



# ROSEWORTH PRIMARY SCHOOL



# Annual Report 2020

# Principal's Report

This Annual Report gives our families and wider community an overview of the performance of Roseworth Primary School over the past year. The 2020 report provides information about the conditions that impact upon learning such as attendance, behaviour as well as our students' academic performance and progress. 2020 was a year disrupted by COVID-19 resulting in school closure, some learning at home, meetings by video conferencing and some cancelling or postponing of events. Despite all this, there were some great achievements.

The success experienced in 2020 can be 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.

We have a lot of extra activities that we do at Roseworth and I 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 Roseworth initiatives have on the education of your child/ren.

I would like to acknowledge the hard work and contributions of our School Board, especially those who left the school at the end of 2020. Dr Nicola Johnson took on the role of chair in 2020, helping to set the school direction and will be continuing in that role for 2021.



**Louise Nielsen**  
Principal



*Home learning packs ready for collection in Term 2 due to COVID-19.*

# Our School Context

Roseworth PS is an Independent Public School, located in the northern suburb of Girrawheen. Roseworth is a school where students feel welcome and our staff care. 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 believe in creating a sense of belonging and look at developing the whole child. 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 and tennis courts, and the school oval. Playground equipment and shade are features of the school play areas. We have a dedicated STEM Hub that has a science and a computer laboratory and playgroup is run on the school site by the Child and Parent Centre.



*During 2020, our student leaders created an Indigenous walk trail as part of the City of Wanneroo Leadership Project. One of the new art installations is a giant waargyl painted by Mrs Foley and her team of Happy Kids student helpers.*

# Celebrating Success

2020 was a year of change and also some disruption. 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 diversity at our school.
- Students in Years 4 & 5 in classes W3, W4 & W5 participated in Western Power Circuit Breakers and did excellent presentations to the principal.
- 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 in November 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 visiting our new Djen Djen Bidi and activities based on one or more of the sites in this walking trail. A community lunch of kangaroo sausages and lemon myrtle cakes was enjoyed by all.
- Year 6 camp at Bickley was postponed until Term 3 but was full of adventure and leadership activities.
- Factional Carnival had a great attendance by the community. Congratulations Banksia on winning!
- The annual Book Week Parade was another great success with lots of homemade creations.
- We even managed to get In Tern swimming lessons completed during Term 3.



# Parents and Citizens (P&C)

2020 was a challenging year with COVID-19 lockdown hampering our fundraising efforts. The year started off with our silver coin challenge that was postponed during the final week of the challenge due to COVID. We did manage to finish this off in Term 4 with Roseworth Education Support raising the most money overall and winning the pizza lunch.



The Mother's Day stall was not done as planned due to the school being in lockdown. However when we returned to school, we managed to run a Father's Day stall instead. The colour run at the end of the year was a huge success and everyone who participated had great fun.

With all these challenges, the hard working P&C managed to get through all the obstacles and raise much needed money for the school, adding to the growing playground equipment around the school, especially the big blue blocks. We even got to have the barbeque and sell cakes at the athletics carnival. I would like to thank all the wonderful committee members and parents who were able to lend a hand on the day. It would not have been possible without you.



Neil Davis

P&C President

# 2020 Targets

## Literacy Targets

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

Please note that due to COVID-19, our ability to assess student achievement and progress has been limited. We do not have NAPLAN data to report as this assessment did not take place this year.

Pre-Primary On-Entry **15%** of students in Pre-Primary were at or above the **Reading** 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.

### Progressive Achievement Tests (PAT) – Pre-Primary through to Year 6 students

- Progress in Reading has improved for most year levels.
- Majority of students at Roseworth are not reaching ACER norms (not to standard).

### Recommendations for 2021

- Continue to focus on vocabulary across the whole school, targeting Year 4&5.
- Extend our explicit teaching of Phonological Awareness (blending and segmenting sounds; sound manipulation) through to whole school.

Pre-Primary On-Entry **76%** 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.

### Progressive Achievement Tests (PAT) – Pre-Primary through to Year 6 students

- Majority of students are not reaching ACER norms (not to standard) in Mathematics and are not progressing at the expected rate.

### Recommendations for 2021

- Focus on the explicitly teaching of the Proficiencies in Mathematics.
- Continue to include fluency as part of daily lessons.
- Continue to explicitly teach how to respond to worded Maths problems

## Numeracy Targets

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

# 2020 Targets

## Attendance Targets

Whole School 92%

Combined Indicated/Regular Categories to be 88%.

Aboriginal Attendance 82%

Unexplained Absences to reduce to 15%

Semester 1 2020 attendance rates were adversely impacted by the pandemic, and the attendance rates are not comparable to previous years.

### Recommendations for 2021

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

### How did we go?

a) Number of referrals = 259 (315 - 2019)

b) Total days of suspension = 49 (30 - 2019)

c) Number students suspended = 13 ( 2019)

### What does it mean?

- Suspension data significantly impacted by three students (16, 14.5 and 15.5 days = 46 of the 49 days) Two of these students were referred to SSEN Behaviour & Engagement for support.

### Recommendations for 2021

- Further develop strategies to strengthen our behaviour initiatives by engaging services of Department of Education Behaviour consults SSEN Behaviour & Engagement.
- Focus on continuing to implement Levels of Behaviour (positive behaviour strategies) across the whole school with a focus on the PLAYGROUND

## Behaviour Targets

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

## Academic Focus

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



### 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 (Information and Communications Technology) 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.



### What we did to achieve our focuses

- In-school withdrawal extension projects were facilitated across the school for all year groups.
- 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 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 Child & Parent Centre (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.

# Higher Order Thinking Skills

In 2020 we focused on teaching Higher Order Thinking Skills (HOTS) explicitly to students and incorporating these skills into Inquiry based learning projects. We also facilitated many extension projects across the year involving different groups of students. HOTS were a focus of these extension groups.

The extension groups included:

- Cluedunnit (select Year 5 & 6 students)
- First Lego League (Year 5 & 6)
- Western Power's Circuit Breakers (Years 4 & 5)
- Synergy Solar Car Challenge (Years 4 to 6)
- CSIRO STEM Professionals (Years 4 to 6)
- HASS 'Around the World' Project (Years 1 to 4)
- STEM Club (Years 1 to 6 students)
- City of Wanneroo Leadership Group (Years 5 & 6)

## **Cluedunnit**

The Year 5 extension students of Roseworth PS were working on the Cluedunnit Project (through the WA Law Society & Curtin University) during Semester 1. The students challenge was to solve a fictional criminal offence with the goal of identifying the prime suspect. They used their higher order thinking skills to make inferences about the suspects, and asked the Law Society very clear and specific open-ended questions to gain further information. The students from Roseworth PS then created a video clip that presented all of their evidence. The students of Roseworth PS were awarded The WA Law Society's *Ambassador School of the Year* as they asked relevant and thought provoking questions, they were polite and tried their very best throughout the project.

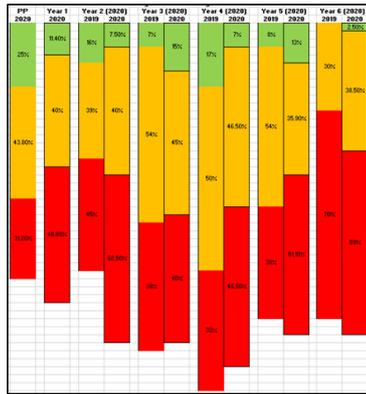


## **Circuit Breakers**

Roseworth has been lucky to be part of the Circuit Breakers, Western Power sponsored program for two years running. This project provides students with the opportunity to use a form of technology, micro:bits to build efficient and sustainable cities for the future. Students (and staff) had never used micro:bits before; and therefore the risk of failure was very high. This encouraged everyone to learn from someone else's failures and to develop their ideas and thoughts beyond their previous capabilities. Through the lessons students were encouraged to discover new ways to code and use the micro:bits (eg make lights flash). They certainly learned from their failures, and were successful in creating energy efficient model towns. (Photo is of model city submitted for judging by Roseworth PS students).

## Progressive Achievement Tests (PAT)

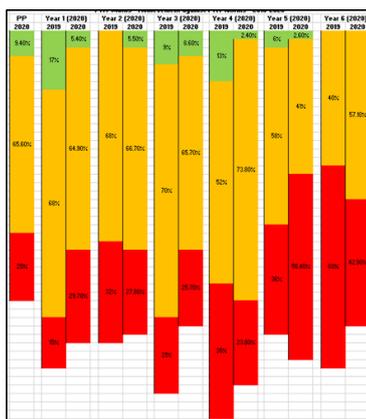
**Reading Achievement against norm sample (2019-2020)**



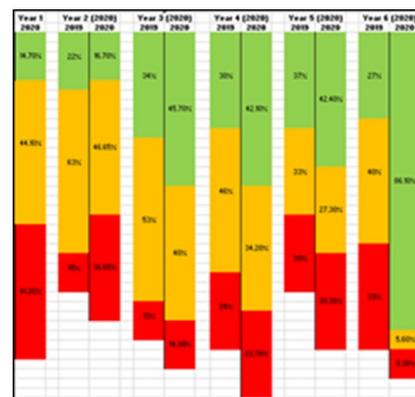
**Reading Progress (2018-2020)**



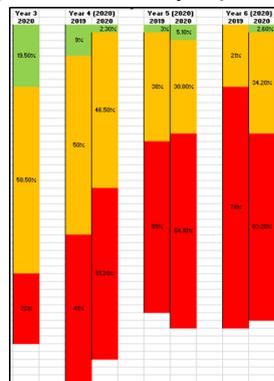
**Mathematics Achievement against norm sample (2019-2020)**



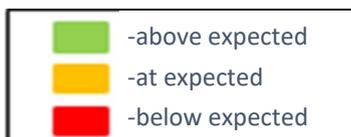
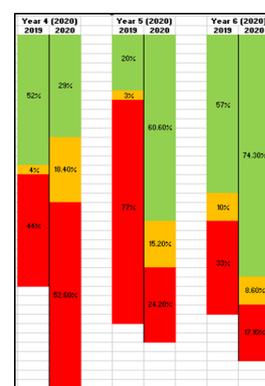
**Mathematics Progress (2018-2020)**



**Science Achievement against norm sample (2019-2020)**



**Science Progress (2018-2020)**



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.

# Progressive Achievement Tests (PAT)

## PAT General comments

- A large percentage of students in all year levels and in all 3 areas are not reaching ACER norms in Achievement.
- Year 5 and 6 Progress in all 3 areas is positive.
- Progress in Reading has improved for most year levels.
- Limited achievement and progress for Year 4 cohort in all 3 areas.
- EAL/D students are doing well with basic facts (evident in Westwood) but find PAT worded problems a challenge.
- Some identified extension students are not making progress expected

## PAT Actions

- Focus on Inquiry and investigation skills in Science. Use Science lab more frequently.
- Focus on Problem Solving skills and word problems in Maths (explicitly teach how to break down a multistep problem). Integrate with the RPS Problem Solving Framework across the whole school. Consider multiplicative thinking and teaching of Mathematical proficiencies to assist with the application of Mathematical concepts.
- Continue to focus on vocabulary and understanding of questions in all learning areas. Explicitly teach how to unpack a worded question. Word & picture walls – refer to them in explicitly teaching.
- Ensure whole school Reading and Writing learning progressions for every year level are used.
- Continue to explicitly teach and model reading comprehension strategies.
- Reassure students that it is OK to make mistakes. Encourage safe risk taking in their learning.



## TAR Overall 2021 Focuses

- Continue to implement extension programs for Year 2 to 6 students.
- Continue to develop students higher order thinking skills and inquiry skills in all learning areas across all year levels.
- Continue to consolidate reading comprehension processes and review existing writing processes.
- Focus on the teaching of multiplicative thinking and the proficiency strands to assist with the application of Mathematical concepts.
- Encourage more student led investigations, particularly in Science. Focus is to be placed on our risk taking culture (making sure students know its OK to fail or to make mistakes while they are learning).
- Continue to implement and integrate 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 (including intercultural understandings general capability).
- Continue to increase parent involvement in their child's learning.

*Mrs Trish Lee*

*Deputy Principal*



## Attendance

Semester 1 2020 attendance rates were adversely impacted by the pandemic, and the attendance rates are not comparable to previous years.

We did however, work with our families to reduce the number of unexplained absences in 2020 which improved in comparison to 2019. Punctuality also improved during 2020, with only 4.1% of our students arriving late.

Excluding the effects of COVID-19, there were a small number of families who experienced difficulties with attendance that negatively affected the overall data. There was a lagging attendance rates in our Kindergarten and Yr 1 cohorts in 2020 and we need to focus on working with these target families in 2021. 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 has helped to focus and track attendance of target students and families. We look forward to further improvements in 2021.



# Behaviour

In 2020 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. The total number of referrals to the office reduced significantly in 2020, however the suspension data did not meet our targets. It is interesting to note though that there were three students responsible for the bulk of these suspensions (16.0, 14.5 and 15.5 days each). Two of these students were referred to SSENBehaviour & Engagement for support and staff have been working with these behaviour consultants.



| Targets  | 2019 | 2020 |
|--|------|------|
| Number of referrals to the office for negative behaviour | 315  | 259  |
| Number of suspensions                                    | 30   | 42   |
| Total days of suspension                                 | 38   | 49   |
| Number of students suspended                             | 12   | 13   |

We continue to develop our Behaviour Management Plans and during 2020 the staff reflected and agreed that we needed to review our traffic light system. We explored other options and worked with SSENBE staff, deciding that Levels of Behaviour (LOB) was a positive program we should implement at Roseworth PS. Ms Brockman and Mrs Hawkey researched LOB and presented their findings to the staff who embraced this new approach. Staff PL was provided by SSENBE staff and new resources were produced. The key to the success of LOB is to have students involved in the development of the levels of behaviour. Each class developed ideas and we used the Class Captains (Student Voice) to refine the levels into three categories – Blue (Positive), Yellow and Red (Unacceptable). By doing this, the students have a real sense of ownership of the LOB framework. Each class developed a purpose statement and regular activities and conversations to promote LOB are conducted in the classroom. During 2021 we hope to make a positive transition of LOB into the playground.

Whole class behaviour and Individual Behaviour Support Plans are monitored across all learning areas, ensuring consistency of behaviour standards. 2021 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 2020 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.

## Pastoral Care Programs

At Roseworth PS we have a very strong 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. Some of these include our STEM Club, Passport Program, RAPP, Yr 6 Leadership Program, Sustainability initiatives, Transition Programs, Breakfast Club, Playgroup, Therapy Program and our Happy Kids/Lucky Kids Programs just to mention a few of them. We will continue to offer these successful Pastoral Care Programs to our school community into the future as so many positive outcomes are achieved.



Unfortunately, due to COVID 19, we were unable to complete some of our usual activities such as our very successful RAPP sessions with families, our Anzac Service and our Happy Kids Expo. We were lucky to postpone our NAIDOC celebrations to Term 4 and these went ahead with great success.

2020 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.

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 2020, the Happy Kids created our six seasons poles in the K/PP play area as part of the Djen Djen Bidi, they provided the art work on the Waargyl in the W8 quiet area and completed some community service projects in tidying up our school play areas. The Lucky Kids enjoyed playing cooperative games and working together to learn how to play with our Loose Parts activities.



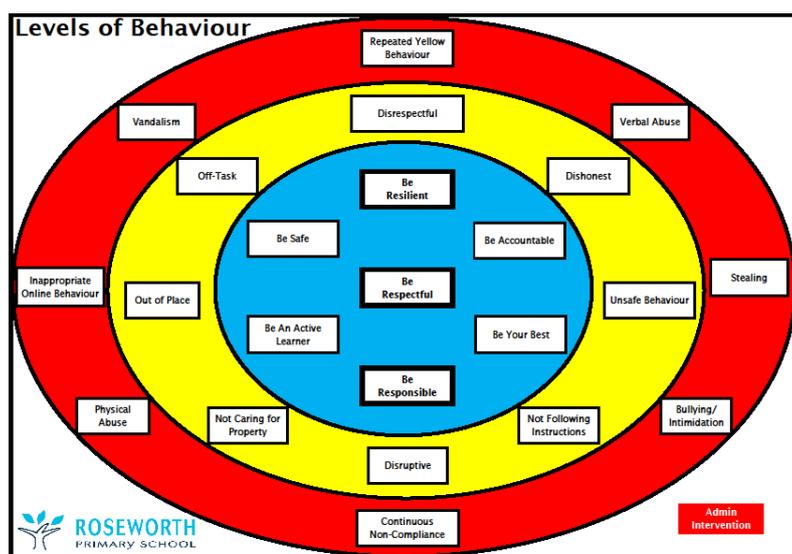
In Term 4 we again hosted Next Challenge Therapy students (Speech). They helped to provide our students with additional support with speech – assessments and program development. Miss Lewis and Mrs Hayman, our EAs, help to coordinate this program and our students are very lucky to have this additional support at the school as many positive outcomes are achieved.

The Wildcats Aspire Program was again successful, with data reflecting improvements re Behaviour and Attendance Targets for most students in these classes (W2/W3). A series of six weeks of visits by two Wildcats players, with students having set behaviour and attendance milestones to reach during Semester 2.

# Social-Emotional Wellbeing

2020 SEW Survey data reflects a fairly stable trend. Our 2020 target of 26% for combined Optimal and Highly Developed categories was almost reached – 25.8% (2019 24.9%) Note – Covid19 had an impact on results. The DoE Detect Survey indicated Covid19 has had a definite impact on families and students – Low social-emotional wellbeing.

During 2020 we again revisited our school Behaviour Management Plan, Students At Educational Risk (SAER) Plan and Attendance Plan, making updates to reflect a proactive approach to these core areas of the Student Engagement and Wellbeing portfolio. A major change for 2020 was the introduction of Levels of Behaviour and we continue to work on the implementation of this new positive behaviour program. Student involvement in the development of the behaviours in each level has Strengthened their ownership of the Program. A new Health& Wellbeing Plan and a Hygiene Plan were Developed in 2020. Our Wellbeing Plan addresses strategies to improve student, staff and community wellbeing.



During 2020, Roseworth PS accepted an offer to be part of a research project, the Thoughtful Schools Project, and this is based on developing and implementing strategies to address the effects of trauma in schools. Ms Brockman, Mrs Hawkey and Ms Truong (School Psych) will be planning activities for our school community in 2021.

Some of our Yr 6 students took part in a City of Wanneroo (COW) Leadership Project in 2020. This group of leaders went to a COW Leadership workshop for a full day and undertook to develop a school-based leadership project. The 2020 project focussed on the development of an Aboriginal Walking Trail The Djen Djen Bidi. The Djen Djen Bidi recognised 11 sites within the school grounds that had Aboriginal significance. The Yr 6 group, guided by Mrs Foley, our AIEO, researched each site and a plaque was made to identify the site, creating a trail around the school grounds. The Djen Djen Bidi was launched at our NAIDOC celebrations at the end of the year and COW personnel and invited guests attended the assembly.

The Student Engagement and Wellbeing (SEW) Team continued to meet each term in 2020 and helped to direct our ideas and refine processes and practices within the school. During Covid 19 much discussion about the effects of the pandemic on our school community took place. A huge amount of planning took place for the period of learning at home so that our students and their families still felt connected to the Roseworth school community, even though they were not physically visiting the school. Class teachers and specialists kept connected by using the seesaw app and work packages were produced during this time to ensure that students were engaged in a learning program at home.

## Social-Emotional Wellbeing

### **National Quality Standard Framework (NQS)**

The SEW Team and the early childhood staff focussed on continuing to provide greater student voice opportunities and expanding our outdoor learning spaces. During 2020 we reflected on making our early childhood play areas more interesting and engaging for our K-2 students. New areas of interest were created in the K/PP play area such as herb gardens, modifications to the nature play areas and the installation of a climbing dome. The KIDDO Program provided regular opportunities 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 2020 our focus was on the Leadership and Teaching standards.

A key focus moving forward is to develop positive relationships with all families and the development of home-school links is integral in this. During 2020 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 Wadjak. 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 2021.

Our annual NAIDOC celebrations were a huge success in 2020, although they were delayed to Term 4 due to Covid 19 restrictions. Our Yr 6 students coordinated the assembly and we launched our new Djen Djen Bidi (Two Feet Walking Trail) that students had developed as part of the COW Leadership Program. We hosted a huge community lunch which highlighted kangaroo sausages and lemon myrtle cakes. During the day our students circulated around the Djen Djen Bidi with their teachers and focussed on an activity based on one of the sites in the trail. A large intertwining sand painting was completed on the oval by buddy classes that resulted in a celebration dance through the sand. There has been a strong focus to ensure that reflection of the ACSF is included in class practice right throughout the school. During 2021 we will focus on the standards of Resources and Relationships while we continue to embed the ACSF in all we do at Roseworth PS.



# Social-Emotional Wellbeing

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. In reviewing our Loose Parts initiative it became evident that this was problematic in that some students were using the opportunity to become aggressive with the materials and storage of recycled parts was an issue. As creative play is encouraged and considered very important, we explored alternatives to the Loose Parts option and we discovered Big Blue Blocks (BBB) which we ordered, however due to Covid 19 restrictions, these were unavailable during 2020 and were delivered at the beginning of 2021. We have a deck area being built at the edge of the oval and this will be the designated play area for the BBB. Our P&C worked hard to assist us in the purchase of the initial set of BBB Provision of 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 2021 and look forward to more opportunities for students to be creative.



Student reflection (Student Voice opportunities) provided us with feedback that students would like some quieter areas within the school grounds where they could talk, read and play board games. We took this feedback on-board and have developed a special place near W8. The installation of gardens, terracing the area and our Waargyl and Games Library (Acacia Prison sculpture installations) have made this a very popular area, especially for our

senior students. This is a place often used by staff and students to have small group outdoor learning activities.

We continued to build the capacity of our Student Playground Support (SPS) Team by holding a series of training workshops lead by Ms Komadina, Miss Barlow and Ms Truong, our School Psychologist. Selected Yr 5 & 6 students are trained in mediation and positive communication skills. As a result, these students are better equipped to support others during recess and lunch. 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 & 6 SPS Leaders are very responsive and proactive in the playground.

*Deputy Principal*

*Miss Sue Brockman*



# Relationships & Partnerships (RAP)

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 2020. The Saver Plus Program assisted 11 families with matched savings. The Learning for Life Scholarships Program supported 45 of our students in 2020.



The ECU School of Education Internship Program was a great success with 3 interns receiving an outstanding grade for their final placement in 2020. We had support from Dr Nicola Johnson in running our school based teacher Mentor Program. In 2020, we also continued with 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 and Mrs Hayman, two of our EAs. Our students benefit greatly from the additional therapy provided at school.



# Partners



The 2020 Wildcats Aspire Program: W2 & W3 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. Unfortunately due to COVID-19, the final game watching the Wildcats play at Perth Arena was cancelled. Staff continue to use the FED placemat and framework for monitoring the business plan and operations plans that was provided by Fogarty EDvance. Team meetings continued twice a term to monitor progress and follow up actions. DSF Boost



program provided kits and PL for staff to help parents with literacy at home.



Our partnership with City of Wanneroo (COW) continued in 2020 with involvement in the Youth Leadership Forum Project (10 x Yr 6 students). Our ten student leaders presented their project at our school NAIDOC assembly to Councillors from the City of Wanneroo. Their project included making an Indigenous walking trail called Djen Djen Bidi (two feet walking).



## Aboriginal & Islander Education Officer (AIEO)

During 2020 I had a varied role within the school, including teaching Noongar to our Kindy and Pre Primary classes. in-class support across the school based in the Yr 5 & 6 classes and the Yr 1 classes throughout the year, supporting Mrs Dale with the Art Program and supporting student leaders with City of Wanneroo (COW) Leadership Project. The COW Leadership Project for 2020 was based on the development of an Aboriginal Trail within the school grounds – The Djen Djen Bidi (Two Feet Walking). Students researched eleven sites that make up the trail and a series of plaques were commissioned to identify each site. A major highlight for me every year is our NAIDOC celebrations and once again the 2020 NAIDOC celebrations were highly successful. We launched the Djen Djen Bidi at the assembly and the entire school walked the trail and then completed activities based on one of the sites. A community lunch was well attended and in the afternoon we created sand paintings on the oval. At the end of a great day of activities we had every class walk through the sand paintings and dance, as is traditional in the Aboriginal culture. It was fabulous to combine my artistic skills with the celebration of Aboriginal culture to design and create art works with the Happy Kids over 2020. We worked on the Six Season Poles in the PP and designing the painting of the Waargyl in the W8 area. It was great to attend the Yr 6 Camp in Term 4 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. All in all, 2020 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: Youthcare

## Chaplain

Gosh! Another year gone and what a year! With COVID and lockdowns and everything associated with that, it was interesting. The highlight of 2020 was working one-on-one with students and families throughout the year, going on Year 6 camp and watching children transform as they worked collaboratively together and attempted to do things they didn't think they could. I continue to be part of the Student Engagement and Well-being (SEW) Team. We meet twice a term to review pastoral care and engagement programs that support our students. We also reflect on school practices to see how we can improve each year.

I have been part of Breakfast Club at Roseworth and love meeting and helping children on an informal basis, getting to know everyone better. I collect bread on Tuesdays and Thursdays and leave it at the CPC for anyone who needs it.

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 activities that took place during 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 2021.



*Reverend  
Annette Desfosses*

## Playgroup

In 2020 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 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.



In Terms 3 and 4 an additional playgroup was run that was a *Transition to Kindy* Program 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!

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.



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

In 2020 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. EAL/D students at the start of the school year requiring extra support in English in the classroom by the EAL/D EAs and in addition to this, in the junior primary classes, they are withdrawn for intensive language lessons. The EAL/D specialist makes regular contact with all classroom teachers to discuss the progress of their students and provide strategies that could assist with improvement in the English as a Learning Area.

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)

In 2020, there were many challenges, including COVID and school closures. The Centre continued to provide services to families from Roseworth and these included home packs of craft and activities that supported children's in home learning. These were delivered COVID safely to family homes and welfare checks carried out. Playgroup went online through Facebook, enabling children to remain connected with the playgroup leader. Some workshops were offered online, however data constraints meant that this was not a very successful way of reaching all our families. Some information was provided online using Vietnamese and Karen interpreters.



Once restrictions were lifted, we were able to resume normal programming. It took time for families to return to dropping into the Centre.

Playgroup families were able to attend one Playgroup per week and this remains in force to ensure that appropriate social distancing remains in force. This year changes were made to the Transition to Kindergarten Program. Little Learners, an evidence based program developed by the City of Wanneroo, was delivered for 3 year olds in Term 3. In Term 4, three sessions were provided for parents and children. Families were able to practice dropping their children at Kindy and have fun with the Kindy teachers. Parents returned to the Playgroup room and a range of presenters including school health nurse, dental service, speech therapy, Child and Parent Centre discussed services and responded to parent enquiries.



*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 32 families with a Passport in 2020.



## Breakfast Club

Monday, Wednesday & Friday. All family members were welcomed. This activity was coordinated by volunteer staff from Roseworth PS; supported by Foodbank; Uniting Church and donations from local businesses.



## Other Pastoral Care Initiatives at Roseworth Primary School

- Therapy (OT, Speech & Physio)
- Happy Kids (Yr6) & Lucky Kids (Yr 1-2)
- Student Playground Support Team (SPS)
- Yr 6 Leadership Program
- Explicit Values Lessons (You Can Do It, Aussie Optimism & CLOSE)
- Recycling Programs: Wastewise/Waterwise
- Market Day Stalls



# Appendices

|            |   |
|------------|---|
| Appendix 1 | Learning Area Grade Summary Semester 2 2020 |
| Appendix 2 | 2020 Financial Report                       |
| Appendix 3 | 2020 Parent Satisfaction Survey             |



# Appendix 1

## Learning Area Grade Summary Semester 2 2020

| Learning Area                                      | A   | B    | C    | D    | E   | Total Grades | No Grade | Grade Average |
|--|-----|------|------|------|-----|--------------|----------|---------------|
| English  | 7   | 51   | 96   | 91   | 7   | 252          | 31       | 2.84          |
| Health and Physical Education (Health Education)   | 1   | 49   | 174  | 38   | 2   | 264          | 19       | 3.03          |
| Health and Physical Education (Physical Education) | 1   | 52   | 180  | 34   | 7   | 274          | 9        | 3.02          |
| Humanities and Social Sciences                     | 0   | 44   | 165  | 46   | 8   | 263          | 20       | 2.93          |
| Languages (Spanish)                                | 0   | 21   | 150  | 48   | 10  | 229          | 19       | 2.79          |
| Mathematics  | 7   | 44   | 111  | 84   | 7   | 253          | 30       | 2.84          |
| Science  | 2   | 39   | 155  | 61   | 7   | 264          | 19       | 2.88          |
| Technologies (Design and Technologies)             | 0   | 33   | 204  | 28   | 4   | 269          | 14       | 2.99          |
| Technologies (Digital Technologies)                | 0   | 23   | 219  | 32   | 1   | 275          | 8        | 2.96          |
| The Arts (Music - Instrument (Guitar - Classical)) | 0   | 0    | 9    | 0    | 0   | 9            | 0        | 3.00          |
| The Arts (Music)                                   | 3   | 49   | 203  | 10   | 2   | 267          | 16       | 3.15          |
| The Arts (Visual Arts)                             | 0   | 37   | 193  | 33   | 1   | 264          | 19       | 3.01          |
| Totals   | 21  | 442  | 1859 | 505  | 56  | 2883         | 399      | 2.95          |
| Percentage   | 0.7 | 15.3 | 64.5 | 17.5 | 1.9 |              |          |               |

### General Comments:

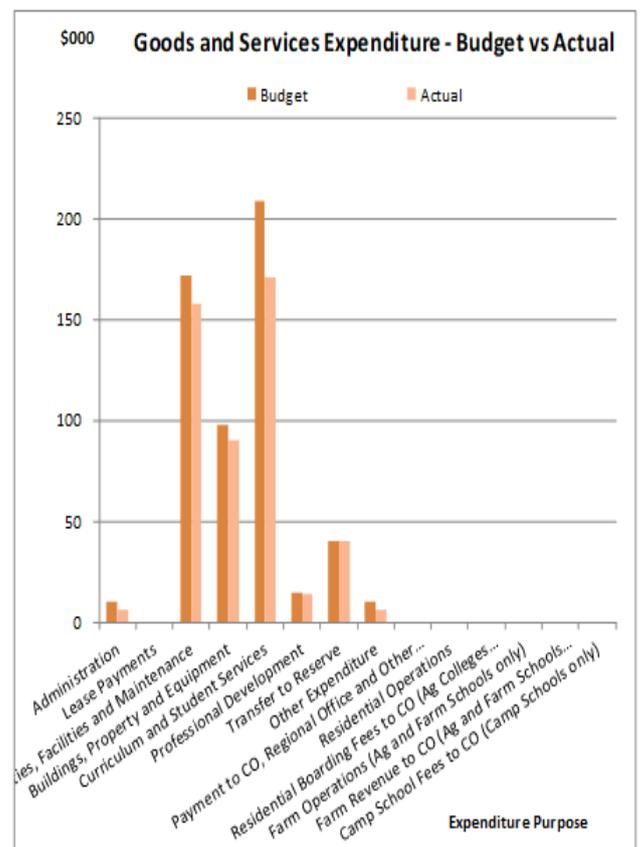
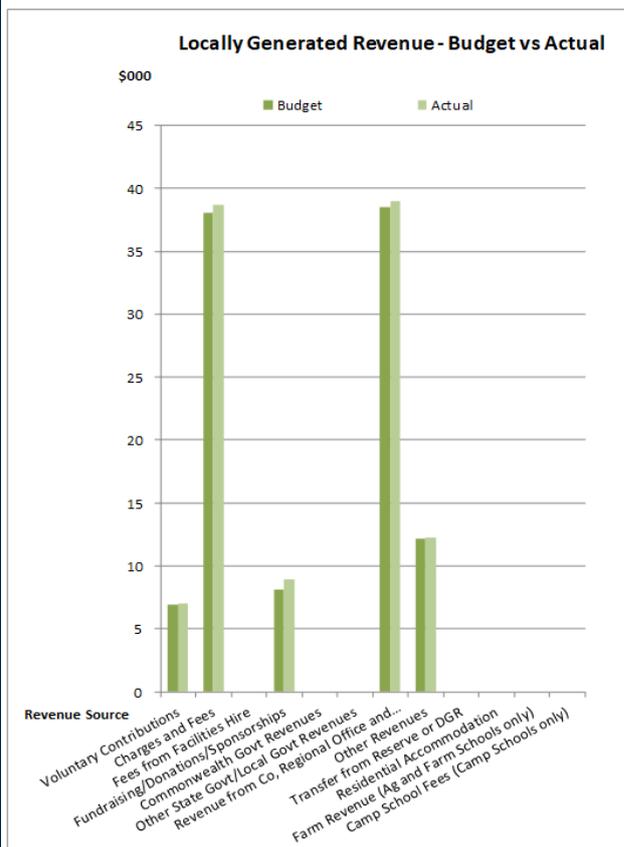
- Allocation of A-D grades are similar to previous years.
- The non-reporting period in Semester 1 2020 due to COVID-19 has impacted on number of A grades awarded as less teaching time overall and a reduced curriculum due to lockdown.
- The number of E grades are significantly lower than those allocated in Semester 2 2019.

### 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 and Choir.

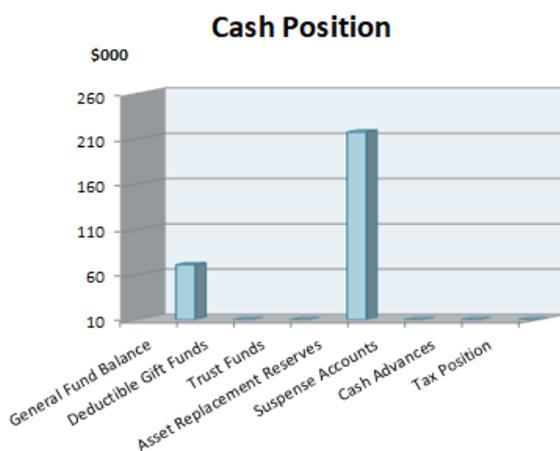
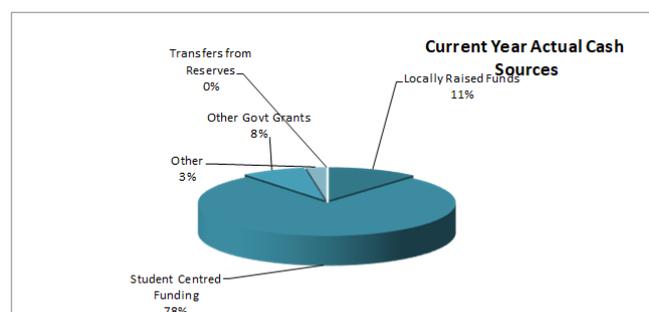
## Appendix 2

|    | Revenue - Cash & Salary Allocation                 | Budget        | Actual        |
|----|--|---------------|---------------|
| 1  | Voluntary Contributions                            | \$ 6,962.00   | \$ 7,022.00   |
| 2  | Charges and Fees                                   | \$ 38,020.00  | \$ 38,666.43  |
| 3  | Fees from Facilities Hire                          | \$ -          | \$ -          |
| 4  | Fundraising/Donations/Sponsorships                 | \$ 8,143.00   | \$ 8,942.65   |
| 5  | Commonwealth Govt Revenues                         | \$ -          | \$ -          |
| 6  | Other State Govt/Local Govt Revenues               | \$ -          | \$ -          |
| 7  | Revenue from Co, Regional Office and Other Schools | \$ 38,498.28  | \$ 38,954.96  |
| 8  | Other Revenues                                     | \$ 12,130.50  | \$ 12,227.10  |
| 9  | Transfer from Reserve or DGR                       | \$ -          | \$ -          |
| 10 | Residential Accommodation                          | \$ -          | \$ -          |
| 11 | Farm Revenue (Ag and Farm Schools only)            | \$ -          | \$ -          |
| 12 | Camp School Fees (Camp Schools only)               | \$ -          | \$ -          |
|    | <b>Total Locally Raised Funds</b>                  | \$ 103,753.78 | \$ 105,813.14 |
|    | <b>Opening Balance</b>                             | \$ 76,199.00  | \$ 76,199.27  |
|    | <b>Student Centred Funding</b>                     | \$ 373,297.33 | \$ 373,297.33 |
|    | <b>Total Cash Funds Available</b>                  | \$ 553,250.11 | \$ 555,309.74 |
|    | <b>Total Salary Allocation</b>                     | \$ -          | \$ -          |
|    | <b>Total Funds Available</b>                       | \$ 553,250.11 | \$ 555,309.74 |



# Financial Report 2020

| Expenditure - Cash and Salary               |  | Budget               | Actual               |
|---|--|----------------------|----------------------|
| 1   | Administration                                     | \$ 9,958.60          | \$ 5,789.01          |
| 2   | Lease Payments                                     | \$ -                 | \$ -                 |
| 3   | Utilities, Facilities and Maintenance              | \$ 171,857.97        | \$ 157,720.84        |
| 4   | Buildings, Property and Equipment                  | \$ 97,398.47         | \$ 90,123.71         |
| 5   | Curriculum and Student Services                    | \$ 208,717.66        | \$ 170,890.25        |
| 6   | Professional Development                           | \$ 14,850.00         | \$ 13,576.48         |
| 7   | Transfer to Reserve                                | \$ 40,000.00         | \$ 40,000.00         |
| 8   | Other Expenditure                                  | \$ 10,204.00         | \$ 6,491.46          |
| 9   | Payment to CO, Regional Office and Other Schools   | \$ -                 | \$ -                 |
| 10  | Residential Operations                             | \$ -                 | \$ -                 |
| 11  | Residential Boarding Fees to CO (Ag Colleges only) | \$ -                 | \$ -                 |
| 12  | Farm Operations (Ag and Farm Schools only)         | \$ -                 | \$ -                 |
| 13  | Farm Revenue to CO (Ag and Farm Schools only)      | \$ -                 | \$ -                 |
| 14  | Camp School Fees to CO (Camp Schools only)         | \$ -                 | \$ -                 |
| <b>Total Goods and Services Expenditure</b> |  | <b>\$ 552,986.70</b> | <b>\$ 484,591.75</b> |
| <b>Total Forecast Salary Expenditure</b>    |  | <b>\$ -</b>          | <b>\$ -</b>          |
| <b>Total Expenditure</b>                    |  | <b>\$ 552,986.70</b> | <b>\$ 484,591.75</b> |
| <b>Cash Budget Variance</b>                 |  | <b>\$ 263.41</b>     |                      |



| Cash Position as at:         |           |                   |
|------------------------------|-----------|-------------------|
| <b>Bank Balance</b>          | \$        | <b>288,930.75</b> |
| Made up of:                  | \$        | -                 |
| 1 General Fund Balance       | \$        | 70,717.99         |
| 2 Deductible Gift Funds      | \$        | -                 |
| 3 Trust Funds                | \$        | -                 |
| 4 Asset Replacement Reserves | \$        | 217,320.23        |
| 5 Suspense Accounts          | \$        | 2,418.53          |
| 6 Cash Advances              | \$        | (200.00)          |
| 7 Tax Position               | \$        | (1,326.00)        |
| <b>Total Bank Balance</b>    | <b>\$</b> | <b>288,930.75</b> |

# Appendix 3

In 2020, parents and families completed the National Satisfaction Survey with positive responses to the school, although slightly lower from 2018.

## Comparison 2014- 2020 Parent Satisfaction Surveys

| Year  | 2014                           | 2016                     | 2018                    | 2020                   |
|---|--------------------------------|--------------------------|-------------------------|------------------------|
| <b>Number of responses</b>  | 88                             | 32                       | 47                      | 30                     |
| <b>Gender of respondents</b>  | Male 19 %<br>Female 81 %       | Male 16 %<br>Female 84 % | Male 15 %<br>Female 85% | Male 13%<br>Female 87% |
| <b>Year level of child</b>  |                                |                          |                         |                        |
| <b>Kindergarten</b>   | N/A                            | 6%                       | 11%                     | 7%                     |
| <b>Pre-Primary</b>  | 22%                            | 22%                      | 9%                      | 13%                    |
| <b>Year 1</b>   | 9%                             | 25%                      | 15%                     | 10%                    |
| <b>Year 2</b>   | 10%                            | 3%                       | 19%                     | 10%                    |
| <b>Year 3</b>   | 16%                            | 6%                       | 17%                     | 23%                    |
| <b>Year 4</b>   | 5%                             | 9%                       | 9%                      | 13%                    |
| <b>Year 5</b>   | 13%                            | 22%                      | 11%                     | 13%                    |
| <b>Year 6</b>   | Y6-14% Y7-11                   | 3%                       | 11%                     | 10%                    |
| <b>School Features</b>  | <b>Average Rating out of 5</b> |                          |                         |                        |
|   | <b>2014</b>                    | <b>2016</b>              | <b>2018</b>             | <b>2020</b>            |
| This school has a strong relationship with the local community.                             | 4.4                            | 4.3                      | 4.2                     | 4.1                    |
| This school is well led.  | 4.4                            | 4.1                      | 4.5                     | 3.9                    |
| I am satisfied with the overall standard of education achieved at this school.              | 4.3                            | 4.2                      | 4.3                     | 4.1                    |
| I would recommend this school to others.  | 4.4                            | 4.2                      | 4.4                     | 4.2                    |
| <i>My child's teachers are good teachers.(2016, 2018, 2020 only)</i>                        |                                | 4.5                      | 4.7                     | 4.4                    |
| <i>Teachers at this school care about my child. (2016, 2018, 2020 only)</i>                 |                                | 4.3                      | 4.6                     | 4.3                    |
| <b>Staff and School</b>   | <b>Average Rating out of 5</b> |                          |                         |                        |
|   | <b>2014</b>                    | <b>2016</b>              | <b>2018</b>             |                        |
| Teachers at this school expect my child to do his or her best.                              | 4.5                            | 4.4                      | 4.5                     | 4.2                    |
| Teachers at this school provide my child with useful feedback about his or her school work. | 4.3                            | 4.3                      | 4.4                     | 4.2                    |
| Teachers at this school treat students fairly.  | 4.3                            | 4.4                      | 4.4                     | 4.1                    |
| This school is well maintained  | 4.5                            | 4.4                      | 4.5                     | 4.3                    |
| My child feels safe at this school.   | 4.4                            | 4.3                      | 4.4                     | 4.1                    |
| I can talk to my child's teachers about my concerns.  | 4.6                            | 4.4                      | 4.3                     | 4.2                    |
| Student behaviour is well managed at this school.   | 4.1                            | 4                        | 4.1                     | 3.9                    |
| My child likes being at this school.  | 4.6                            | 4.4                      | 4.6                     | 4.2                    |
| This school looks for ways to improve.  | 4.4                            | 4.2                      | 4.4                     | 4.2                    |
| This school takes parents' opinions seriously.  | 4.3                            | 4                        | 4                       | 4                      |
| Teachers at this school motivate my child to learn.   | 4.5                            | 4.4                      | 4.5                     | 4.3                    |
| My child is making good progress at this school.  | 4.4                            | 4.3                      | 4.5                     | 4.3                    |
| My child's learning needs are being met at this school.                                     | 4.3                            | 4.2                      | 4.4                     | 4.1                    |
| This school works with me to support my child's learning.                                   | 4.4                            | 4.3                      | 4.4                     | 4.1                    |

# 2020 Snapshots



# Roseworth Primary School

30 Stebbing Way Girrawheen WA 6064  
(08) 9338 2540

Website: [roseworthps.wa.edu.au](http://roseworthps.wa.edu.au)

Facebook: [facebook.com/Roseworthps](https://facebook.com/Roseworthps)



## 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