Principal’s Message

What a special year 2012 was for Roseworth Primary School! The year started like no other with the news that the students from our school were going to have the opportunity to participate in a live video link with the very famous Hollywood Director, James Cameron. Mr Cameron was about to undertake one of the most exciting deep sea explorations ever undertaken when he announced that he was to explore the ocean floor 11 kilometres below sea level and he invited the Roseworth students to be a part of this great adventure. Mr Cameron was keen to share his adventure with the world and chose our school to be the way in which he did this. Roseworth Primary School was one of two schools in the world to have this opportunity, the other school being a small school in Miami USA which Mr Cameron’s children attend.

The expedition was to the bottom of the Mariana Trench, which is the deepest part of the world’s oceans. After years of preparation, and the creation and development of a submersible capable of withstanding the tremendous pressure underwater at this depth, Mr Cameron got in touch with our school through his sponsor Telstra and the live link was organised. After his dive, we arranged for a satellite link to his exploration ship The Sapphire Mermaid which was located off the coast of Guam in the Pacific Ocean 6000 kilometres away from Perth. Using Telstra’s advanced satellite technology, we organised our classrooms so that we could send and receive video to the ship.
Mr Cameron sat in the communications room of the ship and our students were able to speak to him live and ask questions about his incredible journey to the bottom of the ocean.

To make the best use of this amazing opportunity, Mrs Keunen took the lead in developing an Australian Curriculum-focussed program called ‘The Final Frontier’. This curriculum program drew together a wide range of learning opportunities for our students, leading up to and after the actual event. Our students were provided with experiences which developed their general knowledge across the entire curriculum. Improved skills in interview techniques, critical listening and ample opportunities for demonstrating creativity were some of the many outcomes of the teaching undertaken by the four classes involved.

There was a significant amount of media attention during the live link and our classrooms were filled with reporters from all of the Perth media outlets as well as filming undertaken by the National Geographic Society. Given the fact that the Mariana Trench Dive was the very first of its kind to the deepest part of the ocean floor, no wonder our school was in the media spotlight. Perhaps the most nervous student of all was Harshi Gotetti, one of our very talented year 7 students, who was the first to speak to James Cameron and welcome him to our school. Harshi and all of our students involved in this incredible opportunity represented our school in such a positive light and we were very proud to start the 2012 year with such a unique event. This activity certainly gave Roseworth Primary School an unexpected but highly enjoyable and rewarding start to the 2012 school year.
Immediately after the live link with James Cameron was over, the media outlets sought out our students to discover how they were feeling about this amazing experience. The photos on this page show just some of the students interviewed and demonstrates the confidence and poise that was shown by those who were interviewed. A major focus of the classroom teachers prior to the video link was on the topic of asking and answering questions. This is a skill that students need to learn and there was no better way to test out how well our classes understood the need for good listening and questioning techniques than to do it live on TV. A great outcome of the whole event was for the chance for our students to show the world just how articulate they can be. Well done to all of our classes for showcasing our school.
Roseworth Primary School undertook its first Independent Review in 2012. The purpose of the Independent Review of Roseworth Primary School was to provide an assurance to the Minister for education, the Director General of Education and the school community on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement and associated Business Plan.

The focus of the review was on:
- how well the school has improved the standards of students learning (achievement, progress and engagement) for all students;
- how well the school has created an environment that promotes student learning; and
- how well the school is placed to sustain and improve its performance.

The review findings were extremely positive for the school and it was a pleasure to host the Department of Education Services Review team who undertook an extensive review of all school operations. The following commendations and affirmations were provided to the school in the Independent Review Findings.

**Commendations**
- The engagement of families through the Roseworth and Parents Program.
- The programs which engage parents and carers to support attendance.
- The quality of the learning environment and the learning program.
- The partnerships that have been established which support student learning and promote the professional growth of staff.
- The 0-3 program to promote school readiness and engage parents in early years education.
- The appointment of the 1.0 FTE Curriculum Deputy Principal and Curriculum Coordinators in Literacy, Numeracy, History and Science to lead staff teams in data driven planning and curriculum implementation.
- The proactive sourcing of an appropriate suite of tests to provide relevant baseline and ongoing data.
- The clear and comprehensive use of data to drive planning.
- Evidence of staff shared vision for best practice.
- The engagement of students in learning in calm but vibrant classrooms.
- The entrepreneurial approach to the establishment and maintenance of partnerships that impact on student learning and bring such significant mutual benefits to the school and organizations concerned.
- The involvement of staff and partners in the creation of a vibrant learning community.
- The highly visible engagement of the administration in the school community.
- The processes established to ensure a shared culture among the staff of the school to engage parents to reinforce this culture.

**Affirmations**
- The school’s innovative strategy of allocating resources through the provision of accommodation to support existing and new partnerships and programs that enhance student learning.
- The school’s acknowledgement of shortcomings in student achievement and flexibility to respond promptly with appropriate resources.
- The school’s acknowledgement of the crucial need for prompt, regular student attendance and recognition of the role of parents and caregivers through and ongoing holistic approach to addressing student attendance.

The Review Findings document can be accessed in full on the Roseworth Primary School website: www.roseworthps.wa.edu.au
About Our School - School Board and P & C Association

The School Board

An advantage of being an Independent Public School is that Roseworth Primary School established a school board that is representative of the school community including staff, parents and school partners. Our school has a special relationship with Edith Cowan University, The Fogarty Foundation and The Smith Family and was important for our school to further promote these relationships by offering positions on the Board.

The Board supports the school in many ways, providing the expertise of its diverse membership to create and foster exciting opportunities for the school.

The School Board is playing a major role in the accountability of Roseworth Primary School and represents the values and aspirations of our school community. Through the strong leadership and support of the Board, our school is enhancing the educational opportunities of our students. The Board also assists and supports staff and parents to strive for the very best for our school.

The Board meets four times per year and one of these meetings is a public meeting to which the school community is invited. One of the IPS Review recommendations was for more parents to become involved at a Board level, a challenge to be met in 2013.

### School Board Representatives 2012

**Chair:** Jessica Biggs  
**Vice Chair:** Mark O'Mara  
**Community Representatives:** Jessica Biggs, Jim Leighton Jones, Dawn Sutherland, Jane Tairova, Kevin Pilkington, Annie Fogarty, Anita Bowyer  
**Staff:** Geoff Metcalf, Carol Coumbe, Sue Brockman, Mark O'Mara, Claire Ferguson, Carol Foley  
**Roseworth ESC Principal:** Patricia Watt.

Parents and Citizens’ Association

Our beautiful school buildings and grounds can also be linked back to the work done by the P & C, representing the parent body on all of the committees that were required to build our new school. The uniform was developed by the P & C, our library resources – the list goes on and on! The school is able to purchase items such as iPads and computers because the P&C are continually looking for ways to provide the school with extra funds so that we can improve the school for our students.

The P&C has also made valuable contributions to the addition of shade around the school and in providing such a cheap school uniform and sports uniforms. The P & C has fitted out all of the sporting teams that represent our school at carnivals, provided the school choir with their performance uniform and donate a school cap to every new student who enrolls at our school.

Funds were raised during 2012 through a variety of activities: Discos, Lapathons, Sausage Sizzles, Easter and Christmas Raffles, Mother’s Day and Father's Day Raffles and in their support of the canteen as a catering service and in the provision of student lunches and recess snacks.

2012 was another very successful year for the P & C and the school thanks everyone who supported P & C events throughout the year.

### P & C Representatives 2012

**President:** Dawn Sutherland  
**Vice President:** Tahlia Sutherland  
**Secretary:** Sandy Heal  
**Treasurer:** Anna Jaworski  
**Uniform Coordinator:** Nicola Geipel  
**Canteen Manager:** Jane Tairova  
**Staff:** Geoff Metcalf, Carol Coumbe, Sue Brockman, Clare Roser  
**Roseworth ESC Principal:** Patricia Watt.
The Edith Cowan University Teacher Residency Program

Roseworth Primary School continues to be at the forefront of pre-service teacher training in its partnership with ECU’s Teacher Residency Program. This is a highly successful initiative that offers the opportunity for Graduate Diploma of Education students to work in our school for Terms 1 and 2 and then in a second school in Terms 3 and 4, providing a year of clinical teaching experience. The ECU residents are based at Roseworth two days per week and in doing so live the experience of the role of a teacher. Throughout the Residency program the pre-service teachers take on classroom teaching roles under supervision of their mentor teacher. This model enables the residents to practise what they are being taught, reflect, test out new learning and improve their skills as effective teachers, while at the same time offering extra teaching resources to our school. During the residency period the residents complete their university coursework aligned with their placement.

At Roseworth Primary School the program is managed by Miss Brockman and Residents are mentored by a teacher for their two terms at our school. The Residents meet with their mentor teacher once a week to discuss, review and assess progress, examine student work, discuss observation notes, and individual and school achievement data. Throughout 2012 Roseworth hosted 18 ECU Residents and the success of the program can be seen in the fact that Roseworth Primary School employs past Resident teachers due to their skill as classroom practitioners and their understanding and commitment to the ethos of our school.

The ECU Teacher Residency Program is a highly successful and innovative approach to teacher training of which we are very proud to be involved.
Developing a Research Culture at Roseworth Primary School

Throughout 2012, an ECU research initiative was undertaken by Roseworth Primary teachers to highlight a set of principles by which our school can undertake to enhance deep engagement in learning by students and improve the effectiveness of our teachers. The study involved the filming of lessons, teacher reflection and observations of classroom teaching and student activities. The following Engagement Principles were developed as key strategies for our school to support the learning program for students and to continue to develop our staff as effective teachers.

These principles inform and support students’ deep engagement in learning and contribute to teacher effectiveness at Roseworth.

- Educators actively seek out professional learning opportunities that develop knowledge, skills and strategies to enhance student engagement.

- Preventative and early intervention strategies are crucial to the physical, cognitive and social/emotional development of the child.

- Acknowledging achievements, celebrating the success of children, staff and families fosters a positive attitude to learning and encourages ongoing engagement.

- Students are engaged when learning is intrinsically interesting, meaningful, challenging and connected to their real world.

- An integrated curriculum leads to successful learning which impacts positively on motivation and involvement.

- A balanced curriculum includes intentional teaching, teacher directed tasks and structured, purposeful play experiences.

- A learning environment that is flexible, collaborative, safe and values diversity enhances participation and student engagement.

- The development of reciprocal relationships between teachers, students, families and the community, promotes a sense of belonging, confidence and willingness to accept others.

- Explicit teaching of social/emotional skills and values is vital for student engagement, educational development and wellbeing.
About Our School - Extended Services

*Roseworth Primary School offers a range of programs and initiatives aimed at developing a holistic approach to the education of our students. These include:*

**0-3 Playgroup Strategy**
Roseworth Primary School offers a playgroup program aimed at:
- improving the early learning and development of children;
- increasing their readiness for school; and
- supporting their families to create their own capacity to provide positive early developmental experiences for their children.

**Roseworth and Parents Program**
Families are offered a capacity building parenting and family support initiative that:
- empowers parents;
- builds supportive relationships, and
- strengthens family functioning.

**Breakfast Club**
Roseworth Primary School offers a before-school breakfast program three days per week promoting healthy breakfast choices and nutrition education. This program is available to students and family members.

**Community Health Nurse**
Roseworth Primary School hosts the placement of a Community Health Nurse on the school site. The Community Health Nurse provides a comprehensive range of health promotion, early identification and intervention services to children, young people, adults and their families.

**Edith Cowan Teacher Residency Program**
The ECU Residency Program at Roseworth Primary School gives pre-service teachers more intensive and extended hands on experience in schools. This school-based program is supplemented with classes that are delivered by ECU lecturers to build links between theory and practice in teaching, with the aim to create teachers who are more resilient and school ready.

**Edith Cowan University—Fogarty Wildcats Project**
The program engaged the Perth Wildcats to work closely with the school to promote school engagement, attendance and support for literacy and numeracy initiatives.

**Edith Cowan University Research Projects**
The research project provides collaborative research opportunities between Edith Cowan University and Roseworth Primary School focussing on early intervention, literacy, numeracy, student engagement and teacher professional development.

**School Based Therapy Service (Next Challenge Consultancy)**
Roseworth Primary School provides Speech, Occupational and Physiotherapists who work directly with individual children (or small groups) at the school. Our therapists also provide training to teaching staff and/or education assistants to deliver intervention to students in specialised developmental areas.

**ECU Fogarty Professional Learning Centre**
The ECU Professional Learning Centre enables research to be undertaken using video and audio technology and promotes collaboration with ECU and school staff.

**Child and Parent Centre**
Roseworth will be the site of a new Child and Parent Centre.
Edith Cowan University has had an outstanding year throughout 2012, taking every opportunity to strengthen the partnership that has been established with our school. A wide range of ECU activities were undertaken including research, brokerage of programs, support for professional learning and a continuation of whole school support at Board level. Examples of ECU projects are highlighted below.

**The Roseworth Video Club**

This project focused on supported professional learning for Roseworth staff using video footage filmed in the ECU Fogarty Professional Learning Centre. Four of our teachers, Mrs Keunen, Mr Carter, Mr O'Mara and Mrs Dale were the focus of this initiative. The four teachers filmed their teaching and reflected on their lessons and discussed the outcomes of their teaching. Supported by Professor Mark Hackling and Dr Khadeeja Ibrahim-Didi from ECU, the Video Club provided our staff with a unique opportunity to learn more about their teaching techniques. With a focus on the language used by students in Science, there is much to be gained from this study. The Video Club is to expand in 2013 with more staff using this facility to view their lessons and reflect on their teaching.

**ECU Fogarty Professional Learning Centre used by International Guest**

2012 saw ECU host an opportunity for international early childhood expert Dr Stuart Shanker to present a directed session on Self Regulation for Roseworth and ECU staff, Pre-Service teachers and Board members. Dr Shanker can be seen above commenting on a lesson being undertaken in the observation classroom. Dr Shanker spoke in glowing terms of the facility and the quality of teaching he observed.
The 0-3 Playgroup Study

For many years Roseworth Primary School has been offering a 0-3 playgroup to families whose young children will enrol at the school in future years. ECU became very interested in the benefits of playgroups as a strategy to engage families and developed a studying to gauge the value of such early intervention strategies. The study was driven by ECU lecturers Ms Judy Warren and Dr Marianne Knaus. A place-based study of the Roseworth Playgroup was developed with a focus on investigating the quality of the positive links established between the parents of young children and on the benefits of a transition to kindergarten program. The study outcomes highlighted the many benefits of the relationships that are developed through the playgroup setting as one of the contributing factors to the positive change in community perceptions of our school and to increased enrolments in the early years classrooms. The study affirmed that the playgroup’s success is a result of the school offering a supportive environment where families are welcomed, not judged. Families are unconditionally welcomed and respected thereby promoting an inclusive environment and a sense of belonging to playgroup and the wider school community.

Wildcats Engagement Program

Roseworth Primary School gains the benefits from our association with ECU and The Fogarty Foundation in many ways, none more interesting that the 2012 Wildcats Engagement Program. Associate Professor Deslea Konza, and ECU Lecturer Pru Smith worked closely with Roseworth Curriculum Deputy Principal Clare Roser to develop an intervention program for our students using elite sportsmen to engage children in their learning. With a focus on literacy and numeracy, six Wildcats players worked with whole classes, small groups and individual students for two school terms. The program provided opportunities for players to develop working relationships with our students and use their non-basketball skills to teach our students important literacy and numeracy concepts. A special feature of the program was a series of individual literary coaching sessions which included the Wildcat players supporting the Fogarty Learning Centre Literacy Clinics. Wildcats players joined pre-service teachers and their lecturers to develop a ‘Readers Theatre’ literacy intervention program. ECU has been at the forefront of innovative programs and the findings from this initiative will be used to inform future programs aiming to use elite athletes to motivate and engage students in learning.
2012 was another rewarding year of support for Roseworth Primary School from the Fogarty Foundation. There is something very special about the way in which the Fogarty foundation goes about its support for our school and the capacity of the Foundation to bring innovative programs to our school never cease to amaze us.

The year started with the introduction of a Wildcats literacy, numeracy and engagement program which asked Perth Wildcats players to move outside their comfort zone as professional athletes and work in tandem with classroom teachers and The Edith Cowan University Fogarty Learning Centre experts to raise literacy, numeracy and engagement in learning. The Perth Wildcats took this opportunity very seriously and provided the school with marquee players including Kevin Lisch, Luke Neville, Damien Martin, Greg Hire, Matthew Knight and Cameron Tovey. With this level of support from the Wildcats and the planning and organisation from ECU and the Fogarty Foundation, this presented our school with a unique opportunity to provide our students with a highly innovative program of classroom teaching. Activities including one to one literacy coaching, Readers’ Theatre and in class support for literacy and numeracy ensured that our students had the times of their lives engaging with these wonderful Wildcats’ ambassadors. Students used the opportunity to develop working relationships with the players and in doing so were able to share exciting learning experiences with all of the players.

The 2012 year concluded with six classes of students having direct contact with Wildcats players, a free game at the Perth Arena for some lucky students, a game of basketball against the Wildcats at our school and of course fantastic learning and experiences in the classroom. Interviews with Wildcats players revealed that this was a great way for them to engage with the school and gave them a great insight into the operations of schools and the learning outcome required for children. Two of the players, Damien Martin and Matthew Knight are studying to be teachers so the outcome for all was highly satisfactory to say the least. Well done to the Fogarty Foundation for making this happen for Roseworth Primary School.
The Fogarty Foundation
Working Hard for Roseworth

Throughout 2012 The Fogarty Foundation provided for Roseworth Primary School access to the Spark_Lab, program which uses contemporary arts to encourage and promote innovation in school students. The Fogarty Foundation, The Perth Institute of Contemporary Art (PICA), Rio Tinto and Edith Cowan University all supported our school to offer an Artist in Residence Program, trips to PICA to view artworks and professional development for our classroom teachers to develop their teaching of Art. The Spark_Lab program offered opportunities for our students and their teachers to directly engage with professional artists and the latest in contemporary arts practices. Our focus was on the use of paper-clay and the culmination of all of the work from staff and students was a fantastic exhibition of students’ work at PICA during December of 2012. The exhibition also provided our school with the opportunity for our choir to sing at the official Spark_Lab opening held in the PICA foyer. The choir sang with highly acclaimed Indigenous singer Gina Williams (pictured with the choir below) which showcased the musical talent present in our school. The photograph below is one that schools around Australia could only dream of. Singing with Gina Williams was just great!

Once again the Fogarty Foundation have managed to provide Roseworth Primary School with exceptional opportunities to promote learning at our school and to celebrate the success of our students. A sensational effort from the Fogarty Foundation.
The Smith Family
2012 was the 90th Birthday of The Smith Family and Roseworth was there to help celebrate this wonderful achievement of community support. Our students and staff attended the 90th Birthday celebrations at Government House and our school choir was chosen to warm up the crowd before the birthday celebrations began. This was a great honour and a fantastic opportunity for our school to thank the Smith Family for all of the support that our school has been afforded over our long and valued partnership.

The Smith Family continue to be a powerful force for Roseworth Primary School and the community in which our school is based. We continue our close association with the Smith Family and once again have the great pleasure of working with Tahlia Pike the Learning for Life Officer who is based at our school.

We also have representation on our School Board from with Anita Bowyer, the Smith Family Programs Manager which provides us with high level representation and advocacy for many aspects of our school. Our association does not end there with personal visits to our school on a regular basis from Mr Greg Ryan-Gadsden, Western Australia General Manager, who ensures that Roseworth is at the forefront of Smith Family Initiatives. The partnership that we have developed with the Smith Family is one which others wish to emulate and we are often visited by other schools and organisations wishing to learn from the great partnership that we have established.

2012 was another great year for the partnership with continued support such as the highly successful Learning for Life Scholarships which provide many of our families with financial support for the education of their children. The Smith Family support the Roseworth and Parents as Program and have been long time supporters of the 0-3 Playgroup. It was of course The Smith Family that initiated the playgroup program for us many years ago now. (Cont next page)
What Else Have The Smith Family Been Up To In 2102?

During 2012 The Smith Family in partnership with Total Team Building and The WA Police offered us the opportunity to gain six BMX bikes to use with our students. This is just another example of The Smith Family going the extra distance to promote our school and look for ways of supporting us to add excitement and innovation to our learning programs. This was a very exciting opportunity as these bikes are worth a considerable amount of money and not an item that our school would normally be able to provide for our students.

Mr Metcalf, Tahlia Pyke and a group of six Learning For Life Scholarship students accepted the bikes on behalf of Roseworth Primary School. The presentation occurred at the Freshwater Bay Yacht Club so our students had a great time at the excursion, collecting shells on the river edge, test riding the bikes on the grass and watching dolphins play in the harbour where the presentation was held.

The bikes have become a part of our ‘Lucky Kids’ program and Mr Jenner can be seen here helping out one of our young riders. Well done Smith Family!

Child and Parent Centre Roseworth

Another very exciting initiative in which The Smith Family have been at the forefront for our school is the management of the new Child and Parent Centre which will be built on the Roseworth Primary School site during 2003/2014. This Child and Parent Centre will have the Smith Family as the lead agency and as such The Smith Family will coordinate a range of additional services for families and children for the Roseworth, Koondoola, Hudson park and Waddington communities. The Child and Parent Centre will be built inside our school grounds just next to the Roseworth Dental Clinic and will be a magnificent addition to the services that our school can offer the community. The Smith Family have shown their commitment to leading this initiative and their association with our school will be strengthened by this innovative initiative.

Backpacks and Uniforms for Roseworth

Another great support initiative from the Smith Family to our school was a large collection of student backpacks filled with stationary items for our Learning for Life Scholarship program and a donation of $1500 worth of Roseworth school uniforms for our school to use. These donations make a great difference for many students.

2102 was a great year with The Smith Family - a highly valued partner.
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been an everyday part of the school calendar since 2008. NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May. NAPLAN is made up of tests in the four areas (or ‘domains’) of: Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy.

The tables below and on the following page show how Roseworth Primary School students are performing in NAPLAN testing as compared to students in Western Australian public schools.

### NAPLAN Spelling
School Performance in comparison with all WA Public Schools

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#### Comparative Performance
- **Below Expected** performance in comparison to the results of all other WA public schools
- **Expected** performance in comparison to the results of all other WA public schools
- **Above Expected** performance in comparison to the results of all other WA public schools

No data available or number of students is less than 6 or the Socio-Economic Index is under review

### NAPLAN Writing
School Performance in comparison with all WA Public Schools

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<th>Year</th>
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<td>Year 7</td>
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#### Comparative Performance
- **Below Expected** performance in comparison to the results of all other WA public schools
- **Expected** performance in comparison to the results of all other WA public schools
- **Above Expected** performance in comparison to the results of all other WA public schools

No data available or number of students is less than 6 or the Socio-Economic Index is under review
The tables below show the comparative performance of Roseworth students in Reading and Numeracy. Roseworth Primary School students are performing at the expected performance in both Reading and Numeracy as compared to their peers in Western Australian public schools. This is a very encouraging result as many of the students who sat the NAPLAN tests at Roseworth come from Language Backgrounds Other Than English and we have many students who have been to multiple schools in their school life. We have a very good attendance record for the majority of students and with strong focused teaching and many opportunities to learn new skills, our students are producing the results expected of them.

**NAPLAN Reading** School Performance in comparison with all WA Public Schools

The NAPLAN Reading test focuses on the reading of written English. Knowledge and interpretation of language conventions in context are also an important part of reading and are drawn upon in many reading questions. Our school has a very structured ‘Literacy Block’ approach to the teaching of Reading, Writing, and Language Conventions and in doing so also stream many of our students into ability groupings. Using this approach we are able to target the teaching of literacy in a much more explicit way so that students are supported in their areas of need.

**NAPLAN Numeracy** School Performance in comparison with all WA Public Schools

The NAPLAN Numeracy tests measure the achievement of students in numeracy. The students are expected to have understandings, skills and knowledge in the areas of number; algebra, function & pattern; measurement, chance & data; space; and working mathematically (eg knowing, applying and reasoning). Although the NAPLAN results for Roseworth are at expected levels of performance, all students will need continued support to raise their level of achievement. Strategies to improve their performance include a stronger explicit focus on the basic prerequisite skills required to be successful numeracy learners.
Performance Data NAPLAN 2010 - 2012 Trends

The table below shows the comparative performance of Roseworth students in Grammar and Punctuation which are referred to as The Language Conventions. The NAPLAN test in this area assesses spelling, grammar and punctuation. Literacy knowledge and skills are essential to effective communication across all learning areas. The Language Conventions tests focus on the use and knowledge of language conventions in written Standard Australian English. These skills are essential to the development of reading and writing. The table shows that our students are achieving at the expected level of performance as compared to students in all other Western Australian public schools.

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<tr>
<th>NAPLAN Grammar &amp; Punctuation</th>
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<tr>
<td>Comparative Performance</td>
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- **Below Expected** performance in comparison to the results of all other WA public schools
- **Expected** performance in comparison to the results of all other WA public schools
- **Above Expected** performance in comparison to the results of all other WA public schools

No data available or number of students is less than 6 or the Socio-Economic Index is under review.

NAPLAN Grammar & Punct | School Performance in comparison with all WA Public Schools

There are many other ways to look at the data from NAPLAN testing. The tables below are an example of how the school can look at the distribution of students compared to the national minimum standard of achievement in Reading. Each black square on each table below shows an individual student’s achievement as compared to above, at or below the national minimum standard. There are two blue lines on the tables which form a band across the middle of the table. Any student within the band is said to be ‘at national minimum standard’. Students above this band have achieved better than expected and those below have not performed to expectation. It is our aim to increase the number of students at or above this expected standard. With a strong focus on explicit teaching, engaging students in learning and high levels of attendance we are working hard to raise the achievement standards of all students.

**NAPLAN Reading - Student Distribution Years 3, 5, 7**

2012 Reading Year 3 | 2012 Reading Year 5 | 2012 Reading Year 7
An important tool available to our school is the ability to look at how our students performed as compared to schools similar to our own. The NAPLAN results from schools with students from similar socio-economic backgrounds, ethnicity, community capacity and other statistically similar attributes can be compared throughout Western Australia. All students complete all of the tests under the same test conditions so to compare similar Western Australian students with each other is useful to the school. For the purposes of the 2012 Annual Report, the NAPLAN domain of Reading was chosen for comparison.

The following graphs highlight the performance of Roseworth students in Reading with their peers in statistically similar schools. Each graph shows achievement in levels of Limited, Satisfactory, Good and Excellent.

The dotted lines showing on each graph account for the achievement of students in these similar schools. The coloured columns show the actual performance by our students. What our school is interested in is the evidence of gaps or differences between expected and actual scores between Roseworth students and their peers.

What is very evident in the data below is that there is a significant deficit in Reading as demonstrated by the achievement of students tested at Roseworth and in similar schools.

With over 50% of students attending Roseworth scoring ‘Limited’ in Reading in years 3 and 5 there is cause for concern. This compares with 40% of students in similar schools in the same category. The results for our year 7 students show improvement with more students achieving an ‘Excellent’ than in similar schools.

The data highlights to the school that particular emphasis needs to be given to ensuring that students have the prerequisite skills required to enable them to progress in this area of literacy learning. These skills include developing appropriate skills in Oral language, Phonological Awareness, Letter Sound and Alphabet Knowledge, Vocabulary, Fluency and Comprehension. The ‘Whole School’ approach to literacy will continue to be implemented to improve these skills.
In 2012, the Year 5 and Year 7 students of Roseworth Primary school were tested using the Western Australian Monitoring Standards in Education (WAMSE) assessment program. This tests students' knowledge, skills and conceptual understandings in Science. The results below show how our students achieved as compared to all other students in similar years in Western Australia in the Science learning area. The tests covered concepts that the students have learned in the areas of: Natural and Processed Materials, Earth and Beyond, Investigating, Life and Living, Energy and Change and Investigating.

The two tables show the numbers of students in Years 5 and 7 from Roseworth who achieved above and below the WAMSE standard for Western Australia in Science.

All but one Year 5 student did not reach the WAMSE expected standard. Our students performed very poorly in this test. The year 7 students also performed poorly in the tests with only seven students reaching the expected standard.

Our school continues its focus on the implementation of a structured Science program using the Primary Investigations program and resourced the area of Science to ensure that our teachers undertake far more explicit teaching of science skills and understandings and focus on Science inquiry skills.
At Roseworth Primary School we are very serious about developing and maintaining good attendance patterns for our students. Regular attendance at school is important for every student, as is arriving at school on time. It is difficult for our students to learn if they’re not in class. The teaching and learning program builds in a sequential order and each learning experience presented to students is based upon or related to learning experiences that have preceded it. Irregular attendance or lateness at school can mean that important sequences of learning can be missed and this makes it very difficult for the child to succeed at school. It is also very difficult for our teachers to plan and teach lessons when students miss out on important concepts, skills and knowledge because they are late or absent from school.

We know that research shows that those children who attend school regularly are more likely to be successful at school. We also know that students’ success in their school years is directly related to the importance that parents attach to education. If parents believe and act as if the child’s education is important, the child will most likely believe it too. When parents believe that consistent attendance is important and communicate that belief to their children, unnecessary absences from school are dramatically reduced. Working together with parents to increase or maintain good attendance is important to us at Roseworth and we are having great success in improving the overall attendance of students at our school.

Throughout 2012 our whole school attendance rates are very close to that of the state average and our Aboriginal attendance is significantly higher that the rest of the state. This trend of above state average attendance is a very positive outcome for our school. Although we are pleased with our overall attendance rates, there is still much to be done to ensure that every child comes to school every day.

### Destination of Year 7 Students 2012

<table>
<thead>
<tr>
<th>Destination Schools</th>
<th>M</th>
<th>F</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girrawheen Senior High School</td>
<td>8</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Balga Senior High School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Morley Senior High School</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Belmont City College</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Mirrabooka Senior High School</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Warwick Senior High School</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Ballajura Community College</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Mercy College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ashdale Secondary College</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Churchlands Senior High School</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Roseworth Primary School had 39 students in Year 7 in 2012. Of these students, 44% chose Girrawheen Senior High School for their secondary education. This is a much smaller trend than past years and highlights the greater choice available for students in their secondary education. The majority of our year 7 students were attracted to the alternate high schools by offers of sporting or academic scholarships. Another feature of student placement in secondary school relates to the growing number of students who live outside our school boundaries.
The above table shows the resource allocation provided to Roseworth Primary School in the 2012 One Line Budget. This funding accounts for the total sum of money provided to our school from The Department of Education. Funding for 2012 was based on the number of students enrolled and the number of staffing positions allocated to the school. The budget allocation to our school of $3899.596 is made up of the following elements:

- **SFSA Carry Forward 2011** of $412,750 which was made up of National Partnership funding set aside for use in 2012.
- **School Flexible Salary Allocation** which accounts for the funds required to pay all salary positions for the 2012 school year.
- **IPS Administration Grant** is flexible funding for the school to carry out administrative tasks associated with IPS as seen fit by the School Board and Finance Committee.
- **Students with Special Needs Allocation (SSNA)** is funding received for students with identified special needs who are catered for in mainstream classrooms.
- **School Salary Pool Special Purpose Payments** provides funding for programs operating in the school specific to Roseworth.
- **Cash School Grant and Special Purpose Payments** is the funding received for operational costs of the school including utilities, faults, literacy numeracy, behavior management, learning support and all costs associated with the day to day operations of the school.
Satisfaction Survey

Throughout the month of November of 2012, parents of students attending Roseworth Primary School were surveyed to discover their views on key operational areas of the school. The survey was offered on-line as well as in the written form.

The survey was undertaken as part of the school’s annual self-reflection processes. It is important that we understand the views of our parents and be able to respond as a school to enhance the learning program and school environment.

The survey asked the parents to rate the school on how well they believe our school focuses on meeting their needs as parents in the following areas:

- General Sentiment Towards The School
- Student Learning
- The Teaching and Learning Program
- The Roseworth School Culture
- Community Participation
- Communication Strategies
- Student Well-being and
- The Quality of the School’s Resources and Grounds

The survey questions asked the parents to rate each of these aspects of the school operations on a scale from one to five from strongly agree, agree, disagree, strongly disagree and unable to comment. Examples of the parent survey are included to show the range of questions asked.

The response to the survey was limited however information gained through other survey techniques, added with this survey was valuable in assisting the school to understand better the views of our parent community. Alternate measures of parent satisfaction include feedback from parenting sessions such as Roseworth and Parents Program, Adult Education sessions, the 0-3 Playgroup, classroom interviews, administration interviews and through general interactions with parents during the school’s daily operations.

It is clear from the survey results all measures of parent contact that there is a diverse range of views about how responsive Roseworth Primary School is to needs of our parents and students.
Satisfaction Surveys 2011 Years 5 - 7

Satisfaction Survey cont:

The overwhelming response from all survey measures is that parents are proud of their school and of the students attending Roseworth Primary School. There is strong indication of belonging and connection to the school in the responses. This is very evident in the early years of the school with very strong positive responses about the welcoming nature of school staff and from parents who have been engaged in adult learning opportunities. This is mirrored throughout the school however more pronounced in the early years. Questions pertaining to parent-school relationships were primarily in the ‘Strongly Agree’ range and clearly demonstrate that parents enjoy the opportunity to develop positive relationships with school personnel in all facets of the school's operations.

Parents were very positive about their relationship with their child’s classroom teacher and felt comfortable in seeking advice about their child’s learning. Some concerns were raised about the behaviour of children both in the class and playground and questions were raised about the school’s capacity to overcome the repeated poor behaviour from a small group of students. There was however a strong feeling that children are safe at Roseworth Primary School with particular mention being made of the before school undercover area meeting point and administration members and staff being out in the school grounds at the start and the end of the school day.

One area of the survey which has been brought to the attention of the school is the prevalence of headlice and a sense that this is an issue that is ongoing. General comments about this health issue indicate a level of frustration from parents about families not following treatment programs. This is an area in which the school has had limited success in decreasing infestations and is seeking to do more to address the headlice issue.

There is a very strong sense of pride in the facilities of Roseworth Primary School with parents clearly articulating their views towards the ‘colour, shape and feel of the school’. The school grounds, wide open spaces, shade and quality of facilities received repeated commendation in all forms of parent satisfaction communications.

Due to the limited number of responses to the actual survey, this survey will be repeated in 2013, this time as a feature of our new school website, giving a much longer response time and greater exposure to families.
Families are invited to participate in six weekly sessions held at the school. These multi-family sessions engage parents and children in fun, structured, research-based activities. RAPP sessions are led by a local collaborative “RAPP Team” which includes parents, school personnel and community agency representatives. RAPP is an early intervention program collaborative in approach, working together with government organisations, the school, community services, health agencies and families.

RAPP uses a family approach which includes 3-6 families per program.

It is a school-based program, so that the family/school relationship can be strengthened. Many of the volunteer workers and the RAPP Team are school employees. RAPP is a good investment of resources as it bolsters child, family and community outcomes across the social, educational, behavioural and mental health domains.

Roseworth and Parents Program (RAPP) is based on a set of preventive/early intervention after-school strategies that have changed the learning climate at schools and communities all over the world. RAPP is a parent involvement and prevention program helping children succeed academically and socially. Using a relationship building process, RAPP achieves the following goals:

- Empowers parents
- Builds supportive relationships
- Strengthens family functioning
- Prevents school failure by the selected child
- Reduces stress from daily life situations for parents and children

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RAPP Target Outcomes:

- Higher attendance rates for the students involved
- Parents more involved in school participation
- Parents feel more powerful in helping their children succeed
- Both the parents and the children’s self esteem increases
- Strengthening of the parent-child relationship
- Reduction of child conduct disorders in school and at home
- Improved linkage of family to community services
- Development and maintenance of parent support network

The RAPP Program helps to:

- Connect parents and students to their school and community
- Promote community service and voluntary participation
- Guide parents in building personal success assets in their kids
- Build skills and change attitudes through experiential learning
- Preserve precious classroom time through school-focused, extracurricular parental involvement
- Assure that capable parents/caregivers remain the primary agents of protection for their kids
One of the special relationships that our school has developed is our ongoing partnership with Michelle Scott, Commissioner for Children and Youth. This partnership has resulted in our school being involved in a number of highly innovative initiatives including Roseworth being the focus school of the Festival of Perth Arts Festival in 2010. We have also had the opportunity to work with the 2011 Thinker in Resident, Paul Collard who worked with our children to develop their creativity.

We have been thrilled to have Michelle Scott as a supporter of our school and in 2012 she provided us with another amazing opportunity to showcase our school. We were offered the opportunity to participate in the 2102 Thinker in Residence Program which brought to our school the internationally renowned early childhood expert Dr Stuart Shanker. Dr Shanker works in the area of brain development and self regulation. This is a field of study that looks at the way in which the brain develops throughout early childhood and how children learn to self regulate. Children who can self regulate are able to stay calm and alert, ignore distractions and maintain and change their levels of arousal in a variety of situations.
Dr Shanker was keen to visit our school and use our ECU Fogarty Professional Learning Centre to view our classroom teachers working with young children. He used the opportunity to highlight the challenges faced by teachers when dealing with children who lack skills in self regulation. His aim was to provide advice to the gathered professionals watching the lesson on how to overcome some of these challenges.

Our two Pre-primary teachers, Mrs Reynolds and Miss Cunningham became the focus of Dr Shanker’s visit and provided expert examples of how good classroom teachers use their skills to provide explicit teaching in supportive learning environments.

Using the technology in the observation room which allows the observers to see into the classroom, hear what is going on and also record in high definition video and sound, Dr Shanker provided a running commentary on the lessons he was watching. What he saw was highly skilled teachers, being able to provide stimulating and purposeful teaching and students who were very much engaged in the learning experiences.

In his report about his visit to our school he continually praised the work being done by Roseworth Primary School to support all students and in particular, children who require additional support to develop skills such as self regulation.

The following quote is taken directly from the Dr Shanker’s ‘Report of the 2012 Thinker in Residence Self-regulation’.

Afterwards the young teacher involved came in to respond to my ‘third degree’ and it was quite astonishing to see how aware she was of every single current that was running through the class and how articulately she could explain all of the children’s issues and why the techniques she was using were so effective. It was, quite simply, one of the most eloquent elucidations of self-regulation I have ever heard and a testament to this young teacher’s natural gifts, but also, to the training and support she had received from her principal, Geoff Metcalf, and the ECU faculty.

This was indeed a highlight of the 2102 school year for Roseworth Primary School.
At Roseworth Primary School we are committed to learning that embraces the use of Information Technology and E-Learning. When we talk about Information Technology (IT) what we really mean is any form of technology that is used to create, store, exchange and use information. E-Learning is the application of IT across the breadth of the curriculum. In our school IT takes the form of interactive smart boards, a variety of desktop, laptop and notebook computers and of course tablet technology. Our school has embraced the ongoing changes in IT and in many ways we are a leader in the use of these technologies.

Throughout our school we have a computer network system that allows every student to maintain an individual computer account and store work in a safe and secure environment. During 2012 this system was upgraded to the very latest technology available in Western Australian schools. We have a computer lab in our library and in each wet area as well as classroom computers for staff and workstations for students. All students must log in to the system with individual accounts and in this way we can provide a high level of security and monitor the use of the internet.

During 2012, Roseworth Primary School became a leader in the use of tablet technology with the school making significant investments in iPad technology. We now have a 1-4 ratio iPad program operating in the school with iPads available in every classroom even including our 0-3 playgroup program.

iPads bring a world of exciting and innovative learning opportunities for our students and operate in a wireless environment so any area of our school grounds support this technology.
One of the outstanding successes of the Roseworth extended service model in 2012 is the Roseworth Dental Clinic. The relationship that has been developed between the dental technicians and our staff and students is such a positive one that this is in every sense a fully integrated service with our school. There is often a barrier to overcome when children learn that they need to undergo dental checkups or procedures but this is certainly not the case at the Roseworth Dental Clinic. The dental staff have worked very hard to develop a very positive image of their work and we often have children who visit the clinic themselves when they are first aware that their teeth or gums are sore. In developing this relationship the Roseworth Dental Clinic has become a very positive and rewarding experience for our students rather than something to fear. Through proactive collaboration with our teachers, class visits and a friendly, caring service with a welcoming smile our dental clinic has become an integral part of the schools operations.

One of the very amusing features of the Roseworth Dental Clinic is in its relative position to our early childhood classrooms. When the clinic was built we were keen to have the dental clinic become an integrated service with opportunities for our students to fully understand what happens inside a dental clinic. To achieve this we purposefully had large windows opening out into the early childhood playground so that young children could see into the clinic and watch what treatments being undertaken. This has been a great success with our young students taking daily opportunities to interact with the dental staff and watch what is going on inside the clinic. Our dental technicians really enjoy this interaction as do the students and this helps to improve perceptions about a visit to the dentist. With every student at Roseworth Primary School on a dental plan and up to 2000 students being treated annually, the Roseworth Dental Clinic is an amazing success and one of which we are very proud. 2012 was a great year for teeth!
School Highlights of 2012 - The P & C Canteen

P & C Canteen is a Thriving Business

The Roseworth Primary School canteen continues to grow from strength to strength with 2012 being one of the most successful years of operations. Not only does the canteen service our own students, staff and parents but more recently has become a catering service for the meetings and functions held at our school.

The canteen serves up thousands of lunches and recess snacks during the school year and has added this capacity to cater for large or small groups as an additional string to its bow. Our manager Jane Tairova is able to provide this high level of service along with the dedicated volunteers who give their time to assist in the canteen. The quality and quantity of food for the price is a testament to how professional our canteen is.

Ordering Lunch is Easy

In a time when many schools are unable to operate a canteen service for their school, the Roseworth canteen has a thriving business. We have proven that with strong management and a willing and committed group of volunteers, that a school canteen can provide a great service to our school community. Well done to Jane and her helpers for an most successful 2012.

A wide Choice of Health Foods for Recess or Lunch

Jane Tairova - Canteen Manager

With over 400 students attending our school during 2012, the canteen has had to significantly increase the number of orders that are prepared. The P & C has always been very mindful of maintaining a price structure that absorbs the rising cost of ingredients and in doing so has managed to keep the price of lunches and snacks to a minimum. Although operating as a fundraising source for the P & C this commitment to low prices is to be admired.
For many years now Roseworth Primary School has offered a supported playgroup for parents of young children associated with our school. The playgroup is an integral part of our school's connection with the community. The playgroup is facilitated by trained early childhood educators and aims to develop a strong relationship with the families of the young children who will attend our school. Developing a strong and supportive relationship with our families is integral to the ongoing success of our school.

At the Roseworth Playgroup provide facilities which clearly make a statement about how much we value the playgroup as an integral part of our school. Our facilities include an early childhood transportable building, outdoor play area with sandpit and shade and a wide variety of early childhood resources. During 2012 Mrs Foss coordinated the playgroup program with assistance from The Smith Family and Edith Cowan University. This is a program that means a great deal to the school and one which we are proud to offer.
Roseworth Sings With Gina Williams

A unique opportunity was presented to the Roseworth Primary School Choir in December 2012 when it was invited to sing at the opening of the Spark_Lab art exhibition at the Perth Institute of Contemporary Art. Not only was this a great honour anyway but to have the opportunity to sing back-up to the fabulous Gina Williams was an absolute bonus. Gina Williams is a Balladong Noongar woman who has become an award winning singer throughout Australia. She has written a beautiful ‘Welcome’ song called Wanjoo which our choir loves to sing. Together the choir and Gina performed a very moving version of this song and Gina could not believe how wonderful the choir was and how beautifully they sang her song. She was so taken with the choir she sang a number of other songs with them during the night. This was a magnificent experience for our choir and school.

The words to Wanjoo and the English translation can be seen below.

Wanjoo

Wanjoo, wanjoo, Kwobidak koordah
Welcome, welcome, Beautiful friends

Wanjoo wanjoo, Moorditj koordah
Welcome, welcome, Strong ‘solid’ friends

Ngalak djerabiny, Noonook djinanginy
We are happy, To see you
Ngalak warangka, Wanjoo
We sing, Welcome

Djiraly-ak, Koongal-ak
From the North, From the South
Boyal-ak, Marawar-ak
From the East, From the West

Ngalak djerabiny, Noonook djinanginy
We are happy, To see you
Ngalak warangka, Wanjoo
We sing, Welcome
School Highlights of 2012 - Spark_Lab Artist in Residence Program

Roseworth in The Media Spotlight
In partnership with ECU, The Fogarty Foundation, Rio Tinto and The Perth Institute of Contemporary Art, 2012 was the year of the Artist in Residence Program. This was a part of the Spark_Lab program which provided our school with a range of opportunities to develop the artistic talents of our students and staff. Mrs Seymour pictured below took charge of the program and what a great program it was.

A major feature of the Artist in Residence Program was to develop a series of displays to go on exhibition at PICA. Our aim was to have every child in the school contribute to the exhibition. We chose clay as our medium and in doing so developed a display that had the finger imprints of every child and staff member in the school. Each participant rolled a ball of clay and when perfectly round, crossed hands with a partner on each side and pushed their fingers into the clay. The result was an exhibition which represented the joining of hands of our whole school community. What a great way to show our community getting along and sharing both culture and friendship.
School Highlights of 2012 - Spark_Lab Art Exhibition

The wide variety of artistic expression fostered by the Spark_Lab Artist in Residence Program on display at the Perth Institute of Contemporary Art December 2102. Nice work Roseworth!
There are some things that we know about for sure when it comes to professional athletes. We know they are often the very best at their sport and have a fierce competitive nature and have dedicated their lives to gaining the best they can from their abilities. What we wanted to know at Roseworth however was how well these elite sports personalities can motivate and encourage students to learn, come to school and to be enthusiastic about their learning.

Enter The Perth Wildcats! With the assistance of Edith Cowan University, The Fogarty Foundation and The Perth Wildcats, an innovative program as introduced to our school in 2012 which allowed key Wildcat players to provide our students with classroom teaching in the areas of literacy and numeracy. The players put away their basketballs for a while and got heavily involved in the classroom as a teacher. What a great way for our students to learn with six of the best basketball players in the country as their teachers. Go Wildcats!
School Highlights of 2012 – Roseworth Sparks a News Frenzy

**Roseworth in The Media Spotlight**
The James Cameron Mariana Trench Dive was one of the major historical events of 2012 all around the world. The fact that Roseworth Primary School became the school of choice for Mr Cameron to discuss his expedition meant that the world Media turned its attention to our school. Who better to describe the experience than our students themselves. Not only were their television cameras in the faces of our students throughout the live link, but the interviews after the event was over meant that our students were high on the list of the waiting media.

**News Cameras on Harshi Gotetti & James Cameron**
Immediately after the satellite link was shut down and Mr Cameron returned to his exploration, a number of our students were chosen to speak to the media. Jennice King, picture right gave Channel 10 scoop interview about her experiences. Jennice went to be interviewed by ABC radio and gave one of the best interviews that we have heard for a long time. A sensational media performer!

**Jennice King - Interviewed by Channel 10**
Not to be out done William Nguyen was grabbed by the Channel 9 News team to give his view of the James Cameron link up. A live TV interview is not all that easy and William was able to describe in detail how excited he was to be a part of this great experience. Both William and Jennice were great ambassadors for our school and we were very proud of their on-air efforts.

**William Nguyen - Interviewed by Channel 9**
Perhaps the most exciting of all of the interviews requested of our school was a live interview by the Channel 10 Project. A satellite truck arrived at our school and a live link was set up between our classroom and the Sydney Project studio. Mrs Keunen and Harshi Gotetti were chosen to represent the school and has the opportunity to speak to Carrie Bickmore, Charlie Pickering and of course Dave Hughes. What an experience!

**Carrie Bickmore Interviews Mrs Keunen and Harshi Gotetti**
The Roseworth Breakfast Club
Roseworth PS has been implementing a Breakfast Club Program since the opening of the school in 2008. Breakfast Clubs ran at both Montrose Primary School and Hainsworth Primary School prior to the amalgamation of the two schools and the staff believe that our Breakfast Club is a worthwhile and successful program.
Our Breakfast Club is run in conjunction with Foodbank WA and other individuals and agencies that donate goods and/or funding.

Breakfast Club - The Place to Be
Each Monday, Wednesday and Friday our breakfast Club opens at 8.15 am and offers a healthy breakfast for anything up to 120 students. Our administrators, Mrs Coumbe, Miss Brockman and Mrs Roser and many other staff members offer their time in the mornings so that we can provide this opportunity for our students. This decision to operate the Breakfast Club by our own staff is an example of another way in which we embrace the opportunity to mix and develop relationships with our students and families.

Breakfast Club - Brings a Smile to Your Face
The importance of starting the school day or any day for that matter with a good healthy breakfast is well documented. Children need a healthy breakfast each day to ensure that they can perform at their best. The nutrients from a healthy breakfast act differently in the body than a high sugar, low energy breakfast. These high sugar products pass quickly through the body and it is not long after such a breakfast that the feeling of hunger once again appears. Having a breakfast high in nutrients means that the children have much more energy during the day.

A Healthy Start to the School Day
The Roseworth Breakfast Club is open to all children. We have a very diverse community and we have many children who just use the Breakfast Club as a social occasion to sit with friends and enjoy a morning snack as well as children who did not have breakfast before leaving home. Either way this is a great way to start the day. The 2012 Breakfast Club continues to be one of the great ways in which our school can share a smooth and enjoyable start to the school day. If successful programs are measured by participation, then the Breakfast Club is certainly a very successful program operating at our school.

Breakfast Club Great Way to Start the Day
School Highlights of 2012 - Faction Carnival

There is no doubt that the annual faction carnival is one of the most enjoyable days on the Roseworth calendar. Everyone gets involved and there is a high level of energy and fun during the entire carnival. In 2012 we introduced our new faction banners and they certainly added to the spectacle of the day. Mr Jenner is at always at his best and motivates staff, parents and students to do their best. Mr O’Mara proved below that anything goes on the day!
The Angkor Project continues to be one of the programs that we highly value at Roseworth Primary School. Throughout 2012 our classes raised over $1000 for our sister school in Cambodia.

Ang Satha Primary School has been our sister school since 2008 and since that time we have raised over $5000 to support the students, staff and school community.

We all know that there are many children in the world who do not have the same opportunities as children in Australia so we are pleased to be able to support our sister school.

Some of our major projects for our sister school have been to provide the infrastructure required to supply running water. We take running water for granted in Australia but not so in Cambodia. Water is so important and now it flows everyday.

Ang Satha Primary School has over 650 students and until Roseworth Primary School became a sister school, the school did not have any playground equipment for its students. With the funds raised by our students, we have managed to change that and provide a great deal of enjoyment for many children.