



# Rosalie Primary School

## ANNUAL REPORT 2021



Department of  
Education



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# Principal's Message

Rosalie Primary School (Rosalie) is a Level 5 metropolitan school in Shenton Park with an ICSEA of 1185. The school's population is currently 574 and has increased slightly since 2020.

2021 proved to be less challenging than 2020 despite global continual implications from Covid 19. The WA border restrictions enabled schools to remain open for the majority of the school year. This was a welcomed decision that enabled all school programs, activities and events proceed as planned.

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 2021 the commitment to 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.

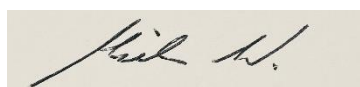
The Rosalie learning community responds to contemporary research, frameworks and initiatives. This is evidenced by our commitment to the government's STEM (Science, Technology, Engineering & Maths) initiative through strategic hiring of staff, continuous development of staff, and our external partnerships. The introduction of a Reconciliation Action Plan committee to assist our school in creating a workplace culture that understands, values and respects the histories, cultures and contributions of Aboriginal and Torres Strait Islander peoples has had a significant impact in 2021. A changing and culturally responsive beginning for our school was the compelling occasion of the Aboriginal and Torres Strait Islander flags raised for the first time in the school's history. These flags now have a permanent place at the front of the school alongside the Australian flag.

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 remains 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.

2021 saw the consolidation and continued achievement of the milestones of our 2020-2022 Business Plan. The plan is frequently 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 2021 Annual Report was ratified by the School Board on the third of March, 2022.*



Mick Wilson, Board Chair 2021



Ros Kay, Principal 2021

# Glossary

AEDC	Australian Early Development Census
BMP	Behaviour Management Plan
DSF	Dyslexia Speld Foundation
EAL/D	English Additional Language/Dialect
ESAT	Electronic Schools Assessment Tool
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
IMSS	Instrumental Music Schools Services
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
STEM	Science, Technology, Engineering, Maths
STEAM	Science, Technology, Engineering, Arts, Maths
SOE	Standard Operating Environment
VET	Vocational Education and Training

# School Board's Message

The Rosalie Primary School Board is proud to be involved with the School's 2021 Annual Report. This year was the second year of the School's 2020 – 2022 Business Plan. The Business Plan has three focus areas for school and student development:

- Engaging Environment
- Curriculum and Teaching: Fostering Academic Excellence
- Parent and Community Engagement in Learning

We are pleased to report Rosalie 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. 2021 was a School Fete year. The event was hugely successful and I would like to make a special mention to those on the Fete Committee, P&C and all the volunteers for their tireless work during the year. Funds raised will see some excellent outcomes for current and future students at the school. Finally, dynamic math streaming in Years 5 & 6 continues to provide differentiation of the curriculum in a 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 yet another challenging year.

The board congratulates every student on everything achieved in 2021, whether it was in the classroom, on a field, in the pool or on the stage. Being another disrupted year, many of the usual internal and external activities we are lucky to participate in at Rosalie, were somewhat curtailed. However, our students' resilience and willingness to "roll with" their new normal, is truly impressive to observe.

During 2021, the board endorsed the school budget and can confidently report sound business management by the school administration throughout the year, confirmed by a Department Audit during the year. External benchmarking in the form of NAPLAN returned also.

Programs reported to the school board in 2021 included the moving Welcome to Country and Smoking Ceremony at our initial raising of the Aboriginal and Torres Strait Island flags undertaken as another step in our Reconciliation Action Plan (RAP). EarlyAct continued but was limited to what they could do due to the restrictions relating to COVID.

The School's infrastructure, and our interaction with traffic around the School, remains an ongoing concern for Rosalie's administration and the School Board. We have sought assistance to delivering a safer outcome at the Derby Road crossing, through Subiaco Council, and continue to lobby the schools position with decision makers at various government departments. The School Board will continue to seek better, and safer outcomes for the school and its community wherever we see an opportunity.

Finally, as part of the School Board succession plan, this will be my last year as Chair. I would like to thank each of my fellow 2021 Board members for their ongoing commitment to the school. Whilst I will remain on the Board until the end of 2022 as a parent member, I would like to encourage all Rosalie parents who believe they have the appropriate skillset to consider nominating for a Board Position at the end of 2022 and beyond.

Strong and invested leadership from our parent community supports our administrators and teachers, and most importantly, maximises the educational outcomes for our students at Rosalie.

# P & C Report

We are happy to report on the Rosalie Primary School Parents and Citizens Association activities over the last year. Despite the looming threat of the COVID pandemic for a second year, the Rosalie community came together to support each other, the P&C and the school. 2021 was an incredibly successful year in terms of social activities, events and fundraising. There were three major events at Rosalie this year; the School Fete, Reconciliation Week and the Parent's Night.

The Rosalie Village Fete was a standout success. Parents, families, teachers, children, staff, as well as local businesses and broader community members, came out in force to volunteer and contribute to a successful event both from a community and fundraising perspective. The fete fundraised approximately \$85,000 to contribute two core capital projects - library upgrade and grounds upgrade. More importantly the P&C received feedback from many different stakeholders commenting on what a wonderful day it was and how it had a great community feel. At the end of the year the P&C committed a large amount of funds to library and grounds upgrades. We are looking forward to seeing the funds put to good use on these projects in 2022.

In March the P&C, in keeping with our vision, and in support of Rosalie's Reconciliation Action Plan, approved \$10,000 to contribute towards Reconciliation week at Rosalie Primary School. The funds contributed to two additional flag poles, a Welcome to Country smoking ceremony for the first flag raising, and a cultural program for children, staff and parents.

The Parents Night was a fantastic evening held in October 2021. An enthusiastic group of Year 1 parents worked tirelessly to bring together sponsors, bands, silent auction items and delicious food options that made for a great night for parents at Rosalie to socialise and as an added bonus raised over \$10,000.

These events and improvements were in addition to our usual Rosalie social and community events which were able to go ahead in 2021. The following summary demonstrates the breadth of the P&C in its involvement in the school community:

## **Rosalie Community Social Events**

- Welcome Sundowner – a great start to the year with music and a picnic on the school oval
- Fathering Project events – camps and outings to encourage dads to have quality time with their kids, plus a the Halloween Disco and Billycart Race
- Morning Teas – numerous morning teas are put on throughout the year to celebrate assemblies, graduation and special events.

## **Social Fundraising Events**

- KPP Camp-Out – A great start to the year for the new families with children in Kindy and Pre-Primary
- Athletics Carnival Cake Stall - tasty supplies for parents and kids for our carnival day
- Muddy Lapathon – a wonderful fun event to end Term 3, which engages the children in a fun and physical event.

## **Other Fundraising**

- Voluntary contributions – a critical input to the P&C, which makes all of our activities possible
- Election day bake sale - the ever popular election bake stall at Shenton Park Community Centre
- Entertainment Book – a steady contributor

- Whole school art fundraiser – wonderful keepsakes and presents for family and friends
- School Merchandise and Cookbook - school themed tea towels, aprons, umbrellas and the school cookbook which engaged the broader school community
- Grants – Many grant opportunities were successfully pursued
- Sponsorship – the 2021 events were heavily supported and sponsored by the Shenton Park and Subiaco business community.

### **Other contributions to the School**

- Teachers Grants – provided to every teacher in school to support them in their classroom needs
- Funding of 2 x curriculum-aligned parent workshops: Workshop 1 - Protective behaviours, Workshop 2 - Cyber safety
- Switching lunch order providers to improve the quality of the food options and support a local business - the Bob Hawke College canteen provider started in May 2021, and lunch order numbers have increased significantly. Students and parents have been happy with the change to healthier, tastier and cheaper lunches
- ANZAC breakfast – the P&C supports the school by putting on breakfast after our annual ANZAC dawn service
- Classroom Equipment and books – various classrooms and the library were provided with additional equipment as required
- New Play equipment – shade sails for improving use of playgrounds
- KPP area - contributions towards KPP busy bee for improvements around ELC area and offside kindergarten.

2021 also saw the further development and approval of the P&C vision, which has guided not only the Fete fundraising, but also provided a framework for a new P&C meeting agenda and funding forms. A clear vision has supported the P&C to make strategic decisions in regard to activities and spending.

2021 was a very busy year for the P&C. A huge thanks must go out to all who supported us throughout the year including parents, families, staff, children and the broader Shenton Park and Subiaco community. The contribution that the Rosalie P&C makes to our school and community is only possible because of our community coming forward to volunteer and work together. It was wonderful to see the community engage with such enthusiasm and to work together to achieve great things.

Monique Kerr and Francene Leaversuch

P&C Co-Presidents 2021

# 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*



A large, stylized rose graphic in shades of blue, serving as the background for the title. The rose is composed of several layers of petals, with some petals having darker blue outlines. A single leaf is visible at the bottom right, attached to a stem.

# School Achievements 2021

# Business Plan Achievements 2021

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 2021. 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 2021, 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 - 3 High Distinctions, 13 Distinctions, 14 Credits
- ICAS Spelling –1 High Distinction, 16 Distinctions, 12 Credits
- ICAS Writing – 1 High distinction, 2 Distinction, 7 Credits
- 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



Book Week  
Dress Up



Noongar and  
English Language  
Books with  
Sharon Gregory



Meg McKinlay: Author Talk at Subiaco  
Library

## **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 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
- UK Phonics Assessment carried out in Year 1
- PAT - Reading, Spelling, Grammar & Punctuation for Years 2 - 6 carried out and data tracked.
- 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
- Sounds Write focus implemented in Early Childhood Classrooms
- PP-2 teachers trained in the evidence-based synthetic phonics program, Sounds Write
- Heggerty training commenced- to be completed in 2022
- 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
- Resources for extension in Years 3 - 6, including Jacob's Ladder Reading Comprehension
- Support teacher employed to work with academically able students in a literacy extension program

## **Parent and Community Engagement In Learning**

- Operational plan development
- 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
- Literacy-based Incursions and Excursions, including The Children's Literature Centre
- External agency involvement when required including Dyslexia SPELD Foundation tutors, Therapy Focus, Autism Association, Statewide Services.



# Science, Technology, Engineering, Mathematics (STEM)

Engaging Environment	Curriculum and Teaching: Fostering Academic Excellence
<ul style="list-style-type: none"> <li>▪ <b>ICAS Maths:</b> 4 High Distinctions, 10 Distinctions</li> <li>▪ <b>ICAS Science:</b> 1 Year 4 Medal, 2 High Distinctions, 10 Distinctions.</li> <li>▪ <b>ICAS Digital Technologies:</b> 1 Year 6 Medal winner, 2 High Distinctions, 6 Distinctions</li> <li>▪ <b>Bebras Computational Thinking:</b> 5 High Distinctions &amp; 10 Distinctions. 4 students listed on the Australian Honour Roll</li> <li>▪ <b>Educated by Nature:</b> various classes involved in whole day incursions</li> <li>▪ Naturescape Kings Park excursions, 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>▪ <b>Australian Mathematics Competition:</b> 9 Distinctions</li> <li>▪ <b>Computational and Algorithmic Thinking Competition:</b> 4 Distinctions</li> <li>▪ Whole school Scitech incursion during Science Week</li> <li>▪ Year 1/2 Muddy Gully activities/incursions</li> <li>▪ Collaboration of teaching lesson planning-common DOTT</li> </ul>
Parent and Community Engagement In Learning	
<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Continue to upskill staff in use of Google Suite for Education</li> <li>▪ Play based pedagogy in Early Years Professional Learning including Science Inquiry Processes</li> <li>▪ Google Drive and Calendar- whole school</li> <li>▪ Principal is Chair of the judging panel for the Governor's STEM Awards</li> <li>▪ STEAM focused partnerships e.g. sustainability with Subiaco Council, Bunnings, Sci-tech,</li> <li>▪ Parent group continued composting, garden beds</li> <li>▪ Open classrooms Term 3 &amp; Term 4</li> </ul>	

Filming for the Governor's STEM Awards



ICAS Medal Winners 2021

# Humanities and Social Sciences (HASS)

Engaging Environment	Curriculum and Teaching: Fostering Academic Excellence
<ul style="list-style-type: none"> <li>▪ iPad discovery Projects completed including research skills- Dinosaurs, Space, African animals</li> <li>▪ Dance program- countries -Olympic Games</li> <li>▪ Olympic Opening &amp; closing ceremony/ tabloid sports</li> <li>▪ Students representing Rosalie at Remembrance Day Services-City of Subiaco and Karrakatta War Memorial</li> <li>▪ ANZAC Dawn Service</li> <li>▪ Recycling programs</li> <li>▪ Waste Management projects</li> <li>▪ Clean Up Australia Day-Green Gorillas</li> <li>▪ Excursions - Zoo, AQWA, Boola Bardip Museum, Kings Park, Subiaco Museum</li> <li>▪ Incursions- Nature Play, Farmyard, Circus Skills, Cultural activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rosalie PS- NATIONAL WINNER in the Anzac Day Schools' Awards- Dawn Service and research/interviews on Vietnam War.</li> <li>▪ School Camps – Year 3 Zoo, Year 5 &amp; Yr 6 Ern Halliday</li> <li>▪ Olympic opening ceremony ' games day</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>▪ Researched skills to locate information when needed</li> <li>▪ Year 2 Animal Project showing research skills</li> <li>▪ Constable Care incursions</li> <li>▪ African drumming</li> <li>▪ NAIDOC week activities</li> <li>▪ Inquisitive online programs</li> <li>▪ Book Creator</li> <li>▪ Oxford online</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 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>▪ Indigenous Flag raising ceremony/ planting native bushes/ Maali Art project Julianne Wade</li> <li>▪ Remembrance Day Service / ANZAC Dawn 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, Dance- countries attending Olympics</li> </ul>	



# Health and Physical Education

Engaging Environment	Curriculum and Teaching: Fostering Academic Excellence
<ul style="list-style-type: none"> <li>▪ BeYou Mental Health survey Yrs 4-6 and ACER Wellbeing survey Yrs 2-6 to highlight strengths to build on and areas for improvement</li> <li>▪ Values driven programs</li> <li>▪ Token system to reward positive behaviours</li> <li>▪ Continuation of 'safe chill-out zones' in the Library, Anzac Courtyard and Rose Garden</li> <li>▪ Resources to support positive mental health such as floor cushions, weighted blankets, noise cancelling headphones.</li> <li>▪ Successful grant to improve Anzac Courtyard which has been completed for students</li> <li>▪ All staff wear duty vests –Values patches displayed</li> <li>▪ Positive Behaviour Plan completed and reviewed as required</li> <li>▪ Medical Plans updated and support given to students with physical/medical needs</li> <li>▪ Dedicated Health &amp; Safety Officer on site</li> </ul>	<ul style="list-style-type: none"> <li>▪ Year 1/6 Buddies program continues- special welcome assembly held</li> <li>▪ Students attended Protective Behaviours sessions including Constable Care incursion</li> <li>▪ Mindfulness sessions, including the use of Smiling Mind in some classrooms</li> <li>▪ Daily Fitness, Senior Sport</li> <li>▪ Interschool Sport programs</li> <li>▪ In-term swimming</li> <li>▪ Faction carnivals in swimming and athletics</li> <li>▪ State teams in soccer, futsal and tennis</li> <li>▪ School Cross Country event</li> <li>▪ Online Safety resources - eSafety Commission</li> <li>▪ Crunch &amp; Sip adopted by most classes</li> <li>▪ Running club based on Swanbourne PS model</li> <li>▪ Whole school PL on 'Anxiety in Children' conducted by School Psychologist</li> <li>▪ RU OK? Day curriculum activities</li> <li>▪ Two parent workshops completed with support from P&amp;C: Workshop 1 - Protective behaviours, Workshop 2 - Cyber safety</li> <li>▪ Highway Heroes to be introduced in 2022 as new Social, Emotional Wellbeing program.</li> </ul>
Parent and Community Engagement In Learning	
<ul style="list-style-type: none"> <li>▪ Health Curriculum team collaboration to promote positive attitudes to physical and mental health</li> <li>▪ Continuation with School Chaplain YouthCARE</li> <li>▪ BeYou and Act-Belong-Commit partnerships providing funding, knowledge, resources and strategies for helping children achieve their best possible mental health</li> <li>▪ Kids and Anxiety parent information evening</li> <li>▪ Early Act committee continues. Association with Rotary Club</li> <li>▪ Give Write program in partnership with P&amp;C</li> <li>▪ Ongoing partnership with Tennis Australia and Onslow Park Tennis Club</li> <li>▪ Network meeting Physical Education staff each term</li> <li>▪ Various before and after school sporting activities</li> <li>▪ KIDDO Fundamental Skills Program.</li> <li>▪ Sporting schools funding in class time- squash, hot shots tennis, Western Force Rugby</li> </ul>	





# The Arts

Engaging Environment	Curriculum and Teaching: Fostering Academic Excellence
<ul style="list-style-type: none"> <li>▪ Year 6 Production – Super Stan</li> <li>▪ Combined school band with Hollywood PS</li> <li>▪ Year 6 IMSS impromptu before school concerts</li> <li>▪ Instrumental Music Schools Services (IMSS) providing lessons on cello, violin, viola, clarinet, flute, trumpet and trombone</li> <li>▪ Sport/Music/Art Captains</li> <li>▪ Book Week bookmarks competition</li> <li>▪ P&amp;C fundraiser- Art work created by students as part of the Visual Arts program</li> <li>▪ Student art work displayed in classrooms/administration building/newsletters/ Library</li> <li>▪ One Big Voice Year 4 Choir</li> <li>▪ Mass Choir- Perth Concert Hall – 11 schools</li> <li>▪ Junior &amp; Senior choirs- Fete</li> <li>▪ Whole school Art Mural created each year in the Art Room</li> <li>▪ Year 5/6 String Ensemble</li> </ul>	<ul style="list-style-type: none"> <li>▪ Year 6 Production- Super Stan- three different casts according to classroom</li> <li>▪ Instrumental music lessons for select students demonstrating strong musical aptitude</li> <li>▪ 67 students from Year 3-6 participating in IMSS</li> <li>▪ Five specialist instrumental teachers provided through IMSS</li> <li>▪ Year 6 student Thomas Storey on keyboard leads school song at each assembly</li> <li>▪ Visual Arts program and specialist teacher Yrs 1-6 program into third year</li> <li>▪ Drama Specialist continues program in 2021</li> <li>▪ Year 5 &amp; 6 Mass Choir- Soloist- Claire Kotylar, MC- Grace Mommsen</li> <li>▪ One Big Voice- Claire Winby MC</li> <li>▪ Rosalie PS Rock Band ‘The Rat Bags’ performed at the Rosalie PS Fete</li> <li>▪ Student awarded 3<sup>rd</sup> place in the Shaun Tan Young Artists’ Award.</li> </ul>
Parent and Community Engagement In Learning	
<ul style="list-style-type: none"> <li>▪ Year 6 Musical production parent involvement in props and costuming</li> <li>▪ Rosalie –Hollywood community band- perform at assemblies</li> <li>▪ Reconciliation- Flag raising ceremony</li> <li>▪ Parent coaches, provided their expertise for interschool sporting events</li> <li>▪ Olympic Games- Dance incursion for all students</li> <li>▪ All classes performed song, dance, drama as part of their class performance at an assembly</li> <li>▪ Rosalie PS parent band performing at Parent Night and School Fete.</li> </ul>	





# General

Engaging Environment	Curriculum and Teaching: Fostering Academic Excellence
<ul style="list-style-type: none"> <li>▪ Third Place School Chess League finals</li> <li>▪ Participation in after school activities increased</li> <li>▪ Faction Fund Raiser</li> <li>▪ Students receive Merit Certificates at assemblies</li> <li>▪ School Captains and Leaders in Music, Library, Sport, Art, Green Gorillas</li> <li>▪ Wrap Around Services-School Psychologist/External Agencies</li> <li>▪ Purchase of new desks for three classrooms</li> <li>▪ Installation of new junior primary playground</li> <li>▪ And shade sails</li> <li>▪ New sliding windows on veranda Rooms 1-3</li> <li>▪ New veranda panels Rooms 1-8</li> <li>▪ Successful completion of School Compliance Audit</li> <li>▪ Class assemblies well attended</li> <li>▪ ELC 3 new gutters and drainage</li> <li>▪ Offsite kindy – new gutters</li> <li>▪ Offsite Kindy meetings to renew lease for next 5 years plus an additional 5 year option.</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>▪ After school Chinese lessons/ Coder Dojo/ Scratch/ Young Engineers / Chess all offered and well received.</li> <li>▪ Ex-student awarded Beazley Medal-top scoring Yr 12 ATAR student</li> <li>▪ Filming for promotional video-Governor’s STEM Awards</li> <li>▪ WasteWise- workshop and school waste audit completed</li> <li>▪ Two staff trained as Bike Ed teachers. Conducting student lessons</li> <li>▪ NAIDOC week activities</li> <li>▪ EarlyAct community fundraisers</li> <li>▪ Year 3, 5 &amp; 6 camps</li> <li>▪ Successful School Review- T1</li> <li>▪ State champion in WA Chess Competition</li> </ul>



Dare to Lead Leadership Conference with our Student Leaders

Kobe Wu – Winner of WA School Chess Competition 2021



## Parent and Community Engagement In Learning

- Rosalie PS Village Fete- raised \$870000 profit
- 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 continued
- Class 'Mother's Day/Father's Day' combined activities
- School Board parents/community/staff members
- P&C school/Community working bees, Little Library
- Young Engineers Club continues for a fifth 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 Programs
- Partnership with St Matthews Church
- Fathering Project camp at Lake Leschenaultia 40 families participated
- P&C Disco & Go Cart races
- P&C Messy Lapathon
- School Board elections conduct to fill two staff vacancies
- Election day cake stall raised \$3000
- ANZAC Dawn Service and breakfast attended by 1000 people
- Parent workshops in Protective Behaviours (T3) and Cyber Safety (T4)
- Remembrance Day –Subiaco War Memorial



Father's Day  
Tinkering



Messy  
Lapathon



Election  
Cake Stall



# Student Achievement

## NAPLAN Results 2021

### Comparison Chart 2017-2021

Subject		Year 3					Year 5				
		2017	2018	2019	2020*	2021	2017	2018	2019	2020*	2021
Reading	Aust. Mean*	431	434	432.2	110	<b>437.9</b>	506	509	506.1	124.5	<b>511.3</b>
	WA Mean	420	423	425.1	N/A	<b>425.6</b>	499	502	502.6	N/A	<b>504.6</b>
	School Mean*	504	504	480	121.9	<b>502.1</b>	569	569	556	132.5	<b>553.7</b>
	% of RPS students in top 20%	47%	48%	43%	48%	<b>49%</b>	53%	48%	48%	46%	<b>46%</b>
Writing	Aust. Mean	414	407	422.5	N/A	<b>425.3</b>	473	464	474.1	N/A	<b>479.9</b>
	WA Mean	410	400	419.4	N/A	<b>423.6</b>	469	460	472.2	N/A	<b>480.5</b>
	School Mean	461	457	460	N/A	<b>459</b>	521	513	522	N/A	<b>519</b>
	% of RPS students in top 20%	42%	55%	36%	N/A	<b>43%</b>	52%	41%	40%	N/A	<b>41%</b>
Spelling	Aust. Mean	416	418	418.9	97	<b>421.2</b>	501	502	500.7	124	<b>504.4</b>
	WA Mean	409	406	410.7	N/A	<b>410.5</b>	498	500	499.6	N/A	<b>503.4</b>
	School Mean	442	466	447	112.9	<b>454.8</b>	544	536	527	143.7	<b>539.8</b>
	% of RPS students in top 20%	29%	34%	33%	30%	<b>30%</b>	38%	34%	29%	56%	<b>40%</b>
Grammar & Punctuation	Aust. Mean	439	432	440	115	<b>432.5</b>	499	504	499.1	128	<b>502.6</b>
	WA Mean	429	424	433	N/A	<b>424.6</b>	492	500	495.5	N/A	<b>496.6</b>
	School Mean	497	515	497	128.5	<b>485.7</b>	557	573	543	139.7	<b>554.4</b>
	% of RPS students in top 20%	37%	46%	40%	62%	<b>42%</b>	47%	49%	47%	58%	<b>40%</b>
Numeracy	Aust. Mean	409	408	408.1	110.9	<b>402.8</b>	494	494	495.9	122.7	<b>495.2</b>
	WA Mean	402	403	403.7	N/A	<b>395.1</b>	489	490	490.3	N/A	<b>488.9</b>
	School Mean	454	476	450	125.5	<b>464.9</b>	547	544	523	136.2	<b>552.4</b>
	% of RPS students in top 20%	37%	51%	39%	57%	<b>50%</b>	48%	41%	27%	55%	<b>45%</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>



## School Performance in comparison with 'like' Public Schools

NAPLAN	NAPLAN - Numeracy					
	2018		2019		2021	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						
NAPLAN	NAPLAN - Reading					
	2018		2019		2021	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						
NAPLAN	NAPLAN - Writing					
	2018		2019		2021	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						
NAPLAN	NAPLAN - Spelling					
	2018		2019		2021	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						
NAPLAN	NAPLAN - Grammar & Punctuation					
	2018		2019		2021	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						

	<b>Below Expected</b> more than one standard deviation below the predicted school mean
	<b>Expected</b> within one standard deviation of the predicted school mean
	<b>Above Expected</b> more than one standard deviation above the predicted school mean
*	No data available for 2020 due to COVID restrictions and the cancellation of NAPLAN

## 2022 Directions - Where to from here?

Based on our analysis of school performance data, the teaching staff collaborated to plan a variety of specific strategies to implement in 2022 in both Literacy and Numeracy, especially in Upper Primary Spelling. As always, a focus on explicit instruction, differentiation and making success criteria visible within each classroom will be consistently implemented and reviewed throughout 2022. The use of our case management approach for identified students continues to be a focus. The dynamic streaming in Year 5/6 for Maths is working well and ensures students are working at their correct level.



In 2021 The School submitted an Electronic School Assessment Tool (ESAT) in preparation for the first formal School Review since 2017. School staff, parents, students and community members spent a day reviewing and verifying the findings of the ESAT. As a result Rosalie PS will focus on the following directions:

### **Leadership:**

Progress instructional leadership through further development of the distributed leadership structure. Build capacity of teacher leaders to drive ongoing instructional development and progression of whole-school programs and practices.

Sharpen the link between student achievement and clearly defined teaching and learning foci across the school to ensure it is owned by staff and driven by all levels of leadership.

### **Use of Resources**

Continue to review student population characteristics annually to ensure resources align to future needs and infrastructure adjustments.

### **Teaching Quality**

Strengthen opportunities for staff to share pedagogical understandings aligned to agreed practices and student achievement data.

Progress intentions to develop school-wide practices in cooperative learning strategies, metacognitive strategies and differentiation.

Continue to refine, in line with data and evidence, a whole-school approach to literacy, including clarity of assessment, pedagogy and programs.

### **Student Achievement & Progress**

Continue to use fine-grained assessment to identify gaps in learning and to set goals for sustained student success.

Continue to use data and evidence to track student progress at the individual, cohort and whole-school level and monitor the efficacy of existing programs.

## **ICAS**

Students sat for 259 tests in 2021 and received:

- Medals – 2 students received an ICAS Medal in 2021. A Year 6 student received her medal in Digital Technologies and a Year 4 student received his medal in Science. Student participant numbers were down compared to 2020.

Subject	Participants	High Distinctions	Distinctions	Credits
Science	46	2	10	13
Digital Technologies	29	2	6	7
Mathematics	73	4	10	25
Spelling	55	1	16	12
English	56	3	13	14
Writing	34	1	2	7

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

Thirty five students at Rosalie identify with an additional culture; eight 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. Eight students are at stage one and two of the EAL/D Progress Map. The majority of these students are in the upper end of the school. 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
0	2	2	2	5	5	12	5

## 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.

## 2021 AEDC School Profile

In 2021, Rosalie PS participated in the Australian Early Development Census data collection to map developmental outcomes of our Pre-Primary students. As expected, Rosalie students did not show up as being developmentally vulnerable in any of the five domains (physical health & wellbeing; social competence; emotional maturity; language & cognitive skills; communication skills & general knowledge). Our 2021 results were marginally higher than the 2018 results.

## 2021 Year 6 Further Education Destinations:

Destination Schools	Male	Female	Total
Shenton College	31	17	48
John XXIII College	1	1	2
John Curtin College	0	1	1
Christ Church Grammar School	2	0	2
Perth Modern School	2	1	3
St Hilda's	0	1	1
PLC	0	5	5
Bob Hawke College	1	0	1
Scotch College	4	0	4
Iona Presentation College	0	2	2
Methodist Ladies College	0	3	3
Northshore Christian College	0	1	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).

## PEAC

Seventeen Year 4 students successfully gained a place in the Primary Extension and Challenge (PEAC) commencing in 2022.

## Attendance

### Comparative Primary Attendance Rates Semester One

	Attendance Rate	
	Rosalie	WA Public Schools
2018	95.9%	92.6%
2019	95.3%	91.6%
2020	96.0%	77.6% (COVID related)
2021	95.4%	

### 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%
2021	93%	96%	96%	95%	95%	95%	96%

Attendance percentages at Rosalie Primary School in 2021 were very high. Covid 19 did not impact on schooling in WA with only five days in which schools were closed and therefore ensured attendance rates remained high.

However, we are still aware of a continued trend for vacation leave to be taken during the school term. Despite restrictions on interstate and overseas travel a number of families opted to take intrastate travel.

To ensure we continue to deliver the full curriculum to every student, we have continued to implement 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, maternity leave and extended leave, the school experienced a steady turnover of staff throughout 2021. In Term 3, a merit selection process was undertaken which saw 81 applicants for fixed-term/permanent positions. This number of applicants was well down on previous years. From this a pool of suitable applicants was formed. At the end of 2021, three permanent positions and four fixed term contracts were filled from the pool. Three part-time permanent teachers had their FTE increased to cover extended staff leave. In Term 4, a merit selection process was undertaken which saw 46 applicants apply for an Education Assistant Mainstream Pool and 28 applicants apply for a 0.5FTE permanent Education Assistant Special Needs position. 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 2021 Rosalie PS had three Level 3 teachers and 14 senior teachers. One staff member was identified by the Education department to be a Curriculum Support Teacher (CST) hired to deliver face to face and online seminars to upskill staff (Statewide) on the new Maths & English Curriculum material. In 2021, the school had a Principal and two full time Associate Principals. A Level 3 teacher was promoted to A/Associate Principal and an Associate Principal took on the role of A/Principal when the Principal went on long service leave in Term 2.

# Professional Learning (PL)

During 2021 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. 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, High Impact Teaching (HITS), Aboriginal Cultural Awareness training, Curriculum Support training and upskilled on new policies such as Staff Code of Conduct. All teachers received half a day of professional learning on the new curriculum support material. This was funded by the education department.

Two teachers were identified as Aspirant Leaders and received professional learning through a project run by the Shenton Network.

# 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 which we have continued to work on in 2021 to reach our improvement targets:

A new survey will be issued in 2022.

Celebrate Success	Areas of Focus	2022 SMART Goals
<b>PARENTS</b>		
<ul style="list-style-type: none"> <li>● <b>Overall a high level of positive opinion</b></li> <li>● My child likes being at school (4.6) <b>(+0.1)</b></li> <li>● My child feels safe at school (4.7) <b>(+0.2)</b></li> <li>● My child's teachers are good teachers (4.6) <b>(+0.1)</b></li> </ul>	<ul style="list-style-type: none"> <li>● The school takes my opinion seriously (4.0) <b>(+0.1)</b></li> <li>● Teachers at this school provide useful feedback (4.1) <b>(+0.1)</b></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>● <b>Overall a high level of positive opinion, nothing below 4.0</b></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) <b>(-0.4)</b></li> <li>● The school is well maintained (4.1) (=)</li> <li>● This school is well led (4.1) <b>(-0.4)</b></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) <b>(+0.1)</b></li> <li>● I feel safe at my school (4.4) <b>(+0.1)</b></li> <li>● My teachers are good teachers (4.4) <b>(+0.2)</b></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) <b>(+0.1)</b></li> <li>● Students behaviour is well managed (3.5) <b>(-0.2)</b></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>

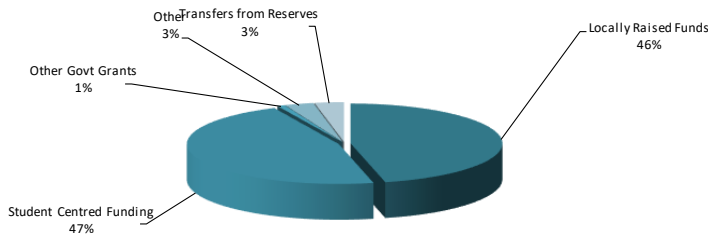
# Financial Summary

(As at 31 December 2021)

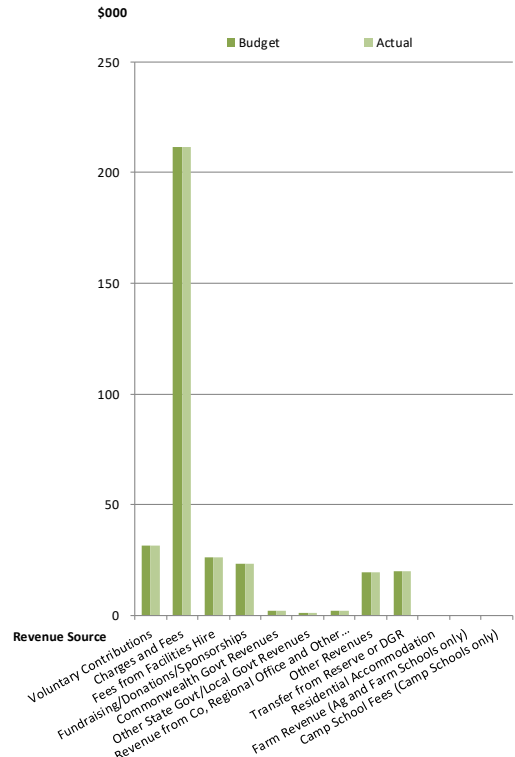
## Rosalie Primary School Financial Summary as at 31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 31,351.50	\$ 31,351.50
2	Charges and Fees	\$ 211,506.38	\$ 211,506.38
3	Fees from Facilities Hire	\$ 26,340.00	\$ 26,340.00
4	Fundraising/Donations/Sponsorships	\$ 23,086.31	\$ 23,086.31
5	Commonwealth Govt Revenues	\$ 2,157.64	\$ 2,157.64
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 1,952.70	\$ 1,952.70
8	Other Revenues	\$ 19,385.82	\$ 19,386.47
9	Transfer from Reserve or DGR	\$ 19,695.00	\$ 19,695.00
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>\$ 336,475.35</b>	<b>\$ 336,476.00</b>
	<b>Opening Balance</b>	<b>\$ 126,025.10</b>	<b>\$ 126,025.10</b>
	<b>Student Centred Funding</b>	<b>\$ 294,343.44</b>	<b>\$ 294,343.44</b>
	<b>Total Cash Funds Available</b>	<b>\$ 756,843.89</b>	<b>\$ 756,844.54</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 756,843.89</b>	<b>\$ 756,844.54</b>

**Current Year Actual Cash Sources**

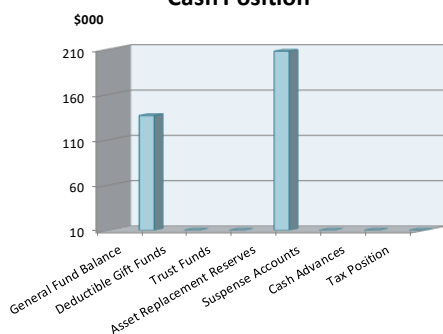


**Locally Generated Revenue - Budget vs Actual**

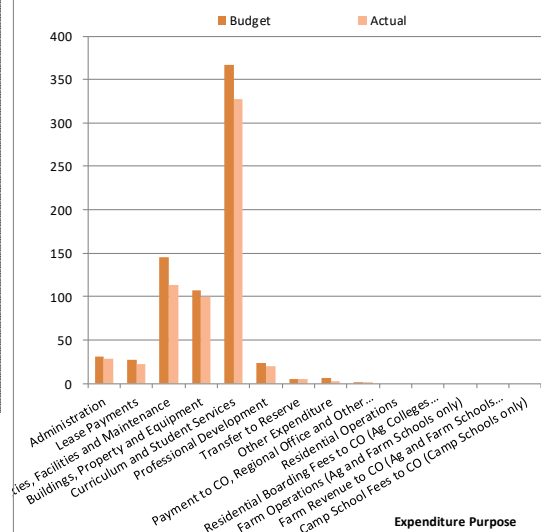


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 30,814.00	\$ 28,913.60
2	Lease Payments	\$ 26,589.58	\$ 21,627.56
3	Utilities, Facilities and Maintenance	\$ 145,206.82	\$ 113,366.29
4	Buildings, Property and Equipment	\$ 107,494.86	\$ 100,185.27
5	Curriculum and Student Services	\$ 367,228.38	\$ 327,559.11
6	Professional Development	\$ 23,369.67	\$ 19,262.22
7	Transfer to Reserve	\$ 5,500.00	\$ 5,500.00
8	Other Expenditure	\$ 6,293.15	\$ 2,551.52
9	Payment to CO, Regional Office and Other Schools	\$ 1,200.00	\$ 1,220.00
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>\$ 713,696.46</b>	<b>\$ 620,185.57</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 713,696.46</b>	<b>\$ 620,185.57</b>
	<b>Cash Budget Variance</b>	<b>\$ 43,147.43</b>	

**Cash Position**



**Goods and Services Expenditure - Budget vs Actual**



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 338,740.44</b>
<b>Made up of:</b>	
1 General Fund Balance	\$ 136,658.97
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 207,608.01
5 Suspense Accounts	\$ (422.54)
6 Cash Advances	\$ -
7 Tax Position	\$ (5,104.00)
<b>Total Bank Balance</b>	<b>\$ 338,740.44</b>









101 Onslow Rd, Shenton Park WA 6008

Phone: (08) 9366 9700

Email: [rosalie.ps@education.wa.edu.au](mailto:rosalie.ps@education.wa.edu.au)