



# ANNUAL REPORT

## 2021

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The 2021 Annual Report provides a summary of our school's performance over the past year.

It details our student performance in academic and non-academic areas and outlines the progress we have made in implementing key strategies outlined in our 2019-2021 Business Plan. Importantly, it also describes the extent to which we have achieved the performance targets and milestones that were set out in our Business Plan.

Also contained within this report are the highlights of the year, in the areas of school and student performance and financial and human resource management.

As an Independent Public School, Rostrata is committed to implementing and achieving all the requirements of both our Statement of Expectation (2021 – 2024) and the 2021 Funding Agreement and this Annual Report presents a summary of the extent to which we have achieved this.

## Message from the Principal

It is with pleasure that I present the Annual Report for 2021 which provides an overview of our progress and achievement of the targets our Business Plan was designed to address.

During the last three years, regular updates were provided to the School Board and the Business Plan Subcommittee on progress being achieved in each of the following sections of the plan;

- Student physical, social and emotional development
- Student academic development
- Outwardly focused school
- High quality teaching
- Effective leadership

The ongoing monitoring of school progress against our targets allowed for immediate intervention as required by our teachers. The use of technology and online assessments has expedited the diagnostic analysis of student performance, allowing for greater teacher focus on planning and instruction for improvement.

At the core of everything we do is the Rostrata focus on CARE (Co-operation, Achievement, Respect and Endeavour). The school beliefs and values reflect these and our Positive Behaviour Support committee meet fortnightly to further plan and strengthen these messages in supporting programs throughout the school.

Lee Woodcock



Principal

# OVERVIEW OF THE 2021 SCHOOL YEAR

## Managing COVID 19

During 2021 there were very limited COVID interruptions to schooling in WA. The current technology within our school allows for the successful transition to online, at home learning should that have been required and a Business Continuity Plan is in place to ensure the students of Rostrata Primary School continue to receive a quality learning experience if students were required to isolate.

Ongoing hygiene practices were also implemented and are ongoing including students using hand sanitiser upon entry to every room, encouraging the use of water bottles rather than drink fountains and COVID cleaning of high touch areas throughout every school day.

Over the past 12 months further work has been done across the school to improve our COVID readiness:

- Expanding the BYO iPad program to Year 2 -6.
- Extending the instructional technology action research for teachers, to all teachers throughout the school. In 2021, Pre Primary, kindergarten and new teachers on staff received additional training.
- Provided support for staff on how to use Microsoft Teams.
- Debriefed feedback with staff so that their future remote learning is mindful of parent issues.
- Explored the logistics of how to loan school owned iPads, in the event of a sustained lockdown, to families where this might be needed.
- Reviewed the structure of school days during a lockdown and the use of learning grids.
- Continued staff training in the High Impact Teaching strategies which will serve to sharpen lesson structure and improve both face to face and remote learning.



## Staffing



### Principal

Barry France was appointed to the role of Collegiate Principal commencing in Term 2, 2021. Subsequently, Lee Woodcock was appointed as Acting Principal. Mr France will conclude his secondment at the end of Term 1, 2023.

## Attendance

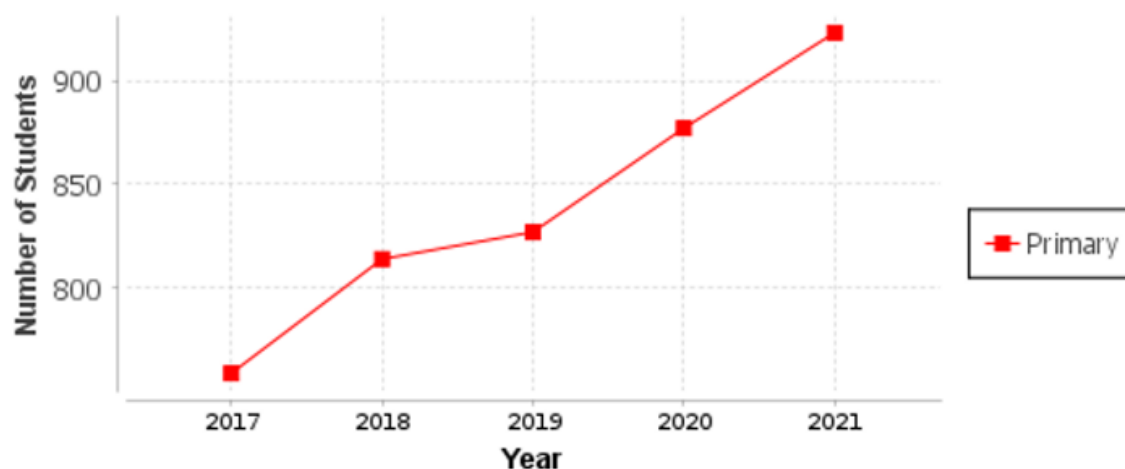
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	94.6%	94.4%	92.7%	82.3%	84.4%	79.5%	94.5%	94.3%	91.6%
2020	95.3%	95.2%	93.2%	83.6%	90.5%	77.6%	95.2%	95.1%	91.9%
2021	95.7%	94.6%	92.4%	75.4%	88.7%	76.8%	95.5%	94.5%	91%

Overall student attendance was better than 'like schools' and WA Public Schools in 2021. Aboriginal student attendance was lower than 'like schools' and WA Public Schools.

## Enrolment Trend

With further establishment of the two new estates to the southern end of our catchment area, our enrolments grew gradually over the course of 2021 to peak at 1025 students in K – Year 6. This growth was slower than predicted due to COVID-19 border closures. We anticipate that we may see some further growth in student numbers throughout 2022.

**Semester 2 Student Numbers**



## Staff Development

### Future Leaders 2021

Three additional key staff have been through this leadership development program. They have all further developed their expertise in areas that include inclusivity in the music program, languages and early years' literacy projects.

### Developing Middle Leader's Capacity

In 2021 a small group of staff were identified to participate in the Middle Leaders Program run by Human Link. The aim was to seek out and foster talented staff who show the potential to lead aspects of the school's operations and performance. These staff often emerge from effective performance in leading projects, curriculum, cohorts, pilot programs, and a host of other school-based initiatives. The aim is to create a middle leadership tier within our school to support the implementation and running of key aspects of the school.

## ITP @ Rostrata



In 2021 Cohort 1 continued their journey and Cohort 2 commenced their professional learning in the Impact Teaching Program (ITP). After Dr Tim McDonald took up a new position in Term 2, 2021 our school commenced working with 'Shaping Minds' to continue our ITP journey. Cohort 1 completed their professional learning with Shaping Minds in 2021 and then we identified Instructional Coaches from this first cohort to support staff in our school. Cohort 3 commenced in 2022.

## Facilities

### Additional Classrooms

The new specialist Visual Art Room was installed beside D Cluster during Term 2, 2021. This now provides a dedicated space for our Specialist Art Program.



## Year 6 Student Leadership



Rostrata School Captains unfortunately could not participate in the annual leadership trip to Canberra due to COVID 19 restrictions. However, we were very proud of the excellent leadership skills they developed under the guidance of Mr Gotti, Ms Darby and Ms Wells.

Throughout 2021 our Rostrata School Captains had many opportunities to display their skills. School assemblies returned to face-to-face on Thursdays and were magnificently led and run by our Captains. Their assistance around the school was also evident, even stepping in to help the House Captains perform their duties at the Junior Athletics Carnival.

As ambassadors for the Your Move Program our Captains were active in promoting students to walk, ride or scoot to school in order to alleviate traffic congestion on surrounding roads. October saw them spending a morning working on stencilling some of the safe routes to school on footpaths and bike paths. This was a joint initiative between West Cycle and the Canning Council.

Our Captains enjoyed a team building trip to Rottnest Island in November. They learnt about the island's history, including its importance to the mainland during World War 1 and 2. They enjoyed riding their bikes around the island, wading at the basin and of course their lunch at Frankie's. They were having such a great time that they missed their ferry ride home and had to catch a later one.



# STUDENT ACADEMIC DEVELOPMENT

## NAPLAN

### NAPLAN Data 2021 Summary

The school received a letter of acknowledgement in December 2021 from the Department of Education and the Hon. Sue Ellery MLC Minister for Education and Training for outstanding NAPLAN results in 2021. This takes in to account absolute performance, relative achievement and performance trend over time.

Comparative Performance in Year 3 for 2021 indicates very strong performance with four out of the five areas tested being 'Above Expected'. In Year 5 all areas tested were 'At the Expected Level'.

### NAPLAN Comparative Performance Summary

	Year 3			Year 5		
	2018	2019	2021	2018	2019	2021
Numeracy	1.2	1.2	2.1	0.4	-0.3	0.5
Reading	0.6	0.6	2.0	0.3	0.1	-0.1
Writing	0.8	0.3	1.0	-0.3	1.3	0.2
Spelling	1.4	1.7	1.8	-0.6	-0.5	-0.2
Grammar & Punctuation	1.0	1.2	2.3	0.5	1.1	0.9



**Above Expected** - more than one standard deviation above the predicted school

**Expected** - within one standard deviation of the predicted school mean

**Below Expected** - more than one standard deviation below the predicted school mean

If blank, then no data available or number of students is less than 6

## Student Progress and Achievement

### Student Progress and Achievement Compared with Like Schools

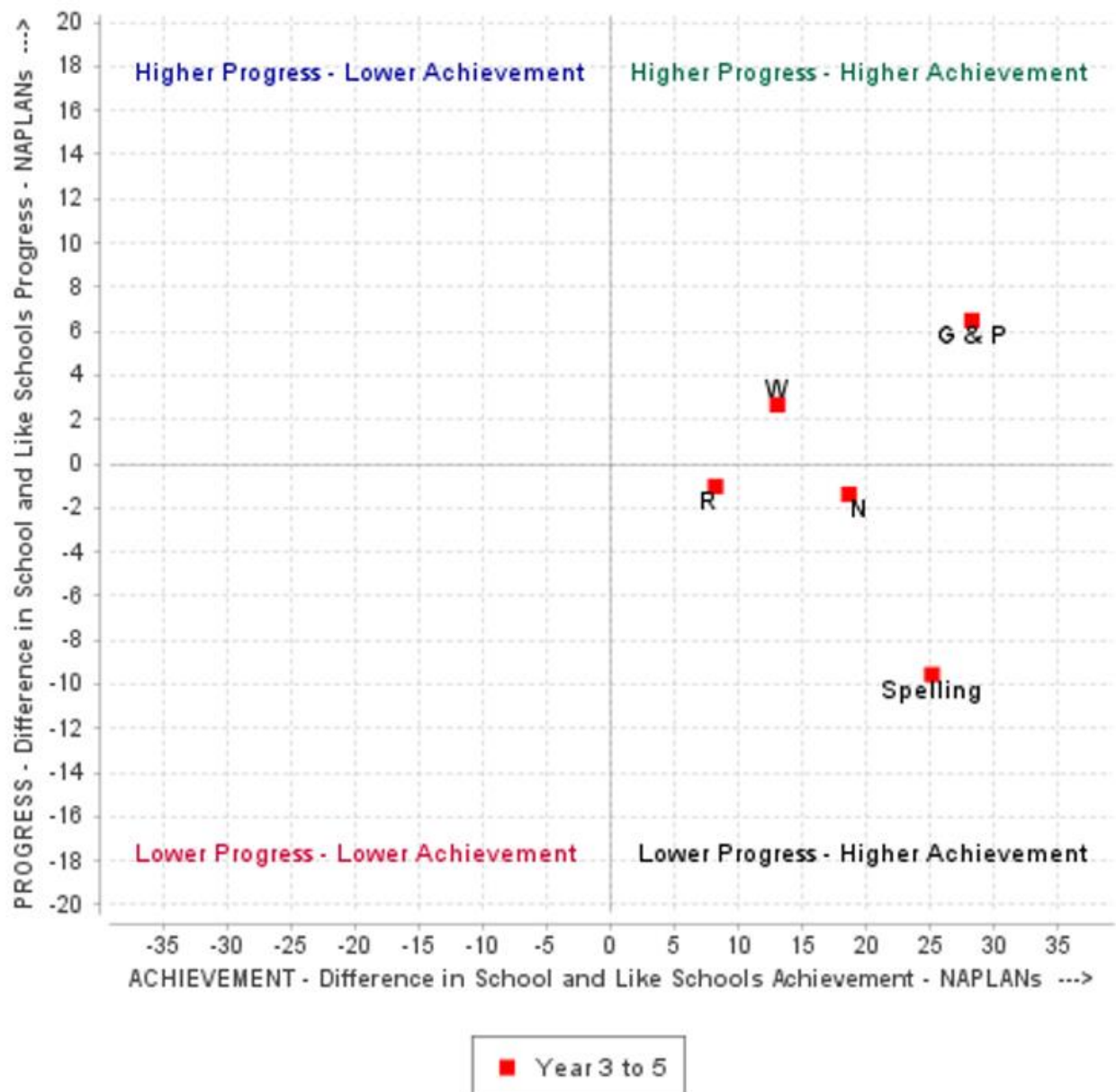
#### NAPLAN Year 3 to Year 5 Longitudinal



The Year 3 -5 Longitudinal Data indicates that students in 2021 made 'Higher Progress and Higher Achievement' in Grammar & Punctuation and Writing. Whilst Reading, Numeracy and Spelling demonstrated 'Lower Progress and Higher Achievement'.

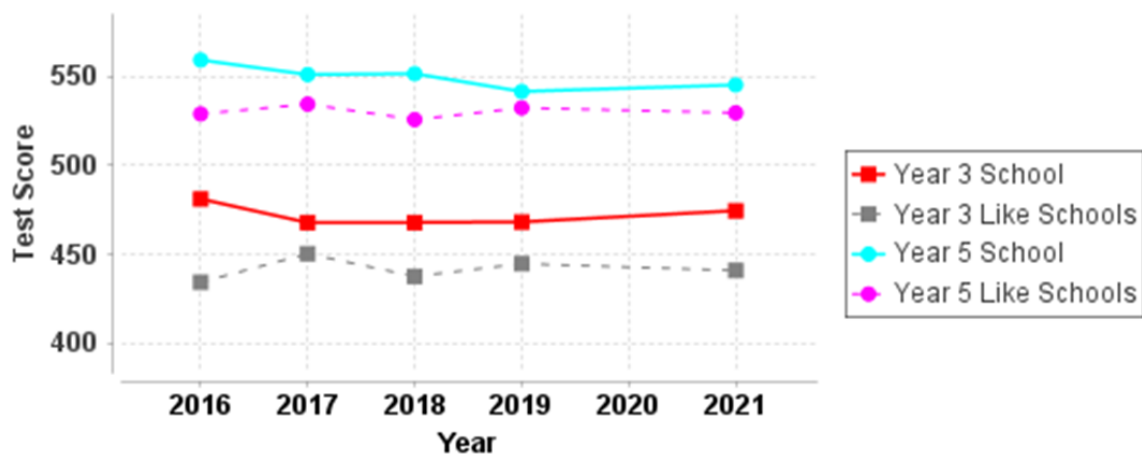
## Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2019 to Year 5 2021

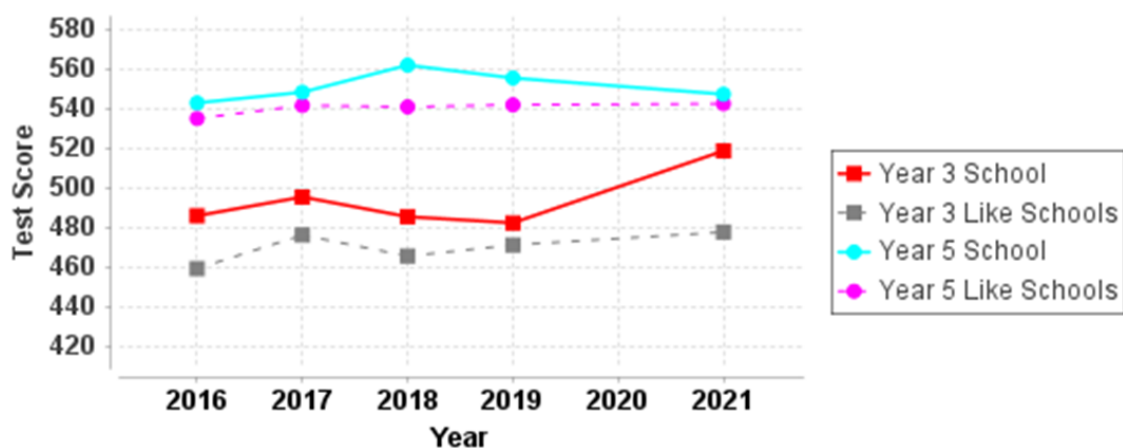


## Longitudinal Performance

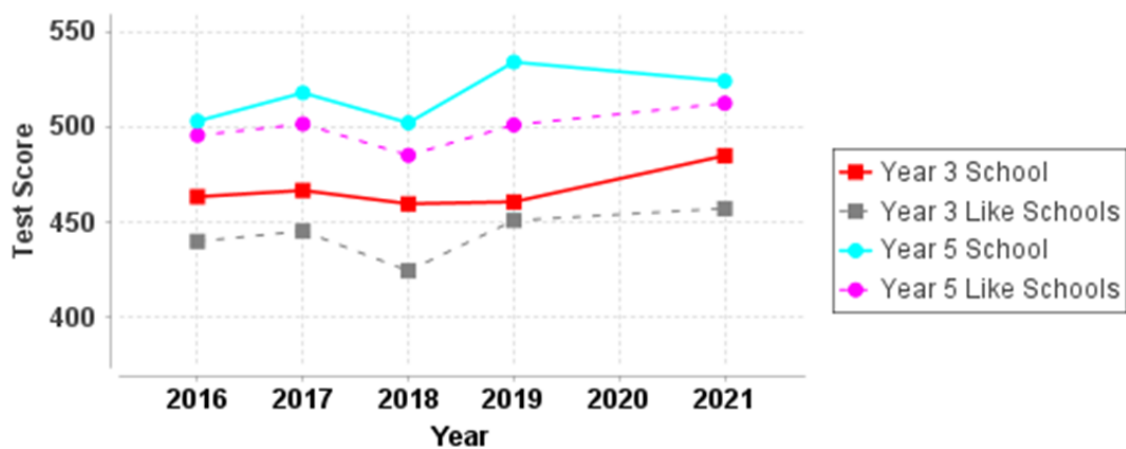
### Average Numeracy Score



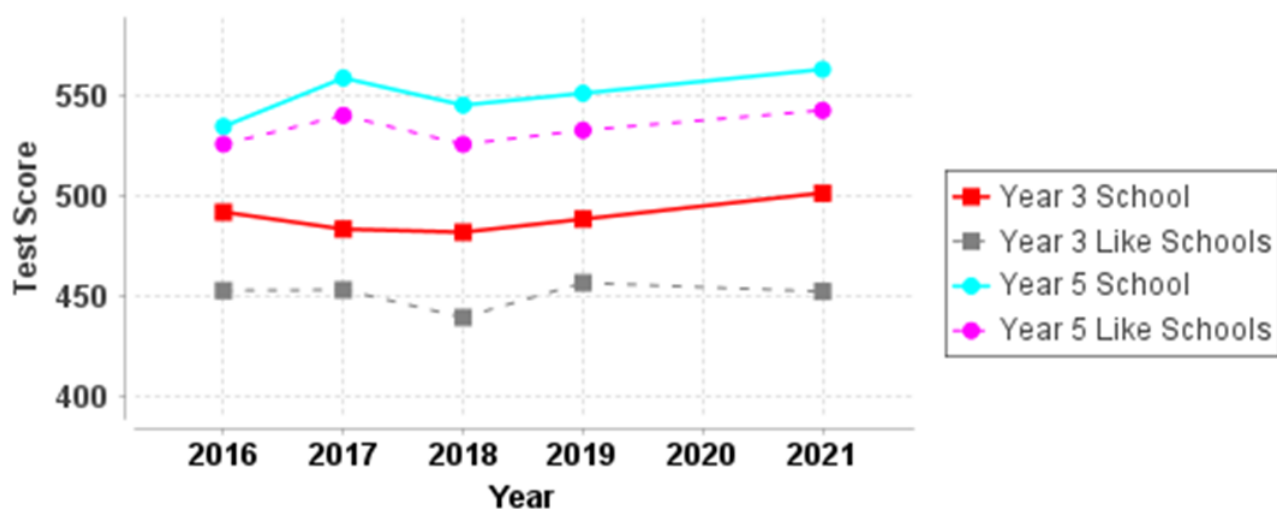
### Average Reading Score



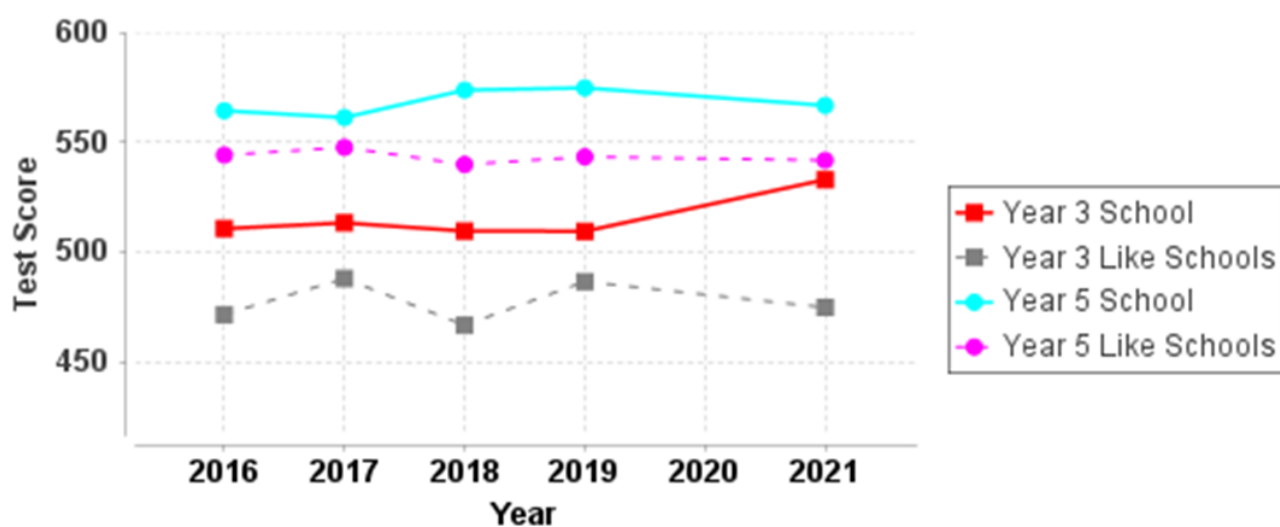
### Average Writing Score



### Average Spelling Score



### Average Grammar & Punctuation Score



Longitudinal performance against all areas tested over the past 6 tested years indicates a consistent trend 'above like schools'. This is a very pleasing result.

## ACER TESTING

### ACER TEST RESULTS 2020 - YEAR 2, 4 and 6



#### GOOD STANDING INTERACTIONS 2021

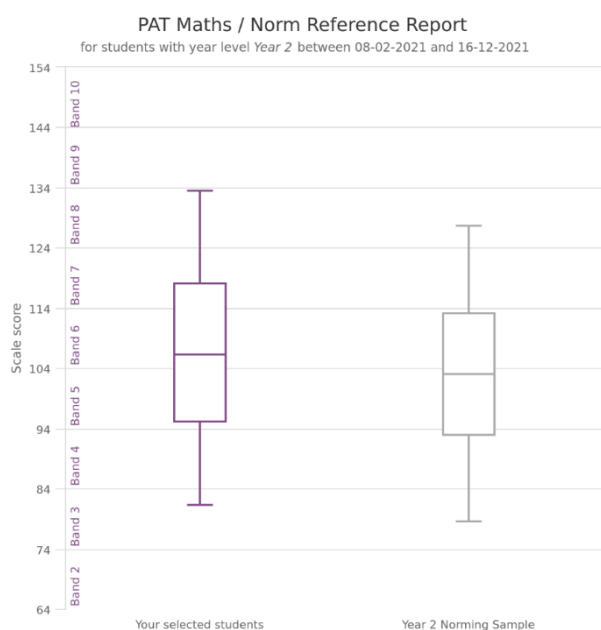
	YEAR LEVEL	NUMBER OF STUDENTS	FREQUENCY	TOTALS
TIER THREE SUSPENSION				0
TIER THREE LOSS OF GOOD STANDING	6	1	Once	1 Loss of Good Standing
GOOD STANDING RETURNED	6	1		1 Good Standing Returned

### ACER Assessments 2021

This report shows the distribution of the students' scale scores in a purple box-and-whiskers when compared, as a cohort, to other students in Australia.

The length of the box represents the difference between the 25<sup>th</sup> and 75<sup>th</sup> percentiles with the middle line indicating the middle (median) score. The point where the whisker line extends below the box indicates the 5<sup>th</sup> percentile and where the whisker extends above the box indicates the 95<sup>th</sup> percentile.

### ACER Mathematics



#### Rostrata Primary School Year 2 Students' Scale Scores

95<sup>th</sup> percentile: 133.4

75<sup>th</sup> percentile: 118

Median: 106.2

25<sup>th</sup> percentile: 95.1

5<sup>th</sup> percentile: 81.2

#### Year 2 Norms

95<sup>th</sup> percentile: 127.5

75<sup>th</sup> percentile: 113

Median: 103

25<sup>th</sup> percentile: 92.9

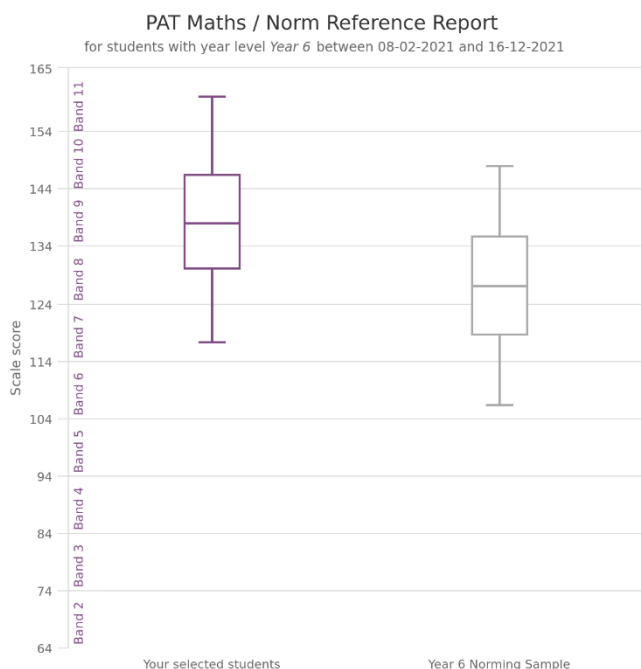
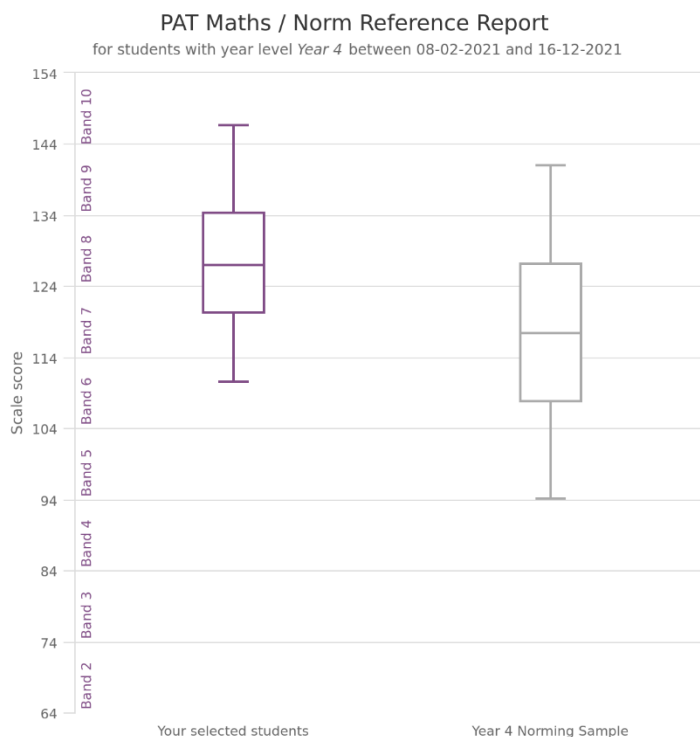
5<sup>th</sup> percentile: 78.4

### Rostrata Primary School Year 4 Students' Scale Scores

95<sup>th</sup> percentile: 146.5  
 75<sup>th</sup> percentile: 134.3  
 Median: 127  
 25<sup>th</sup> percentile: 120.2  
 5<sup>th</sup> percentile: 110.4

#### Year 4 Norms

95<sup>th</sup> percentile: 140.9  
 75<sup>th</sup> percentile: 127  
 Median: 117.4  
 25<sup>th</sup> percentile: 107.8  
 5<sup>th</sup> percentile: 94



### Rostrata Primary School Year 6 Students' Scale Scores

95<sup>th</sup> percentile: 160  
 75<sup>th</sup> percentile: 146.3  
 Median: 138  
 25<sup>th</sup> percentile: 130  
 5<sup>th</sup> percentile: 117

#### Year 6 Norms

95<sup>th</sup> percentile: 147.8  
 75<sup>th</sup> percentile: 135.5  
 Median: 127  
 25<sup>th</sup> percentile: 118.5  
 5<sup>th</sup> percentile: 106.2

## ACER Reading

### Rostrata Primary School Year 2 Students' Scale Scores

95<sup>th</sup> percentile: 121.6

75<sup>th</sup> percentile: 102.7

Median: 90.6

25<sup>th</sup> percentile: 84.2

5<sup>th</sup> percentile: 64

### Year 2 Norms

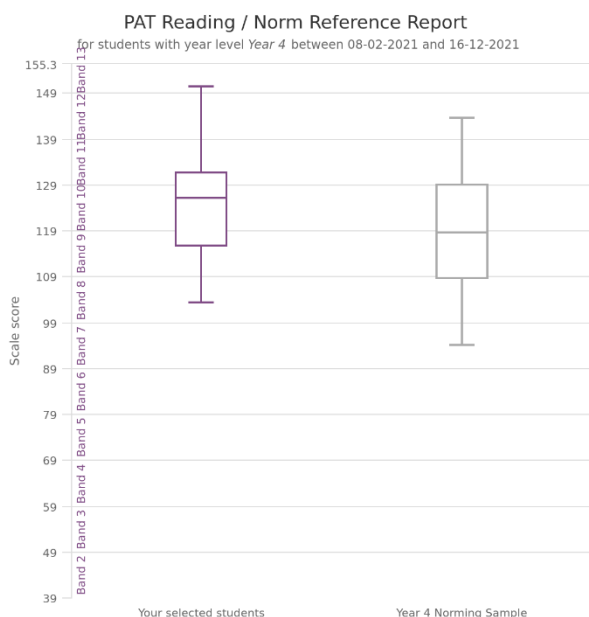
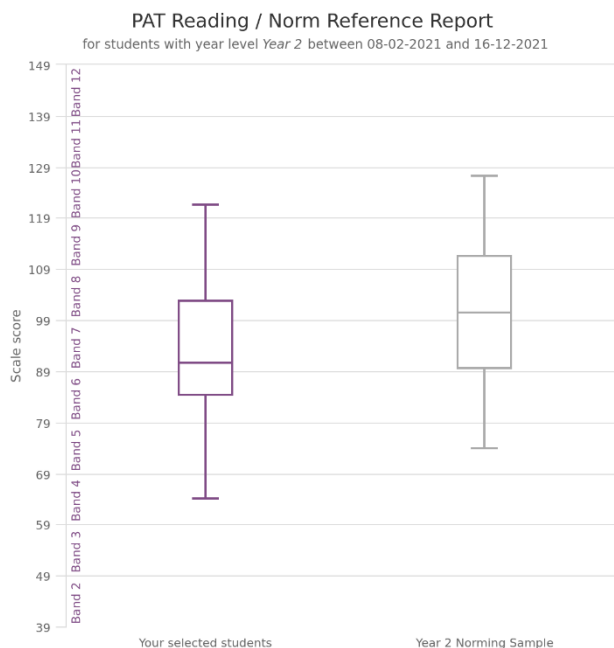
95<sup>th</sup> percentile: 127.2

75<sup>th</sup> percentile: 111.4

Median: 100.5

25<sup>th</sup> percentile: 89.5

5<sup>th</sup> percentile: 73.8



### Rostrata Primary School Year 4 Students' Scale Scores

95<sup>th</sup> percentile: 150.3

75<sup>th</sup> percentile: 131.6

Median: 126.1

25<sup>th</sup> percentile: 115.7

5<sup>th</sup> percentile: 103.2

### Year 4 Norms

95<sup>th</sup> percentile: 143.4

75<sup>th</sup> percentile: 128.9

Median: 118.7

25<sup>th</sup> percentile: 108.6

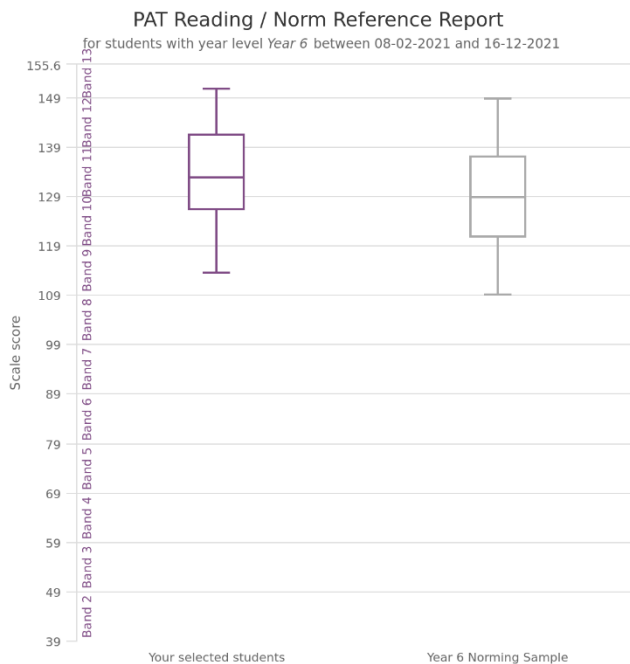
5<sup>th</sup> percentile: 94

## Rostrata Primary School Year 6 Students' Scale Scores

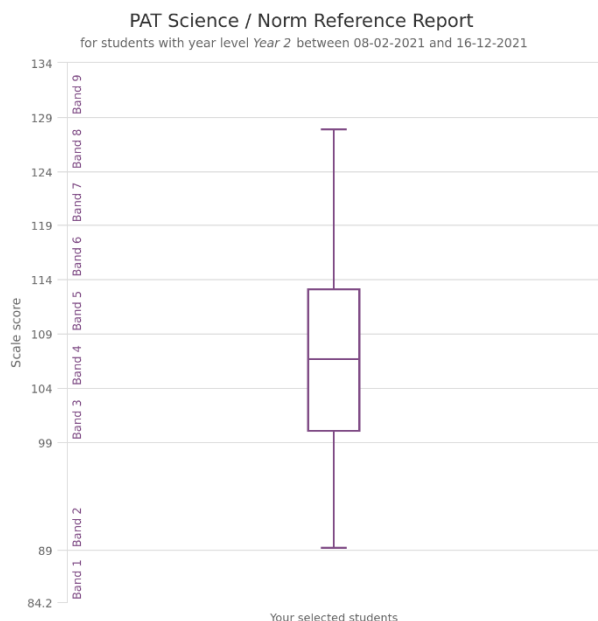
95<sup>th</sup> percentile: 150.6  
75<sup>th</sup> percentile: 141.4  
Median: 132.7  
25<sup>th</sup> percentile: 126.2  
5<sup>th</sup> percentile: 113.4

### Year 6 Norms

95<sup>th</sup> percentile: 148.6  
75<sup>th</sup> percentile: 136.9  
Median: 128.8  
25<sup>th</sup> percentile: 120.7  
5<sup>th</sup> percentile: 109



## ACER Science



## Rostrata Primary School Year 2 Students' Scale Scores

95<sup>th</sup> percentile: 127.8  
75<sup>th</sup> percentile: 113  
Median: 106.6  
25<sup>th</sup> percentile: 100  
5<sup>th</sup> percentile: 89.2

### Year 2 Norms

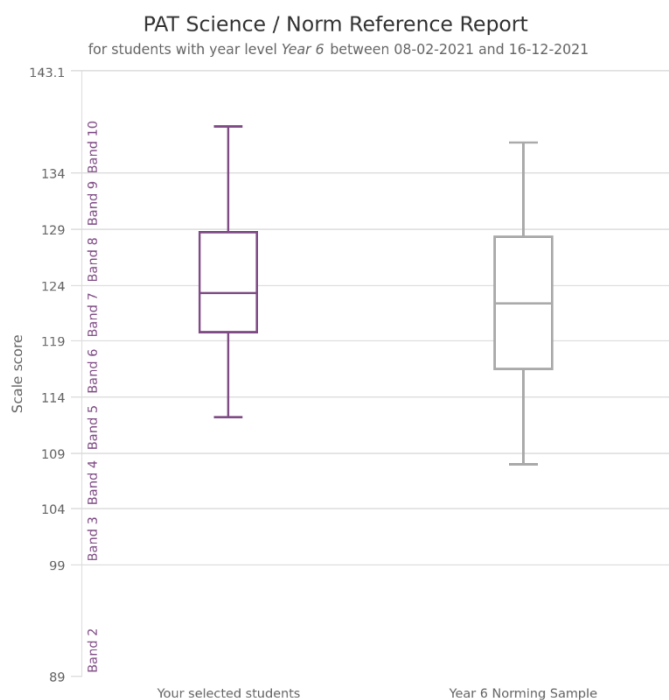
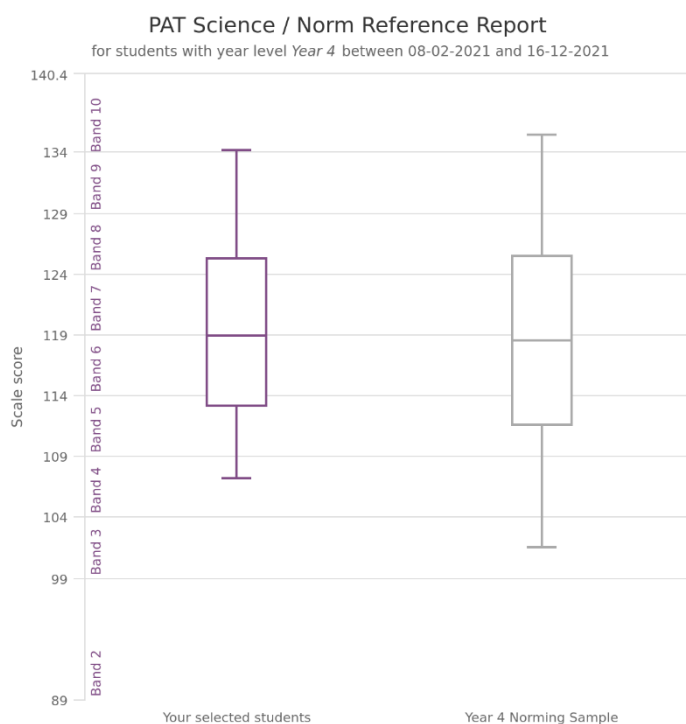
There are no Australian norms available for comparison.

## Rostrata Primary School Year 4 Students' Scale Scores

95<sup>th</sup> percentile: 134.1  
 75<sup>th</sup> percentile: 125.2  
 Median: 118.9  
 25<sup>th</sup> percentile: 113.1  
 5<sup>th</sup> percentile: 107.1

### Year 4 Norms

95<sup>th</sup> percentile: 134.4  
 75<sup>th</sup> percentile: 125.4  
 Median: 118.5  
 25<sup>th</sup> percentile: 111.5  
 5<sup>th</sup> percentile: 101.5



## Rostrata Primary School Year 6 Students' Scale Scores

95<sup>th</sup> percentile: 138.1  
 75<sup>th</sup> percentile: 128.7  
 Median: 123.2  
 25<sup>th</sup> percentile: 119.7  
 5<sup>th</sup> percentile: 112.1

### Year 6 Norms

95<sup>th</sup> percentile: 136.7  
 75<sup>th</sup> percentile: 128.2  
 Median: 122.3  
 25<sup>th</sup> percentile: 116.4  
 5<sup>th</sup> percentile: 107.9

# THERAPISTS

## Speech Pathologist – 2021

It is widely documented that communication difficulties can have long lasting impacts on individuals' academic and social success. Through our partnership with Curtin University, Speech Pathology students were allocated to Rostrata to work with staff and students in Kindy and Pre-Primary one day a week during Second Semester. Mrs Clarke, Deputy Principal, worked with the students' supervisor to ensure that the program upskilled Rostrata staff. The speech pathologist shared with administration how impressed she was with the behaviour of the students as they transitioned between the five different activities with minimal fuss, and their ability to maintain focused and engaged with each activity, considering they are only 4.

Our teachers believe that they have learnt a lot from observing and working with these students and participating in this initiative. Children in Kindergarten have benefitted enormously from the small group, succinct and intentional teaching activities in following complex instructions, sequencing, gross motor development, sensory processing, comprehension and identifying initial sounds.

## Occupational Therapist – 2021

During 2021, Rostrata again partnered with Wize Therapy to have an occupational therapist working with teachers in the school, enabling them to better support their students with fine and gross motor skills and emotional regulation using Zones of Regulation. Emotional regulation skills refer to the child's ability to identify an emotion, interpret what this emotion means within their brain and body and engage in a tool or strategy to support their ability to manage the emotion.

Evidence demonstrates that early intervention is the key to future social, emotional and academic success. It is part of the program to have all Kindergarten students tested for fine and gross motor development and reports are given to parents. Teachers of Pre-Primary and Year One select children who may not have been tested to be screened. The parents give permission for the children to be seen by the occupational therapist.

In previous years the OT had worked in the Junior school, however, in 2021 there was a whole school approach, implementing Zones of Regulation from Pre-Primary to Year 6. Teachers had one to one support to understand the concepts and implement the program into the classroom. Although the teachers used a variety of strategies in their classroom, the language used to describe emotions and develop strategies to manage emotions was common throughout the school.

The occupational therapist also developed resources for the teaching staff to use in the classroom. The success of the program is supported with data and feedback from the staff.

**Annabella Clarke**  
**Deputy Principal**

## SPECIALIST SUBJECT AREAS

### Music

#### Classroom Music Programme

Pre-Primary students received music instruction from their classroom teacher. Concepts and skills were presented to Year 1 and Year 2 classes by Miss Fairs, and the Years 3-6 students by Miss Darby. The Orff-Schulwerk and Kodaly approaches to learning music formed the basis of instruction in which students learn to “sing, say, move and play”.



#### Class Singing



Junior classes paired up to present an item at fortnightly assemblies. Due to the fact that there was a large cohort of Senior students, it was not possible for classes to be involved in presenting an item at the fortnightly assembly, therefore, students were provided with a different performance opportunity. The Year 5 & 6 students performed a song each at an assembly in Term 3, Week 2, which also coincided with NAIDOC Week celebrations. The songs consisted of two part harmonies which encouraged the students to develop their aural and vocal skills, and to experience what it is like to sing in a choral context. Eleven Year 5 students auditioned to sing a solo part and thirteen Year 6 students auditioned of which four from each year level were selected to perform on the day.

Performance opportunities were also provided for the Year 3 & 4 students who sang a tribute to Elton John under the direction of Miss Darby and the Year 1 & 2 students sang “A Million Dreams” from The Greatest Showman and performed a body percussion piece under the direction of Miss Fairs. If unaffected by COVID restrictions, this initiative will continue in 2022.

## Vocal Performances - Assembly/Community Singing

Community/school singing continued at the assemblies under the direction of Miss Fairs for Junior students and Miss Darby for Seniors.

Unfortunately, due to a change in the funding structure of 'Music Count Us In', the decision was made for our school not to participate.

### Choirs

**MIDDLE CHOIR (Years 3 & 4) - 44 children - 8 boys, 36 girls**

**SENIOR CHOIR (Years 5 & 6) - 56 children - 16 boys, 40 girls**

**Total: 24 boys, 76 girls = 100 students**

There was a slight increase in the number of students chosen to participate in both choirs (8) and, in particular, there was an increase in the number of boys chosen (3). Both choirs performed at the school assemblies which included the end of year Christmas concert whereby they sang a combined Christmas song and were accompanied by the Senior Band. The majority of songs were sung in a two-part harmony.



In Term 3, Week 10, the Senior Choir participated in the Massed Choir Festival for the second year in a row. The highlights were as follows:

- Students were able to perform at a prestigious venue, the Perth Concert Hall, and at the usual night time concert rather than outside as per the previous year due to COVID restrictions.
- Students were provided with the opportunity to audition for solo parts. Eleven students took on this challenge whereby one student was put forward to represent Rostrata and was successful.
- The extensive repertoire provided us with the capacity to use it for purposes other than the Massed Choir Festival eg: it was used for both Middle and Senior Choirs to perform at the assemblies along with the Years 3 & 4 students and for Year 5 & 6 students during NAIDOC Week celebrations.
- The repertoire was exciting and challenging for students.
- This event proved to be rewarding and positive for all students which was ascertained from their feedback.
- The rehearsals were engaging and informative for both students and staff. Effective teaching strategies were gained by staff in attendance.

The challenges were as follows:

- The commitment to two rehearsals which took place at Churchlands SHS and the Perth Concert Hall. The feedback from some students was that it was a long day,
- Time spent out of the classroom - One full day of PL and two days of rehearsals,
- The need for several staff members to accompany the choir on the performance night for duty of care which was out of school hours,
- The range of repertoire meant that no other repertoire could be learnt for different performance opportunities eg: Sing Fest, Spring Sing, thus these events were not scheduled.

It is due to these challenges that the decision has been made to include Rostrata in the Massed Choir Festival every two years. This will allow the two choirs to engage in a variety of performances such as Sing Fest and Spring Sing. It also allows Senior students to participate once in their two-year choir membership either as a Year 5 or Year 6 student.

## Instrumental Music School Services (IMSS)

Thirty-nine students participated in the Instrumental Music School Services program learning either the violin, viola or cello, however, one student left the program and left the school later on in the year.

The Ensemble teacher accepted a violin and cello student into the Ensemble, who were not taking lessons at the school, which brought the total of students to forty. The Ensemble performed at several assemblies with the positive change being that the Ensemble teacher was able to conduct them at each of their performances. In the past Miss Darby would assist with the conducting when Ms Mikajlo was unavailable due to commitments at other schools. Due to the large Senior cohort, as previously mentioned, it resulted in the increase of the frequency of performance opportunities for the String Ensemble. Ms Mikajlo included small group performances at many of the Ensemble performances (eg: the Year 6 violas, the Year 3 violins, etc)

## Alternative Assembly Performances

Performance opportunities for individual Year 4-6 students, who were learning instruments outside of school hours, were provided on two occasions at the assemblies. Of those students who were learning the piano, ukulele, drums, vocals and violin thirty five auditioned. Thirteen students were selected to perform. This enabled them to showcase their talents and to further develop their performance skills. Small ensemble groups from the Senior Band and String Ensemble were also given this performance opportunity. Positive feedback was provided by staff, parents and students resulting in the continuation of this initiative.

## Band



The Rostrata Primary School Band Program had another great year in 2021 with 153 students involved in the program. All three of our Bands – Senior, Intermediate and Junior bands were very busy and productive throughout the year. There were many performances in 2021, most notably the Western Australian Government Schools Make Music Concert Series which was held at Crown Theatre in August. Our senior band were provided the opportunity to play the national anthem on the night and to also open the concert. They were highly commended on their performance and their professionalism. Unfortunately, due to COVID 19 restrictions, the Riverton RSL ANZAC Dawn Service did not take place. However, many of our students played the Last Post and Reveille in their driveways for their families and friends during neighbourhood ANZAC services.

Other performances included a Big Band Bash for each band held at various Schools throughout the year, School Assemblies, the Rostrata Anzac Ceremony and Training Band Parent Information Night. 2021 ended with the annual Twilight Tunes Concert when all 3 bands put on a magnificent night performance in the school's undercover area for their families and friends.

2021 also saw our Senior Band wear their new band uniforms for the first time. They looked fantastic, especially behind the yellow music stand banners.

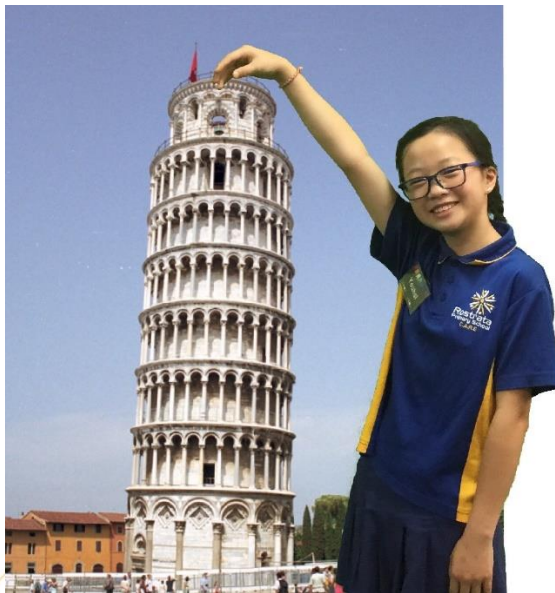


A major change for 2022 will be capping the number of students entering the program through the Training Band. Due to the physical size of the band room we will need to cap the Training Band at 50 students with a preference given to current year 3 students applying.

## Italian

An additional Italian teacher was added to staff to cater for the growing student/class numbers. Two Italian teachers are now at Rostrata on Mondays giving each of them collegial support.

The Italian department continues using technology to enhance the students written and aural learning. Implementation of Instructional Teaching Practice (ITP) commenced with Years 3-5 with positive results. The use of whiteboards is one strategy which enhances individual student participation and consolidates learning. It also allows the teacher to quickly see which concepts/learning had been understood and who has misunderstanding.



## Rostrata Kitchen Garden Program



The Rostrata Kitchen Garden program continued to be a success in 2021. Despite restrictions and reduced opportunities for parents and carers to be actively involved, year 4-6 students were immersed in a fabulous program involving growing, harvesting, preparing and sharing their produce. Mrs Richards continued her role in the kitchen, and Miss King continued in the garden.

Students were involved with many aspects of growing and harvesting produce in the garden. Composting and worm farms were made and maintained, discussing the science and sustainability aspects in today's world. Students planted a variety of seeds and seedlings, preparing soil prior to planting and maintaining the soil health, including weeding, as produce grew. Insects were found and discussed, including beneficial insects in our garden. The STEM festival allowed students to understand what Miss King does as a veterinarian when not teaching at school. Students had hands on experience checking their heart rates, bandaging their extremities and

even entered the 'Guess the Droppings' competition. Miss King and Ms Dawson, our Science Specialist, combined their skills again to incubate chicken eggs. The eggs and then chicks were observed throughout term 3, with some being added to the school garden flock to continue their life cycle and produce free range eggs.

Nutritional cooking and development of preparation skills is the primary focus of the kitchen classroom. The students developed their skills this year by incorporating Science with food. They learnt about the chemical reaction Yeast undergoes in making Pizza and New York bread Pretzels. They made fresh dough, kneading it with their hands developing fine motor skills. They added warmth, moisture and food to the dough which created a chemical reaction, making it double in size. Students used lemons and oranges with other raising agents e.g. baking powder in Orange teacakes and Lemon cupcakes creating carbon dioxide which makes them rise in the oven. We also made fresh Pesto from our basil, stir fry using Bock choy and our famous, well loved, Silver beet fritters just to name a few of our incredible dishes. Healthy salads are always a focus in the kitchen, and we incorporate new recipes every year for variety. Our Broccoli coleslaw and Japanese salad were a terrific addition and successful with the students. We covered nutritional terminology and dietary facts to help students make good healthy food choices in the future for themselves and their families.



## Physical Education

Students from Pre-Primary to Year Six take part in Physical Education lessons where the emphasis is on fun, participation, coordination, fitness, resilience, games skills, strategies, and team skills. The Physical Education staff provide an inclusive and comprehensive program, which aims to develop our students' fundamental movement skills and abilities to perform across a range of physical activities.

Pre-Primary – Year 1 - The focus of the lessons is to introduce and develop the Fundamental Movement Skills. The lessons are choreographed to music to motivate the students, keeping them fully engaged and active. Students also participate in Cardio Fitness and Mindfulness sessions on Friday mornings.

Year 2– 4 - The lessons are focused on further developing and consolidating the Fundamental Movement Skills through the practise of modified games. Students in Year 3 and 4 participate in Middle School Sports, where the cohort play a variety of modified fitness activities and games. In Term 4, the focus for MSS was the Jump Rope for Heart, where students raised over \$5000 for the Heart Foundation.

Year 5 – 6 - Students apply their learnt skills in a variety of modified sports and games in an inclusive environment, furthering strengthening their strategic thinking and gameplay as well as their teamwork, leadership skills and sportsmanship. Students also participate in Senior School Sports, where students have the option of participating in a range of competitive and non-competitive sports.



Extra-curricular sports and fitness activities are made available to students, such as Running Club, Cross Country Club, and athletics training, as well as external sporting programs such as netball and cricket, funded through Sporting Schools grants.

Leadership opportunities are promoted through the appointing of House Captains. The role of Vice Captain (introduced in 2020) was continued to support the House Captains, increasing the leadership team from 8 students to 12. As a result, the House Captains completed their duties more thoroughly and with continued enthusiasm.

COVID impacted Physical Education heavily in 2020, however the PE program returned to normality in 2021. Events such as the swimming carnival, Summer Carnival and Winter Carnival were re-introduced (although the Summer Carnival resulted in a change of venue for the basketball). Spectators were again welcome to in-school events such as the cross-country and athletics carnival. Measures were continued by the PE teachers to ensure the health and safety of students during class time, such as following basic hygiene rules.

A great success for the PE program was winning first place at the SCISA Cross Country and Athletics carnivals. The elation of the students upon winning made the before and after school training sessions worth-while and will be continued in 2022 (COVID restriction permitting).



### Future planning for 2022

The below recommendations for 2022 have been discussed and agreed upon by the PE staff:

- Invest in shade around the school to accommodate Australia's longer summer months and rising UV levels.
- Specialised sporting uniforms for interschool teams have been agreed upon and are in the process of being developed.
- The implementation of teaching strategies as learnt through the Impact Teaching Practise.
- Continued application for external sports programs through Sporting Schools.

## Science

It has been an exciting, action-packed year of Science as our specialist program expanded to include Years 5 and 6 back in the Lab with Ms Dawson. We welcomed two new Science Specialist Teachers, Ms Devadas in Year 2 and Mrs Hunt in Years 1 and 3.

This year we held our first STEM Festival at Rostrata with Years 1-6 participating in a range of engaging activities including working with science expert parents Astrophysicist Ramesh Bhat, Electrochemist Debbie Silvester-Dean and Geologist April Pickard. Students also participated in Scitech shows and workshops, and our Science specialists conducted lessons around the National Science Week theme 'Food: Better by Design'. Miss King gave students an insight into her work as a Veterinarian and students investigated the science behind yeast with Mrs Richards in the Kitchen.



In Term 2, about 150 students took part in the Great Science Share for Schools, an award-winning international campaign. We are one of three primary schools which took part in this event, held for the first time in Australia and hosted by the STEM Outreach Team at Curtin University. A collaborative initiative between Science teachers and classroom teachers, Year 2 students and Year 5 students from C9 worked passionately on their in-class 'Climate Emergency' themed STEM project and presented their questions and solutions to students and teachers from the other primary schools, staff from Curtin University and various guests from the STEM industry.



Throughout the year, we have continued trialing the curriculum designed by the Einstein-First Project (EFP) team, University of Western Australia (UWA). This curriculum allows all students to appreciate the Einsteinian physics which underpin atomic theory, forces, photons, and gravity.

The Minister of Education, Sue Ellery, visited our Lab in August to announce 18 million dollars in funding for STEM in primary schools. We look forward to upgrading our Lab and STEM resources in 2024.



## Visual Art

Visual Art has had another fantastic year in 2021, with the addition of a dedicated Visual Arts Room provided by a new demountable delivered to Rostrata during the year. Students from year 3 to 6 continued to enjoy and achieve in Visual Art. Miss De Paoli provided students with a caring and motivational environment with focus on nurturing and encouraging students to develop their creativity and express their own thoughts and feelings in response to the world around them - while gaining an understanding and appreciation of visual culture.

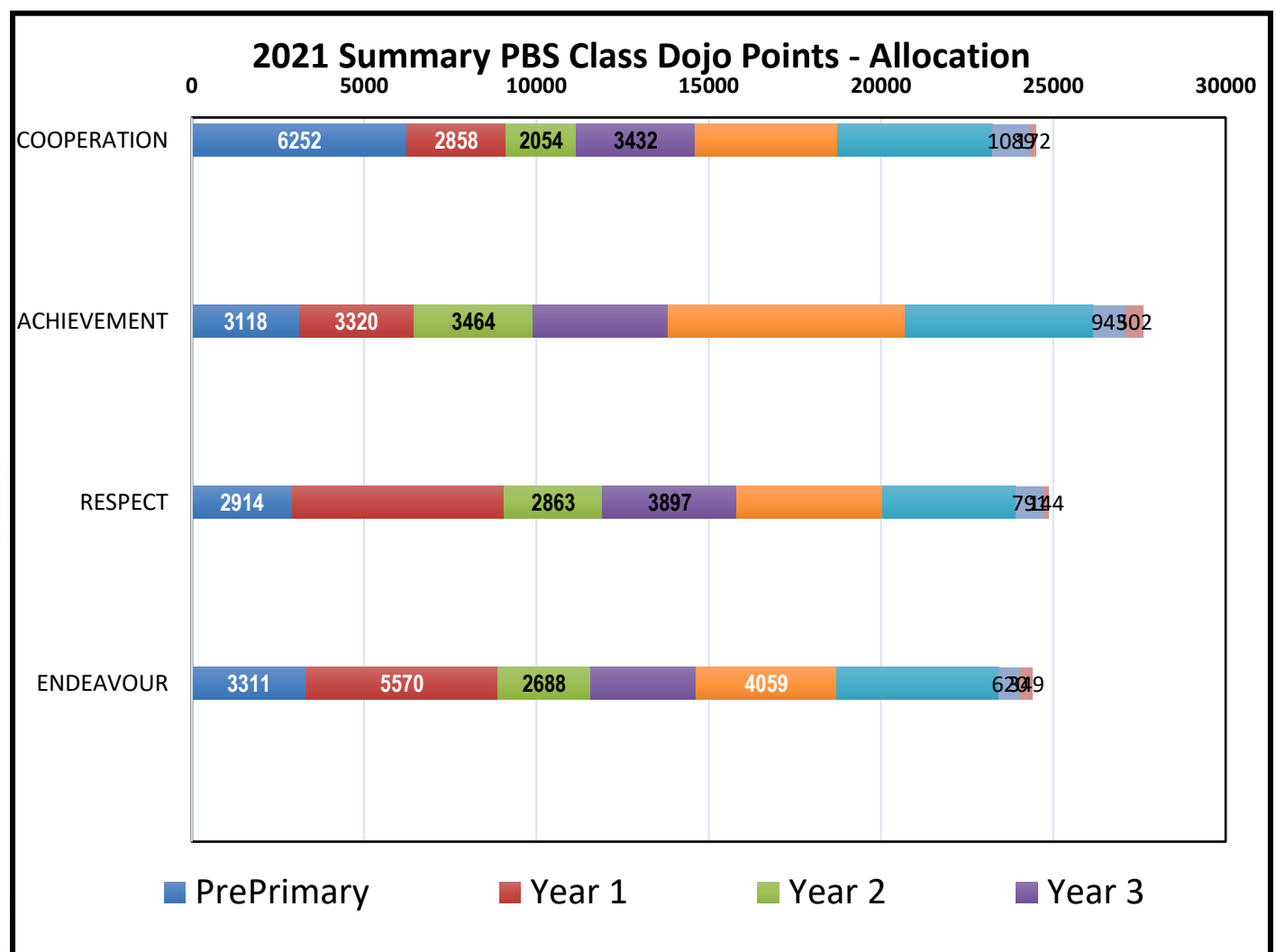


## STUDENT PHYSICAL, SOCIAL and EMOTIONAL DEVELOPMENT

### Positive Behaviour Support

The Class Dojo points system is a school wide reward system for Level One Free and Frequent behaviours.

In 2021 the Achievement expectations were rewarded the most frequently, closely followed by the Cooperation expectations. Most Class Dojo points were awarded to the A Cluster students. This is to be expected as this is the Pre-Primary and Year One classes who require more concrete rewards. The senior students, while they do receive Class Dojo points, have developed more intrinsic motivational skills.



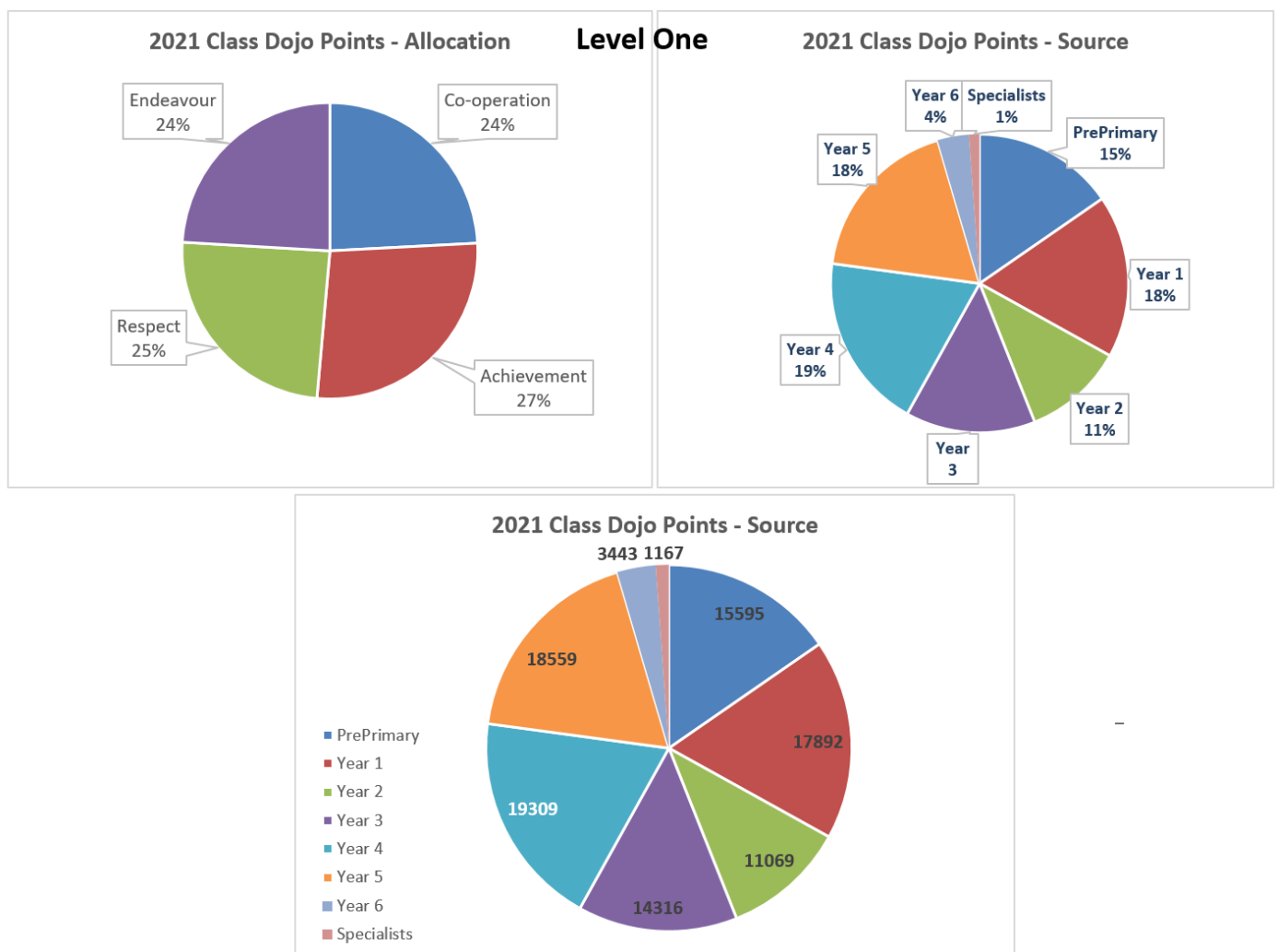
## PBS Report for 2021

The PBS Committee grew with the addition of a new C cluster member and another parent representative. The meetings were conducted three time per term.

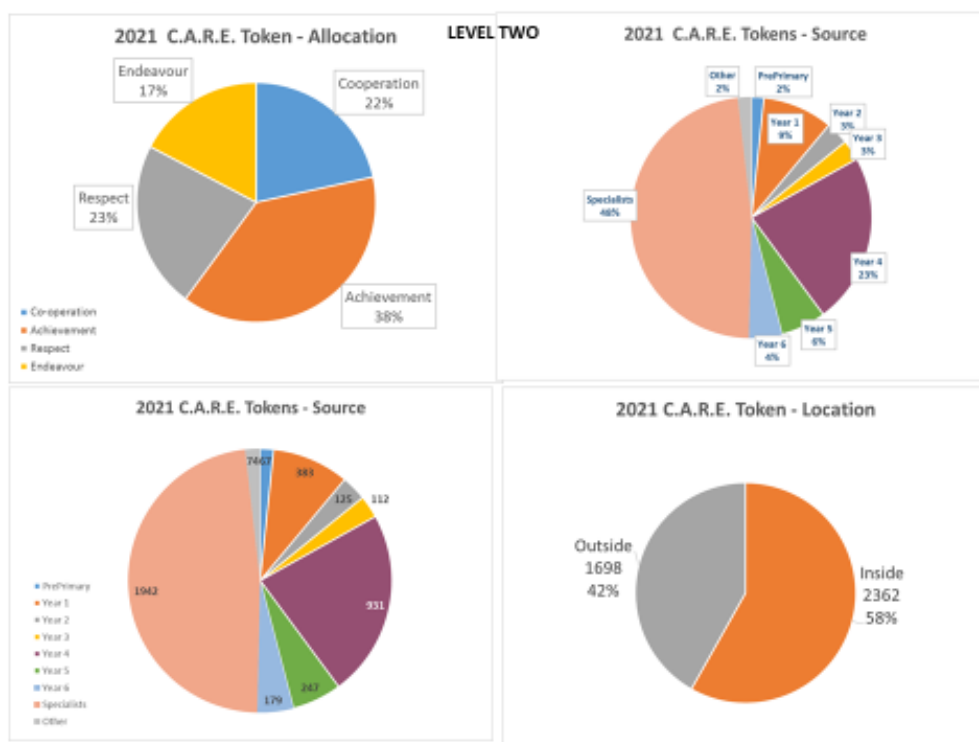
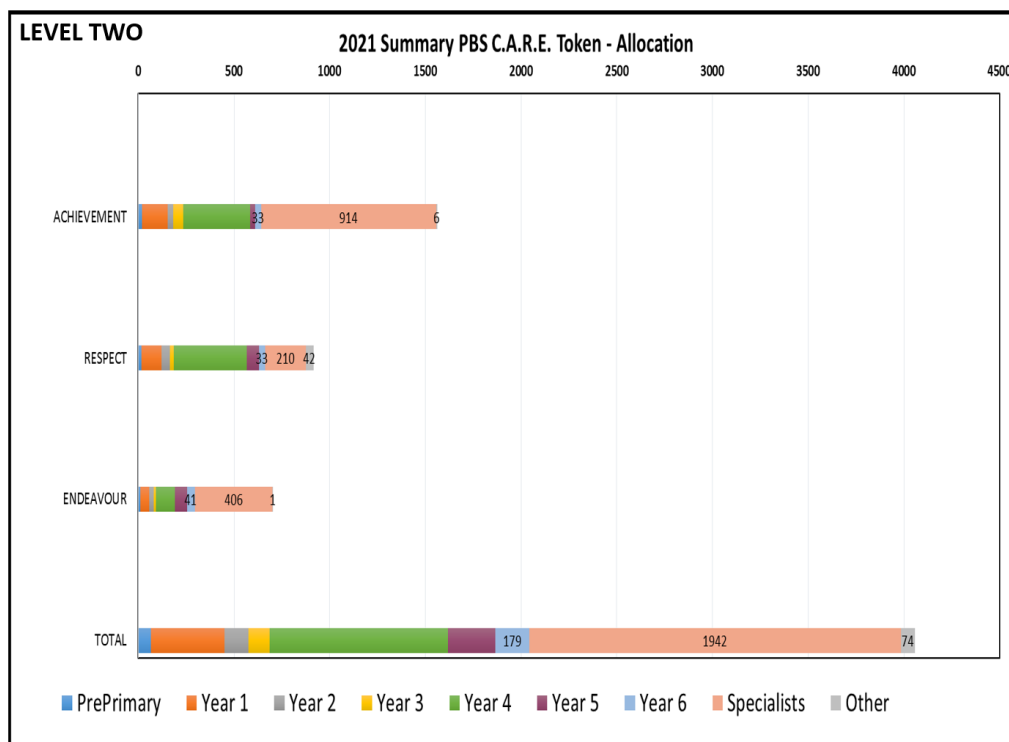
A summary of actions completed

- Working with *Razoreye* to create two large, eye-catching Behaviour Expectation signs for outdoor use.
- Changing the Rostrata Gumnut Kids t-shirt to reflect Rostrata's new uniform and branding.
- PBS new staff induction PL.
- Students' CARE token draw increased from 1/Cluster to 1/year level.
- Teachers' Shout outs draw changed to the name of each teacher who issued the winning CARE tokens to be placed in a draw that takes place in Weeks 5 & 10 of each term.
- Signage for oval play areas to indicate where students of each year levels should play.
- School maps created by parent rep with high input from committee.
- Survey conducted with staff re: PBS lessons. Many teachers not doing/completing lessons due to being time poor.

The C.A.R.E. Tokens system is a school wide reward system for Level Two Short Term behaviours.

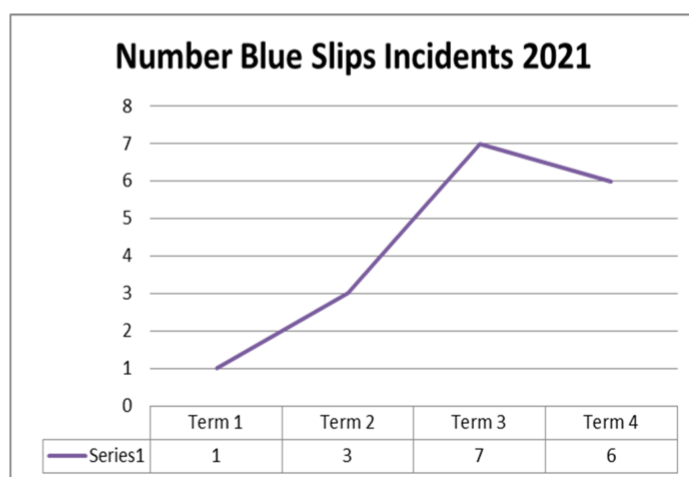
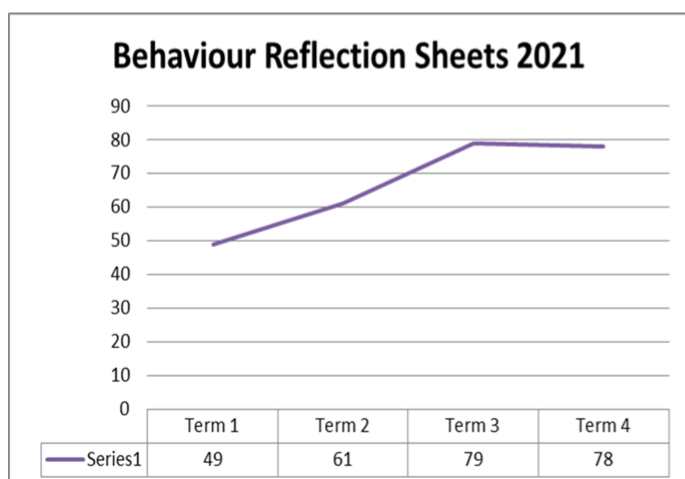
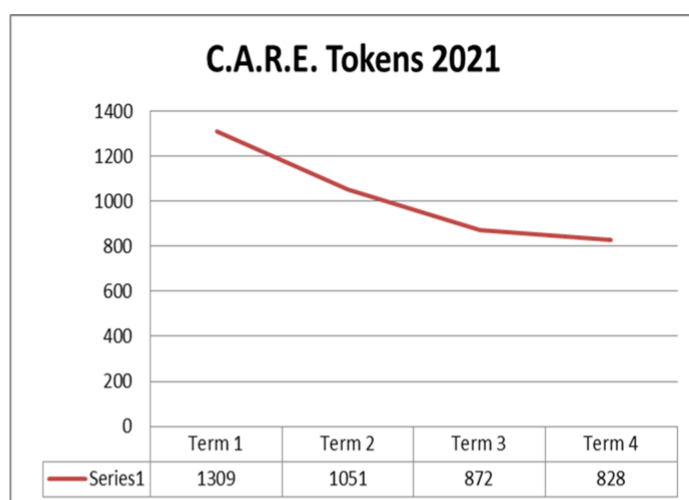
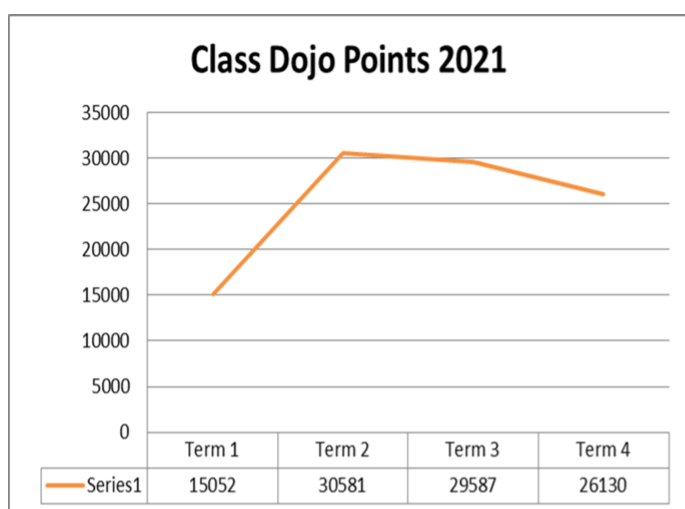


In 2021 the Achievement expectations were rewarded the most with C.A.R.E. tokens (39%). The Specialist teachers award the majority of tokens (50%) as this reward system suits their frequently changing classes within the school. C.A.R.E. tokens are awarded for behaviours both inside and outside the classrooms, with the majority (59%) being awarded in the classrooms.



Due to the COVID Pandemic, the collection of all data related to behaviour was interrupted due to early closure for students at the end of Term 1 and the students being kept at home, at parent discretion, in Term 2.

Evidence from the data in Term 3 indicates a school wide increase in Behaviour Reflection Sheets, Blue Slips and rewards. The increase in Class Dojo points and C.A.R.E tokens is probably the response to the rise in Behaviour Reflection Sheets and Blue Slips. The children following the expectations have been awarded Class Dojo points and C.A.R.E tokens to encourage the expected behaviours required from all students.



## EFFECTIVE LEADERSHIP

Many different leadership positions already exist across Rostrata Primary School. Towards the end of 2019 Rostrata embarked on a Future Leaders program to identify, develop and support high potential leaders within our school. Some nominees for the program wanted to develop their skills for the role they already filled and or become ready for promotion to L3 Classroom Teacher or Administrative positions.

The Future Leaders program required significant time for mentoring, meaningful feedback, development and action. As such, we chose to work with a few staff at a time. The identification and selection process was critical, hence the important need for triangulation; self, peer and school nominations which were then put before a diverse panel. Selection was competitive and much thought was given to which nominees would successfully engage in this leadership opportunity.

Our intention is to include a new group of leaders each 12 to 18 months.

## HIGH QUALITY TEACHING

### Impact Teaching Practices (ITP)

With the understanding that what teachers do in the classroom is the most important in-school factor for educational success, a team of 10 staff from K-6 were given the responsibility of examining a variety of evidenced based approaches to instructional practice to implement across the school. After robust discussion it was agreed to implement a High Impact Teaching model which included 10 researched based principles of instruction. Dr Tim McDonald presented an introduction to the science of learning to the whole staff in Term 4, 2020 and our 3 year implementation plan was explained.

15 teaching staff (Cohort 1) applied to be trained in 2021 in the principles of instruction. This included professional learning, implementation in the classroom, observation and feedback and video analysis. In second semester 2021, 9 teaching staff (Cohort 2) will apply and commence training. At the conclusion of 2021 instructional coaches will be selected from cohort 1 to be trained and mentored by Shaping Minds in 2022.

In second semester 2022 cohort 2 will receive coaching from the Rostrata ITP coaches under the mentorship of Shaping Minds. By 2023 all teaching staff will engage in a cycle of ITP implementation and reflective practice.

# PROGRESS IN 2021 TOWARDS ACHIEVING OUR BUSINESS PLAN MILESTONES

## School Business Plan - Progress in each of the Domains

### Learning environment

- Staff mental health was a focus in 2021.
- Cyber safety lessons introduced across all year groups.

### Teaching Quality

- Moderation meetings are in place to ensure consistency of teaching, learning and assessment practices.
- A consistent school pedagogical framework and about effective teaching is being developed using ITP
- Teacher collaboration is focussed on student progress.

### Partnerships

- Survey targeting staff, students and parents. (See summary further on in this report).
- New Community Relations Officer recruited.

### Leadership

- New Deputy Principal joined the school as Mrs Clarke is transitioning into retirement. One focus for the new Deputy Principal will be on EAL/D and special needs.
- Future Leaders program – Leading HITS & Coaching with support by Shaping Minds. A total of 10 strategies will be implemented with a focus of 2 strategies per term. (More detail on this explained under Instructional Teaching earlier on in this report).

### Use of Resources

- BYOD was extended to Year 2 in 2021. Year 1 parents were invited to attend an information session.
- We discussed and emphasised that using technology in teaching is to support teaching and learning.
- Reading comprehension remains as the focus with the introduction of using HITS and Coaching strategies

### Student Achievement

- NAPLAN tests were again conducted in 2021. We also implemented a range of student assessments including On Entry for Pre Primary and ACER assessments in Reading, Maths and Science for Years 2, 4 and 6. These were used for planning and moderation purposes.

# Overview of Performance against the Business Plan Targets and Milestones 2019-2021

## Business Plan Self-Assessment

### Overview of Progress towards Targets 2019 – 2021

Work has commenced but as yet no evidence of progress towards target
Evidence indicates that progress has been made towards achieving target
Target was achieved

Learning Environment					
<b>Targets</b> <ul style="list-style-type: none"> <li>To improve the Year 6 student School Satisfaction Survey results relative to the 2018 benchmark.</li> <li>To ensure the safe play and behaviour in the playground is improved or maintained with the PBS 2018 benchmark.</li> </ul>					
Operational Areas	Strategies for Success	Who	2019	2020	2021
<b>Social and Emotional Well Being</b>	• Investigating opportunities for developing staff leadership in mental health and wellbeing.	AC/WB			
	➤ <b>Health and Well Being</b>	WB/AC			
	• Collaboratively develop whole school policies, plans and structures for protecting the safety and promoting the well-being of staff, students and families.				
	• Critically analyse and evaluate school data to inform decision making in order to effectively respond to the changing needs of students and families. Support PBS to create a positive environment for the whole school community.	All			
	• Engage in professional learning to support the constant implementation of the school's plan for health and well-being.	WB/All			
	• Explicitly teach social and emotional skills using evidence informed practice related to personal safety, resilience and protective behaviours across the curriculum.	All			
➤ <b>Attendance</b>	• Attendance and punctuality are addressed through explicit whole-school strategies.	All			
➤ <b>On Line Health</b>	• Develop good digital citizens.	All			
	• Develop a common language for digital citizenship.	IC			
	• Investigate other agencies for information regarding school/classroom practice.	RH/IC			
<b>Physical Environment</b>	• Research and develop positive, contemporary and engaging learning environments throughout the school.	RH			
	• Research and transition to flexible, mobile, multi-purpose learning environments that engage, motivate and challenge all students in new and innovative ways.	All			
	• Develop alignment between the school's pedagogical framework and the plan for our learning environment so that it reflects how we believe students learn best.	RH/PS			

Operational Areas	Strategies for Success	Who	2019	2020	2021
<b>Physical Environment</b>	<ul style="list-style-type: none"> <li>Establish inclusive, purposeful play based learning environments beyond the classroom that cater for the developmental needs of all students and provide opportunities for students to take risks in their play.</li> </ul>	NOS Team			
	<ul style="list-style-type: none"> <li>Establish / implement and review facilities and grounds management plans that prioritise and address the learning needs of the whole child and maintain consistency with the school beliefs around learning.</li> </ul>	NOS /CW			
	<ul style="list-style-type: none"> <li>Install directional and building signage through the school that reflects the school beliefs, brand and vision.</li> </ul>	RH/Ad			

## Relationships and Partnerships

### Targets

- To continue to improve the School Parent Satisfaction Survey results relative to the 2018 benchmark.

Operational Areas	Strategies for Success	Who	2019	2020	2021
<b>Relationships</b>	<ul style="list-style-type: none"> <li>Provide opportunities for authentic student decision making over matters that affect them.</li> </ul>	CW/MG			
	<ul style="list-style-type: none"> <li>Maintain existing links with community agencies and services e.g. occupational therapy and speech pathology.</li> </ul>	AC			
	<ul style="list-style-type: none"> <li>Seek out and implement new partnership opportunities with pre service institutions, feeder secondary schools and the Roe Network.</li> </ul>	Ad/FL			
	<ul style="list-style-type: none"> <li>Be more responsive and communicate community needs, views and evidence based educational innovation requests.</li> </ul>	Admin			
	<ul style="list-style-type: none"> <li>Respect and celebrate the diversity of the school community and be proactive in building a cohesive and culturally safe school.</li> </ul>	All			
<b>Educational Partnerships</b>	<ul style="list-style-type: none"> <li>Provide opportunities to build classroom expertise and best practice through sharing/collaboration internally and externally.</li> </ul>	Admin			
	<ul style="list-style-type: none"> <li>Critical analyse and evaluate school data to inform decision making in order to effectively respond to the changing needs of students and families.</li> </ul>	All			
	<ul style="list-style-type: none"> <li>Welcome after school activities which address school priorities and pedagogical framework in meeting the needs of the whole child.</li> </ul>	Admin			
	<ul style="list-style-type: none"> <li>Investigate volunteer opportunities through undergraduate programs in universities.</li> </ul>	CW/Ad			
	<ul style="list-style-type: none"> <li>Facilitate opportunities for parent volunteers- kitchen and garden, sport carnivals, special days, in class helpers and specialist speakers.</li> </ul>	All			
	<ul style="list-style-type: none"> <li>Regularly review committees and their roles to ensure they cater for the changing business needs of the school.</li> </ul>	Ad			
	<ul style="list-style-type: none"> <li>The School Board is trained and active in the school improvement process.</li> </ul>	BF			

## Leadership

Operational Areas	Strategies for Success	Who	2019	2020	2021
Leadership	<ul style="list-style-type: none"> <li>The Rostrata PS vision is clearly supported by the goals within the Business Plan and school operational plans.</li> </ul>	CL/FL			
	<ul style="list-style-type: none"> <li>Change is evidence informed and managed strategically.</li> </ul>	Ad			
	<ul style="list-style-type: none"> <li>All leaders set high expectations and standards, and support is provided to maintain these.</li> </ul>	BF/Ad			
	<ul style="list-style-type: none"> <li>Staff development is supported through targeted quality professional learning that is guided by the Business Plan.</li> </ul>	RH			
	<ul style="list-style-type: none"> <li>Distributed leadership structures are developed to provide leadership opportunities for staff.</li> </ul>	Ad/FL			
	<ul style="list-style-type: none"> <li>Establish forums for regular communication, professional learning and dissemination with non-teaching staff.</li> </ul>	AC/LA			
	<ul style="list-style-type: none"> <li>Review, refine and clarify administrative processes and school operations. Communicate these effectively to staff.</li> </ul>	Ad/MC			
	<ul style="list-style-type: none"> <li>Review the workforce plan to ensure programs continue seamlessly.</li> </ul>	Ad			
	<ul style="list-style-type: none"> <li>Induct new staff in systems, processes, school plans and expectations.</li> </ul>	Ad			
	<ul style="list-style-type: none"> <li>Look for new opportunities to gather staff, community and student feedback to shape directions and planning.</li> </ul>	Admin			
	<ul style="list-style-type: none"> <li>Review and contextualise terms of reference for our finance and school management committee to define and clarify functions.</li> </ul>	MC			

## Use of Resources

Operational Areas	Strategies for Success	Who	2019	2020	2021
Technologies	<ul style="list-style-type: none"> <li>All staff will plan and implement units of work for the Technologies Learning Area which are consistent with the Western Australian Curriculum and use the school based planning tools. Units will include digital and design units.</li> </ul>	All T			
	<ul style="list-style-type: none"> <li>Provide opportunities for staff to share their professional practice around the technologies curriculum and opportunities for collaborative planning to build staff expertise.</li> </ul>	RH/Admin			
	<ul style="list-style-type: none"> <li>Develop and implement an assessment strategy for the Technologies Learning Area to support program evaluation, future planning and reporting.</li> </ul>	CT			
Digital Learning	<ul style="list-style-type: none"> <li>Continue educational partnerships and research to ensure instructional technology practice remains contemporary.</li> </ul>	Admin			
	<ul style="list-style-type: none"> <li>Provide professional learning around the implementation of instructional technology to enhance teaching and learning.</li> </ul>	Admin			
	<ul style="list-style-type: none"> <li>Expand our BYO iPad program to include Year 3 to 6 students by 2021.</li> </ul>	Ad			
	<ul style="list-style-type: none"> <li>Maintain iPad coaching arrangements to support teacher capacity with instructional technologies that focus on teaching and learning.</li> </ul>	IC			

Operational Areas	Strategies for Success	Who	2019	2020	2021
<b>Digital Learning</b>	<ul style="list-style-type: none"> <li>Investigate new technologies that enrich contemporary best practise teaching and learning opportunities.</li> </ul>	IC/All			
	<ul style="list-style-type: none"> <li>Develop instruction technology leaders within phases of learning to build teacher capability through supporting, coaching, mentoring and sharing.</li> </ul>	RH			
<b>Human Resources</b>	<ul style="list-style-type: none"> <li>Review the workforce plan to ensure programs continue seamlessly.</li> </ul>	BF			
<b>Finance</b>	<ul style="list-style-type: none"> <li>Ensure that funding is directed to areas supporting the funding agreement, school vision and the Business Plan.</li> </ul>	LA/Ad			

Teaching Quality					
Operational Areas	Strategies for Success	Who	2019	2020	2021
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>Continue to build our culture of high expectations amongst all staff.</li> </ul>	All			
	<ul style="list-style-type: none"> <li>A consistent school pedagogical framework and other school beliefs about effective teaching are understood and accepted.</li> </ul>	RH/R			
<b>Planning</b>	<ul style="list-style-type: none"> <li>The link between school, operational and classroom planning is evident.</li> </ul>	All			
	<ul style="list-style-type: none"> <li>Teachers collaborate, moderate and interrogate data to increase rates of expected progression.</li> </ul>	RH/All			
<b>Engaging</b>	<ul style="list-style-type: none"> <li>Provide deliberate opportunities for students to develop critical thinking, creativity and entrepreneurship.</li> </ul>	All			
	<ul style="list-style-type: none"> <li>Utilise technology to share best teaching practice amongst staff.</li> </ul>	All			
<b>Reflecting</b>	<ul style="list-style-type: none"> <li>Teacher performance and development is aligned to the AITSL Australian Professional Standards for Teachers.</li> </ul>	All			
	<ul style="list-style-type: none"> <li>Staff receive regular feedback through self-reflection in triad participation and performance management.</li> </ul>	All/Ad			
	<ul style="list-style-type: none"> <li>Teacher collaboration is focussed on student progress.</li> </ul>	All			
	<ul style="list-style-type: none"> <li>Moderation meetings ensure consistency of teaching, learning and assessment practices.</li> </ul>	RH/All			

## Student Achievement and Progress

### English Targets

- Students in Years 3 and 5 will perform at or above like school standard in NAPLAN reading, writing, punctuation and grammar by 2021.
- Improve progress from Year 3 to 5 and continue to achieve at or above like schools in NAPLAN spelling.
- Increase the percentage of Year 5 students in the top 20% of the NAPLAN Australian spelling distribution.
- Demonstrate improvement in ACER results in Reading Comprehension in Year 2, 4 and 6.

Operational Areas	Strategies for Success	Who	2019	2020	2021
<b>Planning</b>	• Implement the SCSA English year level expectations consistently across the school.	All			
	• Implement a whole school Literacy Block structure from Year 1 to 6 to reflect the scope and sequence content of spelling, reading and writing.	Ad/CT			
<b>Teaching</b>	• Investigate an explicit teaching model to implement whole school that includes: <ul style="list-style-type: none"> <li>- check for understanding questions</li> <li>- behaviour specific feedback</li> </ul>	RH/IR			
	• effective plenary sessions	IR			
	• Explore interventions to support differentiated teaching practice.	AC			
<b>Reflecting</b>	• Interrogate a variety of ongoing internal and external data sources that monitor progress and inform planning.	All			
<b>Reading</b>	• Provide reading instruction which includes a targeted and differentiated Guided Reading Program.	KJ/All			
	• Review and implement the Reading Comprehension Strategies Scope and Sequence document ensuring more focus is given to informational texts.	KJ/IRH			
	• Ensure the reading assessment processes as described in the School Assessment Matrix are fully implemented, refined and used for program evaluation and future planning.	RH/KJ/All		No NAPLAN	
	• Ensure reading programs include specific vocabulary and fluency instruction – Kindergarten to Year 6.	All			
	• Ensure phonemic and phonic instruction is systematic and synthetic in approach and reflects the Scope and Sequence document for spelling – Kindergarten to Year 2.	LA/SE			
	• Ensure the explicit teaching of reading comprehension strategies Year 3 to 6.	All			
<b>Spelling</b>	• Provide spelling instruction on a daily basis as part of the literacy block and ensure the instruction is explicit and consistent with our whole school approach to spelling.	All			
	• Ensure spelling assessment processes as described in the School Assessment Matrix are implemented, refined and used for program evaluation and future planning.	KJ/All			

Operational Areas	Strategies for Success	Who	2019	2020	2021
<b>Writing</b>	• Develop a writing Scope and Sequence document.	K/I/CT			
	• Provide writing instruction that challenges and extends the achievement and progress of students in the top two NAPLAN distribution bands.	All			
	• Engage writing with the inclusion of explicit vocabulary instruction.	All			
	• Engage in writing experiences that prepare students for NAPLAN online.	All			
	• Ensure writing assessment processes as described in the School Assessment Matrix are fully implemented, refined and used for program evaluation and future planning.	RH/K/I/All			

### Mathematics Targets

- Improve progress in NAPLAN Mathematics from Year 3 to Year 5 relative to 2018 Progress and Achievement.
- Maintain the percentage of students achieving in the top three proficiency bands for numeracy.
- Students in Years 3 and 5 to continue to achieve at or above like-schools in Mathematics.
- Students in Years 2, 4 and 6 demonstrate relative to 2018 in ACER testing.

Operational Areas	Strategies for Success	Who	2019	2020	2021
<b>Planning</b>	• Develop and implement a whole school language of maths Scope and Sequence.	AS/CT			
	• Utilise internal and external data sources that monitor progress and inform planning.	All			
	• Use on-entry data effectively to facilitate early intervention for students and improve results	Ac/PP			
<b>Teaching</b>	• Implement the Mathematics year level expectations consistently across the school.	All			
	• Utilise iPad technology to complement teaching focus and improve student outcomes in Mathematics.	IC/All			
	• Students to engage in differentiated online programs to enhance and consolidate mathematical concepts taught.	AS/All			
	• All students to be exposed to NAPLAN-style questions throughout the year to complement teaching focus.	All			
	• Ensure a whole school focus to explicitly teach problem solving strategies.	AS/All			
	• As part of the integrated nature of Mathematics and Digital Technologies, students work on a variety of coding activities to develop computational thinking skills.	All			
<b>Reflecting</b>	• Teachers to use year level assessment tasks for moderation purposes to ensure they cover all strands of the Mathematics syllabus and monitor progress towards targets.	RH/All			

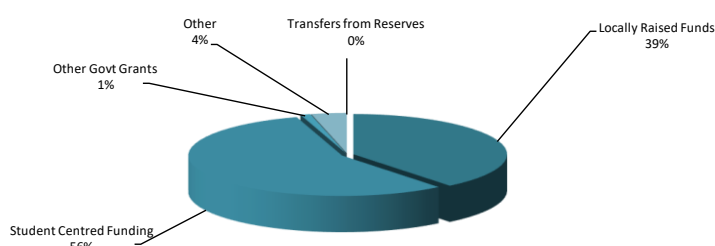
KEY:

Admin or Ad	Administration Team
MCS	Manager Corporate Services
MC	Management Committee
FL	Future Leaders
CL	Curriculum Leader
CT	Curriculum Team
T	Teachers
PP	Pre Primary Staff
WB	Well-Being Team
<i>Staff Member Initials</i>	
BF	Barry France
AC	Annabella Clarke
CW	Cindy Wells
RH	Robyn Henderson
LA	Loretta Albertini
IC	Isabella Crane
CM	Charmaine Martin
TK	Teresa Keesing
AS	Alex Scott
KJ	Kylie Johnson
JR	Julie Reardon
MG	Michael Gotti
LA	Lee-Anne Alchin
SE	Sara Eldred

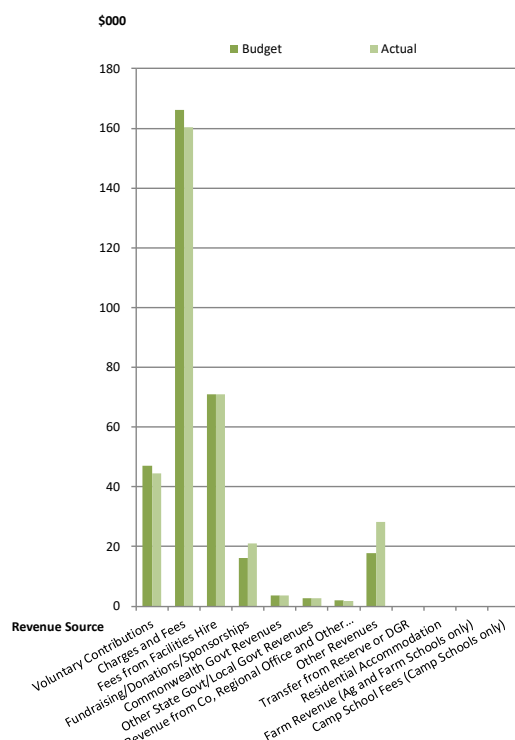
**Rostrata Primary School**  
Financial Summary as at  
Enter date. For example 31/12/2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 47,136.00	\$ 44,557.50
2	Charges and Fees	\$ 166,060.00	\$ 160,359.98
3	Fees from Facilities Hire	\$ 71,000.00	\$ 70,972.69
4	Fundraising/Donations/Sponsorships	\$ 16,236.85	\$ 20,912.24
5	Commonwealth Govt Revenues	\$ 3,490.30	\$ 3,490.30
6	Other State Govt/Local Govt Revenues	\$ 2,700.00	\$ 2,700.00
7	Revenue from Co, Regional Office and Other Schools	\$ 2,000.00	\$ 1,857.14
8	Other Revenues	\$ 17,738.50	\$ 28,166.14
9	Transfer from Reserve or DGR	\$ -	\$ -
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>\$ 326,361.65</b>	<b>\$ 333,015.99</b>
	<b>Opening Balance</b>	<b>\$ 129,335.39</b>	<b>\$ 129,335.39</b>
	<b>Student Centred Funding</b>	<b>\$ 422,671.56</b>	<b>\$ 423,660.76</b>
	<b>Total Cash Funds Available</b>	<b>\$ 878,368.60</b>	<b>\$ 886,012.14</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 878,368.60</b>	<b>\$ 886,012.14</b>

**Current Year Actual Cash Sources**

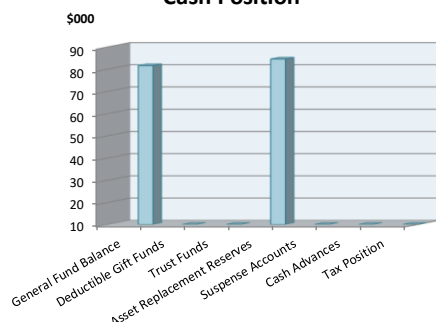


**Locally Generated Revenue - Budget vs Actual**

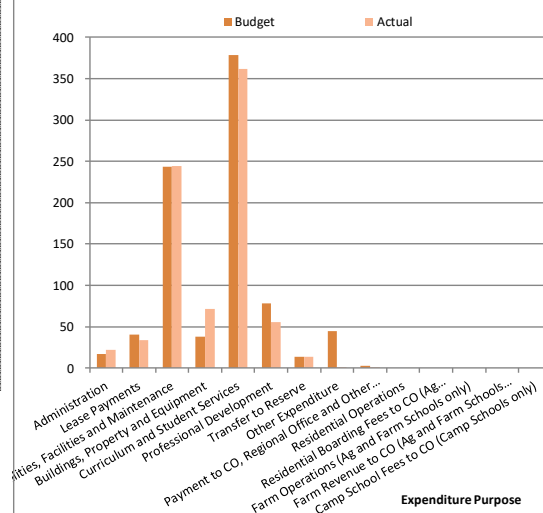


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 17,217.55	\$ 22,253.23
2	Lease Payments	\$ 40,500.00	\$ 33,923.38
3	Utilities, Facilities and Maintenance	\$ 243,551.09	\$ 243,949.44
4	Buildings, Property and Equipment	\$ 37,874.93	\$ 71,921.61
5	Curriculum and Student Services	\$ 378,577.23	\$ 361,364.18
6	Professional Development	\$ 78,162.24	\$ 55,823.12
7	Transfer to Reserve	\$ 14,000.00	\$ 14,000.00
8	Other Expenditure	\$ 45,005.00	\$ 1.85
9	Payment to CO, Regional Office and Other Schools	\$ 2,500.00	\$ 1,270.00
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>\$ 857,388.04</b>	<b>\$ 804,506.81</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 857,388.04</b>	<b>\$ 804,506.81</b>
	<b>Cash Budget Variance</b>	<b>\$ 20,980.56</b>	

**Cash Position**



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



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 159,934.17</b>
Made up of:	
1 General Fund Balance	\$ 81,505.33
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 84,455.70
5 Suspense Accounts	\$ 7,890.14
6 Cash Advances	\$ -
7 Tax Position	\$ (13,917.00)
<b>Total Bank Balance</b>	<b>\$ 159,934.17</b>