

ENGAGEMENT & PASTORAL CARE

STEM Enterprise

In 2025, Year 4–6 students excelled in Lego League, with one team reaching Nationals. Other key programs included Girls on Track, the Year 4 Bright Futures coding program, and a school-based Solar Car Challenge.

Breakfast Club

Held three days a week and supported by Eat It Up, Foodbank, Manna, the Uniting Church, school funding and local business donations. Staff-run sessions welcome families and cater for 50–100 students.

Happy Kids

This program strengthens students' resilience, leadership, organisational skills and wellbeing. In 2025, participants designed and painted a feature artwork in the Six Season Garden.



Koolangka Girls' Group/Boys' Group & Parent Group

The groups build Aboriginal students' confidence and resilience, improving attendance and behaviour. Parent feedback is gathered each term, and securing a Boys' Group mentor is a 2026 priority.

Student Playground Support (SPS) Team

Trained Year 4–5 leaders assist peers to foster resilience, confidence, persistence and positive behaviour.

12 Buckets Program

Offered one day in Semester 1 and two in Semester 2, providing a safe, supportive space. In 2025, facilitators supported 23 students 1:1 and ran a Year 6 Transition Group for 10 students.

Other Pastoral Care Initiatives at Roseworth

EAL/D & AIEO Support (2-Way Learning)
Yr 6 Leadership Program
Explicit Values Lessons (BSEM)
Child & Parent Centre on site
City of Wanneroo Leadership Program

Sustainability Programs
Transition Programs
Therapy (OT, Speech & Physio)
Dental Clinic on site
Chaplaincy Program

PARTNERSHIPS



GIRRAWHEEN
SENIOR
HIGH SCHOOL

Offers Year 6 to 7 transition programs, incl Try High School Days, Orientation Day and an after-school Elite Sports Program for talented Year 6 athletes.



Leadership Program supports the Happy Kids Program. Council Member James Rowe JP is on our School Board.



Learn today, change tomorrow.

Supporting Roseworth families:

- Playgroup builds early learning
- Strong partnership with The Smith Family
- 72 students received Learning for Life scholarships in 2025

Our CPC supports families and children's development



EDITH COWAN
UNIVERSITY

- ECU provides PLaN students and Pre-Service Teachers.
- ECUs' Nicola Johnson is our School Board Chair.
- We had 11 students graduate from Children's University in 2025.



Next
Challenge

Provides support with a speech student and an OT student, which complements our school-based Therapy Program.



ROSEWORTH
PRIMARY SCHOOL

ANNUAL REPORT 2025



Vision Statement

Every student. Every Classroom. Every Day.

To empower our students (koolangka) to embrace and nurture experiences, and to encourage them to live their best life.

The Roseworth Way

LOOKING LISTENING
LEARNING & PLAYING
(djinanginy ni kaatadjiny waabiny)

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

TEACHING, ASSESSING & REPORTING - LITERACY

Pre Primary On-Entry: Reading

38% 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

Improvements have occurred for Year 3 and Year 5 students in most areas of Literacy. Our focus is on improving our Reading.

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

63% of students reached at level achievement or higher in Reading. There was a large improvement in progress for Year 2 and 4.

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 progress through PAT Reading Comprehension.	✓
	• Improvement in student achievement through PAT Reading Comprehension.	✓

Recommendations for 2026

- Provide students with consistent, best practice teaching in phonics.
- Provide more hands on and contextual learning experiences prior to writing tasks and encourage students to 'have a go'.
- 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

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.

NAPLAN Student Achievement in Year 3 and 5

On average, Year 3 and 5 students at Roseworth PS are working above level in Mathematics.

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

60% of students reached at level achievement or higher in Mathematics. There was a large improvement in progress for Year 2 and Year 4 students.

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 progress through PAT Mathematics.	✓
	• Improvement in student achievement through PAT Mathematics.	✓

Recommendations for 2026

- 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.

Above expected ✓ At expected ✓ Below expected ✗

STUDENT ENGAGEMENT & WELLBEING

ATTENDANCE

• Overall Target 90%	✓
• Actual 87.7% (Improved from 2024)	✓
• Indicated & Regular Category 85%	✓
• Actual 83% (Improved from 2024)	✓
• Unexplained Absences reduced to 15%	✗
• Actual 27% (Not improved from 2024)	✗
• Aboriginal Students attendance 76%	✓
• Actual 75.7% (Improved from 2024)	✓

*Data based on Semester 1

BEHAVIOUR

	2023	2024	2025	
Days of Suspension	89	78	104.5	✗
Students suspended	13	24	17	✓
Total incidents	291	345	276	✓

We continue to work intensively with a small group of students with significant social-emotional needs, who account for more than half of our referrals and suspensions. We have engaged SSENBE/Pathways and external agency support as required.

Note: We are continuing to implement the Levels of Behaviour framework, Berry Street Education Model (BSEM) strategies, and Interception Skills as part of our trauma-informed practice across all classrooms.

SOCIAL-EMOTIONAL WELLBEING SURVEY

• Combined top two categories to reach 26%	✗
• Actual 15.7% (Slight improvement from 2024)	✗

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