



ROSEWORTH

PRIMARY SCHOOL



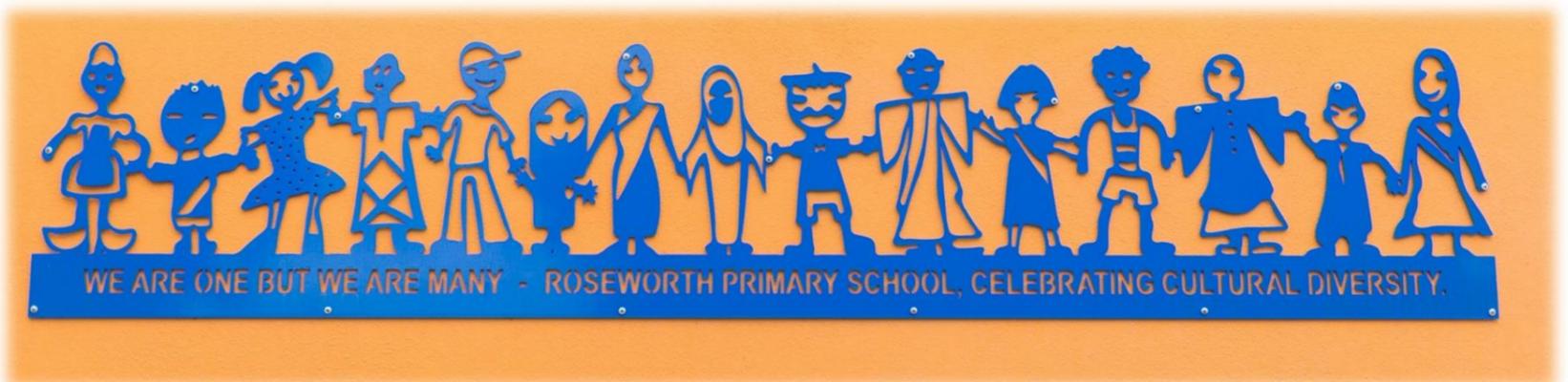
Annual Report

2019

This annual report gives our families and wider community an overview of the performance of Roseworth Primary School over the past year. The 2019 report provides information about the conditions that impact upon learning such as attendance, behaviour as well as our students' academic performance and progress.

The success experienced in 2019 are attributed to the dedication, effort and commitment from all teachers, education assistants, office and administrative staff, support staff, school board members, parents & citizens and the community as a whole. By working together, we can achieve great things.

I would like to acknowledge the hard work and contributions of our school board, especially those who will be leaving the school at the end of 2019. Mrs Paula Gevers took on the role of chair helping set school direction and will be moving on from The Smith Family and Roseworth School Board in 2020. Thank you to all members for a great year, we accomplished so much.



We have a lot of extra activities that we do with our students and would like to share how this helped with students reaching their potential. This report also allows us an opportunity to describe the great impact that these initiatives have on the education of your child/ren.



Louise Nielsen
Principal



Our School Context

Roseworth PS is an Independent Public School, located in the northern suburb of Girrawheen. We provide a safe, inclusive and supportive learning environment for our students to develop the knowledge, skills and confidence necessary to achieve their individual potential. We have a strong focus on teaching our students to become informed, active and responsible members of society. Our committed teaching staff are dedicated to enhancing students' academic, physical, creative and social skills and fostering a lifelong love of learning. Early intervention strategies and the importance of home, school and community are central to our philosophy.

We have strong links with the wider community, including major partnerships with Edith Cowan University, The Smith Family and The Fogarty Foundation. These have provided us with many unique opportunities to enhance the educational opportunities for our children. We share a site with Roseworth Education Support Centre and Roseworth Child and Parent Centre, bringing together health and education services to support our families. Our Child and Parent Centre offers parenting workshops, child and maternal health services, playgroups, early learning programs, counselling and family support.

Our school grounds include basketball & tennis courts, and the school oval. Playground equipment and shade are features of the school play areas. In 2019 the P&C provided the students with a new play fort on the oval. We have a dedicated STEM hub that has science and computer laboratories.



2019 was a great year. Some of the special events were:

- Successful end of year art exhibition with displays of student work by Mrs Laura Dale.
- The Harmony Day assembly in March that celebrated the diversity at our school.
- ANZAC Service and our annual war widows choir performance showed how our students have respect for those who have served our country.
- We were part of Indigenous Students' Art Project with the Hepburn Family Centre. One of the paintings completed by 10 Aboriginal students in Years 4 & 5 is on show in the school reception area, the other is on display in the Hepburn Centre.
- Students in W3 were selected to be part of Western Power Circuit Breakers and did an excellent presentation and displayed their work at Scitech.
- The choir, under the guidance of Mrs Rosemary Weldon, participated in events including singing for the View Club Christmas function and also performing to the residents at Villa Terenzio nursing home. We were also all were involved in the annual Music Count Us In event that had children singing together across Australia.
- Mrs Weldon and Mrs Warren retired at the end of 2019 to a great send off by the students and their families.
- The Market Day was another successful event with \$1000 raised for our sister school in Cambodia and also money raised to improve our school play areas.
- NAIDOC activities included a number of huge sand paintings being completed on the oval by our students and their families. During the day students were involved in damper making, rock painting and storytelling by the Kookaburra ladies.
- Year 6 camp at Bickeley that was full of adventure and leadership activities.
- Happy Kids Expo: focused on the importance of a healthy lifestyle, including sleeping and healthy eating. We finished with a fantastic belly dancer and her son performing for us.
- Roseworth participated in the national Outdoor Classroom Day where there was a focus on outdoor learning and play across all years from Kindy to Year 6.



Parents and Citizens (P&C)

2019 has been a very busy and rewarding year for the P&C. Many enjoyable and successful events have been run by the P&C this year with the continuing aim of fostering a sense of community within the school and to raise funds not only for new items and facilities, but to support the educational programs already in place for the children.



The turning of sausages on the BBQ becomes a regular item for Roseworth. Whether its Meet & Greet, Bunnings or sports carnival day, the community show their support by grabbing a pair of tongs or buying up a storm.



Anne-Marie Horn

P&C President

We started 2019 with a fundraiser the 'Silver Coin Challenge' which had an overwhelming response. Mother's Day and Father's Day stalls are always enjoyable. It brings a smile to see some children giving serious thought to which gift their parent/grandparent will like or need the most.



The P&C has committed all fundraising funds from this year & 2018 to expanding the nature play area on the oval. A joint partnership with the school saw the introduction of a fort for all children to play on. We ended the year with the colour run which was great fun. Thanks to all the helpers and the P&C committee.

2019 Targets

Literacy

1. NAPLAN data is above similar schools
2. On Entry: Ready for school in English
3. To reflect improvements in:
 - a) Reading
 - b) Spelling
 - c) Writing

What does it mean?

- In NAPLAN Year 3, all Literacy test results are above similar schools.
- Reading Comprehension and Writing continues to needs attention in Year 5 as below similar schools.

Recommendations for 2020

- Continue to focus on vocabulary across the whole school, targeting Year 4&5.
- Consolidate explicit teaching of Reading Comprehension strategies.
- Use whole school English Progressions (Reading, Writing, and Speaking and Listening).

Year 3 & 5 Achievement Reading & Writing

Reading	Performance					
	2014	2015	2016	2017	2018	2019
Year 3	-0.6	0.7	-0.6	-0.7	0.2	0.3
Year 5	-1.0	0.1	0.2	-0.4	0.0	-1.8

Writing	Performance					
	2014	2015	2016	2017	2018	2019
Year 3	-1.6	0.4	-0.1	-0.8	0.6	0.9
Year 5	-0.5	0.6	1.7	0.1	-0.7	-1.7

Pre-Primary: 27% of students in Pre-Primary were at or above the Literacy benchmark at the start of Term 1 according to the On-Entry test. The majority of students reached benchmark by the end of the year.

Numeracy

1. NAPLAN data is above similar schools
2. On-entry: Ready for school in Mathematics
3. To reflect improvements in
 - a) Fluency
 - b) Problem Solving

What does it mean?

- In NAPLAN Year 5 students are slightly above similar schools.
- Junior Primary Mathematics focus on fluency is having a positive effect on NAPLAN results with Year 3 Numeracy test results slightly above similar schools.

Recommendations for 2020

- Focus on problem solving, reasoning, and Measurement and Geometry.
- Continue to include fluency as part of daily lessons.

Year 3 & 5 Achievement Numeracy

Numeracy	Performance					
	2014	2015	2016	2017	2018	2019
Year 3	-1.2	0.2	-1.2	-2.0	0.1	0.3
Year 5	0.2	0.8	-0.2	0.4	-0.6	0.2

Pre-Primary: 85% of students in Pre-Primary were already at or above the Numeracy benchmark at the start of Term 1 according to the On-Entry test. The majority of students reached benchmark by the end of the year.

2019 Targets

Attendance (Based on Sem 1 data)

Whole School 92%

Combined Indicated/Regular Categories to be 88%.

Aboriginal Attendance 82%

Unexplained Absences to reduce to 18%

What does it mean?

- Attendance for 2019 very close to our set targets

Recommendations for 2020

- Work with the small number of families who have poor attendance (3% Severe Attendance).
- Continue to refine Attendance Plans.
- Work closely with target families.

Behaviour (Based on Terms 1-3 data)

Downward trend overall re

- a) Number of referrals to the office for negative behaviour down,
- b) total days of suspension
- c) Number of students suspended

Recommendations for 2020

- Further develop strategies to strengthen our behaviour initiatives by engaging services of Department of Education Behaviour consults.
- Focus on positive behaviour strategies across the whole school.

How did we go?

- a) Whole school = 90.7%
- b) Combined Indicated and Regular Categories = 87%
- c) Aboriginal Attendance = 81.1%
- d) Unexplained Absences 15%



How did we go?

- a) Number of referrals = 315 (256)
- b) Total days of suspension = 38 (22.5)
- c) Number students suspended = 12 (8)

What does it mean?

- The introduction of the Minister's "Let's Take a Stand" Policy has had a significant impact on our data. This should rectify next year.

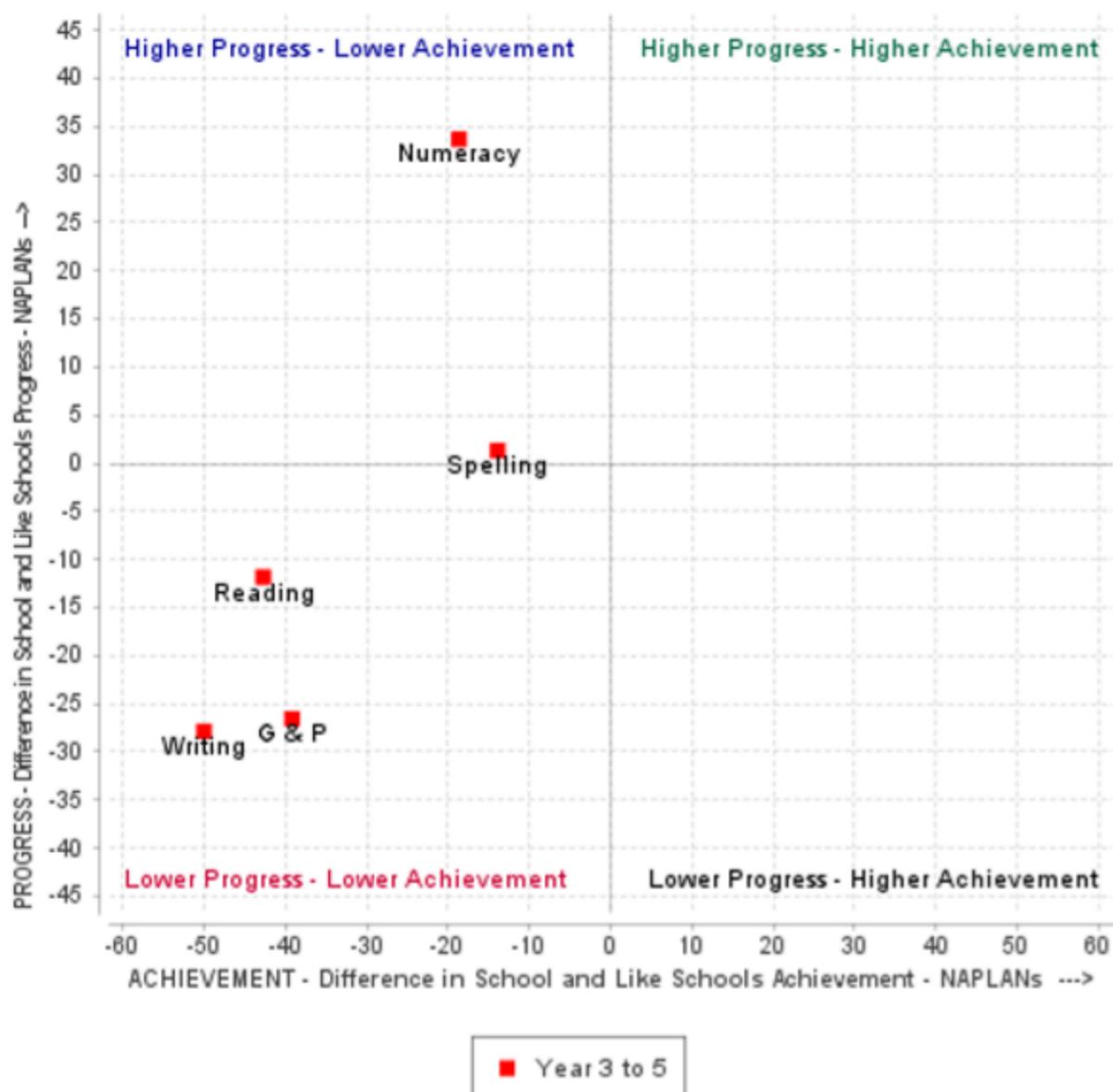
Teachers develop, facilitate and monitor a shared understanding of effective instruction in order to improve academic achievement and progress of students.

2019 Focuses

- Critical and creative thinking skills to be imbedded in all learning areas across all learning areas.
- Moderation processes required for all learning areas, including the development of common assessment tasks, and opportunities for interschool moderation.
- Provide greater opportunity for vocabulary exposure and oral responses in all learning areas.
- Increase parent involvement in their child's learning.
- Explicitly teach practical skills and strategies relating to students social and emotional wellbeing.

Student Progress and Achievement compared with Like Schools

Year 3 2017 to Year 5 2019



Year 5 Students have made great progress in Numeracy, and sound progress in Spelling since they were in Year 3. They have not progressed at the expected rate in Writing, Reading or Grammar and Punctuation. We are aiming to have more students improve in their progress and achievement in all areas of NAPLAN next year.

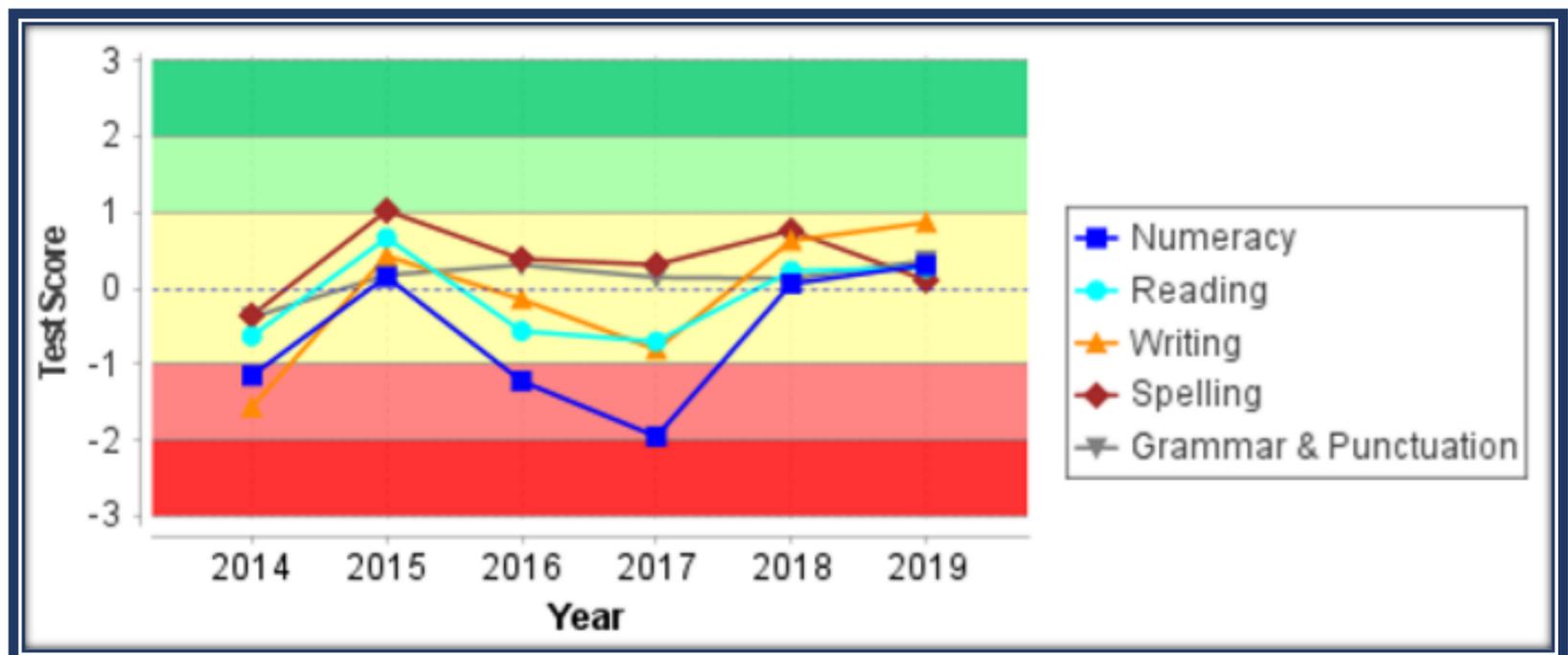
Academic Focus

What we did to achieve our focuses

- Staff conducted a deeper exploration of higher order thinking skills and critical and creative thinking skills by participating in professional learning and discourse. The STEM Hub has been utilised regularly for practical, inquiry based Science and ICT lessons across the school. TAR Folder (teacher resource) was updated to include information.
- Teachers followed a structured moderation process, whilst collaborating with their colleagues, to ensure a consistent teaching approach. Moderation sessions (including an interschool moderation session with multiple local schools) were included on the Professional Learning Schedule.
- Teachers have allocated specific time in their learning timetable to explicitly teach vocabulary. An increased focus has also been placed on resources such as Word Walls in specialist rooms.
- Admin have continued to network with the CPC to help engage more parents earlier intervention.
- Implemented Aussie Optimism (Curtin University) in Years 1 to 6 as part of the Health program to explicitly teach skills and strategies relating to students social and emotional wellbeing.

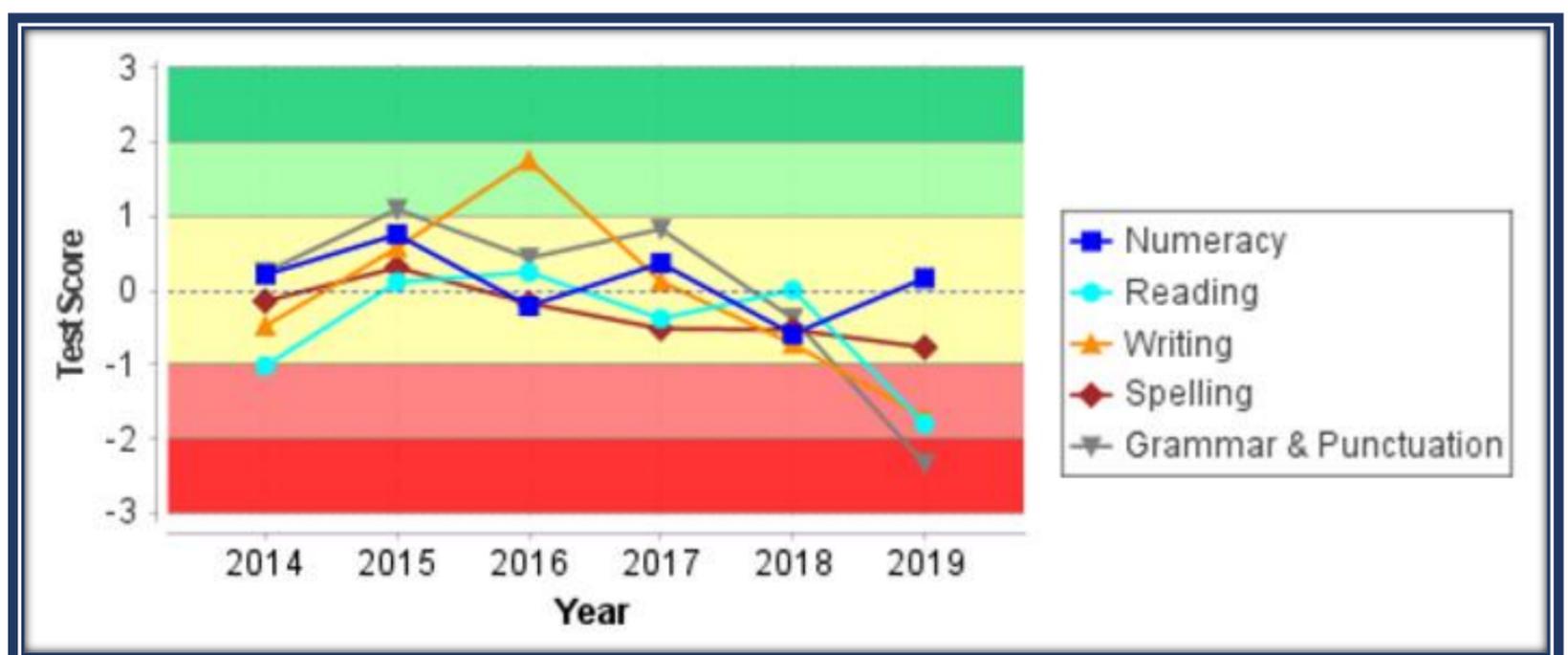
Year 3 NAPLAN Achievement

Results for Year 3 are in the expected range for all areas.



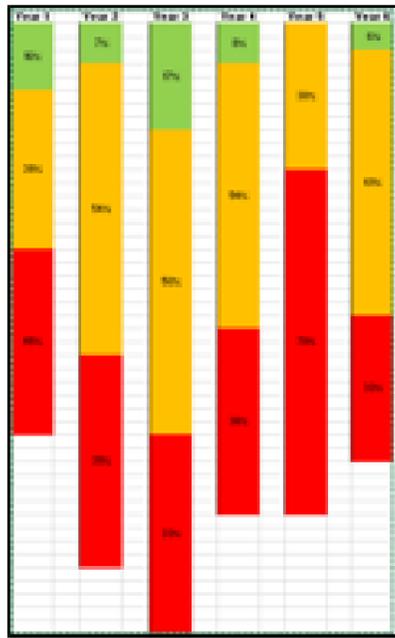
Year 5 NAPLAN Achievement

Results for Year 5 indicate students are in the expected range for Numeracy and Spelling, however, focus needs to be placed on student achievement in Reading, Writing, and Grammar and Punctuation.

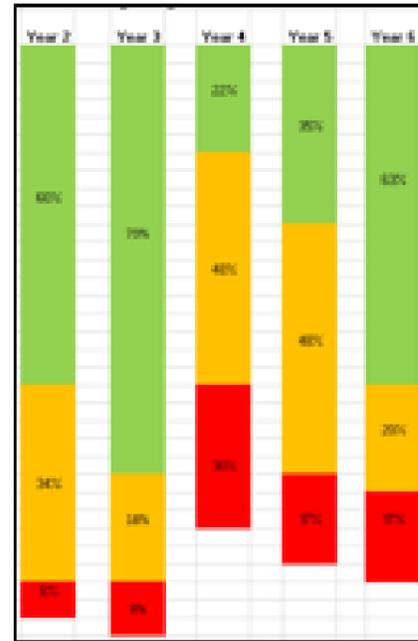


Progressive Achievement Tests (PAT)

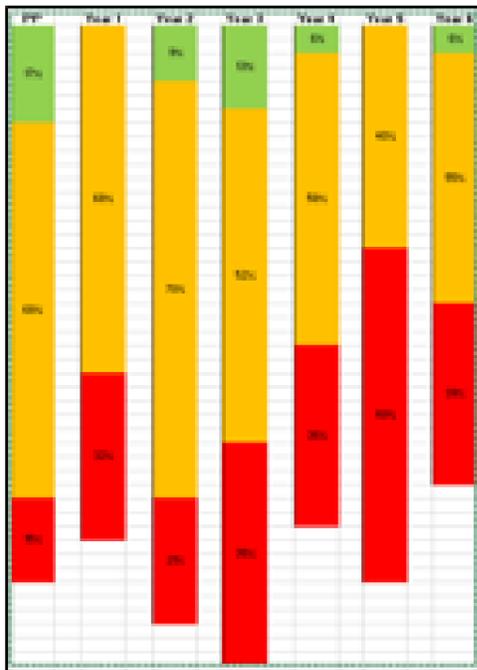
Reading Achievement against Norm sample



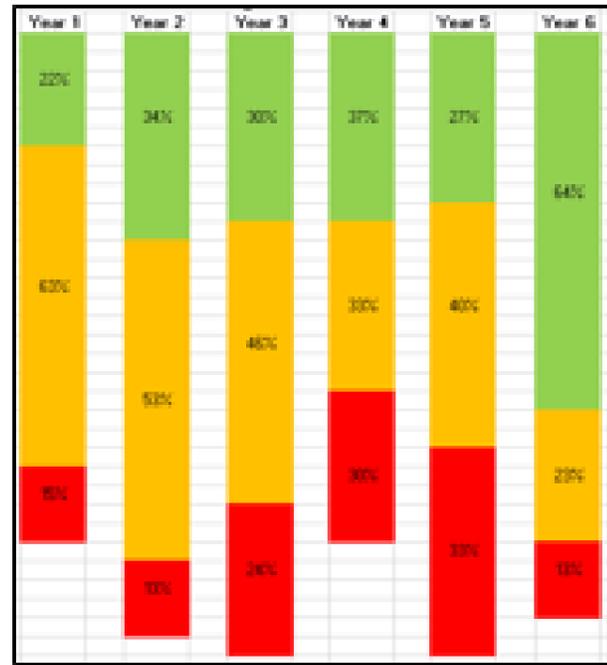
Reading 2018 to 2019 Progress



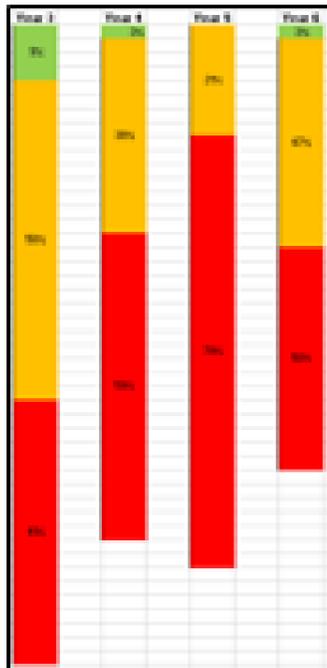
Mathematics Achievement against Norm sample



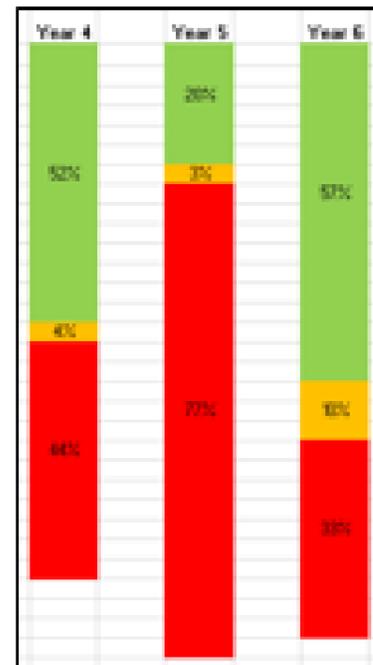
Mathematics 2018 to 2019 Progress



Science Achievement against Norm sample



Science 2018 to 2019 Progress



- -above expected
- -at expected
- -below expected

Green area in Progress graphs represents percentage of students who have not only made progress from last year but also reached the target suggested by ACER.

PAT General comments

- Students in all year levels and in all 3 areas are not reaching ACER norms in Achievement.
- Year 6 Progress in all 3 areas is positive.
- Progress in Reading has improved for all year levels.
- Low achievement and progress in Science across all year levels.
- Limited achievement and progress for Year 5 cohort in all 3 areas.
- EALD doing well with basic facts (evident in Westwood) but find PAT worded problems a challenge.



PAT Actions

- Focus on explicitly teaching inquiry and investigation skills in Science.
- Focus on Problem Solving skills and word problems in Mathematics. Implement the RPS Problem Solving Framework across the whole school in 2020.
- Continue to focus on vocabulary and understanding of questions in all learning areas. Explicitly teach how to unpack a worded question.
- Develop whole school Reading and Writing learning progressions for every year level.
- Continue to explicitly teach and model reading comprehension strategies.

TAR Overall 2020 Focuses

- Implement extension programs for Year 1 to 6 students.
- Develop student inquiry skills in all learning areas across all year levels.
- Encourage more student led investigations, particularly in Science.
- Continue to implement ICT across the curriculum.
- Continue to improve overall fitness and fundamental movement skills in all students.
- Provide greater opportunity for vocabulary exposure and oral responses in all learning areas.
- Continue to increase parent involvement in their child's learning.



Mrs Trish Lee
Deputy Principal

Attendance

During 2019 our whole school attendance data revealed that the overall attendance was 90.7% across the school. This is only slightly below our target for 2019 – 92% for overall attendance. Our Combined Regular and Indicated categories were 87%, very close to our target of 88%. Our Aboriginal students' attendance for 2019 was 81.1%, again only slightly below of our target of 82%.

Breakdown	Attendance Rate %
KIN	88.3%
PPR	88.4%
Y01	89.1%
Y02	91.6%
Y03	92.6%
Y04	92.6%
Y05	90.6%
Y06	89.9%
Compulsory	90.7%

We worked with our families to reduce the number of unexplained absences to 15% in 2019 which exceeded our target of 18%. Punctuality improved during 2019, with only 6.6% of our students arriving late. Unfortunately, there were a small number of families who experienced difficulties with attendance that negatively affected the overall data. There was a particularly lagging attendance percentage in our Kindergarten (88.3%) and PP (88.4%) cohorts in 2019 and we need to focus on working with these target families in 2020. We continue to recognise regular attendance and punctuality at all of our class assemblies where we have a raffle draw and students are rewarded for their efforts to come to school regularly and on time each day.

Individual students and families are supported by Attendance Plans and incentives. Regular communication with the school is important and Administration members, the AIEO and our EAL/D EA are all involved in case management strategies along with the class teacher. The updated and more targeted Attendance Plan format used in 2019 has helped to focus and track attendance of target students and families.

In general, the attendance of our students has been good and we look forward to further improvements in 2020.



Pastoral Care Programs

At Roseworth PS we have a real focus on supporting our students and their families to enable them to achieve their potential. We have a large array of positive Pastoral Care Programs and we are very proud of these. There are so many positive outcomes from the programs we implement at Roseworth PS. Some of these include our STEM Club, Passport Program, RAPP, Yr 6 Leadership Program, Sustainability initiatives, Transition Programs, Breakfast Club, Therapy Program and our Happy Kids/Lucky Kids Programs just to mention a few of them.

2019 saw us continue to operate a successful Breakfast Club three days a week where a nutritious breakfast is provided for students and families. We are supported by Foodbank, donations from various sources and school funds. Volunteer staff coordinate the program and it is great to see so many of our students and their families attending and enjoying our Breakfast Club.



Both our Happy Kids (Yr 6) and Lucky Kids (Yr 1-2) Programs continued to focus on the development of skills such as resilience, confidence and persistence with target students. These are groups of selected students who engage in activities to strengthen their social-emotional skills and promote their social-emotional wellbeing. In 2019, the Happy Kids built some scarecrows for our veggie gardens and our K/PP garden areas. This was a great project and one where the students needed to work together to complete the task. The Lucky Kids enjoyed playing a lot of cooperative games and working together to learn how to play with our



Loose Parts activities. The performance of our visiting belly dancer was a real hit with the students and staff at the end of our 2019 Happy Kids Expo. The Expo highlighted ways in which we use our leisure time to develop personal skills and promote positive social skills

In Terms 2 and 3 we were lucky enough to again host Next Challenge Therapy students (OT and Speech). They helped to provide our students with additional support with speech and OT. Miss Lewis, one of our EAs, helps to coordinate this program and our students are very lucky to have this additional support at the school as many positive outcomes are achieved.

In 2020 we will continue to focus on the implementation of positive pastoral care programs at Roseworth PS in order to support our students and their families.

During 2019 staff identified an improvement in attitude, behaviour and effort as indicated in student report data and we intend to build on this further in 2020. We again administered the Social-Emotional Wellbeing Survey (ACER) to our students in 2019 and the results revealed significant improvement response regarding the All School data regarding Indicators of Social-Emotional Wellbeing in comparison to 2018..

During our 2019 school review process we again revisited our school Behaviour Management Plan, our Students At Educational Risk Plan and our Attendance Plan, making updates to reflect a proactive approach to these core areas of the Student Engagement and Wellbeing portfolio.

The Student Engagement and Wellbeing Team continued to meet twice a term in 2019 and helped to direct our ideas and refine processes and practices within the school. The refinement of our Planning Matrix template has provided greater direction to staff and parents to support students with social-emotional concerns and with students who have been diagnosed with ASD. This has proved to be a significant planning document which has helped to drive teaching and learning adjustments for these students and has refined our case management processes. The SEW Team reviewed our 3R focus across the school and made minor changes to this positive behaviour approach. With staff and student consultation our 3R's focus on the school community being Resilient, Respectful and Responsible.



Some of our Yr 6 students took part in a City of Wanneroo (COW) Leadership Project in 2019. This group of leaders went to a COW Leadership workshop for a full day and undertook to develop a school-based leadership project. The 2019 project focussed on the development of a series of videos about our weekly behaviour focus. The students interviewed staff and developed these videos for teachers to use in their classroom each week. Our students presented their project at the COW Showcase event in Term 4. It was a fabulous night and staff and parents were very proud of our students' presentation.



Mrs Hawkey, our Yr 6 teacher, completed research on flexible seating and trialled this in her class during Semester 2. This proved to be very successful and received very positive feedback from the students. Mrs Hawkey provided a workshop for the staff about flexible seating and a number of other teachers also implemented this approach during Term 4. Providing flexible seating options in classrooms is all about acknowledging the impact our physical environment and learning space can have on students and their ability to learn. Flexible seating is about more than simply having a variety of different, fun seats in the classroom. It's about utilizing student voice, creating buy-in, heightening collaborative learning, and prioritizing students' needs concerning the environment in which they learn.

Social-Emotional Wellbeing



National Quality Standard Framework (NQS)

Following our verification visit in 2018, the SEW Team and the early Childhood staff focussed on areas such as providing greater student voice opportunities and expanding our outdoor learning spaces. During 2019 we reflected on making our early childhood play areas more interesting and engaging for our K-2 students. A mud kitchen was completed in the K/PP area and following our engagement with the KIDDO Program there were regular opportunities provided for students to develop their strength, balance and mobility skills with many activities and obstacle courses set up during the day for students to access. Our overall aim is to be considered “Meeting” all areas of the NQSF by the completion of the current Business Plan (2019-2021) and we are well on-track to achieve this.

Aboriginal Cultural Standards Framework (ACSF)

Our ACSF committee continued to lead the way with positive improvements in moving towards the “Capable” standard in the ACSF across all areas – Leadership, Relationships, Learning Environment, Resources and Teaching. During 2019 our focus was on the Relationships and Learning Environment standards.

A key focus moving forward is to develop positive relationships with all families and the development of positive home-school links is integral in this. During 2019 we continued to explore the idea of developing a partnership with the Wadjak Northside Centre in Balga to support our Aboriginal students and their families. This proved to be not as successful as we had hoped due to a number of factors including changing personnel at Wadjack. We continue to attempt to broker this partnership with new staff at the Wadjak Northside Centre with assistance from our Aboriginal Network Coordinator. We hope to secure some mentoring for some of our at risk Aboriginal students and further develop our Aboriginal Parent Group early in 2020..



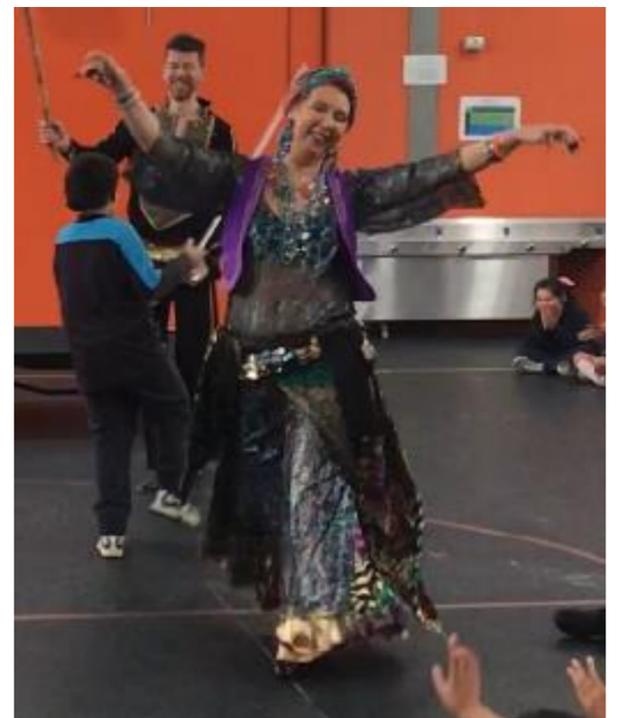
Our annual NAIDOC celebrations were a huge success in 2019. Our Yr 6 students entertained us with a play at the assembly and we launched our new Honour Certificate that proudly includes indigenous art work done by Mrs Foley, our AIEO. We hosted a huge community lunch which highlighted kangaroo sausages and lemon myrtle cakes. During the day our students circulated around a series of activity stations which included storytelling, making damper and engaging in the development of sand paintings on the oval. The day culminated in our entire school community dancing in the sand paintings and singing. There has been a strong focus to ensure that reflection of the ACSF is included in class practice right throughout the school. During 2020 we will focus on the standards of Teaching and Leadership while we continue to embed the ACSF in all we do at Roseworth PS.

In 2019 our behaviour targets were to maintain a downward trend regarding a) Number of referrals to the office for negative behaviour, b) Number of suspensions, c) total days of suspension and d) Number of students suspended were met, with a significant reduction (almost 50%) in the number of days of suspension.

Targets	2018	2019
Number of referrals to the office for negative behaviour	256	315
Number of suspensions	26	30
Total days of suspension	22.5	38
Number of students suspended	8	12

During 2019 the introduction of the Minister’s “Let’s Take a Stand” Policy has had a significant impact on our behaviour data. With the introduction of this policy there was an increase in our suspension data.

Whole school activities such as our Happy Kids Expo help to promote positive behaviours and develop skills such as communication and working together. Our Belly Dancer visitors were a huge success and it was fabulous to see both the staff and students enjoying the activity at the conclusion of the day.



We continue to develop our Behaviour Management Plans and at the end of 2019 we added a focus on behaviour into our Planning Matrix template to provide a more comprehensive overview of the impacts of social-emotional concerns. The aim of this is to enhance and develop the student’s strengths, thus intercepting the possibility of escalating negative or anti-social behaviours. Our staff will be using this new Planning Matrix as the basis for addressing behaviour concerns during 2020. Whole class behaviour and Individual Behaviour Support Plans are monitored across all learning areas, ensuring consistency of behaviour standards. 2019 will continue to see all Behaviour Support Plans reviewed regularly and adjusted according to need in line with the School’s Behaviour Management Policy. There will be a focus on the continued development of strong case management process for individual student behaviour and directed resourcing to this targeted area. It will include, but not be limited to, the involvement and engagement of interagency support such as SSENBE, SEND, DCPFS, The Smith Family, CAMHS, Strong Families, Mirrabooka Family Network Centre and the Local Police Team in Girrawheen.

During 2019 we continued our Academic, Behaviour and Citizenship celebrations (ABC Lunch), where three students nominated from each class are rewarded with lunch and a small reward each term. This recognises students who demonstrate good academic progress, positive behaviour and citizenship or have made significant progress in demonstrating positive qualities in these areas.

Behaviour

The school's successful Values Program has been instrumental in motivating students to embrace the values identified as relevant and important within the school community – Confidence, Persistence, Resilience, Organisation and Getting Along skills. We continue to address student needs by conducting an explicit Values lesson each week which is timetabled into the whole school timetable. Yr 1-6 lessons are based on the CLOSE Program (Terms 1 & 4) and the Aussie Optimism Program (Terms 2 & 3). The Close Program focuses on Community, Learning, Others, Self and Environment while the Aussie Optimism Program focuses on competencies to reinforce mental health, coping skills and resilience. Our Kindergarten and Pre Primary students use the YCDI Program which focuses on our whole school values.

Resilience

Persistence

Getting Along

Organisation

Confidence



At Roseworth we have a number of initiatives to promote the use of outdoor learning spaces and creative play opportunities. Our Loose Parts initiative is accessible to students (Yr 1-6) during recess and lunch breaks. A variety of resources such as lengths of wood, poly pipe, crates, tarps are provided and creative play is encouraged. Our P&C worked hard to assist us in the purchase of a fort area on the oval in 2019. Provision of these creative play areas has promoted creativity and imagination and encouraged team work and positive relationships between students. We will be expanding our play areas during 2020 and look forward to more opportunities for students to be creative.



We continued to build the capacity of our Student Playground Support (SPS) Team by holding a series of training workshops lead by Mrs Barker. Selected Yr 5 and 6 students are trained in mediation and positive communication skills. As a result, these students are better equipped to support others in need during recess and lunch breaks. The training sessions and regular updates with our teacher leaders have been a very positive addition to our school and it is pleasing to see that our Yr 5 and 6 SPS Leaders are very responsive and proactive in the playground.



Deputy Principal

Miss Sue Brockman

At Roseworth PS we are fortunate to have a number of partnerships, particularly three significant partners who help us reach the best outcomes for our students:



Roseworth has been participating in the *Passport to Success* which is a transition to high school program for our Year 6 students being run by The Smith Family. Our students have had a numbers of sessions so they feel prepared for secondary schooling. An action plan was developed with Roseworth Child & Parent Centre in 2019. Saver Plus program assisted 11 families with matched savings. The Learning for Life Scholarships program supported 61 of our students in 2019.



The ECU School of Education Internship Program was a great success with 3 interns receiving an outstanding grade for their final placement in 2019. We had support from Dr Nicola Johnson in running our school based teacher Mentor Program. In 2019, we also started PLaN (Partners in Literacies and Numeracy) where pre-service teachers volunteer each week to help with our school reading or numeracy programs.



Next Challenge Consultancy provides support to Roseworth PS in the form of Speech and Occupational Therapy students in their fourth year of training. These students complete their practicums working with our students. The school also provides a school-based Therapy Program, supervised by Miss Lewis, one of our EAs. Our students benefit greatly from the additional therapy provided at school.

Partners



The 2019 Wildcats Aspire Program: Year 4 & 5 classes hosted two Wildcats players twice a week for six weeks. Activities were based on Literacy and Numeracy to encourage engagement and positive behaviour. Attendance and behaviour milestones were set throughout the program, culminating in the students' attendance at a Wildcats game. We continue to use the placemat and framework for monitoring the business plan and operations plans that was provided by Fogarty EDvance. Team meetings continued twice a term this year to monitor our progress and follow up actions.



Our partnership with City of Wanneroo (COW) developed in 2019 with involvement in the Youth Leadership Forum Project (10 x Yr 6 students). Our ten student leaders presented at school to Councillor Treby and Mayor Roberts and also at a Showcase event on the 4th Sept at the COW Council Chambers. Their project included making videos to explain school positive behaviours and the weekly focus. We have again been selected to be part of 2020 COW youth leadership.



Aboriginal & Islander Education Officer (AIEO)

During 2019 I had a varied role within the school, including teaching Noongar to our Kindy and Pre Primary classes, some in-class support across the school in every class throughout the year, supporting Mrs Dale with the Art Program, helping with senior Sport sessions, coordinating the Aboriginal Family Group and supporting our Aboriginal students and their families. A major highlight for me every year is our NAIDOC celebrations and once again the 2019 NAIDOC celebrations were highly successful. It was fabulous to combine my artistic skills with the celebration of Aboriginal culture to design produce sand paintings on the oval. At the end of great day of activities we had every class walk through the sand paintings and dance, as is traditional in the Aboriginal culture. I really enjoyed working with some of the Aboriginal families as part of our engagement. We put up “Kaya Wandjoo” signs on the wall of the library and PP1 as these are our major entrance points in the school. It was great to attend the Yr 6 Camp in Term 1 and I really enjoyed these three days with the Yr 6 students and the staff that attended the camp. It was terrific to see how all the students grew in their skills of confidence, persistence and resilience over the three days at camp. I also enjoyed helping at RAPP during the year. It was wonderful getting to know some of our families a little better through this program. All in all, 2019 was a very busy and productive year and I have enjoyed working with all our staff, students and families at Roseworth PS.



AIEO

Ms Carol Foley

Other Partners

Chaplain

A highlight of 2019 was working one-on-one with students and families throughout the year. It is great to see how people grow in self-confidence and look at issues from a different angle and consider their responses in a more measured way.

I really enjoyed working with a well-oiled team at the Yr6 Camp in Term 1. The camp was a marvellous experience and I am looking forward to going again in 2020. Watching the children transform from apprehension to working together and achieving things they didn't think they could achieve was amazing. The camp activities, skills and values that they participated in helped to build character, responsibility and maturity.



I am also pleased to be part of the Student Engagement and Wellbeing Team at the school. We meet twice a term to review the many pastoral care and engagement programs and reflect on our school's practices in the engagement and wellbeing domain.

I have been a part of the Breakfast Club at Roseworth and love helping to provide breakfast to students and their families each week. Along with this I have been able to help support the Breakfast Club and families by picking up donated bread, rolls and other bakery items from Woolworths, Innaloo each week.

It was great supporting families during RAPP. During this program in 2019 we worked with seven families and it helped form stronger relationships with the family members. My favourite part was sitting down to dinner each week and getting to know the family members a little better. I would like to thank Jane from the canteen for the beautiful dinners!

To finish the year off, it was also great to be able to help provide some families with the gift of a well-deserved hamper at Christmas time and hearing of how much families were blessed.

These are just a few thoughts of my wonderful year at Roseworth as there are so many other things that I love about working here - too many to list. The greatest enjoyment I have is being a member of a wonderful team. I look forward to 2020.



Reverend
Annette Desfosses



Playgroup

In 2019 Roseworth Primary School, in association with the Child Parent Centre, ran a supported play-based playgroup providing children from birth to pre-school age the opportunity to play, learn, and interact with their environment.



The purpose of the Playgroup is to improve the learning, development and well being outcomes for both children and carers. Additionally, the playgroup stimulates children's development through quality early childhood experiences, increases parent knowledge of child development, facilitates social networks, provides access to information and resources and can also assist with referrals to appropriate services.



Throughout the year the playgroup children and families participated in school based activities such as Harmony Day, Book Week, Market Stall Day, Library visits, Christmas Santa party culminating in a picnic at the Dinosaur Park and Water Playgroup in Kingsley.

In terms 3 and 4 a *Transition to Kindy* program was implemented catering for the children who would be attending Roseworth PS Kindergarten the following year. Benefits of the program are evident in the children's increased self-confidence at the beginning of the following school year. The transition program provides opportunities for the children to be *school ready*.

Roseworth Playgroup continues to grow in popularity as parents continue to connect with other families in the community and also observe the benefits of their children interacting with others, and of course it's great fun!



English as an Additional Language/Dialect (EAL/D)

In 2019 Roseworth Primary School had over 95 students having a language background other than English. English as an Additional Language/Dialect (EAL/D) students at Roseworth include those who come from a refugee background, students with limited learning in Standard Australian English and our migrant students who have had learning and literacy skills in their first language.



EAL/D learners bring with them a wealth of knowledge, understandings and values from their own culture to the classroom, and require additional support to assist them in developing Standard Australian English proficiency. The ongoing development of an EAL/D learner's home language is essential for the growth of the student's personal and cultural identity. EAL/D learners are provided with a supportive classroom environment and appropriate learning experiences. The classroom allows children to have multiple opportunities for social interaction and co-learning. EAL/D students are situated in terms of their English language proficiency. The use of progress maps enables teachers to identify in which of the four phases of language learning EAL/D students are achieving; beginning, emerging, developing and consolidating. It is important to acknowledge that many of the EAL/D students at Roseworth achieve above average results in literacy and numeracy tests such as NAPLAN.

Our children are proud to show their cultural heritage through their participation in a Harmony Day assembly that promotes diversity and acceptance of other cultures within the school population.



Child and Parent Centre (CPC)

The Child and Parent Centre continues to be well utilised by local families. The Centre provides playgroup at the school and families attending are now utilising other services such as workshops offered. A wide range of parent workshops were offered with an increased number of parents attending. School holiday activities are now well attended with between 10 to 25 children.



A partnership with UWA and the Centre has resulted in dental students attending the Centre and attending schools as tooth fairies and tooth pixies to sing songs, talk about tooth brushing and avoiding sugary foods. Over 300 children received a visit and a toothbrush and toothpaste. The Centre now attracts a diverse range of families, including Aboriginal families and families from multicultural backgrounds.

There is a strong partnership between the Centre and the school which has resulted in support network of teachers, school administration and Centre staff and this is allowing families' needs to be addressed in a seamless manner.



Helen Burgess
Centre Coordinator

Special Programs

Passport Program

Volunteering at the school = Passport Points. Passport Points are converted to Roseworth \$s.

Roseworth \$s can be used at school to purchase goods. We had 52 families with a Passport in 2019



Roseworth & Parents Program (RAPP)

Family Engagement Program. Supported by volunteer staff and the Roseworth CPC. Family activities, Parent activities & Kid's activities 1:1 Time, Dinner, Raffles & Reflection Time Developing strong home-school links

Breakfast Club

Monday, Wednesday & Friday. All family members are welcome.

Coordinated by volunteer staff

Supported by Foodbank, Uniting Church, donations from local businesses and school funding



Other Pastoral Care Initiatives at Roseworth Primary School

- Therapy (OT, Speech & Physio)
- Happy Kids (Yr6) & Lucky Kids (Yr 1-3)
- Student Playground Support Team (SPS)
- Yr 6 Leadership Program
- Explicit Values Lessons (You Can Do It & CLOSE)
- Recycling Programs: Wastewise/Waterwise
- Market Day stalls

Appendix 1

Learning Area Grade
Summary Semester 2 2019

Appendix 2

2019 Financial Report



Appendix 1

Learning Area Grade Summary

All Years								
Sorted by Learning Area Name								
Reporting Period(s): Semester 2 2019								
Learning Area	A	B	C	D	E	Total Grades	No Grade	Grade Average
English	9	47	120	76	15	267	21	2.85
Health and Physical Education (Health Education)	3	45	191	29	3	271	17	3.06
Health and Physical Education (Physical Education)	5	23	230	13	1	272	16	3.07
Humanities and Social Sciences	3	42	174	44	8	271	17	2.96
Languages (Spanish)	0	29	155	35	7	226	16	2.91
Mathematics	9	47	114	88	10	268	20	2.84
Science	1	46	166	46	12	271	17	2.92
Technologies (Design and Technologies)	2	33	196	36	4	271	17	2.97
Technologies (Digital Technologies)	11	47	194	16	6	274	14	3.15
The Arts (Music - Instrument (Guitar - Classical))	1	2	6	0	0	9	0	3.44
The Arts (Music)	6	47	194	21	4	272	16	3.11
The Arts (Visual Arts)	0	23	230	17	1	271	17	3.01
Totals	50	431	1970	421	71	2943	388	2.99
Percentage	1.7	14.6	66.9	14.3	2.4			

General Comments:

- Allocation of A-D grades are consistent with Semester 2 2018.
- The number of E grades are significantly higher than those allocated in Semester 2 2018.

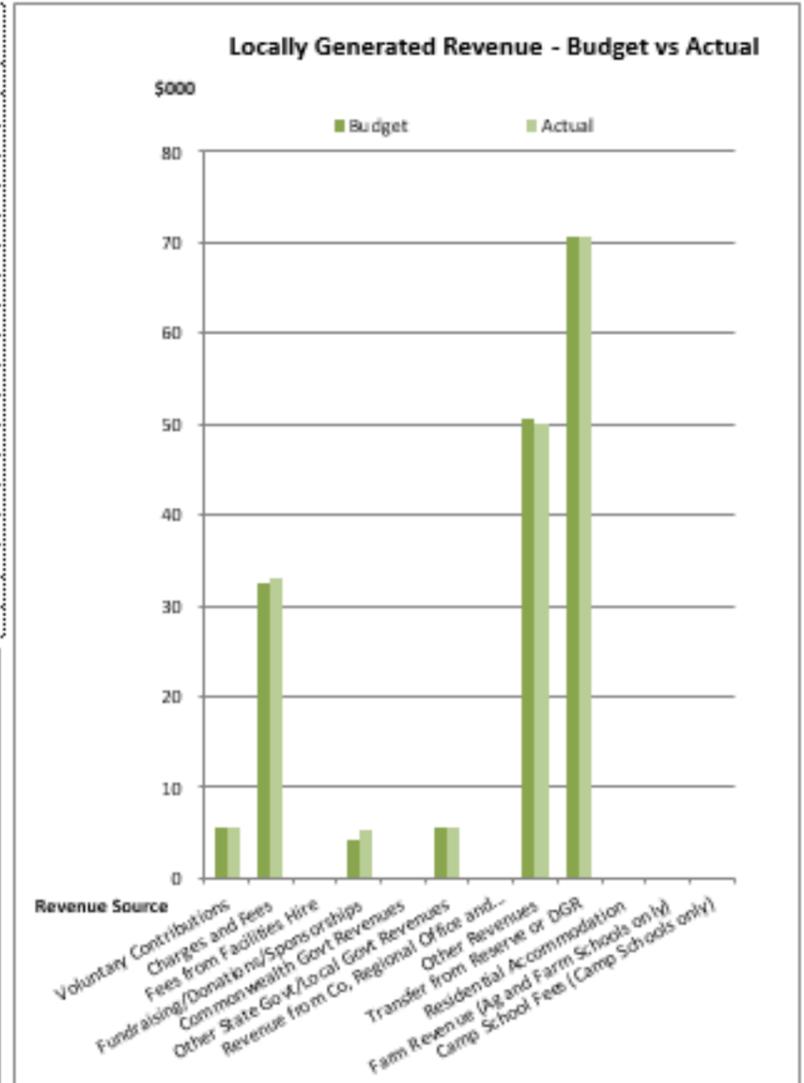
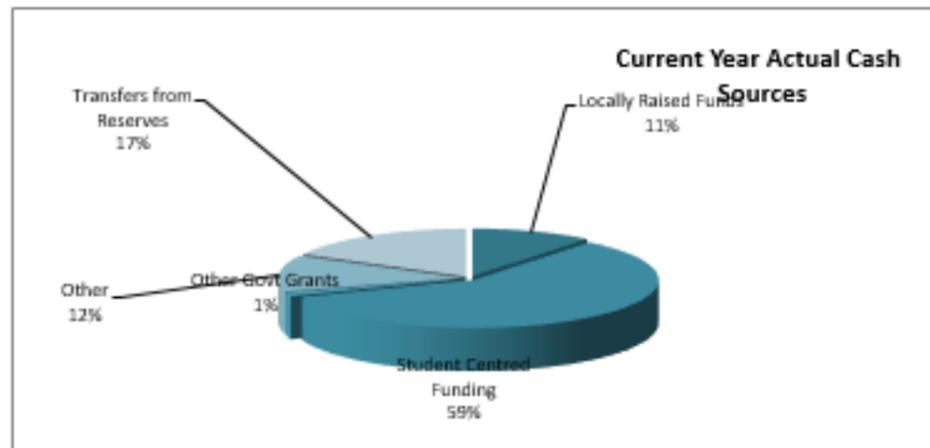
Actions:

- Implement in-school withdrawal extension groups for Years 1 to 6 to have a dedicated focus on Higher Order Thinking Skills, and Critical and Creative Thinking Skills (General Capabilities).
- Provide staff with professional learning on *Philosophies 4 Children* to ensure students are explicitly taught how to construct effective questions.
- Support teachers regarding the identification of students for Individual Education Plans, ensure these plans are updated regularly, and ensure appropriate reporting processes are implemented.
- Continue to encourage students to participate in extracurricular activities such as Stem Club, Recorder and Drumming.

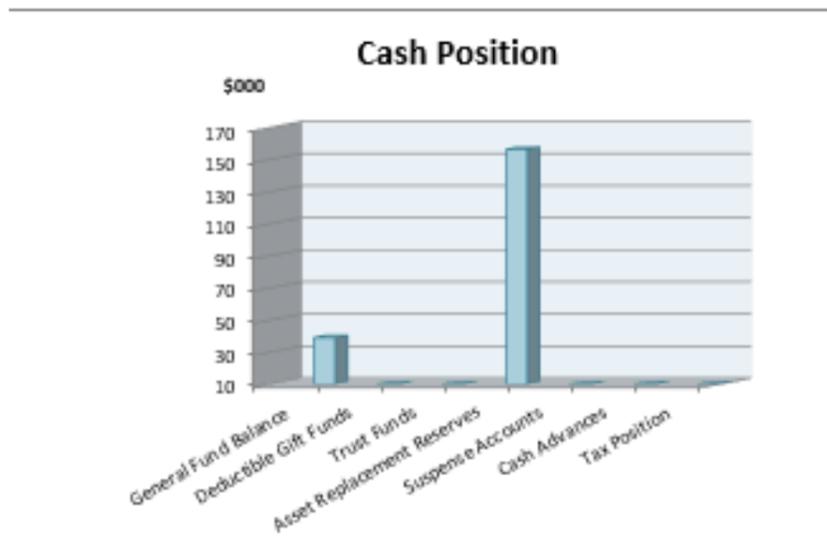
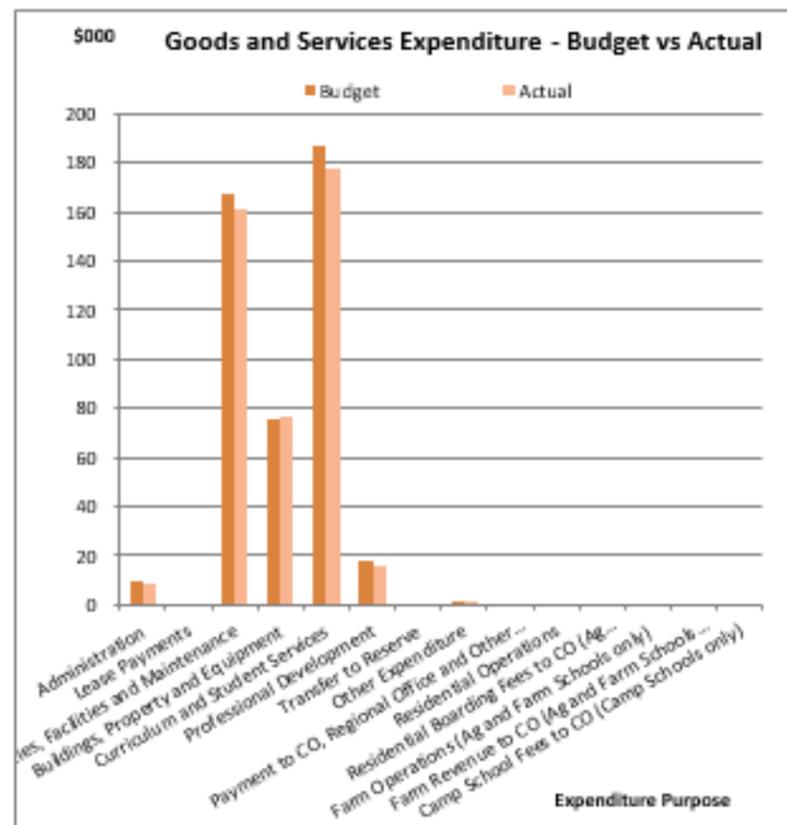
Appendix 2

Financial Report 2019

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 5,612.09	\$ 5,692.00
2	Charges and Fees	\$ 32,354.00	\$ 32,889.43
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 4,206.40	\$ 5,256.40
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 5,500.00	\$ 5,500.00
7	Revenue from Co, Regional Office and Other Sch	\$ -	\$ -
8	Other Revenues	\$ 50,584.55	\$ 50,006.24
9	Transfer from Reserve or DGR	\$ 70,677.20	\$ 70,677.20
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 168,934.24	\$ 170,021.27
Opening Balance		\$ 71,038.00	\$ 71,037.61
Student Centred Funding		\$ 239,027.68	\$ 239,027.68
Total Cash Funds Available		\$ 478,999.92	\$ 480,086.56
Total Salary Allocation		\$ 3,278,840.00	\$ 3,278,840.00
Total Funds Available		#####	#####



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 9,875.00	\$ 8,670.23
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 167,020.19	\$ 161,600.46
4	Buildings, Property and Equipment	\$ 75,139.00	\$ 76,823.31
5	Curriculum and Student Services	\$ 186,734.94	\$ 177,874.94
6	Professional Development	\$ 17,611.34	\$ 15,694.44
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 10.00	\$ 372.87
9	Payment to CO, Regional Office and Other Sch	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools on	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 456,390.47	\$ 441,036.25
Total Forecast Salary Expenditure		\$ 3,155,879.00	\$ 3,155,879.00
Total Expenditure		\$ 3,612,269.47	\$ 3,596,915.25
Cash Budget Variance		\$ 22,609.45	



Cash Position as at:	
Bank Balance	\$ 195,887.29
Made up of:	\$ -
1 General Fund Balance	\$ 39,050.31
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 156,373.23
5 Suspense Accounts	\$ 2,106.75
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 1,443.00
Total Bank Balance	\$ 195,887.29

2019 in Review



Roseworth Primary School

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Glossary

NQS – National Quality Standards
ACSF – Aboriginal Cultural Standards Framework
ABE – Attitude, Behaviour and Effort
EAL/D – English as an Additional Language / Dialect
ECU – Edith Cowan University
TSF – The Smith Family
FF- Fogarty Foundation
SAR – Student Attendance Reporting

CLOSE – Community, Learning, Others, Self, Environment
NAPLAN – National Assessment Program – Literacy and Numeracy
ACER – Australian Council for Educational Research
PAT – Progressive Achievement Tests
ICT – Information and Communication Technology
CCT – Critical and Creative Thinking
ITC – Innovative Teachers' Companion