Rosalie
PRIMARY SCHOOL

2025
Annual Report

Proud Tradition – Shaping Futures

Wambadin Katitjiny - Boordkan Warniny

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Message from the Principal – Mrs Michelle Nash

2025 marked the conclusion of Rosalie Primary School's 2023–2025 Business Plan and the completion of a significant cycle of school improvement. Throughout this period, our focus has remained steadfast: strengthening academic achievement, building collective teaching excellence and ensuring every student thrives within a safe, connected and high-expectation learning environment.

This year required courage, strategic support from all levels of leadership, and a shared commitment from staff to do what was necessary for long-term improvement. We undertook deliberate, system-wide reforms in English and Mathematics, recognising that sustained improvement depends on clarity, consistency and a willingness to refine established practice. Staff engaged deeply in professional learning, strengthened curriculum alignment across year levels and enhanced the precision with which data informs instruction. These were significant instructional shifts, designed to establish strong foundations for long-term impact.

System-level achievement data in 2025 did not yet reflect the full benefit of these reforms, with NAPLAN results (March 2025) declining in some areas. While disappointing, this outcome is consistent with a period of substantial instructional change as new approaches were implemented across the school. Our analysis has been transparent and purposeful, and our focus remains resolute. The foundations now embedded across curriculum, assessment and intervention provide a strengthened platform for future growth.

In Term 3, Rosalie Primary School underwent a Public School Review. The review affirmed the coherence of our strategic direction, the strength of our culture and the integrity of our self-assessment processes. A three-year return was achieved in all domains except Student Achievement and Progress, reinforcing both the quality of our systems and the continued priority of translating strong practice into measurable academic gains.

As we conclude this Business Plan cycle, we do so with clarity and confidence. The work undertaken has strengthened our instructional core and sharpened our improvement agenda. Rosalie Primary School now enters the next strategic phase focused on deepening impact, refining practice and increasing the proportion of students achieving at the highest levels.

I thank our dedicated staff, supportive families, School Board and P&C for their partnership throughout 2025. It is a privilege to lead Rosalie Primary School and to continue shaping futures together.

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.

We are guided by our 4 Values:

Kindness, Respect, Responsibility and Personal Best

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 a high standard. With students at the centre of all decision-making, and in partnership with families, we strive to ensure that every child thrives and experiences the joy of learning. Success does not look the same for every student, but every student can experience success in learning and in life.

Rosalie Primary School is characterised by high expectations for both learning and behaviour, a strong culture of collaboration among staff, and deep partnerships with families and the wider community. These elements combine to create a learning environment where students are supported to strive for excellence while developing confidence, curiosity and a strong sense of belonging.

Rosalie Primary School has an ICSEA of 1193 and sits within the 99th percentile nationally. When 'like school' comparisons are referenced within this report, they relate to schools of similar ICSEA.

Over the past five years, student enrolments have followed a downward trend as larger cohorts progressed through the upper primary years and smaller kindergarten intakes entered the school. In 2025, enrolments stabilised at approximately 476 students. Current projections indicate that numbers are likely to remain steady in the short term, with anticipated growth in future years as local demographic trends shift.

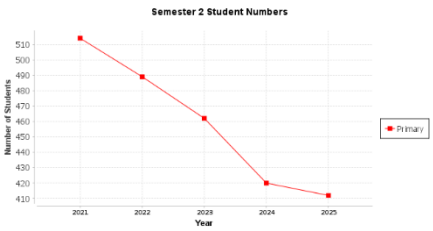
Name	ICSEA	Decile
Churchlands Primary School	1171	1
Dalkeith Primary School	1183	1
Floreat Park Primary School	1182	1
Hollywood Primary School	1177	1
Nedlands Primary School	1178	1
North Cottesloe Primary School	1170	1
Oberthur Primary School	1169	1
Rosalie Primary School	1193	1
Wembley Primary School	1166	1

Despite the reduction in overall student numbers, the school has maintained high expectations, consistent teaching quality and strong community engagement. Strategic staffing and resource allocation have ensured continuity of programs and targeted support for students throughout this period of enrolment adjustment.

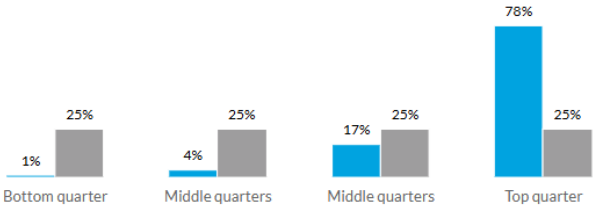
Student background

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)



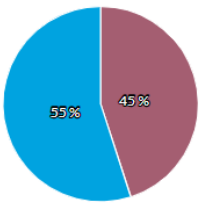
School distribution Australian distribution

Percentages are rounded and may not add to 100

Students

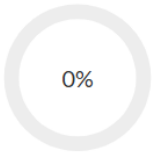
Total enrolments: 476

Boys 264
Girls 212

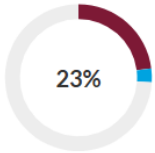


Full-time equivalent enrolments: 453.6

Indigenous students



Language background other than English



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

Executive Summary – Conclusion of the 2023-2025 Business Plan

2025 marked the final year of Rosalie Primary School's 2023–2025 Business Plan, concluding a three-year cycle of focused school improvement. Over this period, the school engaged in sustained self-review and implemented significant reforms to strengthen instructional consistency, build staff capability and establish coherent whole-school approaches in English and Mathematics.

Throughout 2025, the extensive planning, research and preparation undertaken across the previous two years culminated in the full school-wide implementation of key initiatives and approaches. These were enacted consistently across classrooms, strengthening alignment in teaching and learning practices. Professional learning and distributed leadership structures supported staff to implement these approaches with clarity and collective responsibility for student outcomes.

The Public School Review conducted in Term 3 recognised the strength of the school's strategic direction and implementation processes, resulting in a three-year return in all domains except Student Achievement and Progress. This outcome affirms the coherence of the school's systems while also reinforcing the ongoing focus required to strengthen measurable student achievement.

System-level achievement data reflects a period of transition following the full implementation of these reforms. While improvement in NAPLAN was not yet realised in 2025, Rosalie now operates with strengthened curriculum, assessment and intervention frameworks that provide a stable and coherent foundation for sustained improvement in student outcomes.

The next Business Plan will build on these foundations, focusing on deepening impact, strengthening professional practice and ensuring every student experiences consistently high-quality teaching within a safe, inclusive and aspirational learning environment.

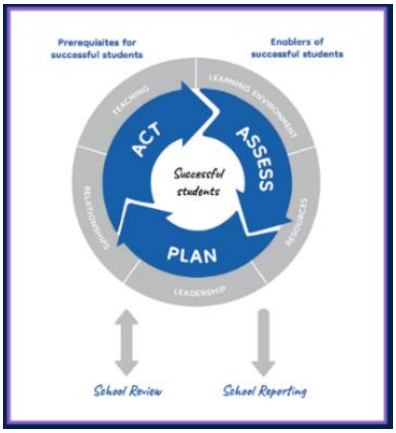
Business Plan Targets and Progress

The Rosalie Primary School Business Plan (2023–2025) is the school's key strategic document. It is aligned to the enabling and prerequisite domains of the School Improvement and Accountability Framework, from which the Standard for Public School Review is derived. The Plan articulates 12 Priority Areas across five domains and outlines the key improvement strategies undertaken throughout this three-year cycle.

The focus of the Business Plan has been to ensure that every child reaches their potential and achieves highly successful academic and non-academic outcomes within a safe, supportive and high-expectation learning environment.

Across 2023–2025, our improvement journey has been framed through the five domains of:

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



Progress and Next Phase Priorities	Embedded and sustained	Implemented and consolidated	Established – deepening impact	In development
	✓ = Identified priority within the 2026–2028 Business Plan			

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	✓

In the final year of the 2023–2025 Business Plan, Rosalie Primary School saw the realisation of the extensive planning, research and preparation undertaken across the previous two years. The following work reflects the implementation of the strategic actions outlined in Objectives A1–A7, with a particular focus on strengthening consistent whole-school approaches in English and Mathematics. Key reforms were implemented consistently across the school, establishing coherent curriculum frameworks, strengthened assessment practices and clearly defined intervention structures to support student progress.

Clearly defined English instruction blocks were established and implemented across the school, strengthening consistency in the delivery of literacy instruction. The implementation and extension of Sounds-Write and Word Origins further embedded a structured approach to decoding (reading) and encoding (spelling), supporting greater instructional coherence across year levels.

Talk for Writing (K–3) and Ochre (Years 3–6) Literature-Based Units strengthened a whole-school approach to literacy and language development. Through these frameworks, vocabulary, grammar and punctuation, reading comprehension, and writing are explicitly taught and contextualised through rich texts.

Assessment and data collection schedules were refined to strengthen the monitoring of student progress and support data-informed planning. This included the introduction of DIBELS to support the early identification of students at risk and to track growth over time. Clearly defined Tier 2 and Tier 3 intervention pathways were also established to ensure timely, targeted support. Internal and external moderation practices, both within and across year levels, further strengthened shared expectations and consistency in writing instruction and assessment across the school.

In Mathematics, the implementation of Maths Trek in Years 1–4 was consolidated, supported by aligned planning documentation, professional learning and clarified assessment practices. Whole-school expectations for lesson design and problem solving have become increasingly consistent across classrooms.

System-level achievement data in 2025 reflects a period of transition following the implementation of these approaches. While measurable improvement in system-level data is still emerging, the school now operates with an increasingly coherent curriculum, assessment and intervention framework that provide a strengthened foundation for sustained improvement in student progress and achievement.

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	

Throughout 2025, the school progressed the implementation of a consistent and clearly articulated model of high-quality teaching aligned to the Rosalie Pedagogical Framework.

Over the Business Plan cycle, a deliberate professional learning strategy, including staged engagement with Teach Wel, supported the development of shared understandings of instructional excellence. In the final year of the cycle, this work focused on consolidation, documentation and alignment, with whole school approaches in literacy, numeracy, behaviour and intervention increasingly captured in staff reference materials and supported through collaborative structures.

Collaborative DOTT timetabling, structured moderation processes and aligned Performance and Development cycles strengthened collective responsibility for student outcomes. Distributed leadership structures were refined through clearly defined Priority Focus Teams and an established Instructional Leadership Team, providing clarity of roles and accountability for key work streams.

By the conclusion of the cycle, Rosalie Primary School demonstrates greater consistency of practice and strengthened collective efficacy across classrooms, providing a stable platform for continued instructional growth.

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	

In the final year of the 2023–2025 Business Plan, Rosalie Primary School continued to strengthen the systems and cultural practices that support student engagement and wellbeing.

Processes for identifying and supporting students at educational risk were refined and increasingly embedded. Updated documentation practices, the implementation of SEN Planning for Individual Education Plans, and clarified tiered intervention structures have improved consistency and strengthened early identification. These refinements have enhanced staff confidence and ensured greater alignment in how support is provided across the school.

Whole school Positive Behaviour Support continues to provide a shared language and consistent expectations aligned with the school's values. Student wellbeing data, including ACER Social-Emotional surveys and internal tracking measures, has informed targeted responses and guided ongoing planning.

Alongside these structural improvements, the school maintained a deliberate focus on fostering student voice, leadership and future-focused capabilities. Opportunities in public speaking, debating and creative initiatives have supported students to build confidence, resilience and connection within a safe and inclusive learning environment.

As this Business Plan cycle concludes, Rosalie Primary School demonstrates strengthened coherence between wellbeing systems and school culture — providing a stable foundation for continued growth in student engagement and achievement.

Public School Review

Rosalie Primary School underwent a Public School Review in Term 3, 2025. The review externally validated the school's rigorous self-assessment processes and its alignment with the School Improvement and Accountability Framework.

The school's submission was recognised as refined, rigorous and strongly aligned to its improvement agenda. The review team confirmed that leaders and staff demonstrated a thorough understanding of the school's context and direction, and that collaborative reflection has fostered strong collective responsibility for student success. During the validation visit, staff and community representatives made authentic contributions that reinforced the reliability of the evidence presented.

Across domains, the review acknowledged the clarity of the school's 3-year improvement agenda and the disciplined milestone tracking used to monitor progress. The distributed leadership model and comprehensive change management approaches were recognised as effective drivers of sustainable reform. The Rosalie Pedagogical Framework, integration of Teach Well strategies, strengthened SAER processes and evidence-based Positive Behaviour Support framework were all validated as coherent and strategically aligned initiatives.

The school received a three-year return in all domains except Student Achievement and Progress. A focused review of this domain is scheduled for Term 3, 2026. This outcome reflects confidence in the school's strategic direction and systems, while reinforcing the continued priority of strengthening measurable student achievement outcomes.

The findings of the Public School Review affirm that Rosalie Primary School's self-assessment accurately reflects its performance and priorities. The next Business Plan will build from this validated foundation, with continued emphasis on translating strong systems and professional practice into sustained gains in student achievement and progress.

Student Achievement and Progress

Academic Targets

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.

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.

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	0.65
Maths	0.81	1.24	0.86

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	0.77
Maths	0.79	0.64	0.84

NAPLAN comparative data remains an important focus for Rosalie Primary School.

In 2025, achievement in both Year 3 and Year 5 was below that of like schools across most assessments. The Business Plan target to match or exceed like schools in Writing was not met. Comparative analysis indicates a consistent pattern across domains: a high proportion of students achieving in the “Strong” proficiency band, with fewer students represented in the “Exceeding” band when compared with like schools. This pattern is evident in Reading, Writing and Numeracy.

Year 3 achievement data reflects a downward trend over recent years, while Year 5 achievement remains within one standard deviation of like schools in several domains. Comparative progress data from Year 3 to Year 5 demonstrates stronger growth in Reading, Spelling and Grammar & Punctuation relative to like schools, with lower relative progress in Writing and Numeracy.

Additional insight is provided through Progressive Achievement Test (PAT) data, which tracks cohort performance against national norms. The school’s Business Plan target for Years 4 and 5 is to achieve an effect size above 0.5 when compared with the Australian national mean. Across the 2023–2025 cycle, results indicate that this target has been consistently met in both Reading and Mathematics, with particularly strong growth evident in Mathematics. These results demonstrate solid cohort progress relative to national benchmarks and support the school’s internal evaluation of teaching and learning programs.

The school has used this data as a central driver of its improvement agenda. Whole school reforms in English and Mathematics were implemented across the 2023–2025 cycle, culminating in full school-wide implementation in 2025, including strengthened curriculum alignment, refined assessment schedules and clarified intervention pathways. As these approaches continue to embed, the strategic focus remains on extending high-performing students, strengthening differentiation practices and increasing the proportion of students achieving in the Exceeding proficiency band.

Analysis of longitudinal data, including Year 7 Numeracy outcomes for stable cohorts, provides encouraging evidence of the impact of streamed Mathematics structures in Years 5 and 6. Continued refinement of data literacy and longitudinal tracking will support sustained improvement in student achievement and progress.

School performance against specific NAPLAN targets is outlined below:

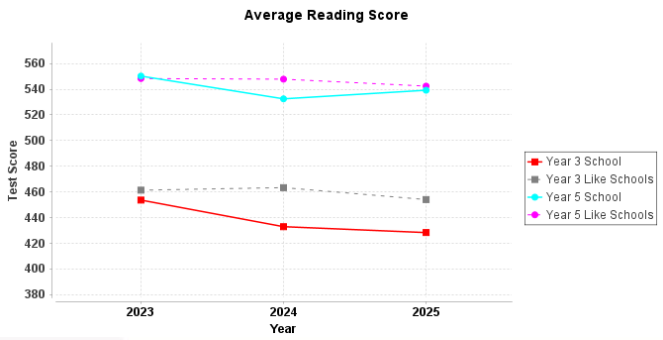
Reading

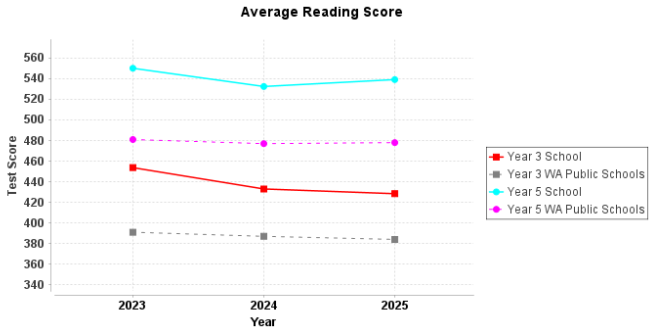
Target Tracking

	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%)	Not yet achieved (76%)
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%)	Not yet achieved (31%)

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%)	Achieved (97%)
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%)	Not yet achieved (42%)

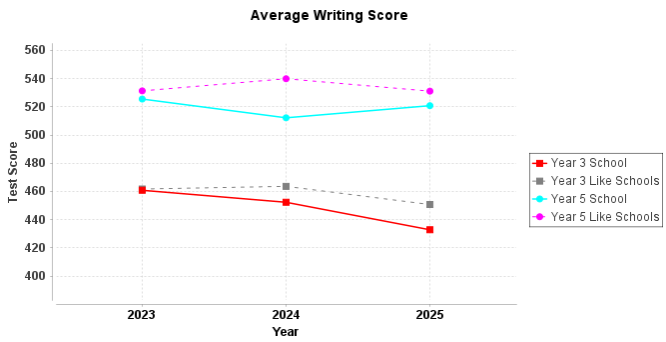


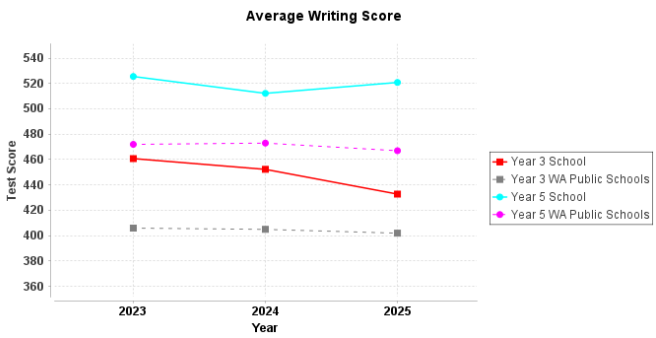


Writing

Target Tracking

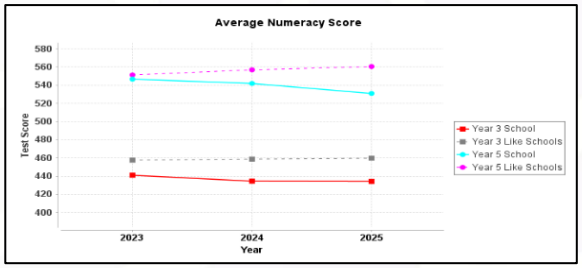
	2023	2024	2025
Match or exceed like schools in Writing achievement in Year 3.	On track	Progressing towards	Not yet achieved
Match or exceed like schools in Writing achievement in Year 5.	On track	Progressing towards	Not yet achieved

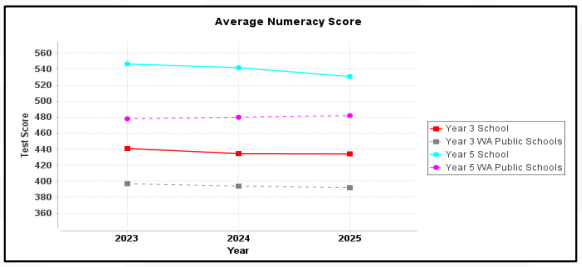




Numeracy

While no specific proficiency targets were set within the 2023–2025 Business Plan for Numeracy, performance trends and comparative data have informed whole school reform priorities. Achievement patterns mirror Reading and Writing, with a strong proportion of students achieving in the Strong band and fewer in Exceeding compared with like schools. Strengthening problem solving, differentiation and extension pathways in Mathematics remains a focus within the next Business Plan cycle.





Student Attendance

Regular attendance remains an important focus for Rosalie Primary School.

In 2025, the overall attendance rate was 91.3%, consistent with the school's four-year average of approximately 92% and above the WA state average. However, the proportion of students achieving regular attendance (90% or above) declined to 68%, below both the Business Plan target of 85% and the like schools' average.

Attendance data across the Business Plan cycle reflects fluctuation. In 2023, targeted awareness strategies resulted in a significant improvement in Regular attendance. Over time, patterns of extended in-term family travel re-emerged, contributing to reduced Regular attendance rates. In 2025, approximately 41% of absences were unauthorised, with extended overseas vacations representing a significant proportion.

During the year, the school identified and rectified a recording anomaly whereby short late arrivals were incorrectly coded as half-day absences. While this affected reporting accuracy, improving Regular attendance remains a clear priority.

The proportion of students in the Severe attendance category remains low, and processes for monitoring attendance, communicating with families and identifying students at risk are well established. Twice-termly notifications to families within risk categories and routine staff follow-up processes remain embedded practices.

Strengthening community understanding of the cumulative impact of in-term absences will remain a focus of the next Business Plan cycle.

Attendance Category	RPS 2025	Like Schools 2025	WA Public 2025
Regular (≥90%)	68.2%	80.1%	64%
Indicated (80–89%)	26.8%	16.5%	23%
Moderate (60–79%)	4.8%	2.7%	9%
Severe (<60%)	0.2%	0.7%	4%

Target Tracking

	2023	2024	2025
By 2025, Regular attendance will improve from 64% to 85% or above.	Progressing towards (75%)	On track (81%)	Not yet achieved (68%)

School Board Report – 2025

2025 has been a big and productive year for Rosalie Primary School and for the Rosalie School Board. It continues to be a privilege to work alongside an engaged group of staff, parents, and community members who care deeply about our school and its future.

Uniform Review
This year, the Board actively discussed the school uniform following feedback from families. Of particular concern was that options for girls were limited and some other items had been discontinued.

After reviewing the feedback, the Board approved the introduction of new lightweight blue shorts to replace the white. In addition, following a community survey, we endorsed a full uniform review to be undertaken by a Uniform Committee commencing at the end of 2025. This will allow the whole school community to have a say in shaping a modern, inclusive, and practical uniform.

Culture Survey and Board Visibility
The 2025 culture survey provided an important point of reflection for the Board. Results indicated that many parents are not fully aware of the Board's role or how it operates. We have discussed this openly as a Board and recognise that improving visibility and communication is a priority. Despite frequent updates and regular opportunities for input through surveys, engagement has been low, for example, no parents attended the open board meeting.

This is an area we will continue to work on, including finding ways for Board parent representatives to have a more visible presence in the school community.

Public School Review
Michelle and her leadership team worked incredibly hard to prepare for this year's Public School Review. The Board contributed throughout the day, including participating in a combined parent and community session alongside members of the P&C.

The outcome of the review was very positive and reflects the dedication, professionalism, and collaborative culture across the school. It was a privilege to be part of the process.

Community Engagement Sessions
Together with Michelle, the Board hosted two community workshops to help inform the new Business Plan for 2026–2028. While attendance was small, the feedback was rich, constructive, and meaningful. This input is directly shaping the next three-year plan. A special thank you to **Jo Marriott** for leading the design and facilitation of these sessions.

Curriculum and Behaviour Strategy Presentations
The Board would also like to sincerely thank the Priority Focus Team leaders who attended our early-morning meetings to present the work and changes they are leading across the school. Their efforts to develop consistent teaching and behaviour strategies, aligned to the current Business Plan and centred on supporting Rosalie students, is outstanding.

These sessions were insightful, engaging, and greatly appreciated by Board members. Thank you for your time, commitment, and expertise.

It has been a wonderful year at Rosalie Primary School. I am grateful for the dedication of our principal, our staff, our families, and my fellow Board members. We look forward to presenting the new strategic business plan at the start of 2026 and continuing this great work.

Monique Kerr
Chairperson, Rosalie School Board

P&C Report

The 2025 AGM brought a change in nearly all executive committee volunteers apart from the Secretary role which was retained by Ciara Johnston. We were all grateful for her continued service to the school to help with the transfer to the new executive committee. It was my pleasure to nominate for the President role, supported by the amazing new and existing long-standing dedicated teachers and parent volunteers that make this P&C great.

This year the P&C maintained a fantastic relationship with Michelle Nash and all of the school staff. This close relationship has made my job much easier. The P&C supports the vision and direction of the school, and I appreciate the separate but supportive roles of the leadership team, staff, School Board and community.

Key fundraising activities were:

- Parents Quiz Night raising $52,472;
- Crazy camel art fundraiser $3,788;
- Election bake stall $3,058;
- KPP Campout $2,305; and
- Star gazing: $1,625, which we hoped to break even on but ended up raising some funds.

These events raised funds in addition to the parent yearly contributions of approximately $42,000. We also won a $20,000 Stronger Communities Grant bringing the total amount raised to a little over $132,000.

The P&C funded and supported the following items and events in 2025:

- ✓ Welcome Sundowner
- ✓ Kindy Campout
- ✓ Halloween Disco
- ✓ Father Figures Campout
- ✓ Christmas Sundowner
- ✓ Chess set
- ✓ Anzac Day morning tea
- ✓ Reading resources
- ✓ Teacher Wish List items
- ✓ Undercover area audio improvements
- ✓ New ECE bikes
- ✓ Teacher grants
- ✓ Year 6 event donation

The largest investment of the year was the $95,000 Yarning Circle, the funding for which was sourced in 2024 with the support of the grant. The end of 2025 brought some strategic funding decisions to the P&C which include promising $100,000 to a new playground in 2026 and in 2027 the intention to fund a Photovoltaic array on the school, coinciding with the STEM festival.

The 2025 events were very well attended and much appreciated by the Rosalie families and extended community members who attended.

I have truly enjoyed serving as President and cannot express my thanks the rest of the executive committee and the P&C volunteers for their enthusiastic support, time, and dedication to the school and our children. The P&C is only successful because of the support of the individuals who put their hands up to volunteer for events and take some responsibility. I want to extend my appreciation to everyone who has volunteered this year to make these events and indeed this year a successful one.

The P&C is a very rewarding volunteer organisation where you can feel part of a valued team with a shared goal, delivering amazing results for our school, our kids and the community. We always welcome new members and assure you, as a member that your voice will be heard and that your time will be valued. You will get to meet a lovely group of people and feel part of this beautiful community. I feel very fortunate to be leading this organisation, thank you for your trust.

Stacey F. Gray
Rosalie P&C President

Financial Summary

Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

Operational-Dec 2025

School Financial Summary

Issued on 3 March 2026

School:	Rosalie Primary School	**School Year:**	Dec 2025 (Verified Dec Cash)
Region:	North Metropolitan Region	**Aria:**	0
		Distance to Perth (km):	4.36

One Line Budget

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	$	166,601	166,601	0
Carry Forward (Salary):	$	13,576	13,576	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	$	4,657,212	4,657,212	0
Locally Raised Funds:	$	371,315	378,091	-6,776
Total Funds:	$	**5,208,705**	**5,215,480**	**-6,775**
EXPENDITURE				
Salaries:	$	4,428,475	4,428,475	0
Goods and Services (Cash):	$	594,453	662,156	-67,704
Total Expenditure:	$	**5,022,928**	**5,090,631**	**-67,704**
Variance:	$	**185,777**	**124,849**	**60,928**

Student-Centred Funding

Per Student	$	4,054,034.00
School and Student Characteristics	$	426,116.58
Disability Adjustments	$	23,885.55
Targeted Initiatives	$	157,353.06
Operational Response Allocation	$	2,299.70
Regional Allocation	$	0.00
Total	**$**	**4,663,688.89**

Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	$	5,035,303
Minimum Expenditure Requirement		
96% of current budget	$	4,833,891
10% of carry forward	$	
Total Minimum Expenditure	**$**	**4,833,891**
Current Forecast Expenditure		
Salaries	$	4,428,475
Goods and Services (Cash Expenditure)	$	662,156
Total Forecast Expenditure (cash and salaries)	**$**	**5,090,631**

Rosalie

PRIMARY SCHOOL