievement in Year 5.	On track	Progressing towards	



Writing summary

Year 3

In 2024 we were slightly less than one standard deviation below the predicted school mean, based on like schools. As with Reading, this is largely due to underachievement in the 'Exceeding' proficiency level when compared to like schools (18% vs 27%). The 'missing' 9% of students in the 'Exceeding' proficiency level appear to have topped out in the 'Strong' proficiency level where we have a higher percentage than like schools (75% vs 67%). We have an almost identical percentage of our cohort in the 'Developing' and 'Needs Additional Support' proficiency levels as like schools. Please note that this is a small cohort and the differing percentage accounts to approximately 5 students.

Year 5

In 2024 we were -1.4 below the predicted school mean, based on like schools. Again, this is due to significant underachievement in the 'Exceeding' proficiency level (19% vs 34%). The 'missing' 15% of students in the 'Exceeding' proficiency level appear to have topped out in the 'Strong' proficiency level and the 'Developing' proficiency level. We have an almost identical percentage of our cohort in the 'Needs Additional Support' proficiency levels as like schools.

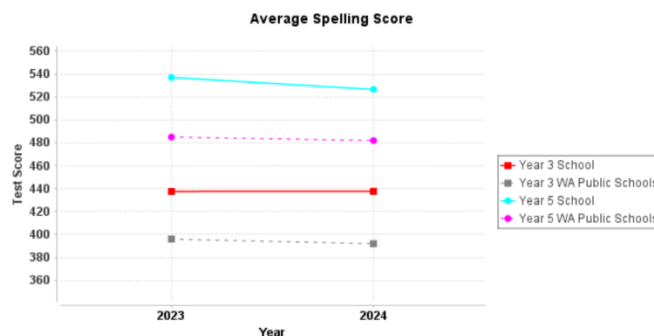
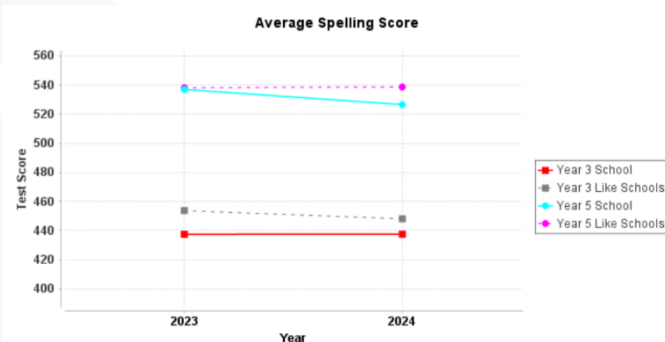
Key points for future

- Our area of focus moving forward in both Year 3 and Year 5 Writing is very similar to Reading, which is to challenge and extend the 'middle'. We have a large cohort of 'Strong' students, and our focus will be on teaching them the advanced reading skills and strategies to assist these students achieve an 'Exceeding' mark as opposed to topping out at a 'Strong' mark.

Spelling

					2023 Cohort size: 65		2024 Cohort size: 55		2025 Cohort size:																	
Year 3 Spelling Comparative Performance for Spelling <table><tr><th rowspan="2">Spelling</th><th colspan="2">Performance</th><th colspan="2">Students</th></tr><tr><th>2023</th><th>2024</th><th>2023</th><th>2024</th></tr><tr><td>Year 3</td><td>-0.8</td><td>-0.9</td><td>65</td><td>55</td></tr></table>					Spelling	Performance		Students		2023	2024	2023	2024	Year 3	-0.8	-0.9	65	55	Proficiency Level	NAPLAN Score Range	Rosalie PS	Like Schools	Rosalie PS	Like Schools	Rosalie PS	Like Schools
						Spelling	Performance		Students																	
					2023		2024	2023	2024																	
					Year 3	-0.8	-0.9	65	55																	
					Exceeding	489 and above	23%	32%	25%	31%																
Strong	380 - 488	58%	52%	51%	52%																					
Developing	294 - 379	18%	15%	22%	15%																					
Needs Additional Support	293 and below	0%	1%	2%	2%																					

					2023 Cohort size: 58		2024 Cohort size: 73		2025 Cohort size:																	
Year 5 Spelling Comparative Performance for Spelling <table><tr><th rowspan="2">Spelling</th><th colspan="2">Performance</th><th colspan="2">Students</th></tr><tr><th>2023</th><th>2024</th><th>2023</th><th>2024</th></tr><tr><td>Year 5</td><td>-0.2</td><td>-0.7</td><td>58</td><td>73</td></tr></table>					Spelling	Performance		Students		2023	2024	2023	2024	Year 5	-0.2	-0.7	58	73	Proficiency Level	NAPLAN Score Range	Rosalie PS	Like Schools	Rosalie PS	Like Schools	Rosalie PS	Like Schools
						Spelling	Performance		Students																	
					2023		2024	2023	2024																	
					Year 5	-0.2	-0.7	58	73																	
					Exceeding	553 and above	41%	44%	34%	48%																
Strong	451 - 552	47%	45%	55%	41%																					
Developing	378 - 450	9%	9%	8%	8%																					
	Needs Additional Support	377 and below	3%	2%	3%	3%																				



Spelling Summary

Year 3

In 2024 we were slightly less than one standard deviation below the predicted school mean, based on like schools for Spelling. As with our other assessment, this is largely due to underachievement in the 'Exceeding' proficiency when compared to like schools (25% vs 31% - a difference of 3 students). We have an almost identical percentage of our cohort in the 'Strong' and 'Needs Additional Support' proficiency levels as like schools. However, our 'Developing' proficiency level was 7% higher than like schools.

Year 5

In 2024 we were slightly less than one standard deviation below the predicted school mean, based on like schools for Spelling. As with our other assessments, this is largely due to underachievement in the 'Exceeding' proficiency when compared to like schools (34% vs 48%). We have an almost identical percentage of our cohort in the 'Developing' and 'Needs Additional Support' proficiency levels as like schools. However, our 'Strong' proficiency level was 14% higher than like schools.

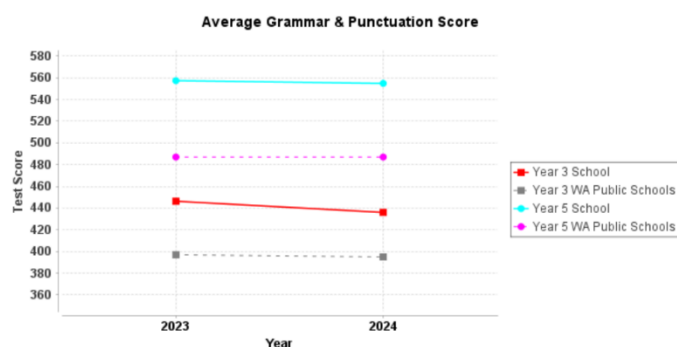
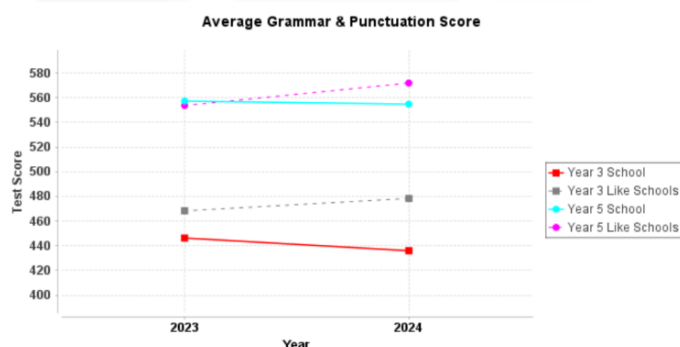
Key points for future

- Our area of focus moving forward in both Year 3 and Year 5 Spelling is to challenge and extend the 'middle'. We have a large cohort of 'Strong' students, particularly in Year 5, and our focus will be on teaching them the spelling skills and strategies to assist these students achieve an 'Exceeding' mark as opposed to topping out at a 'Strong' mark.

Grammar and Punctuation

Year 3 Grammar and Punctuation			2023		2024		2025																	
			Cohort size: 65		Cohort size: 55		Cohort size:																	
Comparative Performance for Grammar & Punctuation <table><tr><th rowspan="2">Grammar & Punctuation</th><th colspan="2">Performance</th><th colspan="2">Students</th></tr><tr><th>2023</th><th>2024</th><th>2023</th><th>2024</th></tr><tr><td>Year 3</td><td>-0.9</td><td>-1.3</td><td>65</td><td>55</td></tr></table>			Grammar & Punctuation	Performance		Students		2023	2024	2023	2024	Year 3	-0.9	-1.3	65	55	Proficiency Level	NAPLAN Score Range	Rosalie PS	Like Schools	Rosalie PS	Like Schools	Rosalie PS	Like Schools
				Grammar & Punctuation	Performance		Students																	
			2023		2024	2023	2024																	
			Year 3	-0.9	-1.3	65	55																	
			Exceeding	523 and above	17%	23%	11%	29%																
Strong	404 - 522	57%	58%	60%	51%																			
Developing	312 - 403	25%	17%	22%	15%																			
			Needs Additional Support	311 and below	2%	3%	7%	4%																

Year 5 Grammar and Punctuation			2023		2024		2025																	
			Cohort size: 58		Cohort size: 73		Cohort size:																	
Comparative Performance for Grammar & Punctuation <table><tr><th rowspan="2">Grammar & Punctuation</th><th colspan="2">Performance</th><th colspan="2">Students</th></tr><tr><th>2023</th><th>2024</th><th>2023</th><th>2024</th></tr><tr><td>Year 5</td><td>-0.3</td><td>-0.6</td><td>58</td><td>73</td></tr></table>			Grammar & Punctuation	Performance		Students		2023	2024	2023	2024	Year 5	-0.3	-0.6	58	73	Proficiency Level	NAPLAN Score Range	Rosalie PS	Like Schools	Rosalie PS	Like Schools	Rosalie PS	Like Schools
				Grammar & Punctuation	Performance		Students																	
			2023		2024	2023	2024																	
			Year 5	-0.3	-0.6	58	73																	
			Exceeding	582 and above	36%	34%	34%	44%																
Strong	470 - 581	55%	51%	53%	46%																			
Developing	397 - 469	7%	12%	10%	8%																			
Needs Additional Support	396 and below	2%	2%	3%	2%																			



Grammar & Punctuation (G&P) Summary

Year 3

In 2024 G&P we were -1.5 standard deviation below the predicted school mean, based on like schools, which is significant. A very large underachievement in the 'Exceeding' proficiency when compared to like schools (11% vs 29%) is the major reason for this poor score. This result differs from most of our other NAPLAN assessments in that we had too many students in the lower proficiency levels when compared to like schools

Year 5

In 2024 we were within one standard deviation of the predicted school mean, based on like schools. Again, this is due to significant underachievement in the 'Exceeding' proficiency level (34% vs 44%). Most of the 'missing' 10% of students in the 'Exceeding' proficiency level appear to have topped out in the 'Strong' proficiency level. We have an almost identical percentage of our cohort in the 'Needs Additional Support' and 'Developing' proficiency levels as like schools

Key points for future

- The underperformance of our Year 3 students has highlighted the need for a whole school G&P scope and sequence that ensures there are no 'gaps' in the explicit teaching of G&P, particular in the younger years.

Mathematics Analysis

Against like schools, Year 3 NAPLAN results have shown a downward trend over recent years with the comparative performance of students at the exceeding, strong, and developing proficiency level of particular concern.

The underperformance of Year 3 students, year on year has highlighted the need for a whole school maths Scope and Sequence that ensures there are 'no gaps' and 'no interclass variability' in the explicit teaching of Maths, particularly in the younger years. This data set also highlights an opportunity for Rosalie to review the whole school approach to mathematics and problems solving and consider the approaches being taken by like schools within this data set.

In line with our strategic direction, we have taken steps establish evidence-based, whole-school approaches to mathematics and problem-solving, ensuring all students flourish. In 2024, our key achievements toward this strategic goal were:

- Audit the RPS and like school approaches to problem solving and maths programming.
- Research and trial a whole school approach to problem solving (for 2025 implementation).
- Research and trial a whole school approach to Maths for Year PP - 4 (for 2025 implementation).
- Research the maths professional development needs of staff and upskill staff in maths programming.
- Trial 'fast facts' moderated assessment for PP-2 and track student achievement in mental computation.
- Audit maths resources and ensure all classroom are adequately resources with manipulatives and resources to support the maths program.
- Continue with Maths Streaming initiative for all students in Year 5 and 6, with academic extension for academically able Year 6 students into Year 7 Curriculum.

Our area of focus moving forward is the post implementation review of Maths Trek, the whole school approach to Maths for Pre-primary to Year 4 implemented in 2025 and the analysis of associated data. Further we will establish consistent expectations that documents the whole school approach for the explicit teaching of maths concepts, problem solving skills, and the use of resources which is Science of Learning aligned.

Australian Maths Trust Optional Mathematics Competitions

Students who selected to participate in national maths competitions in 2024 demonstrated continued strong performance, with the Rosalie PS average score of **68.3** well above the WA average score of **57.67**.

The 2024 results are detailed below:

Competition	Number of Students	Results
Bebras Round 1	52	11 x High Distinctions 6 x Distinctions 15 x Credit 16 x Merit 4 x Participation
Bebras Round 2	28	6 x High Distinctions 3 x Distinctions 5 x Credit 11 x Merit 3 x Participation
CAT (Computational and Algorithmic Thinking)	27	1 x Perfect Score / High Distinction 3 x Distinction 9 x Credit 14 x Participation
AMC (Australian Maths Competition)	27	1 x High Distinction (top 3% nationally) 6 x Distinction (top 20% nationally) 17 x Credit 3 x Proficiency

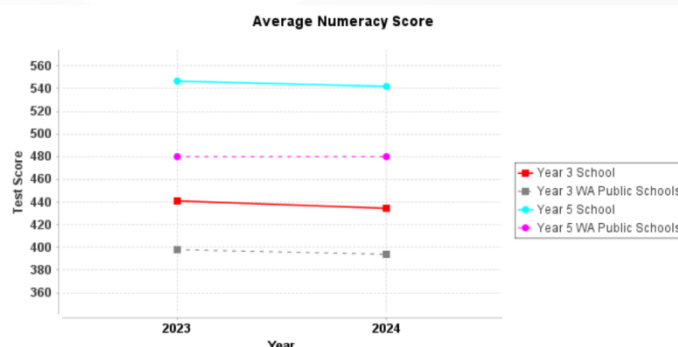
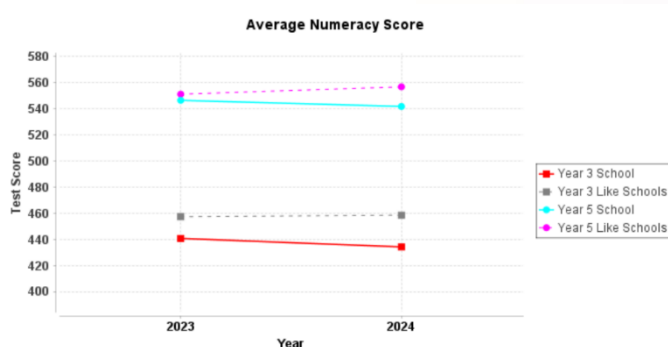
Numeracy

			2023 Cohort size: 64		2024 Cohort size: 54		2025 Cohort size:	
			Rosalie PS	Like Schools	Rosalie PS	Like Schools	Rosalie PS	Like Schools
Year 3 Numeracy	Proficiency Level	NAPLAN Score Range						
	Exceeding	493 and above	14%	32%	20%	29%		
	Strong	378 - 492	75%	56%	61%	59%		
	Developing	311 - 377	9%	11%	19%	9%		
	Needs Additional Support	310 and below	2%	1%	0%	2%		

Comparative Performance for Numeracy

Numeracy	Performance		Students	
	2023	2024	2023	2024
Year 3	61	62	64	54

					2023 Cohort size: 58		2024 Cohort size: 73		2025 Cohort size:																	
Year 5 Numeracy Comparative Performance for Numeracy <table><tr><th rowspan="2">Numeracy</th><th colspan="2">Performance</th><th colspan="2">Students</th></tr><tr><th>2023</th><th>2024</th><th>2023</th><th>2024</th></tr><tr><td>Year 5</td><td>-0.2</td><td>-0.5</td><td>58</td><td>73</td></tr></table>					Numeracy	Performance		Students		2023	2024	2023	2024	Year 5	-0.2	-0.5	58	73	Proficiency Level	NAPLAN Score Range	Rosalie PS	Like Schools	Rosalie PS	Like Schools	Rosalie PS	Like Schools
						Numeracy	Performance		Students																	
					2023		2024	2023	2024																	
					Year 5	-0.2	-0.5	58	73																	
					Exceeding	577 and above	34%	35%	36%	38%																
Strong	451 - 576	53%	57%	58%	57%																					
Developing	386 - 450	12%	8%	7%	4%																					
	Needs Additional Support	385 and below	0%	1%	0%	2%																				



Numeracy summary

Year 3

In 2024 Numeracy we were -1.2 standard deviation below the predicted school mean, based on like schools - this is the second year we have been greater than one standard deviation below like schools. There is a small underachievement in the 'Exceeding' proficiency when compared to like schools (20% vs 29% - a difference of 5 students), meaning our highest performing students are not keeping pace with those in like schools. The other major difference is our large group of 'Developing' students (19% vs 9%). It is unusual for Rosalie to have such a difference in the 'Developing' band when compared to like schools.

Year 5

This is a positive result demonstrating strong progress of individual student achievement, similar to that of like schools. 94% of the cohort achieved scores within the 'Strong' or 'Exceeding' proficiency levels.

Key points for future

- Focus on consistent data collection and analysis through norm referenced assessment products from Pre-primary to Year 3 to better understand our students' numeracy abilities and progress so we can help them at their point of need.
- Consistent implementation of a new Maths program across the school, and an explicit focus on strengthening instructional excellence.
- Continue to strengthen teacher practice with differentiation consistently across classrooms with a focus on both support and extension.

PEAC

10 Year 5 students (13% of the cohort) gained a 2-year place in the Primary Extension and Challenge (PEAC) program, commencing in 2024 as a result of placement testing in Term 3, 2023. 56% of this cohort of students scored equal to or better than 20% of all students, and 36% scored equal or better than the top 10% of all students.

Combined with the Year 6 students engaging in their second year of the program, 21 Rosalie PS students in total participated in PEAC learning opportunities throughout 2024.

National Quality Standard - 2024

The National Quality Standard (NQS) sets a high national benchmark for early childhood education (as well as long daycare and outside school hours care services) in Australia. The NQS includes 7 quality areas that are important to outcomes for children.

In addition to the school's annual comprehensive self-assessment, every 3 years it is recommended for schools to request an external verification process against the National Quality Standards, which was conducted in August 2024.

The verification audit reflected our self-assessment and improvement planning as we continue to focus on high-quality practices in ECE.

Quality Area	Verifier Finding
Quality Area 1 Educational Program and Practice	Meeting
Quality Area 2 Children's Health and Safety	Working Towards
Quality Area 3 Physical Environment	Working Towards
Quality Area 4 Staffing Arrangements	Meeting
Quality Area 5 Relationships with Children	Meeting
Quality Area 6 Collaborative Partnerships with Families and Communities	Meeting
Quality Area 7 Governance and Leadership	Meeting

School Board Report - 2024

This year marked a period of settling into a new normal at Rosalie after some big changes in the last couple of years. Under the dedicated leadership of Mrs. Michelle Nash and her team, the school has made strong progress in delivering the priorities set out in our Business Plan, which focuses on five key areas:

1. Fostering Academic Excellence
2. High Quality Teaching
3. Nurturing Learning Environments
4. Parent and Community Engagement
5. Highly Effective Leadership

This year also included an important review of our Kindy and Pre-Primary programs, with our early education teams showcasing the exceptional quality of learning at Rosalie.

We appreciate the continued support of our families. Rosalie continues to see high levels of voluntary contributions from families which enhance our school programs. The school Budgets continues to be managed responsibly, ensuring quality education and school improvements. The Buildings and Grounds Committee, together with the P&C, oversaw upgrades, including the brightening of spaces near the demountable classrooms, with exciting plans on the horizon.

Road safety has been a major focus. Thanks to long-term efforts by the school, the board, and the local community, progress is underway for road safety improvements around Rosalie. Including continued advocacy to ensure safe crossings and fill crosswalk attendant positions. I would like to thank the community for your patience with these ongoing works.

Several board members attended board training at Dalkeith Primary, where Rosalie was well-represented. This opportunity to connect and exchange ideas and has led to a few improvements in our own board meetings, enhancing efficiency and engagement.

Congratulations to our students for their achievements in academics, sports, and the arts, exemplifying Rosalie's values of kindness, respect, responsibility, and striving for personal bests. Highlights included wonderful look at Rosalie's local history in the ANZAC service, the sports carnival where the teachers and children adapted to the fickle June weather, some big interschool competitions from sports to debating and a great choir performance at HBF stadium last Friday.

We are grateful to the P&C Executive Team and volunteers for organising wonderful community events that strength our school spirit. The upcoming fete is the talk of the town, I know I am looking forward to it! Organising an event like this is no small feat and takes a group of dedicated parents, a huge thank you to all involved. Another, big thanks to Rosalie's exceptional staff for their unwavering commitment to creating a safe, supportive, and enriching environment for all.

It has been an honour to serve as board chair in 2024. I extend my heartfelt thanks to our dedicated parent and teacher representatives, staff, and to Michelle for their invaluable input and commitment to our school community.

Monique Kerr
2024 School Board Chair

P&C Report

The 2024 was a huge year for the P&C, climaxing with the School Fete in November. We hosted many great community building events and raised a significant amount of money for the P&C and in turn the school and community.

Key fundraising activities were the Fete, Parents Quiz Night, and Term 3 Laps of Fun, with fundraising outcomes of Fete - **\$68 000.00**, Parents Quiz Night - **\$28 000.00**, and Laps of Fun - around **\$4 000.00**. These events in addition to parent yearly contributions of approximately **\$45 000.00** bring the annual fundraising to circa **\$145 000.00**.

We held many much loved and well attended community events including Welcome Sundowner, Kindy Camp Out, Father Figures Camp and gatherings, Halloween Disco and Billy Cart Racing and Anzac Day Breakfast.

I have really enjoyed serving as President, surrounded by amazing new and long-standing volunteers and a robust platform to support the school, our children and our broader Shenton Park community. The P&C adds so much community and resource to the school which makes such a positive impact to our whole community.

We have a fantastic relationship with the Principal, Michelle Nash, all the school's staff and the P&C sub-committees (the netball committee and Rosalie Fathers group). This has paved the way for many significant projects being constructed on the school grounds and community events held over the last 12 months.

The P&C funded and arranged our teachers grants program to the tune of \$8 000.00 and Teacher's Wish List for a further \$10 000.00 providing amazing resources and experiences for our children.

In November we approved \$95 000.00 in funding to revitalize the area of the school around the Derby Rd transportables with a combination of nature play and cultural Yarning Circle construction. This area will provide a warm, welcoming, culturally appropriate place for our kids to learn, play, chill and get lost in wondrous play and activities. Works will be completed in the 2025 April school holidays.

The P&C is a very rewarding volunteer group where you can feel part of a valued team, delivering amazing results for our school, kids and community. We always welcome new members and assure you, as a member your voice will be listened to and your time and actions valued. You will get to meet a lovely group of people and feel a valued part of this wonderful community.

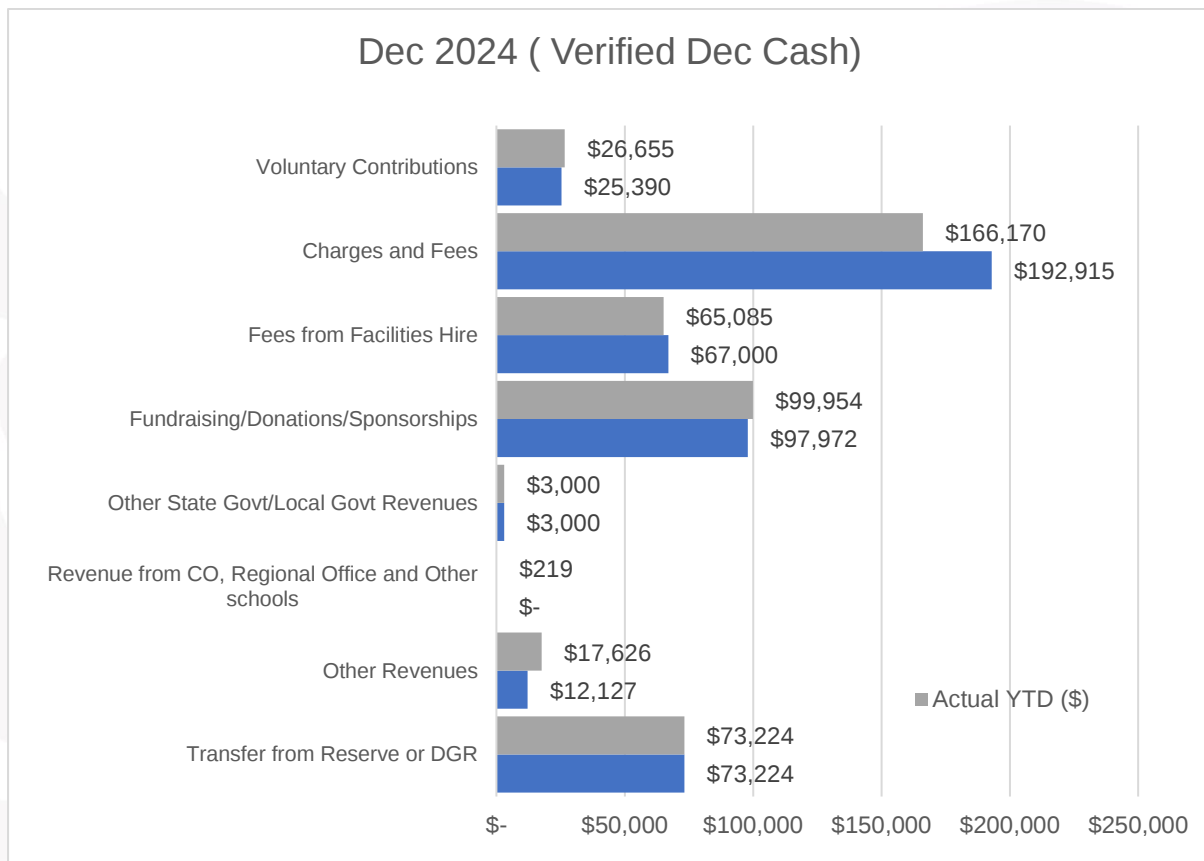
Alistair Murchison
Rosalie P&C President



Financial Summary

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	171,505	171,505
Carry Forward (Salary):	220,336	220,336
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,410,583	4,410,583
Locally Raised Funds:	471,628	451,933
Total Funds:	5,274,052	5,254,357
EXPENDITURE		
Salaries:	4,399,138	4,399,138
Goods and Services (Cash):	808,381	675,041
Total Expenditure:	5,207,519	5,074,179
VARIANCE:	66,533	180,178

Locally Generated Revenue – Budget vs Actual





PRIMARY SCHOOL