



  
**Rosalie**  
PRIMARY SCHOOL

Annual Report 2020

*proud tradition - shaping futures*

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# Principal's Message

Rosalie Primary School (Rosalie) is a Level 5 metropolitan school in Shenton Park with an ICSEA of 1181. The school's population is currently 558 and remains stable.

2020 proved to be a unique and challenging year. The sudden disruption to the school due to the Covid-19 pandemic resulted in a number of urgent changes to our planning and daily operations. As a school with a large number of parents being essential workers, Rosalie provided a safe place for their children as well as adapting to teaching through a robust online platform. I am very grateful for the incredible support, understanding, hard work and compliance from staff, students and parents. Together we worked cohesively to adapt to the forced changes and daily challenges. The real 'sense of community', for which Rosalie is well known, reached an even higher level.

A strong learning culture continues to exist at Rosalie owing to the commitment of the learning community 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. In 2020 the STEM Festival and UWA-Natural Connection & Art Cultural Project were testimony to the valuable internal and external partnerships that are embedded in our culture. The focus on supporting health and emotional wellbeing was a continued priority with the school receiving funding for its mental health initiative. We are now in our third year of the four-year project.

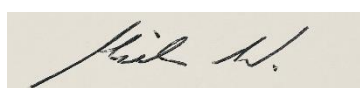
The Rosalie learning community responds to contemporary research and initiatives. This is evidenced by our commitment to the government's STEM (Science, Technology, Engineering & Maths) initiative through strategic hiring of staff, continuous development of staff, and our external partnerships. Highlights for 2020 include staff becoming Google Educators and the introduction of the Year 5/6 Maths dynamic streaming classes. These classes were identified through analysis of our data and recognising the need to provide extension for our high performing students.

Commitment to academic achievement and taking advantage of value adding external partnerships has earned Rosalie its rightful position as a preferred school of choice by parents. Based on official Department of Education data Rosalie's position as a top performing comprehensive public school in Western Australia. We ensure that every student is a successful student through our commitment to sustainable, inclusive practices that are driven by excellent data disaggregation and ongoing teacher development. Together these lead to ongoing improvement in the teaching and learning cycle.

2020 saw the commencement of our 2020-2022 Business Plan. Despite the disruptions caused by Covid-19, the plan was reviewed and monitored by staff and the School Board throughout the year. We continue to forge forward in sustaining continuous improvement focused across the three priority areas.

Ros Kay Principal

*The 2020 Annual Report was ratified by the School Board on the fourth of March, 2021.*



Mick Wilson, Board Chair 2020



Ros Kay, Principal 2020

# Glossary

BMP	Behaviour Management Plan
CRE	Christian Religious Education
DSF	Dyslexia Speld Foundation
EAL/D	English Additional Language/Dialect
EYE	Early Years Extension
FTE	Full Time Equivalent
GATE	Gifted and Talented Extension
GEP	Group Education Plan
HOTS	Higher Order Thinking Skills
ICSEA	Index of Community Socio-Educational Advantage
ICAS	International Competition and Assessment for Schools
ICT	Information and Communications Technology
IEP	Individualised Education Plan
KAT	Kindergarten Assessment Tools
K/PP	Kindy/ Pre-primary learning team
LDC	Language Development Centre
NAPLAN	National Assessment Program – Literacy and Numeracy
NQS	National Quality Standards
PALS	Partnership, Acceptance, Learning, Sharing
PAT	Progressive Achievement Tests
PEAC	Primary Extension and Challenge
PL	Professional Learning
P&C	Parents and Citizens
RAP	Reconciliation Action Plan
RAT	Rainbow Assessment Tool
SAER	Students at Educational Risk
SAMR	Substitution, Augmentation, Modification, Redefinition
SIM	School of Instrumental Music
SRE	Special Religious Education
STEM	Science, Technology, Engineering, Maths
STEAM	Science, Technology, Engineering, Arts, Maths
SOE	Standard Operating Environment
TDS	Teacher Development School

# School Board's Message

The Rosalie Primary School Board is proud to be involved with the School's 2020 Annual Report. This year was the first year of the School's 2020 – 2022 business plan. The business plan has six focus areas for school and student development:

- Relationships and Partnerships
- Learning Environment
- Use of resources
- Leadership
- Teaching Quality
- Student Achievement and Progress

We are pleased to report the school is tracking well toward the targets set out in the 2020-2022 business plan. Our progress with ICT was again above expectations. Community engagement is always and continues to be outstanding, and the school has catered very well for students requiring extra support. The 2020-2022 Business Plan is targeting new strategies, such as dynamic streaming for example in Maths for Years 5 & 6. This is to provide differentiation of the curriculum in a more robust way for those students seeking greater academic growth in the classroom.

We would like to thank our dedicated teachers and engaged parents as our essential partners, who have provided tireless support to ensure the best learning opportunities and outcomes for the Rosalie students, in what was a challenging year. Our Rosalie parents were thrust into home schooling en masse in 2020..... and subsequently the first Friday back to school after lockdown was the highest Friday attendance at Rosalie, on record!

COVID-19 and its effect on our lives has been significant. Whilst Western Australia, in general, has been very lucky, we did see significant changes to our lives in 2020, some negative and some very positive.

In the last 12 months we've expanded our vocabulary with new words such as: pandemic, lockdown, pathogen, and asymptomatic. We have flattened the curve, self-isolated, learnt about super spreaders and become gurus at video conferencing. We have downloaded tracking apps on our phones, and handed over copious amounts of personal information - all for what has been termed "our new normal". Toilet paper was scarce, we lathered ourselves in hand sanitiser, we socially distanced, gave up handshakes, and we all got dogs. Was this just so Rosalie families had an excuse to take them for a walk around the lake during lockdown?

That said, we also saw something very special flourish from 'the crazy' that was 2020 – the rise and rise of School and Community Spirit in Shenton Park. We supported each other, our neighbours and local businesses. So for this, we are grateful.

The board congratulates every student on everything achieved in 2020, whether it was in the classroom, on a field, in the pool or on the stage. Being a disrupted year, many of the usual internal and external activities we are lucky to participate in at Rosalie, were curtailed. However, our students' resilience and willingness to "roll with" their new normal, was truly impressive to observe.

A special mention should go to our teachers and school leaders for their ability and enthusiasm in rising to the challenge of online learning. This was done quickly and effectively, and gave our students the best chance of receiving their education in this unusual year.

In my second year as Chair, I would like to thank each of my fellow 2020 Board members for their ongoing commitment to the school. They are our Vice Chair Alex Williamson, parent representatives Craig Sharp (retiring), and Nicky Brennan (in her first year on the board), our staff representatives, Chris Nener (retiring by rotation), Robyn Crump, Susie Kidd (retiring) and Bindi Knight. Our ever-dependable community representatives Annie Macnab and Judith Robinson, and our Principal, Ros Kay. After elections at the end of 2020, I am delighted for the return of Alex Williamson for her second term, and welcome Melissa Langdon as our new parent representative. Finally, Chris Nener has been re-elected and Laura Wilson has also joined us as a new staff representative for 2021.

During 2020, the board endorsed the school budget and can confidently report sound business management by the school administration throughout the year. A Positive Behaviour Plan was rolled out at Rosalie in 2020. With external benchmarking curtailed in 2020, the school has relied heavily on its internal benchmarking, such as PAT testing, to report the education achievements of the school in 2020.

Programs reported to the school board in 2020 included the successful STEM festival, the commencement of the Reconciliation Action Plan (RAP) committee and the continued partnership with the UWA Lawrence Wilson Art Gallery (focusing on Aboriginal cultural awareness & art). EarlyAct continued but was limited to what they could do due to the restrictions relating to COVID. Finally, our School Values, were re-vitalised and made visible with in-house student artwork throughout the school grounds.

A school board initiative endorsed in 2019, saw Rosalie continuing its partnership in 2020 with Give Write. Give Write is a WA based not-for-profit organisation that re-gifts left over stationery to students in need. This is a grass roots philanthropic venture that shares our school's values and provides our students with an opportunity to help others to improve their education journey in the broader WA schools' community.

The School's infrastructure and its ability to adapt to State Government led changes around the school, remains an ongoing concern for Rosalie's administration and School Board.

A four storey (12.5m high) apartment building commenced construction, immediately next to the off-site Kindergarten playground in 2020. Construction is expected to continue throughout 2021. Further large infill developments are also earmarked for approval in the catchment this year. Whilst change is inevitable, the school board and administration will continue to seek consultation with the State Government's decision makers, to advocate the School's immediate and future needs to accommodate the inevitable extra students such developments will bring.

Finally, Rosalie Primary School is unique and prides itself as being like a little country school in the middle of the city. We are an open school available, outside of school hours, for the local community to enjoy the grounds. 2020 saw an increase in vandalism at the school. It is from a low base; however, the school will continue to monitor the situation. Our preference is for Rosalie to remain an open and welcoming school for all the Shenton Park community to use, however the safety of our school community is paramount.

Mick Wilson Board Chair 2020

# P & C Report

It is a pleasure to report for my first time on the Rosalie Primary School's Parents and Citizens Association activities over the last year after becoming President of this hard-working Committee at the 2020 AGM in February. It has been a joy to discover that Rosalie has a highly engaged parent community, and the P&C is a highly active demonstration of this. 2020 was a very unusual year with Covid-19 rearing its ugly head and sending Perth into lockdown towards the end of Term 1 and creating a lot of challenges – many of which are still ongoing - for the Rosalie P&C and especially for our School's principal, teachers and staff. We have greatly appreciated the efforts of everybody who has contributed to the smooth running of our School in trying times.

After a series of P&C meetings by Zoom early in the year we were able to further develop our hard-working committees and coordinators to move forward with projects throughout the school year despite the new social distancing norms in place. Our usual ARRAY of social and community events throughout the year was quite reduced but we still managed to hold some social and fundraising events.

The major event for 2020 year was the STEM Festival, a collaborative effort between the P&C, the school, and our solid parent volunteers. Over the course of 2 weeks, the children in School were delighted, entertained, and educated by a range of presentations, experiments, and science-based projects as well as getting to know their way around some of the cutting-edge technology available to scientists - biologists and geologists among others!

Despite the event cancellations brought on by the pandemic, the P&C was still able to demonstrate heavy involvement in the school community for the following events (not an exhaustive list).

## **Social Events**

- Welcome Sundowner – a great start to the year with music and a picnic in the school courtyard.
- Morning Teas – smaller in number than most years, but still numerous times throughout the year to celebrate assemblies, events etc.
- Fathering Project events – camps and outings to encourage dads to have quality time with their kids, plus the Billycart Race again at the Kids Disco.

## **Social Fundraising Events**

- KPP Camp-Out – postponed initially but held later on, a nice highlight for the new families with children in Kindy and Pre-Primary.
- Rainbow Run – postponed this year until September but again a wonderful event engaging the entire school in a fun and physical day.
- Other fundraising
- Voluntary contributions – a critical input to the P&C, which makes all of our activities possible.
- Kids Artworks – wonderful Christmas presents for the families in the junior years.
- Entertainment book sales fundraising
- Grants – many grant opportunities are pursued each year.
- Sponsorship – sports carnival and other events sponsored by local businesses who are important community partners.



## Major Contributions to the School

- Teachers Grants – provided to every teacher in school to support them in their classroom needs.
- STEM – all funding required to bring this 2-week festival to the students.
- Classroom equipment and books – various classrooms and the library were provided with additional equipment as required.
- New play equipment – as part of our ongoing plan to increase physical exercise and play opportunities around the school, significant new play areas were added to the school grounds.
- Choir uniforms for the senior choir.

Thanks must go to all of our fantastic and dedicated parents, grandparents and other volunteers around the school who contribute in so many ways to help the P&C Association achieve our goal of making our school and community a better place.

It is an honour to participate in and contribute to this wonderful school community organization.

Rob Kitto

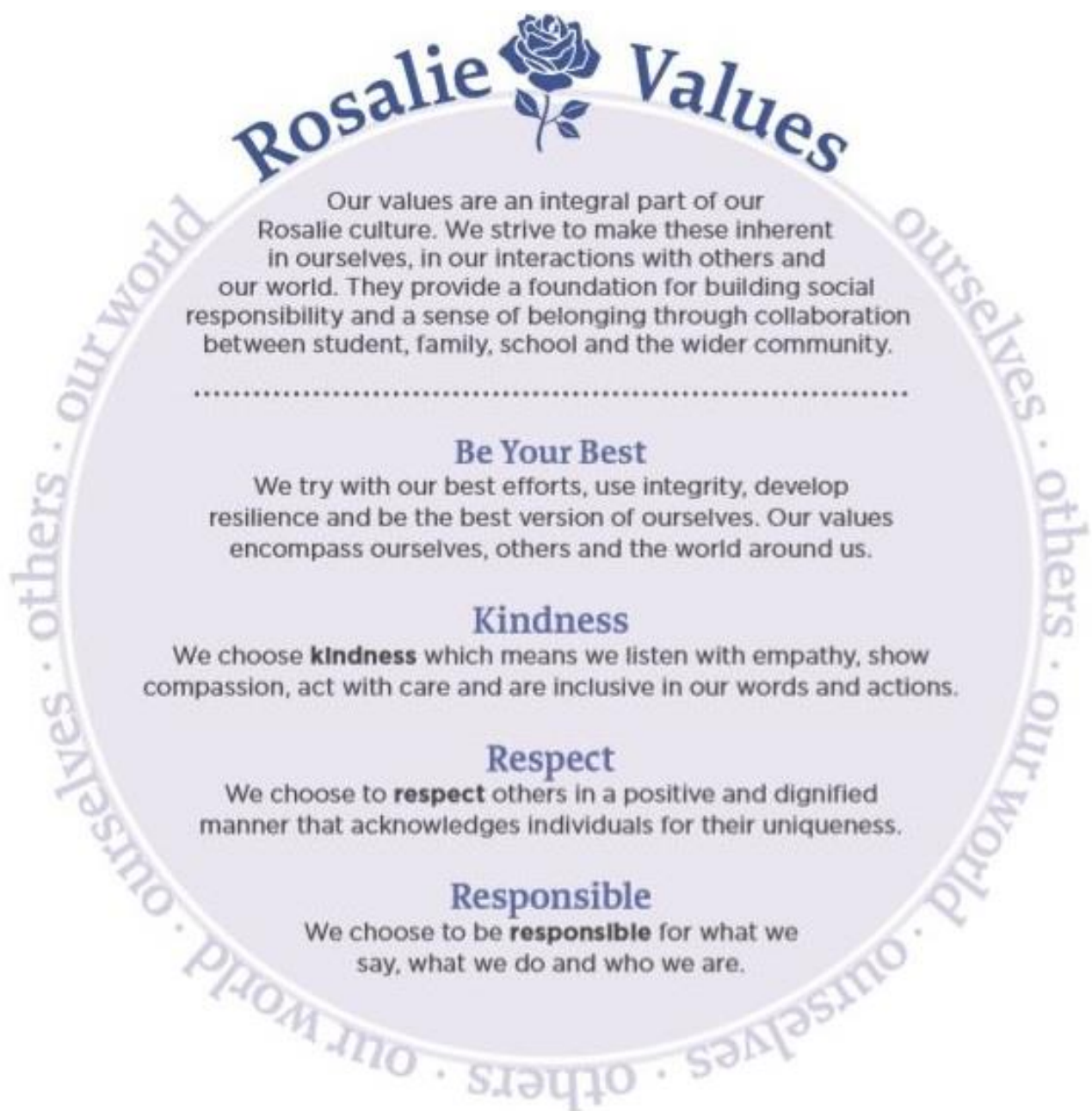
P&C President 2020





# Our Vision

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



*proud tradition - shaping futures*

The background of the entire page is a stylized, monochromatic blue rose. The rose is composed of several layers of petals, each outlined with a slightly darker blue line, creating a sense of depth and texture. The petals are arranged in a classic spiral pattern, with some pointing upwards and others downwards. The overall effect is a soft, elegant floral design that serves as a backdrop for the text.

# School Achievements 2020

# Business Plan Achievements 2020

The Business Plan priority areas of Engaging Environment, Curriculum and Teaching: Fostering Academic Excellence and Parent and Community Engagement in Learning were a continued focus to drive improvement in our curriculum teams and our teaching and learning programs in 2020. The three priority areas, and the strategies chosen to foster them, are:

## ENGAGING ENVIRONMENT

Rosalie sets classroom and school conditions that best facilitate student learning whilst fostering a positive learning environment. This is accompanied by clearly communicated rules, procedures and high expectations. We achieve this through the following strategic directions:

- Fostering a cultures of inclusivity through the development of social and emotional well being
- Managing daily student attendance and employing intervention strategies when required
- Expanding our whole school sustainability plan to reduce our environmental footprint
- Supporting our students to increase ownership and accountability for learning
- Respecting inclusivity and diversity
- Enhancing our learning spaces and the external environment to engage students

## CURRICULUM AND TEACHING: FOSTERING ACADEMIC EXCELLENCE

Rosalie aims to provide learning programs appropriate to the individual needs and abilities of all our students. We will value and celebrate individual, group and whole school successes and achievements through the following strategies:

- Providing evidence of accountability and academic rigor
- Expanding a collaborative whole school approach to teaching and learning
- Integrating 21st century teaching and learning practices
- Providing learning programs to address the differing needs of all students
- Providing professional learning opportunities, highlighting evidence based programs
- Applying a distributive leadership model to develop emerging and future leaders

## PARENT AND COMMUNITY ENGAGEMENT IN LEARNING

Rosalie will continue to value and work harmoniously with students, staff, parents and the wider community, allowing individuals to become a part of our strategic plan through strong partnerships through the following strategies:

- Maintaining and strengthening positive school community relationships
- Creating further learning opportunities for parents
- Promoting a highly functional School Board comprised of engaged, visible and committed members reflecting the School and local community
- Promoting a dedicated P&C committed to involving the whole school community to improve the quality of students' education

In 2020, the School achieved the following to realise these strategies:

# English

## Engaging Environment

- PAT Reading, Spelling, Grammar & Punctuation, e-write
- Book week celebrations
- EA support in classrooms and with Direct Instruction program
- On Entry testing in Pre-primary
- EAL/D Library/Resource Centre
- Library Leaders
- ICAS English - 1 Year 5 Medal winner, 1 year 6 Medal winner ,3 High Distinctions, 14 Distinctions
- ICAS Spelling –2 High Distinctions, 15 Distinctions
- Oral presentations across year levels
- LDC access
- Literature-rich environments
- Class displays of literature focus
- Access to multimodal resources for creation and display of literacy work
- Participation in National Simultaneous Story time
- Book week celebrations - dress-up, assembly, activities
- “Publishing” of student work - class displays, newsletter articles, Book Week bookmarks in library
- Cross-curricular integration
- Sharing across year levels (creating texts for younger students, then reading those texts to those students)
- Use of digital technologies to redefine ways of enjoying, responding to, and creating literature
- Year 6 Library Leaders
- Classroom oral presentations across all year levels





## Curriculum and Teaching: Fostering Academic Excellence

- EAs assigned to all ECE classrooms
- IEPs completed and reviewed regularly
- Intervention from School Psychologist when necessary.
- Using digital technology to enhance opportunities for staff and students to implement sustainable practices.
- Guided Reading groups are differentiated for individual learning needs
- Book Week activities, dress up, assembly
- KAT (Kindy Assessment Tool) carried out in K
- On-Entry Assessment carried out in PP and Year 1
- Rainbow Assessment Tool (RAT) carried out in PP and Year 1
- UK Phonics Assessment carried out in Year 1
- PAT - Reading, Spelling, Grammar & Punctuation, and eWrite assessments for Years 2 - 6 carried out and data tracked over time
- ICAS participation and celebration of success
- ENGLISH; one Year Five and one Year 6 ICAS medal winners, 3 students achieving High Distinctions; 14 students achieving Distinctions
- SPELLING; two students achieving High Distinctions and 15 students achieving Distinctions
- SAER Support Teacher - carrying out additional Literacy Assessments to speed up identification of student's individual needs
- School Psychologist involvement when required
- Education Assistant support in class for students with additional needs
- Differentiated Learning Plans completed for students requiring additional assistance
- Direct Instruction withdrawal groups for students achieving below expected standard
- Updated SAER process for identification of, and assistance for, students with additional needs
- Differentiated digital programs designed to address individual student's strengths and weaknesses within a mainstream classroom
- Phonics focus implemented in Early Childhood Classrooms
- PP teachers trained in the evidence-based synthetic phonics program, Sounds Write
- Text-free readers for Kindy, to help develop pre-literacy skills
- Decodable readers (Dandelion Launchers) allocated to PP classrooms
- Decodable readers (Little Learners Love Literacy) allocated to Year One classrooms
- Decodable readers for students requiring more consolidation of phonics knowledge (various Dandelion series')
- Resources for extension in Years 3 - 6, including Jacob's Ladder Reading Comprehension
- Implementation of Rosalie PS Grammar Scope and Sequence



## Parent and Community Engagement In Learning

- Grammar scope and sequence implemented with support from learning teams
- Whole school approach to author of the term/semester
- Operational plan development
- Cross year level reading programs
- Access to, and use of, EAL/D Library and Resource Centre
- Access to, and use of, West Coast Language Development Centre
- Staff professional development in teaching Literacy, provided by WCLDC
- Development and publishing of parent literature around the development of literacy skills and the programs used at Rosalie
- Parent reading roster in Year One
- Parent-run literacy workshop in Year 4 (Sal DeFreitas)
- Literacy-based Incursions and Excursions, including The Children's Literature Centre
- External agency involvement when required
- Letters sent to Sir Charles Gairdner Hospital –thanking essential workers during Covid-19
- Dyslexia SPELD Foundation tutors
- Excursions- Yirra Yaakin
- Therapy Focus
- West Coast Language Development Centre
- Autism Association
- DSF tutors within the school
- Statewide Services
- Visiting teachers including International Languages, disability services, School of Special Educational Needs



# Science, Technology, Engineering, Mathematics (STEM)

Engaging Environment	Curriculum and Teaching: Fostering Academic Excellence
<ul style="list-style-type: none"> <li>▪ ICAS Maths 2 High Distinctions, 18 Distinctions</li> <li>▪ ICAS Science 2 High Distinctions, 14 Distinctions</li> <li>▪ ICAS Digital Technologies 1 Year 3 Medal winner, 2 High Distinctions, 15 Distinctions</li> <li>▪ 3 High Distinctions &amp; 4 Distinctions awarded in the Bebras Computational Thinking Challenge. 3 students listed on the Australian Honour Roll</li> <li>▪ Queensland Fruit Fly eradication project</li> <li>▪ Year 1/2 Room 7 Herb and Vegetable Gardens designed &amp; maintained</li> <li>▪ Educated by Nature various classes involved in whole day incursions</li> <li>▪ Year 4 Naturescape Kings Park excursion incorporating Aboriginal cultural activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ongoing Cyber Safety awareness training</li> <li>▪ Year 5/6 dynamic streaming in Math-designated timetabling differentiating curriculum and catering for individual abilities utilising Cambridge IEC Maths products</li> <li>▪ PAT Maths testing</li> <li>▪ Whole school / P&amp;C Busy Bees</li> <li>▪ Loose Parts play in the early years linked with STEM</li> <li>▪ AMC (Australian Maths Competition) 2 High Distinctions (top 3%) 13 Distinctions (top 20%) Higher results than in previous years</li> <li>▪ Science Inquiry Projects (linked to National Science Week)- whole school activity/presentations-75 participants</li> <li>▪ Whole School Staff Professional Learning day at Perth Zoo</li> <li>▪ Yr 5/6 Scratch-Cracking the Code – Computational Thinking Skills</li> <li>▪ STEM Festival opening-whole school assembly</li> <li>▪ STEM Festival</li> <li>▪ Whole school Scitech incursion during Science Week</li> <li>▪ Year 5 'Crater Capers' Science activity</li> <li>▪ Pre-Primary Messy Maths activities</li> <li>▪ Year 4 Golden Hour of Technologies- collaborative thinking skills</li> <li>▪ Year 1/2 Muddy Gully activities/incursions</li> <li>▪ Loaning out of Chromebooks to families during Covid-19 restrictions</li> <li>▪ Online Google Classroom for students learning at home during Covid-19.</li> <li>▪ Collaboration of teaching lesson planning- common DOTT</li> </ul>



## Parent and Community Engagement In Learning

- Excellence displayed in the use of technology including Chromebooks (Years 3-6), and iPads including multimedia presentations and movie making using Green Screen, Robotics, coding using Lego WeDo and communication using Google Classroom.
- Continue to upskill staff in use of Google Classrooms and Google Forms
- Play based pedagogy in Early Years Professional Learning including Science Inquiry Processes
- Google Drive and Calendar- whole school
- Staff now qualified Google Educators
- Parent Tectonic incursion Yr 5/6 – geology lessons
- STEM Festival- P&C funded and Co-ordinated
- STEM Festival Opening-Parent information/social night
- Nature Play resourced by City of Subiaco-logs/stumps
- Principal is Chair of the judging panel for the Governor's STEM Awards
- STEAM focused partnerships e.g. sustainability with Subiaco Council, Bunnings, Sci-tech,
- Parent group continued composting, garden beds
- Open classrooms Term 3 & Term 4
- P&C Sustainability committee established





# Humanities and Social Sciences (HASS)

Engaging Environment	Curriculum and Teaching: Fostering Academic Excellence
<ul style="list-style-type: none"> <li>▪ BloomGard Matrix with H.A.S.S. Focus</li> <li>▪ Geography links – oceans, space, farming projects (iPad Discovery Project)</li> <li>▪ iPad discovery Projects completed including research skills- Dinosaurs, Space</li> <li>▪ Students representing Rosalie at Remembrance Day Services-City of Subiaco and Karrakatta War Memorial</li> <li>▪ Recycling programs</li> <li>▪ Waste Management projects</li> <li>▪ Whole school ‘Celebrating Diversity Day’- national costumes</li> <li>▪ Clean Up Australia Day-Green Gorillas</li> <li>▪ Oxford online</li> <li>▪ Inquisitive online</li> <li>▪ Excursions - Zoo, AQWA, Museums</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Camps – Year 3 AQWA, Year 5 Ern Halliday, Year 6 Woodman Point</li> <li>▪ Sustainability initiatives</li> <li>▪ Year 6 Black Cockatoo Project</li> <li>▪ Excursions to Fremantle Museum</li> <li>▪ Research Skills- iPad Discovery Projects</li> <li>▪ Skills to locate information when needed</li> <li>▪ Year 2 Animal Project showing research skills</li> <li>▪ Book Creator</li> <li>▪ Oxford online</li> <li>▪ Inquisitive online</li> <li>▪ “Tie Day” end of Term 2</li> </ul>
Parent and Community Engagement In Learning	
<ul style="list-style-type: none"> <li>▪ HASS Curriculum members sharing best practice at year level meetings</li> <li>▪ HASS Curriculum team given time each term to review and evaluate</li> <li>▪ Continued Professional Learning and implementation in the use of Oxford Atlas Plus including online resources</li> <li>▪ Development of a Reconciliation Action plan (RAP) committee as directed by the Business Plan</li> <li>▪ Remembrance Day Service</li> <li>▪ Involvement with the Subiaco - Shenton Park Branch of the RSL</li> <li>▪ Excursions-Museum, Zoo, Kings Park, Sculptures by the Sea</li> <li>▪ Early Act- giving back to the community</li> <li>▪ Extra funding from P&amp;C allowed for purchase of HASS resources</li> <li>▪ Incursions, including Yirra Yaakin Cultural Awareness, Farmyard on Wheels</li> <li>▪ Connecting with local community</li> <li>▪ Open classrooms – showcase. Students do an activity with a parent.</li> </ul>	



# Health and Physical Education

## Engaging Environment

- BeYou Mental Health survey Yrs 4-6 and ACER Wellbeing survey Yrs 2-6 to highlight strengths to build on and areas for improvement
- Values driven programs
- Token system to reward positive behaviours
- Inclusion of companion dog in Year 3
- Continuation of 'safe chill-out zones' in the Library, Anzac Courtyard and Rose Garden
- Resources to support positive mental health such as floor cushions, weighted blankets, noise cancelling headphones.
- Successful grant to improve Anzac Courtyard
- Yr 4 – 6 student survey to revamp our Rosalie Values and contribute ideas for 2020-2022 Business Plan
- All staff wear duty vests –Values patches displayed
- Regular mental health and wellbeing Newsletter articles 'Wellbeing Warriors'
- Positive Behaviour Plan completed and reviewed as required
- Medication support given to students with physical/medical needs (severe allergy)
- Medical Plans updated
- Dedicated Health & Safety Officer on site
- Introduction of classroom 'Values Bears'
- New Leaders Board to display faction competition incorporating School Values.
- New school Values design a poster competition-winners' designs on permanent display
- "No More Ties' display on school fence to end Term 2 Covid-19 restrictions
- 'Feel Good Friday' whole school mental health activities
- Painting of 'Rosalie Rainbows' around the school
- Promoting World Teacher's Day
- Building Leadership capacity (PE, Art, Music, Library, Early Act).



## Curriculum and Teaching: Fostering Academic Excellence

- Successful grant to improve Anzac Courtyard
- School Psychologist time on site increased to two days per week
- Associate Principal intervention for behavioural and mental health incidences
- Year 1/6 Buddies program continues- special welcome assembly held
- Students attended Protective Behaviours sessions including Constable Care incursion
- Mindfulness sessions, including the use of Smiling Mind in some classrooms
- Daily Fitness, Senior Sport
- Year 5/6 State Futsal Northern Region Champions
- Interschool Hockey State Champions
- State Cross Country 8<sup>th</sup> out of 110 schools
- State representatives for Soccer and Hockey.
- In-term swimming
- Interschool basketball Year 3/4 Girls undefeated
- Faction Athletics carnival – Onslow winning faction
- Rosalie 2<sup>nd</sup> in Interschool Athletics carnival
- Golf clinics
- Faction carnivals in swimming and athletics
- State soccer- semi-finalists –boys & girls
- School Cross Country & Swimming-Hensman champion faction
- State Tennis competition-2<sup>nd</sup> Boys & Girls
- Online Safety resources -eSafety Commission
- Crunch & Sip adopted by most classes
- Online programs offered during Covid-19, purchase of website subscriptions
- Loaning out of sports equipment to families during Covid-19.
- Running club based on Swanbourne PS model
- Whole school PL on 'Anxiety in Children' conducted by School Psychologist
- RU OK? Day curriculum activities





## Parent and Community Engagement In Learning

- Health Curriculum team collaboration to promote positive attitudes to physical and mental health
- Professional Learning for Mental Health Coordinator
- Continuation with School Chaplain YouthCARE
- Before and after school training – Cross Country, Swimming
- Letters sent to Sir Charles Gairdner Hospital –thanking essential workers during Covid.
- BeYou and Act-Belong-Commit partnerships providing funding, knowledge, resources and strategies for helping children achieve their best possible mental health
- Wellbeing Team including school psychologist, Act-Belong-Commit founder, school staff and chaplain
- Kids and Anxiety parent information evening
- Early Act committee continues. Association with Rotary Club
- School continues partnership with Western Endeavour Rotary Club (Early Act)
- Early Act fundraiser- supporting the Royal Flying Doctors
- BeYou and Act-Belong-Commit partnerships
- Give Write program in partnership with P&C
- Weekly Staff Boot Camp coordinated and run by Mental Health Coordinator with Tribe Wellness Co. Jolimont
- Ongoing partnership with Tennis Australia and Onslow Park Tennis Club
- Network meeting Physical Education staff each term
- Various before and after school sporting activities- Wildcats basketball, Hot Shots tennis, Western Force Rugby, AFL academy,
- FKIDDO Fundamental Skills Program.
- Sporting schools funding in class time- squash, hot shots tennis, Western Force Rugby
- P&C funding of equipment, carnival ribbons and new shade tent
- National Staff Push-Up challenge for Mental Health Awareness (Headspace).





# The Arts

Engaging Environment	Curriculum and Teaching: Fostering Academic Excellence
<ul style="list-style-type: none"> <li>▪ Sculptures by the School community event – online exhibition</li> <li>▪ Whole school Art Exhibition – 80% family attendance</li> <li>▪ Year 6 Production – Madagascar Jr</li> <li>▪ Combined school band with Hollywood PS</li> <li>▪ Choir-Shenton in the Round at Nedlands PS</li> <li>▪ Year 6 IMS Concert Band</li> <li>▪ Instrumental Music Schools Services (IMSS) providing lessons on cello, violin, viola, clarinet, flute, trumpet and trombone</li> <li>▪ Musical Moments Assembly</li> <li>▪ National Music Count Us In</li> <li>▪ Sport/Music/Art Captains</li> <li>▪ Book Week bookmarks competition</li> <li>▪ ‘Count Us In’ Australian singing performance- led by Music Captains lyrics in Auslan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Year 6 Production- Madagascar</li> <li>▪ Instrumental music lessons for select students demonstrating strong musical aptitude</li> <li>▪ 70 students from Year 3-6 participating in IMSS</li> <li>▪ Five specialist instrumental teachers provided through IMSS</li> <li>▪ Annual Art Exhibition</li> <li>▪ Lunchtime sewing classes</li> <li>▪ Year 3 student Lucas Huang- High Distinction in Australian Music Exam-Violin</li> <li>▪ Sculptures by the Sea-Digital exhibition- promoted through the Children’s University Australasia</li> <li>▪ Term 1 Art Specialist’s curriculum project on Stem Cells- promoted by Lyn Beazley on Twitter account</li> <li>▪ Year 5 student Thomas Storey on keyboard leads school song at each assembly</li> <li>▪ Art Specialist/Music/PE designed and implemented online interactive programs during Covid-19 home schooling period</li> <li>▪ Visual Arts program and specialist teacher Yrs 1-6 program into second year</li> <li>▪ Drama Specialist continues program in 2020</li> </ul>



## Parent and Community Engagement In Learning

- Year 6 Musical production parent involvement in props and costuming
- Rosalie –Hollywood community band- perform at assemblies
- Year 4 Natural Connection Project- Noongar culture/Lawrence Wilson Art Gallery UWA- Student work part of art gallery exhibition
- Six Seasons Aboriginal Art Mural with Aboriginal Artist Jade Dolman Penangke- funded by P&C
- Parent coaches, provided their expertise for interschool sporting events
- Music- 'Count Us In"- A nation-wide celebration of music education
- Continued partnership with Network Schools through Musical Festivals – Shenton in the Round
- Year 5 Photographic workshop funded and presented by Moran Arts Foundation

### Bjorn C

Year 3

"Koa-Jar"

It's made out of two forks, a spoon, screws and a bit of fabric, oh and an old jar. It's about a little koala stuck in a jar. Koalas are one of the most common and famous animals in Australia. Lots of people like koalas because they're nice, cute and cuddly and people were sad when they got burnt in the bushfires.



# General

Engaging Environment	Curriculum and Teaching: Fostering Academic Excellence
<ul style="list-style-type: none"> <li>▪ Fifth Place School Chess League finals</li> <li>▪ Participation in after school activities increased</li> <li>▪ Faction Fund Raisers- money raised- new seating tables purchased</li> <li>▪ Students receive Merit Certificates at assemblies</li> <li>▪ School Captains and Leaders in Music, Library, Sport, Art</li> <li>▪ Wrap Around Services-School Psychologist/External Agencies</li> <li>▪ New soak wells installed around demountable classrooms</li> <li>▪ Heritage chimneys Room 1-8 repaired</li> <li>▪ New door for safety reasons installed on outside of Room 15.</li> <li>▪ Cable security gate installed across staff car park</li> <li>▪ New carpet in K/PP annex</li> <li>▪ Lockable roller blinds, for added security, on outside of Room 9</li> <li>▪ Installation of new boundary fence –southern side of oval</li> <li>▪ Purchase of new desks for three classrooms</li> <li>▪ Installation of new middle primary playground</li> </ul>	<ul style="list-style-type: none"> <li>▪ Year 1 and Year 6 Buddy Program</li> <li>▪ Grounds committee comprising of staff and parents working through contents of ‘master plan’ for the school grounds</li> <li>▪ K/PP orientation in Term 4</li> <li>▪ K/PP information sessions for parents completed in Term 4</li> <li>▪ Home communications and reporting to Parents on Connect</li> <li>▪ Staff carry out ‘hand over’ sessions of documents for all students at the start of each school year.</li> <li>▪ Promoting Rosalie Values through our programs and teachable moments</li> <li>▪ Development and presentation of Online Connected Learning Programs for all students learning at home during Covid-19.</li> <li>▪ Year 6 Leadership Project- designing of ‘Coat of Arms’ for each Faction/ Leadership area</li> <li>▪ After school Chinese lessons/ Coder Dojo/ Scratch/ Young Engineers / Chess all offered and well received.</li> </ul>





## Parent and Community Engagement In Learning

- Year level/Curriculum/staff meetings
- Distributed Leadership Model continues in roles and responsibilities - Curriculum Teams /Phase of Learning teams/ Year Level Learning Team Leaders/Executive Team
- Teacher Leadership role as 0.2FTE SAER Support
- Staff trained as Google Educators
- School celebrates 'International Cleaners Day' in recognition of the extra work for school cleaners due to Covid-19
- P&C hold Zoom virtual meetings for first time.
- Class 'Mother's Day/Father's Day' combined activities
- \$10000 Local Schools Community grant for shade and outdoor furniture in ANZAC courtyard.
- New 2020-2022 Business Plan launch/Welcome Sundowner
- School Board parents/community/staff members
- P&C school/Community working bees, Little Library
- Young Engineers Club continues for a fourth year
- Continued use of parent expertise within classrooms
- Chinese lessons offered after school one day per week
- Chess Club continued and students competing with other schools
- Parents continued Coder Dojo club after school
- Maintenance Program- chimney repairs, painting of classrooms/toilets, new paving new admin indoor blinds, Room 9 outdoor shutters electrical cords checked etc.
- Partnership with St Matthews Church
- Fathering Project camp at Lake Leschenaultia 40 families participated
- P&C Disco & Go Cart races
- P&C Rainbow Run
- School Board elections conduct to fill two vacancies - 7 nominees
- P&C/students conduct stall at Awesome festival-recycled materials used.





# Student Achievement

## Progressive Achievement Test (PAT) Results 2020\*

### Comparison Chart 2016-2020

Subject		Year 3					Year 5				
		2016	2017	2018	2019	2020*	2016	2017	2018	2019	2020*
Reading	Aust. Mean*	426	431	434	432.2	<b>110</b>	502	506	509	506.1	<b>124.5</b>
	*2020: Aus Median (PAT)										
	WA Mean	416	420	423	425.1	<b>N/A</b>	495	499	502	502.6	<b>N/A</b>
	School Mean*	487	504	504	480	<b>121.9</b>	574	569	569	556	<b>132.5</b>
	*2020: School Median (PAT)										
	% of RPS students in top 20%	49%	47%	48%	43%	<b>48%</b>	51%	53%	48%	48%	<b>46%</b>
Writing	Aust. Mean	421	414	407	422.5	<b>N/A</b>	475	473	464	474.1	<b>N/A</b>
	WA Mean	414	410	400	419.4	<b>N/A</b>	470	469	460	472.2	<b>N/A</b>
	School Mean	451	461	457	460	<b>N/A</b>	517	521	513	522	<b>N/A</b>
	% of RPS students in top 20%	44%	42%	55%	36%	<b>N/A</b>	40%	52%	41%	40%	<b>N/A</b>
Spelling	Aust. Mean	420	416	418	418.9	<b>97</b>	493	501	502	500.7	<b>124</b>
	WA Mean	412	409	406	410.7	<b>N/A</b>	488	498	500	499.6	<b>N/A</b>
	School Mean	466	442	466	447	<b>112.9</b>	532	544	536	527	<b>143.7</b>
	% of RPS students in top 20%	52%	29%	34%	33%	<b>30%</b>	36%	38%	34%	29%	<b>56%</b>
Grammar & Punctuation	Aust. Mean	436	439	432	440	<b>115</b>	505	499	504	499.1	<b>128</b>
	WA Mean	425	429	424	433	<b>N/A</b>	499	492	500	495.5	<b>N/A</b>
	School Mean	511	497	515	497	<b>128.5</b>	587	557	573	543	<b>139.7</b>
	% of RPS students in top 20%	33%	37%	46%	40%	<b>62%</b>	64%	47%	49%	47%	<b>58%</b>
Numeracy	Aust. Mean	402	409	408	408.1	<b>110.9</b>	493	494	494	495.9	<b>122.7</b>
	WA Mean	395	402	403	403.7	<b>N/A</b>	486	489	490	490.3	<b>N/A</b>
	School Mean	442	454	476	450	<b>125.5</b>	552	547	544	523	<b>136.2</b>
	% of RPS students in top 20%	38%	37%	51%	39%	<b>57%</b>	49%	48%	41%	27%	<b>55%</b>

\*Due to the cancellation of NAPLAN in 2020 our school has used PAT data to complete this table.

We have used Australian and school medians as comparative data points. For information on PAT:

<https://www.acer.org/au/pat>

## Learning Growth at Rosalie Primary School

Given NAPLAN was cancelled in 2020 due to COVID-19, Rosalie Primary School drew upon internal standardised assessments, namely our Progress Achievement Tests (PAT).

This suite of assessment is designed and managed by the Australian Council for Educational Research (ACER) and measures progressive student achievement in core curriculum areas. We compare our results to a set of valid and reliable year-level achievement data – or norm samples provided by ACER. Norm samples for PAT assessments are made up of students from each year level, selected from government, independent and Catholic schools, from all states and territories and in both rural and urban areas. Norm samples are considered to be representative of the PAT achievement of Australian students across the different year levels. This comparison allows us to gauge how well our students are performing compared with a national average and to make more solid inferences about their learning.

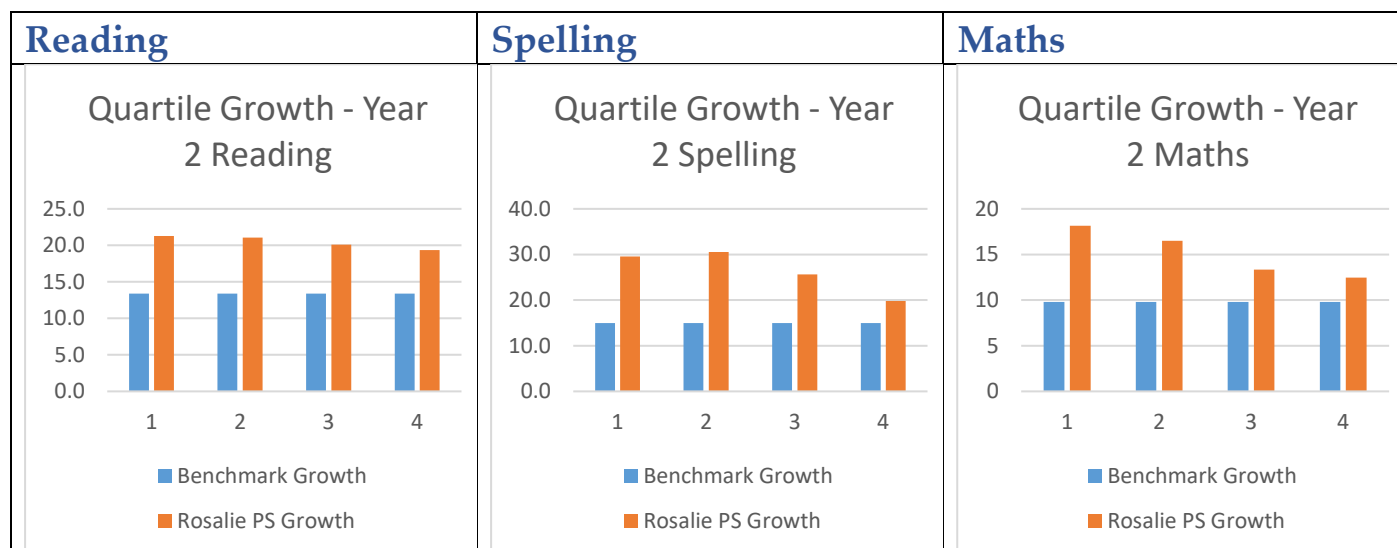
At RPS we test all students from Years 2-6. In order to capture intra-year growth of our students we test them in both Term 1 and Term 4. Below you can see the learning growth of our students in 2020 when compared to the Australian Benchmark growth. We have broken down our learning growth into quartiles in order to identify how our students are growing over a range of achievement levels. The children are placed in quartiles based on their Term 1 score.

### Key:

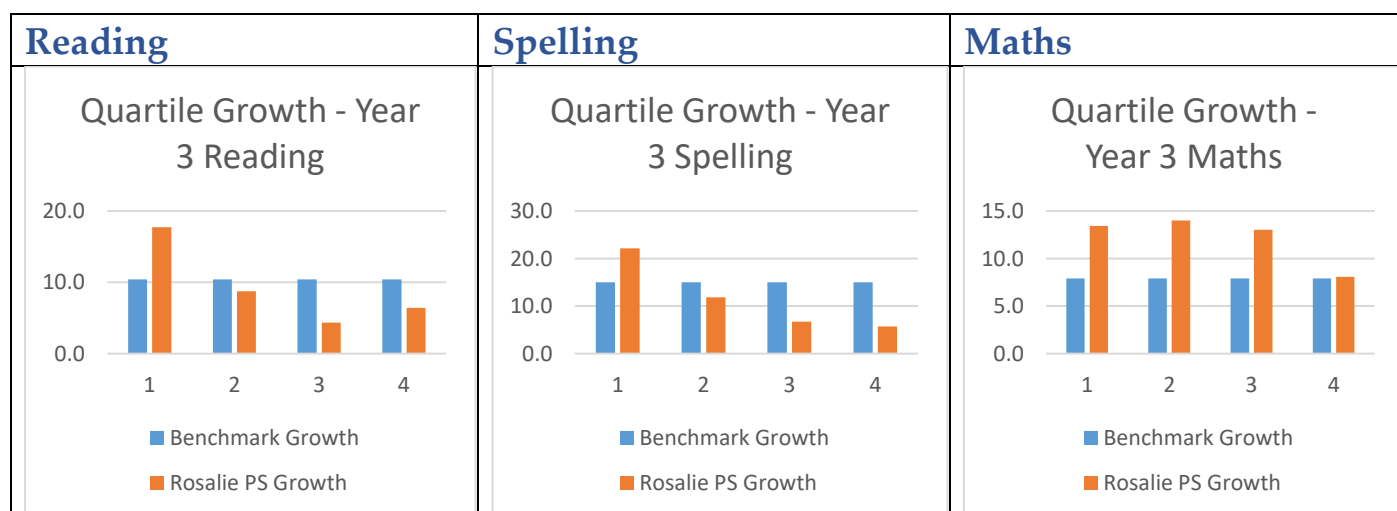
- 1: Bottom 25% of students at RPS in that year level based on Term 1 2020 testing
- 2: 25 – 50 percentile of students at RPS in that year level based on Term 1 2020 testing
- 3: 50 – 75 percentile of students at RPS in that year level based on Term 1 2020 testing
- 4: Top 25% of students at RPS in that year level based on Term 1 2020 testing



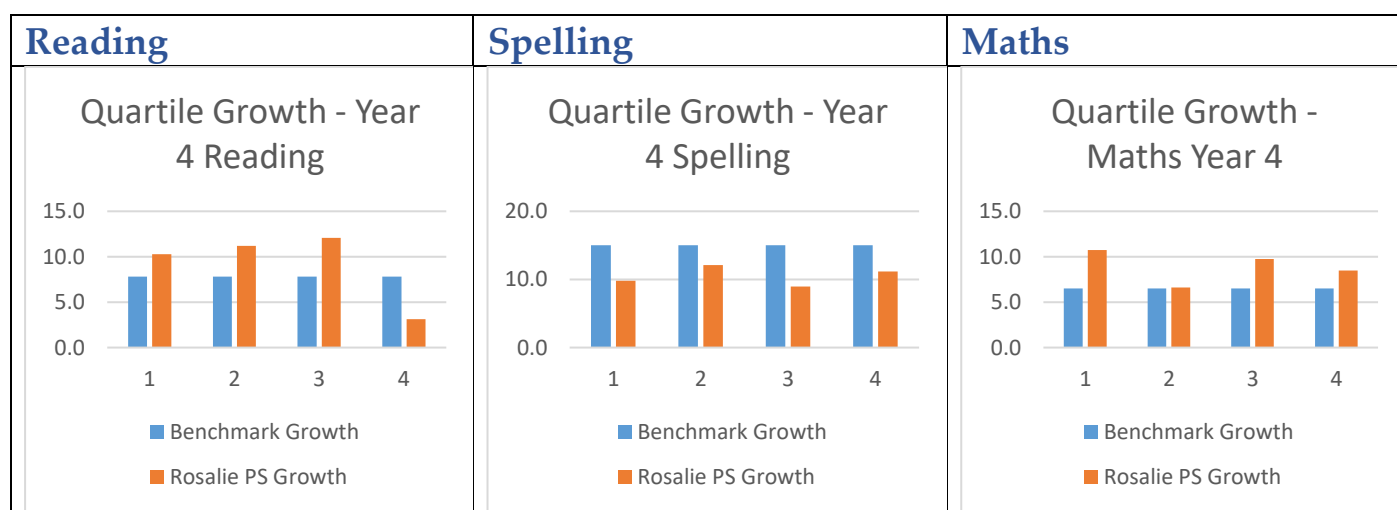
## Year 2



## Year 3

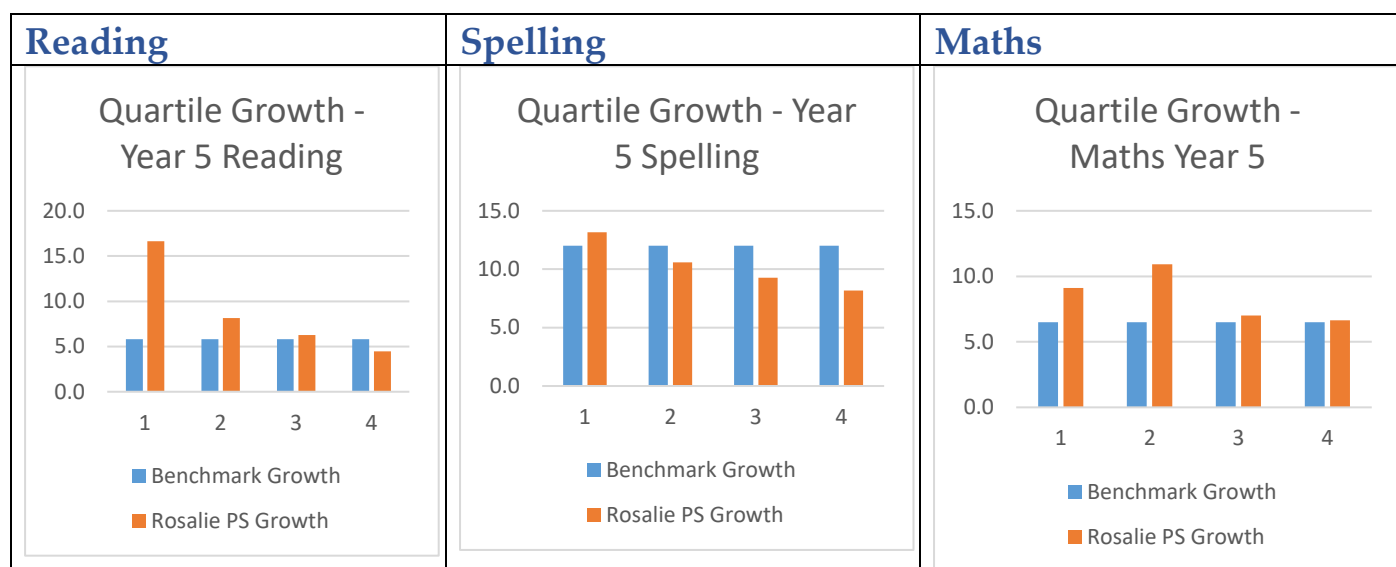


## Year 4

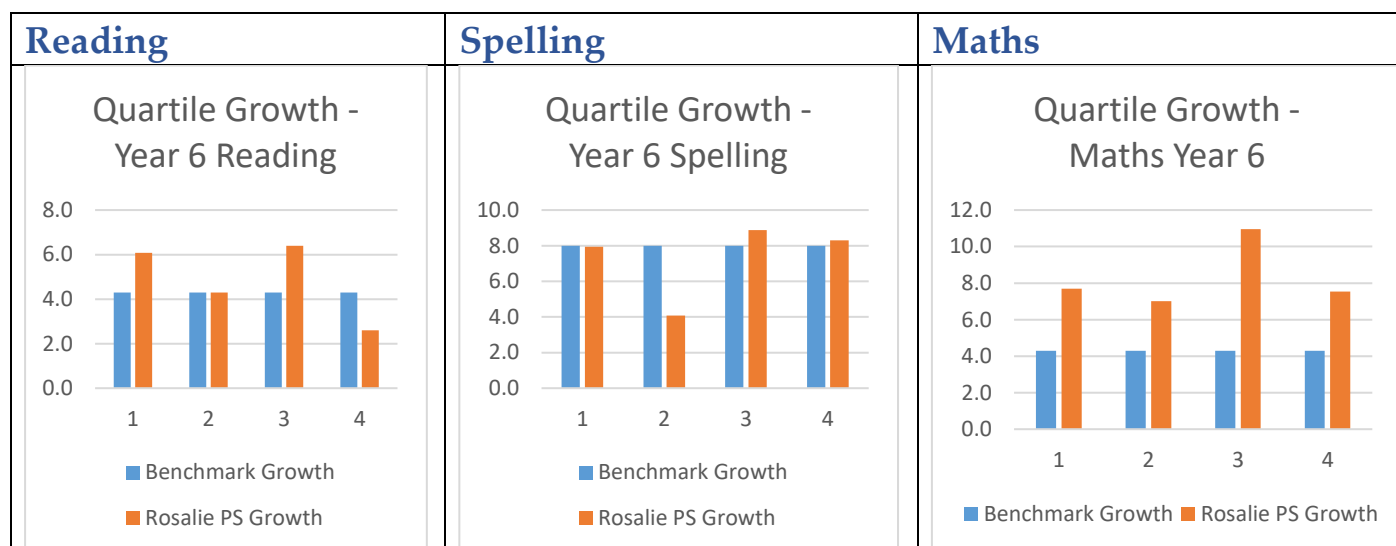




## Year 5



## Year 6



## 2021 Directions - Where to from here?

Using the data to reflect on our Business Plan goals staff noted that the data above confirms we're making good progress in supporting learning growth. It was noted that though we are doing very well at helping our bottom 50% of students grow, the growth in the top 25% of our student has room for improvement in almost all year levels. This will be further explored in 2021 with a particular focus on our top 25% with a dedicated GATE specialist, Michael Webb, working 0.4FTE to help address this.

It was pleasing to note the promising results in Mathematics for our upper years after completion of our first year of dynamic streaming. This program will continue in 2021 and expand to seven upper school classes. We will now be extending and accelerating a top group of Mathematics performers, this group will be covering areas of the Year 7 curriculum.

Students sat for 301 tests in 2020 and received:

- Medals – Year 5 and a Year 6 student received their medals for English. A Year 3 student received his medal for Digital Technologies. Student participant numbers were up despite Writing no longer being offered for testing.

Subject	Participants	High Distinctions	Distinctions	Credits
Science	62	2	14	19
Digital Technologies	36	1	7	13
Mathematics	73	2	18	22
Spelling	62	2	15	15
English	68	3	14	25

## English and Other Language or Dialects (EAL/D):

Forty students at Rosalie identify with an additional culture; nine 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. Nine students are at stage one and two of the EAL/D Progress Map. The majority of these students are in Pre-Primary, Year 1, 2 and Year 5. The explicit nature of our synthetic phonics program is well suited to the literacy needs of these students. Culturally inclusive and adaptive programs support 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
1	1	3	5	5	12	6	7

## Pre-primary students On-Entry Assessment Data:

On-entry assessments indicated that our pre-primary school-entry readiness data is consistently higher than the state average at the beginning of the year. Our data indicated strong measured growth in the majority of students. Those with challenges were successfully identified for early intervention. On-entry assessment data was used to inform the differentiated practice in our pre-primary classes.

## 2020 Year 6 Further Education Destinations:

Destination Schools	Male	Female	Total
Shenton College	30	23	53
John XXIII College	2	0	2
John Curtin College	0	1	1
Christ Church Grammar School	2	0	2
Perth Modern School	2	2	4
St Hilda's	0	2	2
Newman	1	0	1
Queensland	1	0	1
Scotch College	2	0	2
Iona Presentation College	0	1	1
Methodist Ladies College	0	1	1
St Andrew's College	1	0	1

## Scholarships and Places in Extension Programs for High School

Across a broad spectrum of academic and non-academic areas, 23% of students staying with the government schooling system have been selected into an academic/selective program, such as ATP, GATE or through gaining a scholarship. Thirteen students were accepted into selective academic programs (GATE, HPL).

## Attendance

### Comparative Primary Attendance Rates Semester One

	Attendance Rate	
	Rosalie	WA Public Schools
2017	96.6%	93.8%
2018	95.9%	92.6%
2019	95.3%	91.6%



## Attendance % - Primary Year Levels

	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	96%	96%	95%	96%	96%	96%	97%
2019	95%	94%	96%	95%	95%	97%	96%
2020	96%	96%	96%	96%	96%	96%	96%

Attendance percentages at Rosalie Primary School in 2020 were generally very high despite the disruptions caused by the Covid-19 restrictions. Semester One saw the figure drop to 88.5% in comparison with the same period in 2019 when it was 95.3%. This was the result of the impact of COVID-19. In Semester Two 2020 with COVID-19 restrictions eased our attendance rate was 95.9% in comparison to Semester Two 2019 when the rate was 94.5%. Attendance rates in Semester One 2020 were impacted by disruptions caused by the COVID-19 restrictions. In order to validly compare Semester One 2020 attendance with previous years, the Department has undertaken a calculation excluding data from weeks 7-10 of Term 1. It is estimated that without these days, Rosalie Primary School's Semester One 2020 attendance rate is 96%, slightly higher than the overall attendance rate of 95.3% in Semester One 2019.

However, we are still aware of a growing trend for vacation leave to be taken during the school term. This was eased in 2020 due to overseas and interstate travel severely impacted by COVID-19.

To ensure we continue to deliver the full curriculum to every student, we have introduced some simple processes that include a need for formal written notification in advance from the parent to the Principal prior to the family taking vacation leave. The Principal must be satisfied that parents understand they are responsible for any missed school work. Classroom teachers ensure it is completed.

## 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. For the few extreme cases, referrals are made to outside agencies for higher level support.

## Staff

Through sick leave, long service leave, and extended leave, the school experienced a small turnover of staff throughout 2020.

In Term 3, a merit selection process was undertaken which saw 126 applicants for fixed-term positions. From this a pool of suitable applicants was formed. At the end of 2020, 2 fixed term contracts were filled from the pool and three part-time permanent teachers had their FTE increased to cover extended staff leave.

During the year, staff participated in formal reviews, in line with the Department of Education's policies and procedures. These had been reviewed and refined to reflect our culture of continuous improvement. All staff participated in at least two formal performance meetings and formal classroom observations. The administrative staff also observed lessons in classes.

## Staff Qualifications

All teaching staff meet the professional requirements to teach in Western Australian Public Schools. Their qualifications can be found on the public register of teachers at the Teachers Registration Board of WA.

In 2020 Rosalie PS had three Level 3 teachers and 12 senior teachers.

In 2020, the school had a Principal and two full time Associate Principals. One full time Associate Principal took leave with a plan to retire once the leave ended. This was disrupted due to the Covid-19 situation. Rosalie will revert to two full time Associate Principals for 2 FTE in 2020.

## Professional Learning (PL)

During 2020 teachers and non-teaching staff participated in a range of PL opportunities to support the development of their knowledge and expertise across a range of areas to meet student or staff workplace needs. PL was sourced from a combination of external providers and from our own staff members with specific expertise. Training in Zoom and Webex conferencing, and online learning was implemented due to the Covid-19 restrictions and these opportunities were embraced by staff. Teachers and non-teaching staff members attended PL sessions in their own time or on School Development Days. +

Staff continued to share best practice and the outcomes of their own learning with their peers through their learning teams and curriculum teams. All staff attended courses on reviewing our operational plans, differentiating the curriculum for high achievers, Science Inquiry Skills, Chromebook Google Educator, responding to anxiety in students and recognising speech conditions.



## National Schools Opinion Survey (NSOS)

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

This gives our community the opportunity to express their views on matters important for our school. The responses from the survey allow us to assess our performance and to plan for our future.

Below are summarised results of the 2020 survey:

Celebrate Success	Areas of Focus	2021 SMART Goals
<b>PARENTS</b>		
<ul style="list-style-type: none"> <li>● Overall a high level of positive opinion</li> <li>● My child likes being at school (4.6) (+0.1)</li> <li>● My child feels safe at school (4.7) (+0.2)</li> <li>● My child's teachers are good teachers (4.6) (+0.1)</li> </ul>	<ul style="list-style-type: none"> <li>● The school takes my opinion seriously (4.0) (+0.1)</li> <li>● Teachers at this school provide useful feedback (4.1) (+0.1)</li> </ul>	<ul style="list-style-type: none"> <li>● To increase 'The school takes my opinion seriously' from 4.0 to <math>\geq 4.2</math>.</li> <li>● To increase 'Teachers at this school provide useful feedback' from 4.1 to <math>\geq 4.2</math></li> </ul>
<b>STAFF</b>		
<ul style="list-style-type: none"> <li>● Overall a high level of positive opinion, nothing below 4.0</li> <li>● Teachers at their school expect students to do their best (4.8) (=)</li> <li>● Students like being at this school (4.8)</li> </ul>	<ul style="list-style-type: none"> <li>● I receive useful feedback about my work at school (3.6) (-0.4)</li> <li>● The school is well maintained (4.1) (=)</li> <li>● This school is well led (4.1) (-0.4)</li> </ul>	<ul style="list-style-type: none"> <li>● To increase 'I receive useful feedback about my work' from 3.6 to 4.0</li> <li>● To increase 'The school is well maintained' from 4.1 to 4.3</li> <li>● To increase "this school is well led" from 4.1 to 4.3</li> </ul>
<b>STUDENTS – Year 6 only</b>		
<ul style="list-style-type: none"> <li>● My teachers expect me to do my best (4.6) (+0.1)</li> <li>● I feel safe at my school (4.4) (+0.1)</li> <li>● My teachers are good teachers (4.4) (+0.2)</li> </ul>	<ul style="list-style-type: none"> <li>● My school takes students' opinions seriously (3.5) (=)</li> <li>● I can talk to my teachers about my concerns (3.5) (=)</li> <li>● Teachers at my school treat students fairly (3.8) (+0.1)</li> <li>● Students behaviour is well managed (3.5) (-0.2)</li> </ul>	<ul style="list-style-type: none"> <li>● To increase 'My school takes students seriously' opinions' from 3.5 to 3.8</li> <li>● To increase 'I can talk to my teachers about my concerns' from 3.5 to 3.8</li> <li>● To increase "Teachers at my school treat students fairly" from 3.8 to 4.0</li> <li>● To increase "student behaviour is well managed" from 3.5 to 3.8</li> </ul>



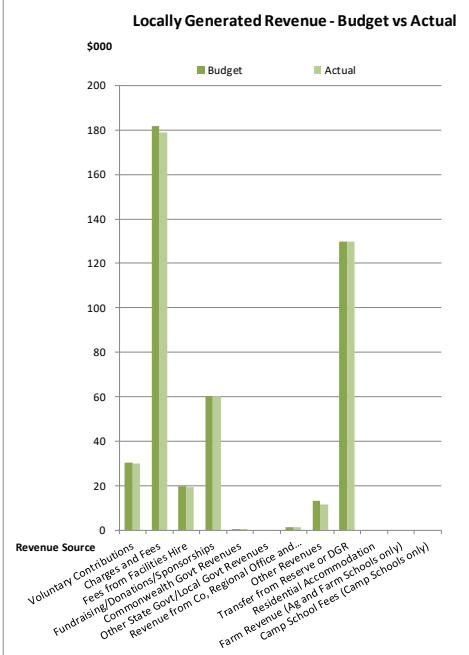
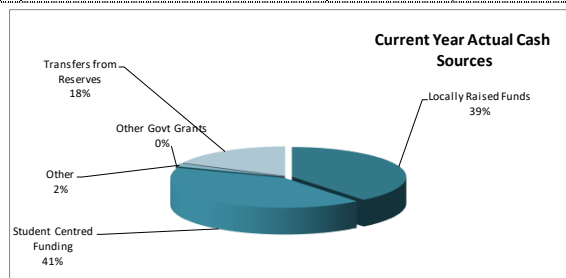


# Financial Summary

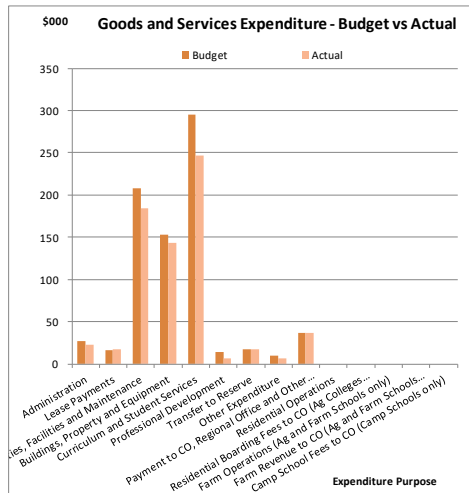
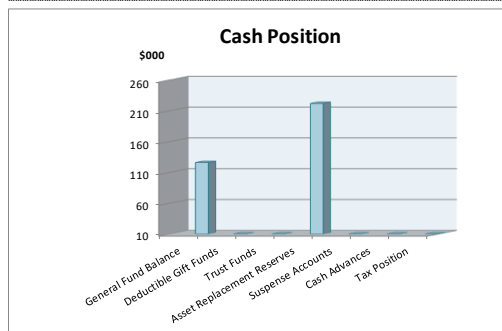
(As at 31 December 2020)

## Rosalie Primary School Financial Summary as at 31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 30,556.50	\$ 30,006.50
2	Charges and Fees	\$ 181,831.47	\$ 179,025.37
3	Fees from Facilities Hire	\$ 19,636.36	\$ 19,352.27
4	Fundraising/Donations/Sponsorships	\$ 60,225.81	\$ 60,225.81
5	Commonwealth Govt Revenues	\$ 70.00	\$ 70.00
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 1,338.00	\$ 1,338.00
8	Other Revenues	\$ 13,353.56	\$ 11,339.27
9	Transfer from Reserve or DGR	\$ 129,856.92	\$ 129,856.92
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 436,868.62</b>	<b>\$ 431,214.14</b>
	<b>Opening Balance</b>	<b>\$ 70,921.20</b>	<b>\$ 70,921.20</b>
	<b>Student Centred Funding</b>	<b>\$ 304,889.56</b>	<b>\$ 304,889.56</b>
	<b>Total Cash Funds Available</b>	<b>\$ 812,679.38</b>	<b>\$ 807,024.90</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 812,679.38</b>	<b>\$ 807,024.90</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 26,480.00	\$ 23,017.03
2	Lease Payments	\$ 16,476.16	\$ 17,495.50
3	Utilities, Facilities and Maintenance	\$ 207,950.72	\$ 183,677.94
4	Buildings, Property and Equipment	\$ 152,482.71	\$ 143,301.95
5	Curriculum and Student Services	\$ 295,387.81	\$ 246,623.42
6	Professional Development	\$ 13,500.00	\$ 6,527.33
7	Transfer to Reserve	\$ 16,900.00	\$ 16,900.00
8	Other Expenditure	\$ 9,795.40	\$ 6,796.63
9	Payment to CO, Regional Office and Other Schools	\$ 36,710.00	\$ 36,660.00
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 775,682.80</b>	<b>\$ 680,999.80</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 775,682.80</b>	<b>\$ 680,999.80</b>
	<b>Cash Budget Variance</b>	<b>\$ 36,996.58</b>	<b>\$ -</b>



<b>Cash Position as at:</b>	
Bank Balance	\$ 342,889.11
Made up of:	
1 General Fund Balance	\$ 126,025.10
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 221,803.01
5 Suspense Accounts	\$ 767.00
6 Cash Advances	\$ -
7 Tax Position	\$ (5,706.00)
<b>Total Bank Balance</b>	<b>\$ 342,889.11</b>



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