

Engagement & Pastoral Care Programs

STEM Enterprise - Yr 5&6 students have been very engaged in Lego League during the year. Students plan and present an innovative project to build stronger connections to mental health and wellbeing. 2024 participation in First Lego League Explorer group (Yr 3&4 students). Other STEM programs : Girls on Track Program which inspires and encourages girls' interest in STEM subjects and industries. Yr 4 Bright Futures Program has a Digital Technologies and coding focus with hands-on, interactive STEM activities.

Breakfast Club - All family members are welcome on a Monday, Wednesday and Friday. Volunteer staff run the program and it is supported by Eat It Up, Foodbank, Manna, Uniting Church, school funding and donations from local businesses. Well attended, with 50-100 students attending regularly.

Happy Kids - A focus on improving students' capacity to cope with challenges, become more resilient and improve physical, mental health and wellbeing through the Happy Kids initiative. The Happy Kids were involved in developing a Bush Classroom next to the Six Season Garden in 2024. Leadership, confidence, resilience, persistence and organisational skills were a focus for the group.

Koolangka Girls' Group & Boys' Group - Support is provided for Aboriginal students and families. Cultural activities to explore history and focus on the development of skills such as confidence, resilience and persistence. Attendance and positive behaviour are strong outcomes linked to this program. Boys' Group only took place in Semester 1 due to staffing constraints at Clontarf (GSHS).



Student Playground Support Team

- Yr 4& 5 students are trained to assist their peers in the playground. We aim to develop a culture of resilience, confidence, persistence and positive student behaviour at Roseworth PS. Our SPS Team support other students in the playground.

12 Buckets Program - 12 Buckets provides a safe space for connection, diversity is celebrated and opportunities for success are created. Facilitators work with students to support them each week. Individual students are provided with 1:1 support and a Yr 6 Transition Group operated in 2024.

Other Pastoral Care Initiatives at Roseworth Primary School

EAL/D & AIEO Support (2-Way Learning)	Sustainability Programs
Yr 6 Leadership Program	Transition Programs
Explicit Values Lessons (BSEM)	Therapy (OT, Speech & Physio)
Child & Parent Centre on site	Dental Clinic on site
City of Wanneroo Leadership Program	Chaplaincy Program

Partnerships & Extended Services



Girrawheen SHS

Clontarf staff and students mentored Year 4-6 Aboriginal boys in our Koolangka Boys' Group during Semester 1. Transition Programs (Yr 6 to Yr7) occurs throughout the year to support our Year 6 students moving to High School. After school Elite Sports Program in Semester 2 to identify Year 6 students who have talent in various sports.



City of Wanneroo

COW Leadership Program was the vehicle for the Happy Kids to develop the Bush Classroom as their 2024 project. Deputy Mayor James Rowe JP is on our School Board.



Playgroup through the CPC

Develops readiness for school. Operates Tuesday all year and a Pre-Kindy session on Monday and Wednesdays in Semester 2.

The Smith Family

Our partnership with The Smith Family includes Board Representation.

Learning for Life Scholarships

Helps families to support their children's education. In 2024, 62 Roseworth students were receiving the benefit of a LfL Scholarship. These scholarships provided our students with opportunities they may not have been able to experience without this support.



Child and Parent Centre (CPC)

Provides support to parents/carers and delivers programs that assist in children's development. Families are supported through the challenges of parenting and guided by service provision.



Research & Support

ECU provides PLaN students who support in our classrooms. ECUs' Nicola Johnson is our School Board Chair.

Pre-Service Teacher Program

In 2024 we hosted a number of pre-service teachers from ECU. These experiences included planning, teaching and learning in classrooms.

Children's University

We had 12 students graduate from Children's University in 2024.



Next Challenge Therapy

Our students were supported by one speech student and one OT student who were placed at Roseworth for a term. This complemented our school-based Therapy Program.



ROSEWORTH
PRIMARY SCHOOL

ANNUAL REPORT 2024



Vision Statement

Our vision is that Roseworth PS students develop the knowledge, skills and confidence to achieve their individual potential and contribute meaningfully to society. We want all students in our school to achieve the highest standards of learning possible so they are equipped to deal effectively with the opportunities and challenges they will encounter in a changing world. We want them to be enthusiastic about learning in a safe and supportive learning environment.

Purpose

To provide an education which will develop the students' academic, physical, creative and social skills as a basis for future learning; enabling them to participate as informed, active and responsible members of society.

Full Annual Report is available on our website
<http://roseworthps.wa.edu.au/>

Teaching, Assessing & Reporting– LITERACY

Pre Primary On-Entry: Reading

46% 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.

NAPLAN Student Achievement in Year 3 and 5

On average, improvements have occurred for the Year 3 and Year 5 students at Roseworth PS in most areas of Literacy. Our focus is on improving our Spelling across the whole school.

Progressive Achievement Tests (PAT) – Pre-Primary through to Year 6 Students - Reading

64% of students reached at level achievement or higher in **Reading**. There was a large improvement in progress in most year levels.

Pre-Primary On-Entry Testing	•Majority of students reached Reading benchmark by end of year.	✓
NAPLAN Year 3 & 5	•To be above similar schools. •Progress and achievement of stable cohorts to be equal to or above previous year.	✓ ✓
PAT Standardised Testing	•Improvement in student <u>progress</u> through PAT Reading Comprehension. •Improvement in student <u>achievement</u> through PAT Reading Comprehension	✓ ✓

Recommendations for 2025

- Provide more hands on and contextual learning experiences prior to writing tasks.
- Encourage students to ‘have a go’ at Writing.
- Allow students to use their first language during the engage phase of learning (planning) before moving to Standard Australian English.

Teaching, Assessing & Reporting – NUMERACY

Pre Primary On-Entry: Mathematics

78% 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.

NAPLAN Student Achievement in Year 3 and 5

On average, Year 3 and 5 students at Roseworth PS are working at level. Our focus is on improving the Numeracy skills, particularly number skills, in Year 3.

Progressive Achievement Tests (PAT) – Pre-Primary through to Year 6 Students - Mathematics

56% of students reached at level achievement or higher in **Mathematics**. There was a large improvement in progress in most year levels.

Pre-Primary On-Entry Testing	•Majority of students reached Numeracy benchmark by end of year.	✓
NAPLAN Year 3 & 5	•To be above similar schools. •Progress and achievement of stable cohorts to be equal to or above previous year.	✓ ✓
PAT Standardised Testing	•Improvement in student <u>progress</u> through PAT Mathematics. •Improvement in student <u>achievement</u> through PAT Mathematics	✓ ✓

Recommendations for 2025

- Focus on explicitly teaching additive thinking, multiplicative thinking, powerful problem solving and the Proficiencies in Mathematics.
- Include fluency as part of daily lessons.
- Explicitly teach how to respond to worded Mathematics problems.

Student Engagement & Wellbeing

Attendance

* Data based on Semester 1

• Overall Target 90%

• Actual 87.9% (Improved from 2023)

✓

• Indicated & Regular Category 88%

• Actual 80% (Same as 2023)

✓

• Lateness Reduced to 6%

• Actual 5.0% (Improved from 2023)

✓

• Unexplained Absences reduced to 15%

• Actual 25% (Not improved from 2023)

✗

• Aboriginal Students 76%

• Actual 74.8% (Improved from 2023)

✓

Behaviour

* Data based on Terms 1-3

• Days of Suspension = Downward trend

• Number of students suspended = Downward trend

• Total Incidents referred to the office = Downward trend

	2022	2023	2024	
Days of Suspension	27	89	78	✓
Students suspended	11	13	24	✗
Total incidents	217	291	345	✗

We continue to work intensively with a small number of students all with social-emotional concerns, who have accounted for more than half of the referrals and suspensions. We have engaged SSENBE/Pathways and agency support as needed.

NOTE - We are continuing to implement Levels of Behaviour and and the Berry St Educational Model (BSEM) trauma informed practice across all classrooms.

Social-Emotional Wellbeing Survey

• Combined top two categories to reach 26%

• Actual 13.3%

✗

We continue to address social emotional learning via implementing BSEM strategies and trauma-informed practice and programs such as 12 Buckets and MercyCare workshops.