



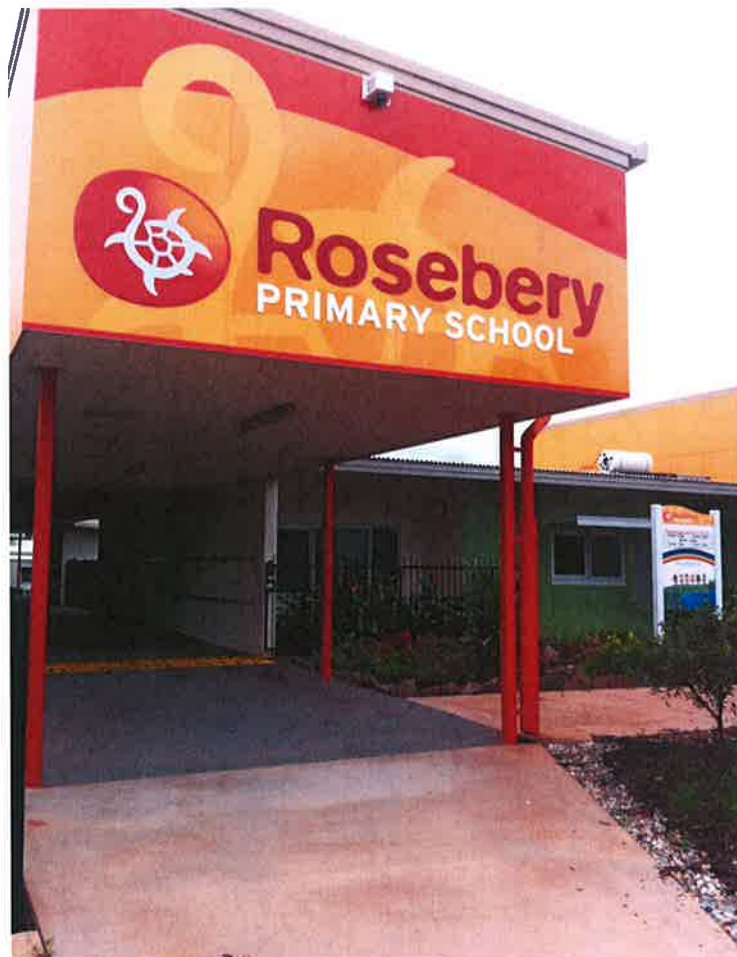
Northern
Territory
Government

DEPARTMENT OF EDUCATION



Rosebery
PRIMARY SCHOOL

2014 Annual Performance Report to the School Community

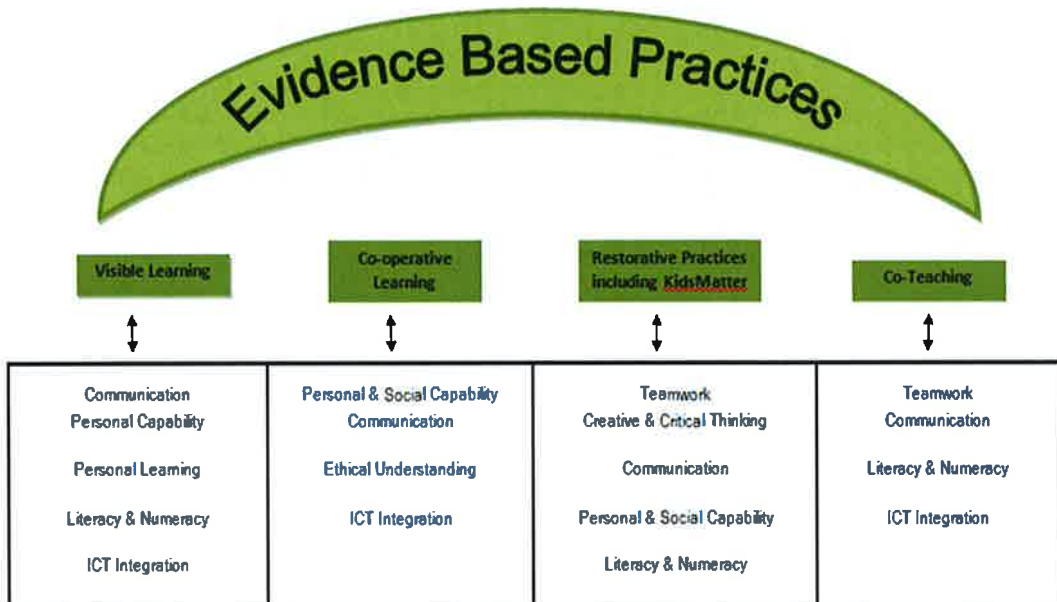


School Overview

Our School

2014 completed the 4th year of operation at Rosebery Primary School. The school has experienced enormous growth in student numbers throughout this period of time with enrolments for the year averaging 465 students enrolled from Preschool through to year 6. Approximately 20% of students are from Defence families, a small percentage from Police and about 25% are families involved in the burgeoning gas and mining industries. The large majority of the remaining families are made up of local Darwin families who work mainly in the government sector or private business. We have approximately 10% of our students who have English as a second language and about 6% who identify as Aboriginal and Torres Strait Islander. At Rosebery we value diversity and come together as a community of learners with families playing an integral role in building our school and our learning culture.

Rosebery Primary School’s innovative and architecturally designed buildings provide the opportunity to employ cutting edge techniques and ways of working with our teaching and learning spaces. This has driven the need to have a pedagogical model embedded across the school that links to the Australian Curriculum so that best use of our learning spaces can be achieved. The Big 4 model which identifies our signature programs/approaches are overarched by an evidence based practices model linked to sound contemporary research which in turn links to the Australian Curriculum capabilities.



Implementing the Australian Curriculum at



Visit ACARA’s Youtube clip to view work with the Australian Curriculum at Rosebery Primary School https://www.youtube.com/watch?v=3f0ea9VRbX8&list=PLP7WrHp7_iudiY9ImT-BIAGqHixN_pt3W&index=14

Our Staff

Rosebery Primary School staff is made up of a myriad of administrative roles, leadership and operational roles as well as teaching roles with a range of experienced as well as neophyte teachers. This entails a principal, two assistant principals, 2 senior teachers, a Special Education Teacher and an admin officer for special education, 20 class teachers and two specialist teachers. We also have an administration manager, 2 Office support staff, a transition support aid and a preschool support aid as well as 5 classroom support officers, a maintenance officer and canteen manager. We have a highly motivated and professional staff that all meet the high standards required to work at the expected level and within the range of the Public Services Management Act and the Australian Teaching Standards required. The Preschool teacher and preschool assistant have qualifications that meet the National Quality Standards.

Among staff there are the following mix of cultures; three who identify as Aboriginal or Torres Strait Islander, two from New Zealand, one from the Philippines, one from Canada, one from the United States and one from Scotland and the remainder are Australian. This diversity gives us a great starting point when working with children from a variety of cultures as it shows we too have diverse staff. Many of our staff are Defence spouses who understand the transient nature that defence families put on education and it also places our staff at high risk of change on a yearly basis. At the end of 2014 we had one teacher move back to the US, one moved back to Canada, 3 moved interstate with defence postings and another left to pursue relief teaching in a part time capacity whilst 2 are about to embark on maternity leave right at the beginning of 2015.

Rosebery Primary School has a focus on Performing Arts and the innovative integration of ICT. The very strong Performing Arts culture is extended with the Performing Arts teacher coupling with the Senior Teacher Upper Primary who teaches dance, to ensure the students experience the range of performing arts learning. A partnership with the NT School of Music continues to attract a large student cohort who learn musical instruments, play in the Band and sing in the Choir. Regular participation in the BEAT, both the choir and dance routines stand us apart from other primary schools with our involvement in the dance routines as we are one of only two primary schools who are involved in this component of BEAT.

As an ICT focused school our learning spaces are all fitted out with interactive whiteboards and each learning area has access to a bank of ready charged wireless laptops. The innovative use of ICT spills over into our Intervention Programs such as lunchtime Minecraft groups for students with the need to develop social skills, iPad program for students with the need to cover early literacy foundations including words and sounds as well as the use of Google Chrome books for research and interaction with the curriculum in a different way in our Year 5 classes. This is an area we are looking at expanding in 2015.

Our Students

In 2014 we had 41% student turnover compared with 44% the year before. This is a typical trend in schools with high enrolments of defence and services families. The average attendance in 2014 was 91.7% which was exactly the same as in 2013. During 2014, 47% of absent periods were un-notified and this represents 3.8% of all periods. Many of our families take Asian holidays during school terms which include many defence families taking holidays

when a parent returns from a posting overseas. There is work to be done in this area and it has been identified as a priority for 2015. In 2014 we had 42 Indigenous students enrolled with an average attendance of 88.5% compared to 2013 where we had 50 Indigenous students with an average attendance of 88.9%.

In 2014 we saw the greatest number of identified special needs students since the school opened. The number of funded students rose from 13 in 2013 to 18 by the semester 2 2014. Each of those children were funded and on an Educational Adjustment Plan (EAP). Students who experience difficulty with their learning and are not diagnosed or funded are provided with teaching and learning adjustments and additional support through the joint (parent, teacher and Special Needs teacher) development of Support Plans or Individual Behaviour Plans (IBPs). In 2014 there was a further 15 students that were supported without a diagnosis and were unfunded. Several support programs were conducted in a various times throughout the year some were Spelling Attack program, Early Literacy Foundation Program (ELF), Phonological Awareness Program (PAL) and Minecraft for Social Skills and the iPad project 'Now you can Talk' for students with initial difficulty using their words appropriately to express their feelings and to convey a message. The whole Intervention Program catered for approximately 120 students across our school both funded and unfunded ranging from EAP students to support plan students to IBP students to students being monitored.

Our Community

Community involvement plays a big role at Rosebery Primary School with parents understanding our open door policy with a number of parents across the school helping with home readers, gardening, sporting events, design and creation of animal shaped chalk boards around the school, matchbox car racing tracks and creations for interaction such as the 'thong-a-phone'.

In 2014 our second 'Back to School Festival' was held which is all about getting community involved and bringing them back to school. The key focus for this year was Visible Learning



and Goal Setting and the response from community was very positive to our key focus. We held a *Back to School Festival* in 2014 with the notion of having parents come back to school and learning in the same way their children learn through use of Kagan Co-operative Learning, Co-teaching and focussing on the theme of Visible Learning. This is a great community event when it is held every 2 years alternating with our whole school Musical Performance.

Visible Learning co-teaching presentation to parents at the Back to School Festival

The Gifted and Talented Association meeting held at Rosebery Middle School in Term 3 gave the opportunity for a presentation on a Talented Arts Program that Rosebery Primary School that will be up and running in 2015. Rosebery Primary will then be catering for all our students from the most talented to the ones who require support for learning to take place.

The Defence Support Transition Aid held morning tea chats following whole school assemblies once per term to encourage, not only defence families, but all families to mingle and be a part of the school community. This developed a sense of belonging and built relationships across our mixed family sector of the school.



The School Council Fundraising subcommittee organises and runs the Book Fair for the whole school, held in conjunction with Book Week. This is a major fundraiser for the school and parent helpers drive this stall with passion.

2014 Book Fair Stall

In 2014 Rosebery Primary School Council was very active in ensuring engagement with the broader community around the major focus areas: Kagan Co-operative Learning, Co-teaching, Restorative Practices, KidsMatter and Visible Learning. Without community support for this unique way of working in our architecturally designed school there would not be such happy and engaged staff and students. The parent community is fully supportive of continually up skilling of teachers in these areas.

Principal Report

At Rosebery Primary School we strive for excellence in teaching and hold high expectations for our students' learning. We have a well-regarded reputation of being innovative and with our specific architecturally designed open learning space buildings our collaborative learning and co-teaching models are renowned.

Our Mission and Vision reflect and enhance our way of working. We 'Respectfully and Co-operatively strive for excellence with Confidence, Integrity and Resilience' by allowing students to take risks and discover learning whilst working collaboratively with their peers. We encourage students to share learning through play-based investigation in our Early Years and inquiry learning in our Primary levels whilst ensuring learning is challenging, transparent and enjoyable for students, parents and teachers alike.

Rosebery area is a growing area with many homes still being erected in surrounding feeder areas such as Bellamack and Zuccoli. The full capacity of Rosebery is near with our early years areas being our largest. A second room preschool is being built to accommodate our growing population in the priority enrolment area of Rosebery School. This construction is due to commence at the end of 2014 ready for opening Semester 2, 2015. Currently at the end of 2014 there is a waiting list for preschool enrolment, beyond our capacity, for 36 extra students. Woodroffe and Gray are two schools nearby who have been taking our overflow enrolments to alleviate continued issues in not being able to accommodate students beyond a one room preschool.

The construction of covered walkways, new extended fenced play spaces and a new playground were all completed in the 2014 school year. This has provided for much needed extra space and dry walking areas between the Early Years and Primary Neighbourhoods and classrooms.

Grounds and maintenance at Rosebery Primary School has improved immensely in 2014 with many parents lending a hand and strategic design work being undertaken on the gardens and surrounds to ensure the school grows up as a well-designed and maintained school into the future.

As an overarching focus for learning at Rosebery we have Evidence Based Practices which requires all programs or approaches introduced at Rosebery must come from a strong evidence and results base. The Kagan co-operative learning pedagogical approach coupled with co-teaching is the foundation for how we work in and through the curriculum every day at Rosebery. We have a key responsibility to ensure all our students become 'Assessment Capable' learners by the end of 2015. We are on a learning journey in relation to Visible Learning more broadly moving towards having assessment capable learners and have been for just over 2 years now. In 2014 the effect size growth in spelling was so great that we contacted John Hattie to verify our data and to check our workings and according to him our effect sizes were impressive!

Involvement in the BEAT each year continues to grow and in 2014 like 2013 and into 2015 Rosebery Primary School had a group in the main choir and an individual dance routine on stage as well. Rosebery Primary School is one of only 2 primary schools to have individual dance routines within the main BEAT performance and this is undertaken with great pride.

Rosebery Primary School is a Teaching School partnering with Charles Darwin University and in 2014 we had pre-service teachers working in our classrooms. This is a great experience for them, our mentor teachers and students alike.

Teaching and Learning

At Rosebery Primary School teaching and learning is everyone's business from the teachers to the students to the administration staff to the support staff to the community and beyond. This is something we are serious about and strive for recognition of this in the broader community.

Our Mission is to respectfully and cooperatively strive for excellence with confidence, integrity and resilience.

The Vision at Rosebery Primary School is that we will;

- develop resilient learners with a strong focus on respect through Restorative Practices
- be innovative in teaching and learning to academically engage and challenge our students
- provide collaborative and cooperative learning opportunities for all
- activate a sense of creativity in our students through a major focus on the Performing Arts and the use of Information Communication Technology (ICT)

This will be achieved by developing resilience in students through maintaining a caring, nurturing and safe learning environment where students feel comfortable being themselves, taking risks, making mistakes, learning from them and growing as a learner. This connects strongly with our metaphor of the long-necked turtle which is our school emblem for this very reason.

Our major 4 areas of focus continue to be:

- Co-teaching
- Kagan Co-operative Learning
- Restorative Practices
- Visible Learning In this section the school should reflect on their student learning outcomes and discuss their achievements and progress towards achieving targets for improvement, including presentation of key performance measures. NAPLAN data will be included in Attachment B.

Co-Teaching

Rosebery Primary School's open learning communities are purposefully designed for co-teaching as a service delivery model. Our definition of co-teaching is *two or more people sharing responsibility for teaching all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, instruction, and evaluation for a classroom of students.*

In accordance with the Co-Teaching Policy, we:

- Provide ongoing training via dedicated staff meetings and Professional Learning Community (PLC) Meetings
- Provide additional, in-class support as requested
- Introduce/further explain co-teaching to the wider school community via Classroom and Whole School Newsletters
- Have classroom walkthroughs to open feedback loops on practice.
- Continue to provide 2 out of 3 non-contact hours as collaborative planning time for each co-teaching team.

Kagan Cooperative Learning

Teachers and students continue to find success with Kagan Cooperative Learning strategies. Eight of our new teachers completed 3 days of the 5 day foundation course in July and the following 2 days

was focussed on Kagan for Early Years and we had attendance of 10 staff at that, during stand-down, allowing them to confidently implement the strategies into their everyday teaching and experiencing first hand, the many benefits of cooperative teaching and learning. For example, delivering lesson content using a Kagan Cooperative Structure is a way of easily increasing 'on task' learning of a class where students could spend much of that time off task. Along with this evidence comes all the benefits of facilitating the learning of a class where students are all actively and simultaneously engaged in learning. Structures minimise the opportunity for students to become distracted, disruptive and then disaffected by giving them the skills to work with others and to learn independently of the 'teacher'.

Visible Learning

Visible Learning at Rosebery Primary has been in place since 2013. Our way of focussing teachers was to look at Formative Assessment practices through Shirley Clarke's DVDs and books, with a main introductory focus on Learning Intentions and Success Criteria. By the end of 2014 we were focussing on Learning Intentions and Success Criteria, Feedback, Effective Questioning (a prompt from the Dylan William research on how important questioning is in the classroom) and Effective Goal Setting.

Visible Learners are Learning and Assessment Capable Learners who:

- Know about their learning and can plan their next learning steps with a teacher (or peer)
- Are active in their learning and assessment
- Understand the assessment tools being used and what their results mean
- Understand the learning intentions of each lesson
- Use success criteria to know if they have achieved the learning intentions
- Can peer-assess against success criteria and give feedback based on the criteria
- Can set SMARTER goals, then self-monitor their progress
- Can answer the questions: What are you learning? How do you know how you are going? What do you think your next step will be?

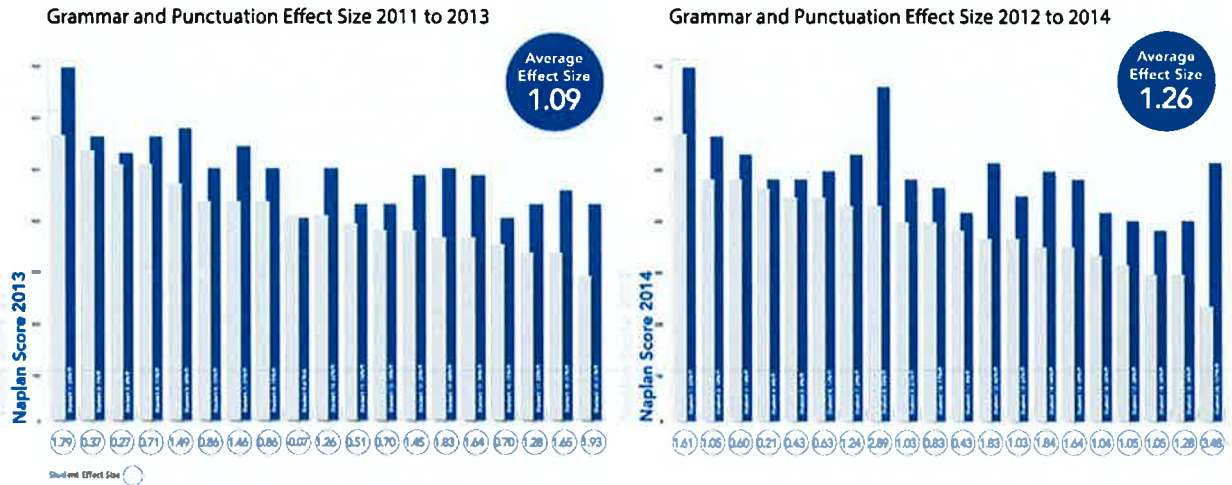
Since using this Visible Learning approach we have seen great effect size growth in our students NAPLAN test results comparing the same cohort of students from 2011 to 2013 to the 2012 to 2014 cohort group of students where Visible Learning had been implemented. The issue for Rosebery Primary School is that we have approximately a 45% turnover or churn in our students each year so over a 2 year period we are seeing as few as 19 – 20 students who are the same cohort or the only 'Thoroughbreds'.

This is an area we are very aware has a huge impact on our overall student outcomes and particularly NAPLAN results. Therefore it is vital for whole school approaches to be embedded to ensure there is consistency of program, language and teaching and learning which flows easily into the following year level using the Australian Curriculum as our guiding document.

As an exercise to see how our growth overtime for students who had been with us for two years or more, we used the NAPLAN data to find out the effect size growth for each student available in all areas of NAPLAN. This was interesting as it gave us a picture of how our Visible Learning had impacted our data.

This information is attached however, as an example of this we will use the Grammar and Punctuation graphs which show the same cohort of student's effect size growth from 2011 – 2013 on average being 1.09. Compared to 18 months after Visible Learning was first introduced we see another group of tested students, same cohort over the 2 year period from 2012 to 2014 indicating an effect size growth of 1.26 (0.8 being normal 2 year growth in effect size). This shows that teaching and learning has improved as a result of Visible Learning with the average effect sizes of 1.09 in 2011 to 2013 and an even but greater average effect sizes in 2012 – 2014 when Visible Learning was in its

second year. Some of the individual effect sizes in the first graph are extraordinary with one being 1.93 growth in 2 years which is equal to over 4 years of 'normal' growth. In the second graph there is even greater growth in some individual effect sizes with two of the student's effect size growth showing a 2.89 and another 3.48 growth. This is extremely pleasing but overall each year in our NAPLAN results this growth is not as noticeable. Considering the student retention rate we have each year, it obviously has an impact when NAPLAN results are looked at collectively but when we analyse the data we see greater growth each testing period highlighted below in the graph.



A note on EFFECT SIZES: There are two main considerations when examining what expected progress should be: When we look at many major longitudinal databases like NAPLAN they all lead to a similar estimate of an effect size of 0.40 for a year's input of schooling. The average of 800+ meta analyses based on 240 million students shows an average intervention of 0.40 (John Hattie). Therefore, an effect greater than 0.40 is seen as above the norm and leading towards a more than expected growth over a year. So, within a year the aim is greater than 0.40 and over two years (like the NAPLAN data above) 0.80.



The Visible Learning Journey throughout 2014 was continuous, relentless and targeted for both teachers and students. As part of this journey teachers were involved in Visible Learning Action Teams. This took them on a journey of research which led to the creation of 'infographics' for the following focus areas;

- Learning Intentions /Success Criteria,
- Feedback,
- Effective Questioning and
- Know Thy Impact.

These infographics form a part of our Visible Learning Journey which is displayed around the school, in hallways, teacher preparation rooms and classrooms.

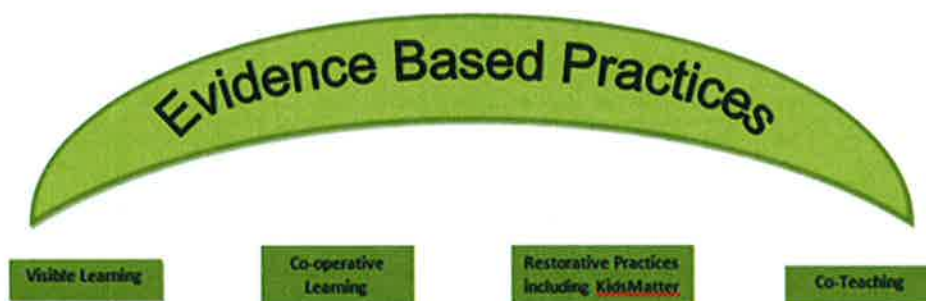
This forms a part of our Visible Learning Journey that permeates everything we do at Rosebery Primary School.

Evidence Based Practices

Evidence Based Practice in the Rosebery Primary School context requires practice to be informed by current research and underpinned by instructional design that is focused on three key elements: personalisation, precision and professional learning which has been influenced by Fullan, Hill and Crevola's *Breakthrough Model* (2006).

- **Personalisation:** puts each and every student at the centre of learning design and tailors learning to meet their specific learning and motivational needs. In the case of multilingual students, this means meeting the needs of students as language learners as well as literacy and numeracy learners.
- **Precision:** requires a set of assessment tools to provide teachers with rich, accurate information on each and every student's current level of achievement. Teachers use this information to target each and every student's specific learning needs, according to their learning profiles. It will also allow for regular monitoring and reviewing of student progress to ensure high expectations, value added learning and successful outcomes.
- **Professional learning:** requires teachers and paraprofessional educators (eg tutors, assistant teachers, Inclusion Support Assistants) to engage in continuous and sustained learning about their pedagogical and instructional practices in the classroom setting. It will support them to identify targeted responses and to select and implement the most appropriate instructional strategies with matched resources (Fullan, Hill and Crevola, 2006). In the case of teachers of multilingual students, this includes professional learning for the effective teaching and learning of English as an additional language or dialect. (taken from the Department of Education's Evidence Based Literacy and Numeracy Practices Framework 2010)

These all have the Evidence Based Practices which should and does underpin everything we do in terms of teaching and learning at Rosebery Primary School. The diagram below shows the importance of evidence based practices in everything we do.



Wellbeing

At Rosebery Primary School we work hard at ensuring we are true to our Restorative Practices and in doing so we have developed a 3 year partnership with Real Schools founded by Adam Voigt. This involves Professional Learning for teachers over that period of time through face to face, webinars, information and emails. Students also benefit directly from Adam's visits to classrooms and families are encouraged to attend the evening parent sessions. This ongoing partnership goes a long way to keep new staff on track and builds the sustainability of our program from year to year.



Restorative Practices Professional Learning session

Restorative Practice is based on the philosophy and principles of Restorative Justice and forms the underpinning philosophy for our behaviour management and student wellbeing.

As stated in the Restorative Justice Pocketbook (Margaret Thorsbourne & David Vinegrad, 2009)

Restorative Practice involves:

- Viewing crime/wrongdoing through a 'relational' lens – understanding that harm has been done to people and relationships
- Understanding that when such harm is done, it creates obligations and liabilities
- Focusing on repairing the harm and making things right

This means that when things go wrong you:

- Involve those responsible for and those affected by the behaviour in solving the problem
- Provide high levels of support for all parties, whether perpetrators or those affected
- Address the needs of all those involved in harmful incidents
- Provide strong messages and reminders about what behaviours are acceptable and unacceptable

Kagan Co-operative Learning

The ongoing implementation of Kagan Cooperative Learning continues to create safe learning environments that foster social competence and a feeling of belonging among our students. The continual feedback from middle school regarding Rosebery Primary School students and their capabilities particularly around social interaction and team work continues to see our students being 'stand outs' in this area. This supports the notion of collaboration that is required in the Australian Curriculum as well.

KidsMatter

In 2014 the staff continued their learning around KidsMatter and the implementation plan is still in action. KidsMatter focuses on mental health and wellbeing for all students. Additionally, the school formed a close alliance with Catholic Care NT in 2014, whereby, Catholic Care presented a series of positive parenting workshops (Triple P) each term, as well as offering private counselling services to

those students (and parents) who believed they would benefit from such a service. It is hoped this partnership can continue in 2015.

Rock and Water

2014 saw the training of two of our teachers in the Rock and Water program. The program aimed to apply a physical/social approach to assist boys and girls in their development to adulthood by increasing self-realisation, self-confidence, self-respect, boundary awareness, self-awareness and intuition. A specific goal for the program is to teach boys and girls to deal with power, strength and powerlessness and is strongly connected with our focus on Kids Matter. The program was implemented across the Year 6 cohort and particular aspects of the program were also made available to many other upper primary classes. This proved to have great benefits on all parties involved particularly with our students who had difficulties with self-control and with behavioural tendencies that often relate to Autism. This program will continue in 2015.

Student Leadership – Peer Mediators

During 2014 the Student Leadership Council underwent several training sessions that provided them with tools and resources to support and mentor younger students within the playground setting during recess and lunch times. This involved a roster system whereby pairs of SLC members made themselves available during play time to:

- Provide strategies to join in play
- Resolve minor issues
- Direct students to teachers if needing support
- Facilitate fair play
- Listen
- Provide positive role models within our school community

In 2014 this program has provided the foundation for our 2015 program to have a renewed focus around our school values which allow our Student Leadership Council to be strong, confident and trustworthy leaders who have integrity and resilience and who are able to co-operate through collaboration and working together to problem solve and be the student voice for all students.

Participation, Transitions and Pathways

Rosebery Primary School continues to maintain and build our relationship with Rosebery Middle school. Some of the initiatives from 2014 included:

- Selected gifted and talented students participated in the Gateway program throughout Semester Two. As part of this some of the primary students were a part of the middle school end of year concert
- Year 6 students participated in an organised, orientation day at the middle school, in preparation for 2014
- Year 6, Special needs students participated in a specialised orientation program which included several visits over a period time in preparation for 2014.

Transitions

2014 saw the continued implementation of the Early Years Learning Framework (EYLF) in the pre-school program and the continuation of the EYLF into the Transition program. Students from pre-school who were identified to begin Transition in 2014 were provided with a program of regular visits to Transition classes throughout term 4, to assist in preparing for a successful transfer to primary school and a full week educational program.

Throughout Terms 2 and 3 a group of Rosebery Primary School dancers along with a Senior Teacher, visited Gray and Driver Primary weekly for the Year 6 students to demonstrate and teach a variety of dances to the other year 6 students. The aim of this was to assist students develop a wider peer circle for their entry into the middle years. A social dance event was then held at the end of term 3 with all schools involved joining together in one large event. This proved to be very successful and will continue in 2015.

Participation

Teaching Indonesian was introduced to our Years 3 – 6 students this year which provides students with experience in learning a language prior to starting Middle School. Indonesian was taught through language, culture and music to the students who were able to use common words in Indonesian, understand cultural norms and learned to play the Angklung. A qualified teacher from the Darwin Languages Centre accompanied by a native speaker co-taught classes once per week throughout the year. This is continuing into 2015.

The BEAT is a key event in September each year for all schools in the NT wanting to participate. Rosebery Primary School is involved not only in the area of choir but also perform on stage in an individual dance routine.

Partnerships

Rosebery Primary School has partnerships with a number of very important groups.



The Darwin Music School works every Wednesday with our Upper Primary students. We had 52 students learning various musical instruments in 2014 which is an increase from 2013.

CatholicCare NT



Catholic Care NT worked closely with the school to offer the positive parenting program Triple P once per term to our families in 2014. They also offer a counselling service to students once parents have had the initial intake interview and signed an agreement to commit to the student being counselled during school hours at the school itself. This service will be reviewed before 2015.

real
schools

Real Schools founded by Adam Voigt, the first Principal of Rosebery Primary School, offer a partnership program for 3 years where teachers are offered professional learning, resources, webinars, readings and phone support to maintain and sustain a restorative practices approach across the school. 2014 is the first year of the 3 year program that the school council has signed off on and we look forward to continued support for the next 2 years.



Outside School Care NT

We strengthened our partnership with Outside School Care NT and they started a Before School Care for us at Rosebery School. This along with After School Care and Vacation Care has been a bonus for our families. We are now looking at being able to extend it to cover preschool age students in 2015.

Leadership

At Rosebery Primary School leadership is at all levels and everyone has leadership potential which is encouraged. There have been a number of opportunities for staff to act in higher level positions and this will continue to happen giving those striving for career opportunities a good chance through experiencing the day to day operations through the eyes of another.

All our leadership team have been trained in the Cognitive Coaching Model and this is now embedded practice at Rosebery through our Performance Review Cycle which is linked to our Feedback Framework and our Coaching model linking with both Kagan and Visible Learning. In the budget a dollar allocation is made to ensure a consultant continues to work with the leadership team to keep focused and on track with the coaching of teachers and other staff. This will continue in 2015 as this is a growing and valued part of everyone's work.

Rosebery Primary School Council Incorporated
PO Box 650
PALMERSTON, NT, 0832

Dear Chairperson

Audit of Rosebery Primary School Council Incorporated for the Year Ended 31 December 2014.

We have completed our audit of the financial report Rosebery Primary School Council Incorporated for the year ended 31 December 2014.

Our audit is designed to form an opinion on the financial report. Because of the test nature of an audit, there is a risk that some material misstatement, fraud or irregularity may remain undiscovered. The matters noted during the audit that we wish to draw to your attention are set out in the attached schedules. It is not intended to be a comprehensive report of all such matters that may exist.

Your internal control environment is excellent with no recommendations for improvement.

Uniform trading is showing excellent returns with canteen returning a modest profit.

Given the level of funds in the cheque account and that you have already obtained approval to have an on-line investment saver account I am recommending that you transfer around \$450,000 to this account to maximise your interest returns. You may wish to invest some of these funds in a term deposit once you have analysed your cash flow requirements.

Should you wish to discuss any of these matters, please contact me on my mobile or by email.

This report is prepared under the terms of our engagement solely for the information of Council members and management of Rosebery Primary School Council Incorporated.

Please arrange for the attached council representation letter to be copied on to your letterhead, signed, scanned and emailed to me.

Yours faithfully



Susanne Lee
Director
15/02/2015



**ROSEBERY PRIMARY
SCHOOL COUNCIL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
for the year ending 31 December 2014**

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

Phone: 0418897757
Email: suelee@bigpond.net.au
PO Box 475 Mudgeeraba QLD 4213
ABN: 29 161 528 481

**ROSEBERY PRIMARY
SCHOOL COUNCIL INCORPORATED
FINANCIAL REPORT
YEAR ENDED 31st December 2014**

| CONTENTS | PAGE |
|---|-------------|
| Council Statement | 3 |
| Independent Audit Report | 4 |
| Statement of Financial Position | 5 |
| Income Statement | 6 |
| Notes to and forming part of the Accounts | 7 |

**ROSEBERY PRIMARY
SCHOOL COUNCIL INCORPORATED**

**FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014**

As Chairperson of the Rosebery Primary School Council Incorporated I state to the best of my knowledge and belief that the accompanying financial report, which has been prepared by the School's management in accordance with the reporting requirements of the Northern Territory Department of Education, does fairly reflect the financial position of the School and its performance for the year ended 31 December 2014.

At the date of this statement, I have obtained assurance from the School Principal that there were reasonable grounds to believe that the School will be able to pay their debts as and when they fall due.



Chairperson

Dated: 10 March 2015

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

INDEPENDENT AUDIT REPORT***To the members of Rosebery Primary School Council Incorporated***

We have audited the accompanying financial report of Rosebery Primary School Council Incorporated, which comprises the Statement of Financial Position as 31/12/14 and the Income Statement for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information and the School Council statement.

School Council responsibility for the financial report

The School Council of Rosebery Primary School Council Incorporated are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the *Education Act* where applicable and for such internal control as the Council determine is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report whether due to fraud or error. In making those assessments, the auditor considers internal control relevant to the Schools preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the School as well as evaluating the overall presentation of the financial report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Independence

In conducting our audit, we have complied with the independence requirements of the Australian professional accounting bodies.

Audit Report qualification***Basis for qualified opinion***

Receipts from cash self-generated funds are a source of revenue for the Rosebery Primary School Council Incorporated. The School has determined that it is impracticable to establish control over the collection of cash revenue prior to entry in its financial records. Accordingly, as the evidence available to us about cash revenue was limited, our audit procedures for this revenue had to be restricted to the amounts recorded in the financial records. We therefore are unable to express an opinion on whether cash self-generated revenue obtained by the Rosebery Primary School Council Incorporated are complete.

Qualified opinion

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion paragraph, the financial report Rosebery Primary School Council Incorporated presents fairly in all material respects in accordance with the accounting policies described in Note 1 to the financial statements, the financial position of the Rosebery Primary School Council Incorporated at 31 December 2014 and its financial performance for the year then ended.



Susanne Lee
Director
15/02/2015

Rosebery Primary School Council Incorporated

Statement of Financial Position

December 2014

| | This Year | Last Year |
|--|---------------------|---------------------|
| Assets | | |
| Current Assets | | |
| Cash at Bank | | |
| Cheque Account | \$643,246.14 | \$431,369.93 |
| Total Cash at Bank | \$643,246.14 | \$431,369.93 |
| Cash on Hand | | |
| Petty Cash | \$650.00 | \$500.00 |
| Till Float RM #1 | \$150.00 | \$150.00 |
| Till Float RM #2 | \$0.00 | \$150.00 |
| Canteen Float | \$100.00 | \$100.00 |
| Total Cash on Hand | \$900.00 | \$900.00 |
| Trade Debtors | | |
| Accounts Receivables | \$3,033.00 | \$0.00 |
| Inventories | | |
| Stock on Hand | \$29,844.19 | \$10,812.55 |
| Total Current Assets | \$677,023.33 | \$443,082.48 |
| Non-Current Assets | | |
| Total Non-Current Assets | \$0.00 | \$0.00 |
| Total ASSETS | \$677,023.33 | \$443,082.48 |
| | | |
| LIABILITIES | | |
| Current Liabilities | | |
| Deposits Held - 3rd Parties | | |
| Staffroom Levy | \$530.90 | \$0.00 |
| Trade Creditors | | |
| Trade Creditors | \$38,147.23 | -\$1,170.00 |
| GST Liability | | |
| Net GST | -\$2,308.65 | 0.00 |
| Other Accrued Expenses | | |
| Accrued Expenses | \$17,128.20 | \$12,000.43 |
| Total Current Liabilities | \$53,497.68 | \$10,830.43 |
| Non-Current Liabilities | | |
| Total Non-Current Liabilities | \$0.00 | \$0.00 |
| Total LIABILITIES | \$53,497.68 | \$10,830.43 |
| | | |
| Net ASSETS | \$623,525.65 | \$432,252.05 |
| | | |
| EQUITY | | |
| Accumulated Funds | \$432,252.05 | \$543,149.80 |
| Current Year Operating Surplus/(Deficit) | \$191,273.60 | -\$110,897.75 |
| Total EQUITY | \$623,525.65 | \$432,252.05 |

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

Rosebery Primary School Council Incorporated
Income Statement
January-December 2014

| | This Year | Last Year |
|---|-----------------------|-----------------------|
| INCOME | | |
| Grants And Subsidies | | |
| Commonwealth Grants via DoE | \$151,614.24 | \$92,887.90 |
| Commonwealth Grants direct to Schools | \$20,648.13 | \$17,468.60 |
| Other Grants from DoE | \$632,607.30 | \$551,270.85 |
| Other Grants from NTG Departments | \$22,312.09 | \$48,909.00 |
| Third party Grants - External | \$30,481.59 | \$11,115.58 |
| Total Grants and Subsidies | \$857,663.35 | \$721,651.93 |
| Sale Of Goods & Services | | |
| School Council Projects | \$183,005.53 | \$211,737.85 |
| Student Activities | \$43,007.24 | \$33,586.63 |
| Total Sale of Goods & Services | \$226,012.77 | \$245,324.48 |
| Interest Received | | |
| Interest Received | \$12,113.39 | \$11,017.86 |
| Total INCOME | \$1,095,789.51 | \$977,994.27 |
| EXPENSES | | |
| Employee Expenses | | |
| Salaries & Related expenses | \$216,392.48 | \$212,981.13 |
| Superannuation | \$20,117.44 | \$19,343.46 |
| Total Employee Expenses | \$236,509.92 | \$232,324.59 |
| Purchase Of Goods & Services | | |
| School General Expenses | \$121,385.32 | \$192,671.79 |
| Administrative Expenses | \$21,730.82 | \$14,649.34 |
| Motor Vehicle Expenses | \$150.05 | \$94.20 |
| Student Activities | \$85,950.30 | \$66,131.82 |
| Student IT | \$8,043.64 | \$4,474.40 |
| Admin & Communication | \$92,027.20 | \$81,736.20 |
| Curriculum | \$37,143.58 | \$56,356.33 |
| Non-Core Activities | \$36,672.31 | \$8,335.91 |
| Payments to Other Government Schools/Agencies | \$199.50 | |
| Total Purchase of Goods & Services | \$403,302.72 | \$424,449.99 |
| Repairs & Maintenance | | |
| Urgent Minor Repairs | \$29,752.98 | \$15,374.98 |
| Non Urgent Minor Repairs | \$6,331.99 | \$3,562.25 |
| Total Repairs & Maintenance | \$36,084.97 | \$18,937.23 |
| Property Management | | |
| Essential Services | \$200,232.26 | \$207,387.25 |
| Cleaning | \$87,505.47 | \$82,596.82 |
| Grounds | \$51,241.45 | \$120,311.83 |
| Property Management - Other | \$14,639.12 | \$2,884.31 |
| Total Property Management | \$353,618.30 | \$413,180.21 |
| Total EXPENSES | \$1,029,515.91 | \$1,088,892.02 |
| Operating PROFIT/(LOSS) | \$66,273.60 | (\$110,897.75) |
| Other Income | | |
| Cluster Funding | \$125,000.00 | \$0.00 |
| Net PROFIT/(LOSS) | \$191,273.60 | (\$110,897.75) |

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS for the year ended 31st December 2014

Note 1: Statement of Accounting Policies.

These financial statements are a special purpose financial report prepared for the Council in order to satisfy the requirements of the Northern Territory Department of Education and the School Council Constitution. In accordance with the powers in S71H(1) of the Education Act (NT), the Secretary of the Department of Education has prescribed the manner in which the School Council is to prepare this report, and in so doing, has determined the accounting policies to be adopted in preparing the report.

In general, the statements have been prepared on the accruals basis and under the historic cost convention.

(a) Scope of the School Council's financial reporting

This financial report records only the revenues and associated expenditure of funds allocated to, or raised by, the School. It does not include teaching and administrative staff salaries and allowances, including leave provisions, since these personnel are employees of the Department, and their employment costs are met by the Department. The School does receive funding for casual relief teachers and other relief staffing, and although this activity is controlled by the School's management on behalf of the Department, it is included in this financial report.

(b) Revenue recognition

Revenue from grants is recognised upon receipt, except where invoices are raised on the Department for reimbursable funded items, including essential services, property management and some relief personnel. In those instances, the revenue is recognised when the invoice is raised.

Minor New Works and Capital grant balances are transferred to the balance sheet at year end.

Receipts from fund raising activities are recognised when they have been received by the School.

(c) Income Tax

The School is exempt from income tax under provisions of the Income Tax Assessment Act that apply to Government bodies.

(d) Capital expenditure

The School does not own the land on which the School is situated, so does not record the cost or value of the buildings on that land. The land and buildings are assets of the Northern Territory Government.

From the 2010 financial year and in accordance with the Northern Territory Department of Education and Children's requirement, only assets with a cost of \$10,000 or higher are recorded as an asset. Only assets exceeding that amount are carried as recorded in the balance sheet.

(e) Depreciation

Assets carried in the balance sheet will be depreciated on a straight line basis @ 15%.

(f) Receivables

Revenue from reimbursement from the Northern Territory Department of Education and Children's for over-expenditure in grant funded activities is brought to account when received.

(g) Inventories

Inventories are measured at the lower of purchase cost and net realisable value.

(h) Employee Entitlements

The School employs staff on casual, award and/or contract arrangements but has not incurred a liability for employee entitlements.

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

NAPLAN Results 2009 - 2014

Rosebery Primary School

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

NAPLAN Results 2011 - 2014
Rosebery Primary School

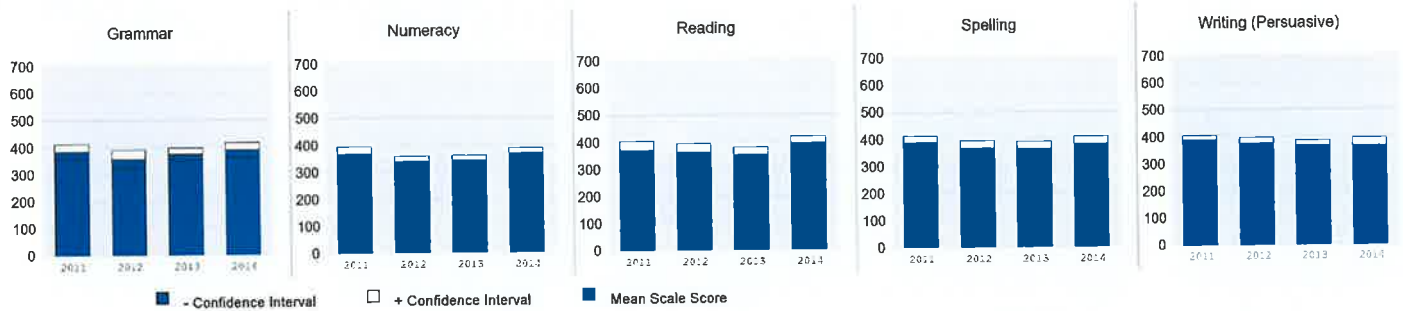
17030 NAPLAN School Summary Report 2009 - 2014
Last Refreshed: 23/02/2015
Refreshed by: gail.smith

When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs 2011 - 2014 comparisons are shown with the 'confidence intervals' as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different. i.e. they should be considered to be the same.

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year Level 3

School Mean Scale Scores



In the following table 2011 - 2014 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

Mean Scale Scores - Comparison

| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------------------|-------------------|------|------|-----------|-----------|-----------|
| Grammar | School Mean Range | - | - | 322 - 389 | 352 - 397 | 361 - 415 |
| | School Mean | | | 356 | 375 | 388 |
| | NT Mean | 316 | 311 | 313 | 315 | 326 |
| | Aust Mean | 420 | 417 | 421 | 424 | 426 |
| Numeracy | School Mean Range | - | - | 318 - 357 | 323 - 358 | 347 - 385 |
| | School Mean | | | 337 | 341 | 366 |
| | NT Mean | 322 | 329 | 338 | 323 | 338 |
| | Aust Mean | 394 | 395 | 398 | 396 | 402 |
| Reading | School Mean Range | - | - | 329 - 394 | 325 - 379 | 367 - 419 |
| | School Mean | | | 370 | 352 | 393 |
| | NT Mean | 322 | 329 | 323 | 332 | 332 |
| | Aust Mean | 411 | 414 | 416 | 420 | 418 |
| Spelling | School Mean Range | - | - | 341 - 393 | 335 - 391 | 353 - 407 |
| | School Mean | | | 367 | 363 | 380 |
| | NT Mean | 305 | 300 | 303 | 337 | 327 |
| | Aust Mean | 405 | 399 | 406 | 414 | 412 |
| Writing (Persuasive) | School Mean Range | - | - | 352 - 394 | 345 - 383 | 333 - 393 |
| | School Mean | | | 387 | 364 | 363 |
| | NT Mean | | | 330 | 323 | 318 |
| | Aust Mean | | | 416 | 416 | 402 |

NAPLAN Results 2011 - 2014
Rosebery Primary School

17030 NAPLAN School Summary Report 2009 - 2014
Last Refreshed: 23/02/2015
Refreshed by: gail.smith

When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs 2011 - 2014 comparisons are shown with the 'confidence intervals' as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different. i.e. they should be considered to be the same.

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year Level 5

School Mean Scale Scores



In the following table 2011 - 2014 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (i.e. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

Mean Scale Scores - Comparison

| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | |
|----------------------|-------------------|------|------|-----------|-----------|-----------|-----------|
| Grammar | School Mean Range | - | - | 426 - 481 | 420 - 462 | 450 - 493 | 422 - 485 |
| | School Mean | | | 453 | 441 | 471 | 453 |
| | NT Mean | 415 | 397 | 400 | 394 | 423 | 419 |
| | Aust Mean | 500 | 500 | 499 | 491 | 501 | 504 |
| Numeracy | School Mean Range | - | - | 426 - 469 | 427 - 469 | 419 - 454 | 425 - 456 |
| | School Mean | | | 447 | 448 | 437 | 441 |
| | NT Mean | 430 | 422 | 424 | 418 | 422 | 423 |
| | Aust Mean | 487 | 489 | 488 | 489 | 486 | 488 |
| Reading | School Mean Range | - | - | 430 - 485 | 428 - 480 | 449 - 488 | 445 - 481 |
| | School Mean | | | 457 | 454 | 469 | 463 |
| | NT Mean | 421 | 412 | 403 | 405 | 437 | 426 |
| | Aust Mean | 494 | 487 | 488 | 494 | 502 | 501 |
| Spelling | School Mean Range | - | - | 416 - 468 | 446 - 489 | 466 - 508 | 452 - 499 |
| | School Mean | | | 442 | 467 | 487 | 476 |
| | NT Mean | 411 | 409 | 393 | 413 | 413 | 422 |
| | Aust Mean | 487 | 487 | 484 | 495 | 494 | 498 |
| Writing (Persuasive) | School Mean Range | - | - | 416 - 465 | 421 - 461 | 397 - 458 | 412 - 470 |
| | School Mean | | | 440 | 441 | 427 | 441 |
| | NT Mean | | | 397 | 391 | 386 | 380 |
| | Aust Mean | | | 483 | 477 | 478 | 468 |

NAPLAN Results Writing (Narrative) 2009 - 2010 Rosebery Primary School

When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs 2009 - 2010 comparisons are shown with the 'confidence intervals' as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different. i.e. they should be considered to be the same.

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, 2011 & 2012 Writing results should not be compared to previous years.

School Mean Scale Scores - Writing (Narrative)



In the following table 2008 - 2010 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

Mean Scale Scores - Comparison

| | | 2009 | 2010 |
|--------|---------------------|------|------|
| Year 3 | Writing (Narrative) | | |
| | School Mean Range | - | - |
| | School Mean | | |
| | NT Mean | 338 | 331 |
| | Aust Mean | 415 | 419 |
| Year 5 | Writing (Narrative) | | |
| | School Mean Range | - | - |
| | School Mean | | |
| | NT Mean | 409 | 400 |
| | Aust Mean | 485 | 485 |

NAPLAN Results 2011 - 2014
Rosebery Primary School

17030 NAPLAN School Summary Report 2009 - 2014
 Last Refreshed: 23/02/2015
 Refreshed by: gail.smith

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 3 Percentage of Students Achieving NMS (%)



Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

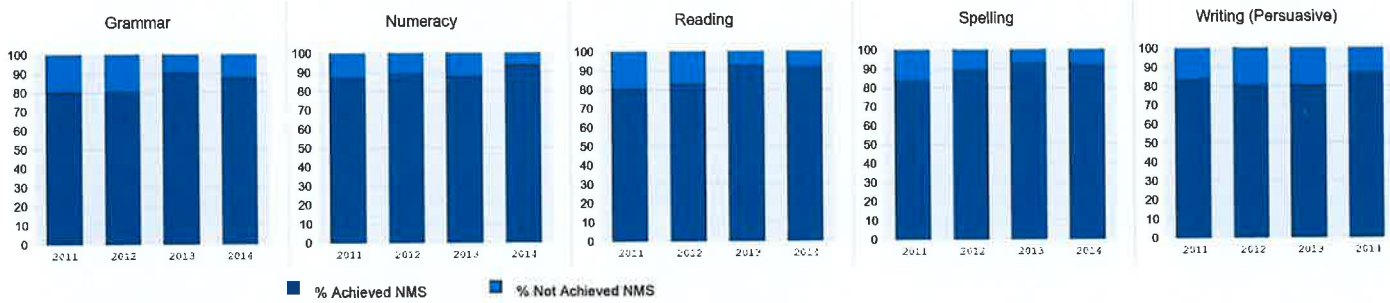
| | | Below NMS | | At NMS | | Above NMS | | Total No of Students |
|----------------------|------|----------------|---------------|----------------|---------------|----------------|---------------|----------------------|
| | | No of Students | % of Students | No of Students | % of Students | No of Students | % of Students | |
| Grammar | 2009 | | | | | | | |
| | 2010 | | | | | | | |
| | 2011 | 3 | 9% | 2 | 6% | 27 | 84% | 32 |
| | 2012 | 4 | 11% | 7 | 19% | 25 | 69% | 36 |
| | 2013 | 2 | 4% | 15 | 33% | 29 | 63% | 46 |
| 2014 | 3 | 7% | 5 | 11% | 38 | 83% | 46 | |
| Numeracy | 2009 | | | | | | | |
| | 2010 | | | | | | | |
| | 2011 | 2 | 6% | 9 | 28% | 21 | 66% | 32 |
| | 2012 | 3 | 9% | 12 | 34% | 20 | 57% | 35 |
| | 2013 | 5 | 11% | 8 | 18% | 32 | 71% | 45 |
| 2014 | 5 | 11% | 5 | 11% | 36 | 78% | 46 | |
| Reading | 2009 | | | | | | | |
| | 2010 | | | | | | | |
| | 2011 | 4 | 13% | 9 | 28% | 19 | 59% | 32 |
| | 2012 | 4 | 11% | 9 | 25% | 23 | 64% | 36 |
| | 2013 | 6 | 13% | 16 | 35% | 24 | 52% | 46 |
| 2014 | 5 | 11% | 5 | 11% | 37 | 79% | 47 | |
| Spelling | 2009 | | | | | | | |
| | 2010 | | | | | | | |
| | 2011 | 1 | 3% | 6 | 19% | 25 | 78% | 32 |
| | 2012 | 4 | 11% | 7 | 19% | 25 | 69% | 36 |
| | 2013 | 10 | 22% | 6 | 13% | 30 | 65% | 46 |
| 2014 | 4 | 9% | 10 | 22% | 32 | 70% | 46 | |
| Writing (Persuasive) | 2009 | n/a | | n/a | | n/a | | n/a |
| | 2010 | n/a | | n/a | | n/a | | n/a |
| | 2011 | 1 | 3% | 2 | 6% | 29 | 91% | 32 |
| | 2012 | 1 | 3% | 5 | 14% | 30 | 83% | 36 |
| | 2013 | 1 | 2% | 11 | 24% | 34 | 74% | 46 |
| 2014 | 6 | 13% | 7 | 15% | 33 | 72% | 46 | |

NAPLAN Results 2011 - 2014
Rosebery Primary School

17030 NAPLAN School Summary Report 2009 - 2014
Last Refreshed: 23/02/2015
Refreshed by: gail.smith

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 5 **Percentage of Students Achieving NMS (%)**



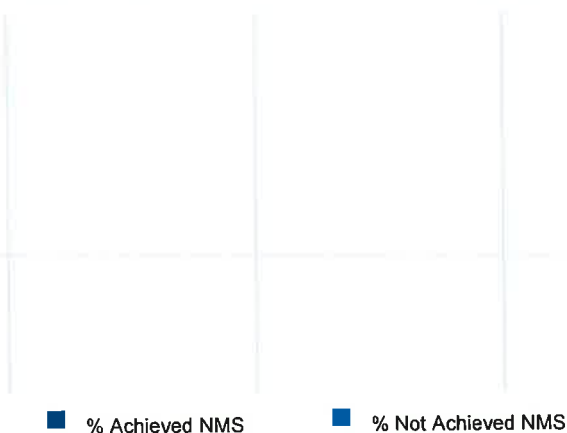
Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

| | Below NMS | | At NMS | | Above NMS | | Total No of Students |
|----------------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------------|
| | No of Students | % of Students | No of Students | % of Students | No of Students | % of Students | |
| Grammar | 2009 | | | | | | |
| | 2010 | | | | | | |
| | 2011 | 6 | 20% | 3 | 10% | 21 | 70% |
| | 2012 | 9 | 20% | 11 | 24% | 26 | 57% |
| | 2013 | 4 | 10% | 9 | 23% | 27 | 68% |
| 2014 | 6 | 13% | 8 | 17% | 33 | 70% | |
| Numeracy | 2009 | | | | | | |
| | 2010 | | | | | | |
| | 2011 | 4 | 13% | 6 | 20% | 20 | 67% |
| | 2012 | 5 | 11% | 12 | 26% | 29 | 63% |
| | 2013 | 5 | 13% | 15 | 38% | 19 | 49% |
| 2014 | 3 | 7% | 18 | 40% | 24 | 53% | |
| Reading | 2009 | | | | | | |
| | 2010 | | | | | | |
| | 2011 | 6 | 20% | 5 | 17% | 19 | 63% |
| | 2012 | 8 | 17% | 5 | 11% | 33 | 72% |
| | 2013 | 3 | 8% | 4 | 10% | 33 | 83% |
| 2014 | 4 | 9% | 10 | 21% | 33 | 70% | |
| Spelling | 2009 | | | | | | |
| | 2010 | | | | | | |
| | 2011 | 5 | 17% | 6 | 20% | 19 | 63% |
| | 2012 | 5 | 11% | 9 | 20% | 32 | 70% |
| | 2013 | 3 | 8% | 1 | 3% | 36 | 90% |
| 2014 | 4 | 9% | 9 | 19% | 34 | 72% | |
| Writing (Persuasive) | 2009 | n/a | | n/a | | n/a | n/a |
| | 2010 | n/a | | n/a | | n/a | n/a |
| | 2011 | 5 | 17% | 7 | 23% | 18 | 60% |
| | 2012 | 9 | 20% | 7 | 15% | 30 | 65% |
| | 2013 | 8 | 20% | 10 | 25% | 22 | 55% |
| 2014 | 6 | 13% | 8 | 18% | 31 | 69% | |

NAPLAN Results Writing (Narrative) 2009 - 2010 Rosebery Primary School

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Percentage of Students Achieving NMS in Writing (Narrative) (%)



Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

| | Below NMS | | At NMS | | Above NMS | | Total No of Students |
|---------------------------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------------|
| | No of Students | % of Students | No of Students | % of Students | No of Students | % of Students | |
| Year 3 Writing (Narrative) 2009 | | | | | | | |
| Year 3 Writing (Narrative) 2010 | | | | | | | |
| Year 5 Writing (Narrative) 2009 | | | | | | | |
| Year 5 Writing (Narrative) 2010 | | | | | | | |

NAPLAN Results 2011 - 2014

17030 NAPLAN School Summary Report 2009 - 2014

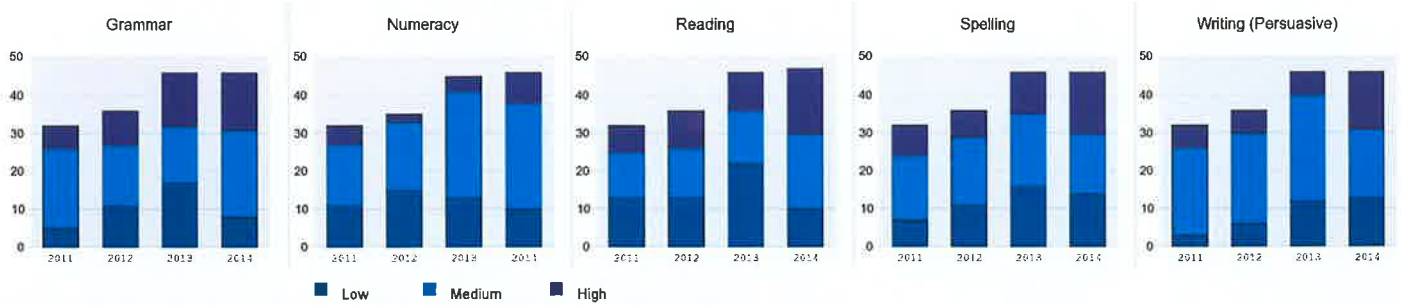
Rosebery Primary School

Last Refreshed: 23/02/2015

Refreshed by: gail.smith

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 3 Number of Students in High/Medium/Low Bands



Note: For each year level, students are grouped into high, medium and low categories according to their band level. The two lowest bands (Below or At the National Minimum Standard) are within the Low category, the next two bands are within the Medium category, and the highest two bands comprise the High category. Students who are Exempt from testing are included in the Low category.

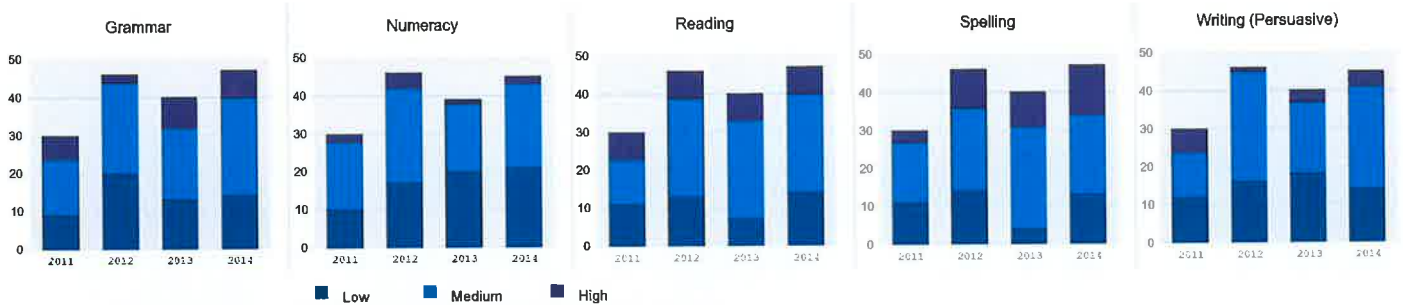
| | | Low | | Medium | | High | | Total No of Students |
|----------------------|------|----------------|---------------|----------------|---------------|----------------|---------------|----------------------|
| | | No of Students | % of Students | No of Students | % of Students | No of Students | % of Students | |
| Grammar | 2009 | | | | | | | |
| | 2010 | | | | | | | |
| | 2011 | 5 | 16% | 21 | 66% | 6 | 19% | 32 |
| | 2012 | 11 | 31 | 16 | 44 | 9 | 25 | 36 |
| | 2013 | 17 | 37% | 15 | 33% | 14 | 30% | 46 |
| Numeracy | 2009 | | | | | | | |
| | 2010 | | | | | | | |
| | 2011 | 11 | 34% | 16 | 50% | 5 | 15% | 32 |
| | 2012 | 15 | 43 | 18 | 51 | 2 | 6 | 35 |
| | 2013 | 13 | 29% | 28 | 62% | 4 | 9% | 45 |
| Reading | 2009 | | | | | | | |
| | 2010 | | | | | | | |
| | 2011 | 13 | 41% | 12 | 38% | 7 | 22% | 32 |
| | 2012 | 13 | 36 | 13 | 36 | 10 | 28 | 36 |
| | 2013 | 22 | 48% | 14 | 30% | 10 | 22% | 46 |
| Spelling | 2009 | | | | | | | |
| | 2010 | | | | | | | |
| | 2011 | 7 | 22% | 17 | 53% | 8 | 25% | 32 |
| | 2012 | 11 | 31 | 18 | 50 | 7 | 19 | 36 |
| | 2013 | 16 | 35% | 19 | 41% | 11 | 24% | 46 |
| Writing (Persuasive) | 2009 | n/a | | n/a | | n/a | | n/a |
| | 2010 | n/a | | n/a | | n/a | | n/a |
| | 2011 | 3 | 9% | 23 | 72% | 6 | 19% | 32 |
| | 2012 | 6 | 17 | 24 | 67 | 6 | 17 | 36 |
| | 2013 | 12 | 26% | 28 | 61% | 6 | 13% | 46 |
| 2014 | 13 | 28% | 18 | 39% | 15 | 33% | 46 | |

NAPLAN Results 2011 - 2014
Rosebery Primary School

17030 NAPLAN School Summary Report 2009 - 2014
Last Refreshed: 23/02/2015
Refreshed by: gail.smith

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 5 **Number of Students in High/Medium/Low Bands**



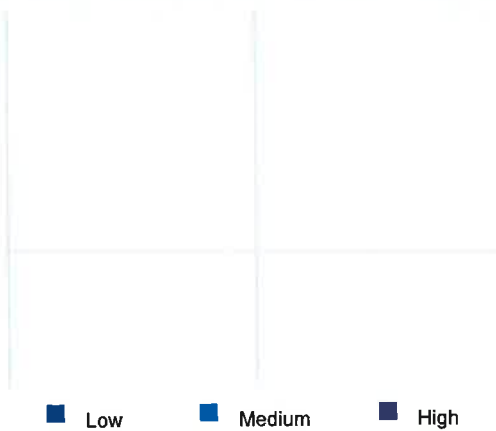
Note: For each year level, students are grouped into high, medium and low categories according to their band level. The two lowest bands (Below or At the National Minimum Standard) are within the Low category, the next two bands are within the Medium category, and the highest two bands comprise the High category. Students who are Exempt from testing are included in the Low category.

| | Low | | Medium | | High | | Total No of Students |
|----------------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------------|
| | No of Students | % of Students | No of Students | % of Students | No of Students | % of Students | |
| 2009 | | | | | | | |
| 2010 | | | | | | | |
| Grammar | 9 | 30% | 15 | 50% | 6 | 20% | 30 |
| 2012 | 20 | 43 | 24 | 52 | 2 | 4 | 46 |
| 2013 | 13 | 33% | 19 | 48% | 8 | 20% | 40 |
| 2014 | 14 | 30% | 26 | 55% | 7 | 15% | 47 |
| 2009 | | | | | | | |
| 2010 | | | | | | | |
| Numeracy | 10 | 33% | 18 | 60% | 2 | 7% | 30 |
| 2012 | 17 | 37 | 25 | 54 | 4 | 9 | 46 |
| 2013 | 20 | 51% | 18 | 46% | 1 | 3% | 39 |
| 2014 | 21 | 47% | 22 | 49% | 2 | 4% | 45 |
| 2009 | | | | | | | |
| 2010 | | | | | | | |
| Reading | 11 | 37% | 12 | 40% | 7 | 23% | 30 |
| 2012 | 13 | 28 | 26 | 57 | 7 | 15 | 46 |
| 2013 | 7 | 18% | 26 | 65% | 7 | 18% | 40 |
| 2014 | 14 | 30% | 26 | 55% | 7 | 15% | 47 |
| 2009 | | | | | | | |
| 2010 | | | | | | | |
| Spelling | 11 | 37% | 16 | 53% | 3 | 10% | 30 |
| 2012 | 14 | 30 | 22 | 48 | 10 | 22 | 46 |
| 2013 | 4 | 10% | 27 | 68% | 9 | 23% | 40 |
| 2014 | 13 | 28% | 21 | 45% | 13 | 28% | 47 |
| 2009 | n/a | | n/a | | n/a | | n/a |
| 2010 | n/a | | n/a | | n/a | | n/a |
| Writing (Persuasive) | 12 | 40% | 12 | 40% | 6 | 20% | 30 |
| 2012 | 16 | 35 | 29 | 63 | 1 | 2 | 46 |
| 2013 | 18 | 45% | 19 | 48% | 3 | 8% | 40 |
| 2014 | 14 | 31% | 27 | 60% | 4 | 9% | 45 |

NAPLAN Results Writing (Narrative) 2009 - 2010 Rosebery Primary School

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, 2011 & 2012 Writing results should not be compared to previous years.

Number of Students in High/Medium/Low Bands



Note: For each year level, students are grouped into high, medium and low categories according to their band level. The two lowest bands (Below or At the National Minimum Standard) are within the Low category, the next two bands are within the Medium category, and the highest two bands comprise the High category. Students who are Exempt from testing are included in the Low category.

| | Low | | Medium | | High | | Total No of Students |
|---------------------------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------------|
| | No of Students | % of Students | No of Students | % of Students | No of Students | % of Students | |
| Year 3 Writing (Narrative) 2009 | | | | | | | |
| Year 3 Writing (Narrative) 2010 | | | | | | | |
| Year 5 Writing (Narrative) 2009 | | | | | | | |
| Year 5 Writing (Narrative) 2010 | | | | | | | |

Year 3 Percentage of Students Participating (%)



Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned Abandonment from testing divided by the total number of students in the test population.

| | Participating Present | | Participating Exempt | | Not Participating Absent | | Not Participating Withdrawn | | Total No of Students |
|----------|-----------------------|---------------|----------------------|---------------|--------------------------|---------------|-----------------------------|---------------|----------------------|
| | No of Students | % of Students | No of Students | % of Students | No of Students | % of Students | No of Students | % of Students | |
| Grammar | 2009 | | | | | | | | |
| | 2010 | | | | | | | | |
| | 2011 | 31 | 94% | 1 | 3% | 1 | 3% | | 33 |
| | 2012 | 36 | 100% | | | | | | 36 |
| | 2013 | 46 | 98% | | | 1 | 2% | | 47 |
| 2014 | 46 | 94% | | | 2 | 4% | 1 | 2% | 49 |
| Numeracy | 2009 | | | | | | | | |
| | 2010 | | | | | | | | |
| | 2011 | 31 | 94% | 1 | 3% | 1 | 3% | | 33 |
| | 2012 | 35 | 97% | | | 1 | 3% | | 36 |
| | 2013 | 45 | 96% | | | 2 | 4% | | 47 |
| 2014 | 46 | 94% | | | 2 | 4% | 1 | 2% | 49 |
| Reading | 2009 | | | | | | | | |
| | 2010 | | | | | | | | |
| | 2011 | 31 | 94% | 1 | 3% | 1 | 3% | | 33 |
| | 2012 | 36 | 100% | | | | | | 36 |
| | 2013 | 46 | 98% | | | 1 | 2% | | 47 |
| 2014 | 47 | 96% | | | 1 | 2% | 1 | 2% | 49 |
| Spelling | 2009 | | | | | | | | |
| | 2010 | | | | | | | | |
| | 2011 | 31 | 94% | 1 | 3% | 1 | 3% | | 33 |
| | 2012 | 36 | 100% | | | | | | 36 |
| | 2013 | 46 | 98% | | | 1 | 2% | | 47 |
| 2014 | 46 | 94% | | | 2 | 4% | 1 | 2% | 49 |
| Writing | 2009 | | | | | | | | |
| | 2010 | | | | | | | | |
| | 2011 | 31 | 94% | 1 | 3% | 1 | 3% | | 33 |
| | 2012 | 36 | 100% | | | | | | 36 |
| | 2013 | 46 | 98% | | | 1 | 2% | | 47 |
| 2014 | 46 | 94% | | | 2 | 4% | 1 | 2% | 49 |

NAPLAN Results 2011 - 2014

Rosebery Primary School

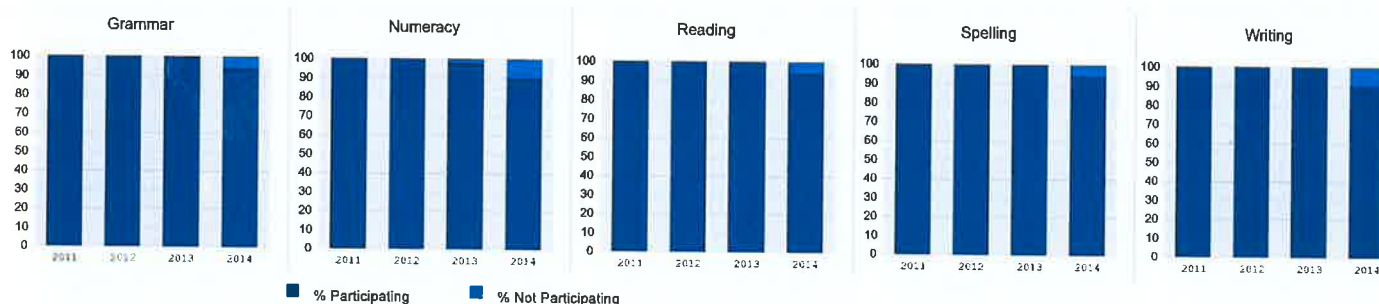
17030 NAPLAN School Summary Report 2009 - 2014

Last Refreshed: 23/02/2015

Refreshed by: gail.smith

Year 5

Percentage of Students Participating (%)



Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned Abandonment from testing divided by the total number of students in the test population.

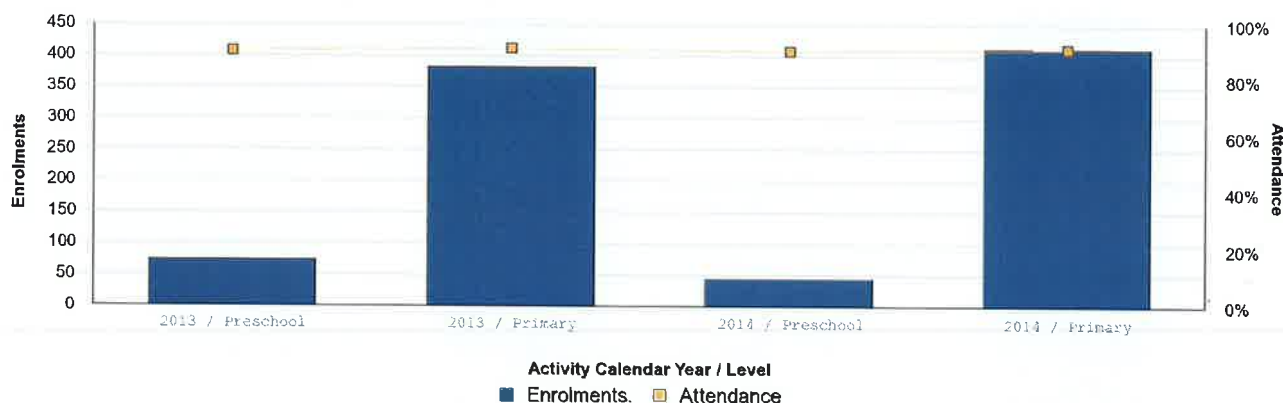
| | | Participating Present | | Participating Exempt | | Not Participating Absent | | Not Participating Withdrawn | | Total No of Students |
|----------|------|-----------------------|---------------|----------------------|---------------|--------------------------|---------------|-----------------------------|---------------|----------------------|
| | | No of Students | % of Students | No of Students | % of Students | No of Students | % of Students | No of Students | % of Students | |
| Grammar | 2009 | | | | | | | | | |
| | 2010 | | | | | | | | | |
| | 2011 | 30 | 100% | | | | | | | 30 |
| | 2012 | 45 | 98% | 1 | 2% | | | | | 46 |
| | 2013 | 39 | 98% | 1 | 3% | | | | | 40 |
| Numeracy | 2009 | | | | | | | | | |
| | 2010 | | | | | | | | | |
| | 2011 | 30 | 100% | | | | | | | 30 |
| | 2012 | 46 | 100% | | | | | | | 46 |
| | 2013 | 38 | 95% | 1 | 3% | 1 | 3% | | | 40 |
| Reading | 2009 | | | | | | | | | |
| | 2010 | | | | | | | | | |
| | 2011 | 30 | 100% | | | | | | | 30 |
| | 2012 | 46 | 100% | | | | | | | 46 |
| | 2013 | 39 | 98% | 1 | 3% | | | | | 40 |
| Spelling | 2009 | | | | | | | | | |
| | 2010 | | | | | | | | | |
| | 2011 | 30 | 100% | | | | | | | 30 |
| | 2012 | 45 | 98% | 1 | 2% | | | | | 46 |
| | 2013 | 39 | 98% | 1 | 3% | | | | | 40 |
| Writing | 2009 | | | | | | | | | |
| | 2010 | | | | | | | | | |
| | 2011 | 30 | 100% | | | | | | | 30 |
| | 2012 | 45 | 98% | 1 | 2% | | | | | 46 |
| | 2013 | 39 | 98% | 1 | 3% | | | | | 40 |
| 2014 | 45 | 90% | | | 4 | 6% | 1 | 2% | 50 | |



Student Wellbeing and Engagement

Rosebery Primary School

Enrolment and Attendance



| | | 2013 | | | | 2014 | | | |
|-----------|------------------|------------|--------|-------|--------|------------|--------|-------|--------|
| | | Indigenous | | All | | Indigenous | | All | |
| | | Enrol | Attend | Enrol | Attend | Enrol | Attend | Enrol | Attend |
| Preschool | Mobile Preschool | | | 1 | 100.0% | | | | |
| | Preschool | 4 | 84.2% | 73 | 90.6% | 1 | 89.8% | 44 | 90.6% |
| Primary | Transition | 12 | 88.0% | 85 | 89.7% | 3 | 86.6% | 77 | 90.7% |
| | Year 1 | 9 | 92.4% | 63 | 91.7% | 11 | 88.8% | 84 | 90.3% |
| | Year 2 | 7 | 89.7% | 54 | 92.1% | 9 | 89.8% | 69 | 91.3% |
| | Year 3 | 5 | 86.6% | 45 | 92.7% | 5 | 85.1% | 50 | 92.0% |
| | Year 4 | 1 | 74.2% | 42 | 90.9% | 6 | 90.8% | 44 | 92.6% |
| | Year 5 | 7 | 87.8% | 42 | 90.3% | 2 | 78.6% | 48 | 91.6% |
| | Year 6 | 5 | 89.3% | 50 | 92.4% | 4 | 88.8% | 38 | 92.0% |
| Total: | | 50 | 88.5% | 454 | 91.2% | 42 | 88.1% | 455 | 91.3% |

Student Mobility

| | 2013 | | | | 2014 | | | |
|--------|----------|------------|--------------------|------------------|----------|------------|--------------------|------------------|
| | Arrivals | Departures | Average Enrolments | Student Turnover | Arrivals | Departures | Average Enrolments | Student Turnover |
| 1 | 23 | 22 | 435 | 20% | 21 | 47 | 461 | 13% |
| 2 | 24 | 22 | 450 | 5% | 25 | 40 | 461 | 7% |
| 3 | 48 | 21 | 461 | 7% | 43 | 23 | 452 | 7% |
| 4 | 19 | 14 | 470 | 12% | 16 | 21 | 446 | 14% |
| Total: | 114 | 79 | 454 | 44% | 105 | 131 | 455 | 41% |



Community Engagement

For more information and clarification of which code to use please contact the Enrolment & Attendance Team:

Darwin & Palmerston 1800 070 493

Central Australia 1800 206 317

Rosebery Primary School

Reasons for Absence

| | 2013 | 2014 |
|---------------------|-------|-------|
| Cultural Activity | | 0.0% |
| Funeral | 1.2% | 0.6% |
| Notified as Sick | 23.3% | 23.9% |
| Sanctioned | 30.0% | 21.2% |
| Suspended | 0.1% | 0.4% |
| Unacceptable Reason | 0.0% | 7.2% |
| Un-Notified Absence | 45.3% | 46.6% |

During 2014, 47% of absent periods were unnotified, this represents 3.8% of all periods.



Organisational Health and Learning - Rosebery Primary School

This report is produced by Human Resources - Workforce Reporting and Analysis from data entered in PIPS and the Professional Learning System. If you need any help in interpreting this data, please contact us on 8999 5670.

Number of Staff

| | 2013 | | | | 2014 | | | |
|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Term 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Administration Officer | 10 | 10 | 9 | 9 | 9 | 9 | 8 | 9 |
| Executive Contract Principal | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Physical | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 |
| Senior Teacher | 4 | 3 | 3 | 3 | 4 | 5 | 4 | 4 |
| Teacher | 19 | 21 | 23 | 24 | 23 | 25 | 23 | 24 |
| Total | 35 | 36 | 37 | 38 | 38 | 41 | 38 | 40 |

Staff Numbers are a snapshot taken from PIPS at week 8 of each term. Number of staff includes Temporary Contract and Permanent staff only.

See "Staff Detail" for more information.

Indigenous Status

Week 8 Term 3

| | Non-Indigenous | |
|------------------------------|----------------|----------|
| | Female | Male |
| Administration Officer | 8 | 1 |
| Executive Contract Principal | 1 | |
| Physical | | 1 |
| Senior Teacher | 3 | |
| Teacher | 21 | 2 |
| Total | 33 | 4 |

Staff Retention - Across Years

| Classification Group | Starting Staff - Week 8 Term 4, 2013 | Retained Staff - Week 4 Term 1, 2014 | Retention Rate |
|------------------------------|--|--|----------------|
| Administration Officer | 9 | 9 | 100.0% |
| Executive Contract Principal | 1 | 1 | 100.0% |
| Physical | 1 | 1 | 100.0% |
| Senior Teacher | 2 | 2 | 100.0% |
| Teacher | 23 | 18 | 78.3% |
| Total | 36 | 31 | 86.1% |



Organisational Health and Learning - Rosebery Primary School

Staff Retention - Within Year

| Classification Group | Starting Staff - Week 4 Term 1, 2014 | Retained Staff - Week 8 Term 4, 2013 | Retention Rate |
|------------------------------|--|--|----------------|
| Administration Officer | 9 | 8 | 88.9% |
| Executive Contract Principal | 1 | 1 | 100.0% |
| Physical | 2 | 1 | 50.0% |
| Senior Teacher | 4 | 3 | 75.0% |
| Teacher | 23 | 21 | 91.3% |
| Total | 39 | 34 | 87.2% |

Staff Retention - Year to Year

| Classification Group | Starting Staff - Week 8 Term 2, 2013 | Retained Staff - Week 8 Term 2, 2014 | Retention Rate |
|------------------------------|--|--|----------------|
| Administration Officer | 10 | 8 | 80.0% |
| Executive Contract Principal | 1 | 1 | 100.0% |
| Physical | 1 | 1 | 100.0% |
| Senior Teacher | 3 | 3 | 100.0% |
| Teacher | 21 | 14 | 66.7% |
| Total | 36 | 27 | 75.0% |

Staff Attendance

| | 2013 | | | | 2014 | | | |
|--------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Not Absent | 92.3% | 94.0% | 86.6% | 84.7% | 90.8% | 87.3% | 87.8% | 89.0% |
| Expected Absence | 1.1% | 0.5% | 4.7% | 4.8% | 3.1% | 7.5% | 4.0% | 1.6% |
| Unexpected Absence | 6.6% | 5.5% | 8.8% | 10.5% | 6.1% | 5.3% | 8.1% | 9.4% |

Staff Attendance is defined as the total number of staff days recorded as either expected absences or not absent (present).

In 2014, 16 Staff at Rosebery Primary School attended 26 Learning Events for a total of 110.25 Hours

Professional Learning

| Event Type | No. of Attendances |
|-------------------------|--------------------|
| Accredited Course | 1 |
| Non Accredited Course | 1 |
| Training Session | 1 |
| Information Session | 6 |
| Workshop | 17 |
| No. of Staff: 16 | 26 |

Please note:

* It is the responsibility of each staff member to ensure that their own professional development is entered into the Professional Learning System or it will not be reported.

** The difference in the number of staff and the number of attendances is the result of member(s) of staff who may have attended more than one event or a single event more than once.



Staff Detail - Rosebery Primary School

| Surname, First Name | Classification Group | Year | | 2013 | | | | 2014 | | | |
|-------------------------------------|------------------------|------|---|------|---|---|---|------|---|---|--------|
| | | Term | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| | | | | | | | | | | | Week 8 |
| AYRES, Laura Anna | Teacher | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| BAKER, Kaeta | Administration Officer | 1 | 1 | 1 | 1 | | | | | | |
| BAKER, Kaeta | Teacher | | | | | | 1 | 1 | 1 | 1 | |
| BANICEK, Danielle | Senior Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| BARRICK, Kimberley Anne | Teacher | 1 | 1 | 1 | 1 | | | | | | |
| BIRCH, Shannon Lea | Senior Teacher | 1 | | | | | | | | | |
| BIRCH, Terrie Michelle | Administration Officer | 1 | | | | | | | | | |
| BRACEGIRDLE, Kym | Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| BRADSHAW, Jane Louise | Teacher | | | | | | | | 1 | 1 | |
| BROWN, Lee-Ann | Teacher | | | | | | | 1 | | | |
| CANUTO, Demelza | Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| CONNELLY, Emma Clare | Teacher | 1 | | | | | | | | | |
| COONAN, Susan Janet | Administration Officer | | | | | | 1 | | | | |
| DUNBAR, Robert Buchanan | Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| FISHER, Rebecca Ann | Teacher | | 1 | | | | | | | | |
| FLESARU, Veronica Jacqueline Renate | Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| FORLANI, Andrea Loretta Elizabeth | Teacher | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| GIBBONS, Kylie Ann | Administration Officer | | | | | | | 1 | | 1 | |
| GRAY, Valma Mary | Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| HALL, Danielle Kaitlin | Senior Teacher | | | | | | | 1 | 1 | 1 | |
| HARLEY, Sharlee Lorraine | Teacher | | | | 1 | | | | | | |
| HAYES, Kerri | Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| HENDERSON, Shona | Senior Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| HOLT, Matthew | Teacher | 1 | 1 | 1 | 1 | | | | | | |
| HURST, Natalie Louise | Teacher | | 1 | 1 | 1 | | | 1 | | | |
| JACKSON, Kim Louise | Administration Officer | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| JAMES, Coby Robin | Administration Officer | 1 | 1 | | | | | | | | |
| JAN, Jaylene | Teacher | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| JEFFERY, Karen Leanne | Senior Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| JOHNSON, Rikki Gaylene | Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| JONES, Deborah | Administration Officer | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| KARIBIAN, Seta | Teacher | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LOWRY, Susan Louise | Administration Officer | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LUDWIG, Philipa | Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| PENGLASE, Sean Ashley | Administration Officer | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| PHILLIPS, Sally-Anne | Teacher | 1 | 1 | 1 | 1 | | | | | | |

Staff Detail - Rosebery Primary School

| Surname, First Name | Classification Group | Year 2013 | | | | Year 2014 | | | |
|----------------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | | Term 1 | Term 2 | Term 3 | Term 4 | Term 1 | Term 2 | Term 3 | Term 4 |
| PRIMERO, Meleene | Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| REED, Heather May | Teacher | 1 | 1 | 1 | 1 | | | | |
| REYNOLDS, Kathleen Jo-Anne | Teacher | | | 1 | 1 | 1 | 1 | 1 | 1 |
| RICHARDS, Marnie Beris | Administration Officer | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| RICHARDS, Sarah | Administration Officer | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| ROBSON, Nicole Louise | Teacher | 1 | | | | | | | |
| ROWLEY, Louisa | Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| RUSCA-BRADLEY, Jamie-Lee | Administration Officer | | 1 | | | | | | |
| SANDERSON, Melanie Amber | Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| SHANNON, Helen Elizabeth | Teacher | | | 1 | 1 | 1 | 1 | 1 | 1 |
| SHEAHAN, Michele Ann | Teacher | | | | | | | | 1 |
| SHIELDS, Carolyn | Teacher | | | | | | | | 1 |
| SMITH, Gail Madonna | Executive Contract Principal | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| SMITH, Philip Raymond | Physical | | | | | | | 1 | 1 |
| SPRY, Samantha Anne | Administration Officer | | | 1 | 1 | 1 | 1 | 1 | 1 |
| SYMES, Carolyn Maree | Administration Officer | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| TOFT, Janine Gia | Teacher | 1 | 1 | | | | | | |
| TURTON, Rachel Suzanne | Senior Teacher | | | | | 1 | 1 | | |
| UNDERWOOD, Hayley Louise | Teacher | | | | | 1 | 1 | 1 | 1 |
| WAIT, Jacqueline Maree | Teacher | | | | | 1 | 1 | 1 | |
| WALKER, Kimberley Jane | Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| WHITEAKER, Jane Marie | Teacher | | | | | 1 | 1 | | |
| WILLIAMS, Grace Elizabeth | Teacher | | | | | 1 | 1 | 1 | 1 |
| WRIGHT, Troy | Physical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total: | | 35 | 36 | 37 | 38 | 38 | 41 | 38 | 40 |

Professional Learning - Summary - Rosebery Primary School

| Professional Learning - Staff | | |
|-------------------------------|---------------------------|--------------------------------|
| Attendee Name | Number of Events Attended | Total Number of Hours Attended |
| BANICEK, Danielle | 1 | 1.5 |
| BANKS, Shirley | 1 | 7 |
| BRACEGIRDLE, Kym | 1 | 1.5 |
| CANUTO, Dernelza | 2 | 13 |
| GRAHAM, Ranae | 1 | 7 |
| HENDERSON, Shona | 1 | 7 |
| HUNT, Rochelle | 1 | 1.5 |
| JACKSON, Kim | 1 | 7 |
| LANSDOWN, Sharayah | 1 | 7 |
| PRIMERO, Meleene | 5 | 31.5 |
| REYNOLDS, Kathleen | 2 | 3 |
| ROBINSON, Daroch | 1 | 1 |
| SHANNON, Helen | 1 | 1.5 |
| TURTON, Rachel | 3 | 9.25 |
| VAN DE MEENE, Anne | 3 | 4.5 |
| WALKER, Kimberley | 1 | 7 |
| Number of Staff: 16 | 26 | 110.25 |

| Professional Learning - Event | | | |
|--|---------------------|---|--------------------------------|
| Event Title | Number of Attendees | Event Contact Time per Attendee (Hours) | Contact Time Per Event (Hours) |
| 2014 NAPLAN Classroom Preparation Session (Primary) | 1 | 1.25 | 1.25 |
| Beat Festival PD II | 1 | 7.5 | 7.5 |
| Beat Festival Repertoire 2014 - part 1 | 1 | 7.5 | 7.5 |
| Beat Festival Repertoire 2014 - part 2 | 1 | 7.5 | 7.5 |
| Beat Festival Repertoire 2015 - part 1 | 1 | 7.5 | 7.5 |
| Creating an Inclusive, Accessible Learning Environment for Students with Learning Difficulties | 3 | 7 | 21 |
| Curriculum Cafe - Australian Curriculum: The Arts | 2 | 1.5 | 3 |
| Information Session for Provisionally Registered Teachers | 1 | 1.5 | 1.5 |
| Nonviolent Crisis Intervention FOUNDATION training. | 1 | 6 | 6 |
| Pupil Free Day | 1 | 7 | 7 |
| Renewal of Full Registration | 1 | 1 | 1 |
| The Ethics of Teaching and Registration Renewal Requirements | 1 | 1.5 | 1.5 |
| Understanding the First Steps Writing Map of Development | 1 | 1 | 1 |
| Using achievement standards to develop effective geography assessments | 3 | 1.5 | 4.5 |
| Visible Learning: Impact Coach Workshop | 4 | 7 | 28 |
| Working with the Australian Curriculum: Geography | 3 | 1.5 | 4.5 |
| Total attendances / Contact Hours per Event / Total Number of Hours: | 26 | 67.75 | 110.25 |

Professional Learning - Staff Detail - Rosebery Primary School

** Where the contact time exceeds the number of possible hours' duration of the event, then the event convenor should be contacted to record the correct number of hours for that event.

| Attendee Name | Event Type | Event Title | Start | End | Duration | Contact Time (Hours) |
|--------------------|--------------------------------------|--|----------|---------------------------------|----------|-----------------------------------|
| BANICEK, Danielle | Information Session | Curriculum Cafe - Australian Curriculum: The Arts | 18/03/15 | 18/03/15 | 1 day | 1.5 |
| | Information Session | | | Number of Events 1 | | 1.5 |
| | Total Number of Event Types 1 | | | Total Number of Events 1 | | Total Number of Hours 1.5 |
| BANKS, Shirley | Workshop | Creating an Inclusive, Accessible Learning Environment for Students with Learning Difficulties | 09/10/14 | 09/10/14 | 1 day | 7 |
| | Workshop | | | Number of Events 1 | | 7 |
| | Total Number of Event Types 1 | | | Total Number of Events 1 | | Total Number of Hours 7 |
| BRACEGIRDLE, Kym | Workshop | Working with the Australian Curriculum: Geography | 05/02/15 | 05/02/15 | 1 day | 1.5 |
| | Workshop | | | Number of Events 1 | | 1.5 |
| | Total Number of Event Types 1 | | | Total Number of Events 1 | | Total Number of Hours 1.5 |
| CANUTO, Demelza | Accredited Course | Nonviolent Crisis Intervention FOUNDATION training. | 17/06/14 | 17/06/14 | 1 day | 6 |
| | Accredited Course | | | Number of Events 1 | | 6 |
| | Workshop | Creating an Inclusive, Accessible Learning Environment for Students with Learning Difficulties | 08/10/14 | 08/10/14 | 1 day | 7 |
| | Workshop | | | Number of Events 1 | | 7 |
| | Total Number of Event Types 2 | | | Total Number of Events 2 | | Total Number of Hours 13 |
| GRAHAM, Ranae | Workshop | Visible Learning: Impact Coach Workshop | 12/03/15 | 12/03/15 | 1 day | 7 |
| | Workshop | | | Number of Events 1 | | 7 |
| | Total Number of Event Types 1 | | | Total Number of Events 1 | | Total Number of Hours 7 |
| HENDERSON, Shona | Workshop | Visible Learning: Impact Coach Workshop | 12/03/15 | 12/03/15 | 1 day | 7 |
| | Workshop | | | Number of Events 1 | | 7 |
| | Total Number of Event Types 1 | | | Total Number of Events 1 | | Total Number of Hours 7 |
| HUNT, Rochelle | Workshop | Using achievement standards to develop effective geography assessments | 12/03/15 | 12/03/15 | 1 day | 1.5 |
| | Workshop | | | Number of Events 1 | | 1.5 |
| | Total Number of Event Types 1 | | | Total Number of Events 1 | | Total Number of Hours 1.5 |
| JACKSON, Kim | Workshop | Creating an Inclusive, Accessible Learning Environment for Students with Learning Difficulties | 09/10/14 | 09/10/14 | 1 day | 7 |
| | Workshop | | | Number of Events 1 | | 7 |
| | Total Number of Event Types 1 | | | Total Number of Events 1 | | Total Number of Hours 7 |
| LANSDOWN, Sharayah | Non Accredited Course | Pupil Free Day | 01/12/14 | 01/12/14 | 1 day | 7 |
| | Non Accredited Course | | | Number of Events 1 | | 7 |
| | Total Number of Event Types 1 | | | Total Number of Events 1 | | Total Number of Hours 7 |
| PRIMERO, Meleene | Training Session | Beat Festival PD II | 30/04/15 | 30/04/15 | 1 day | 7.5 |
| | Training Session | | | Number of Events 1 | | 7.5 |
| | Information Session | Curriculum Cafe - Australian Curriculum: The Arts | 18/03/15 | 18/03/15 | 1 day | 1.5 |
| | Information Session | | | Number of Events 1 | | 1.5 |
| | Workshop | Beat Festival Repertoire 2014 - part 1 | 05/03/14 | 05/03/14 | 1 day | 7.5 |
| | | Beat Festival Repertoire 2014 - part 2 | 30/04/14 | 30/04/14 | 1 day | 7.5 |
| | | Beat Festival Repertoire 2015 - part 1 | 04/03/15 | 04/03/15 | 1 day | 7.5 |
| | Workshop | | | Number of Events 3 | | 22.5 |
| | Total Number of Event Types 3 | | | Total Number of Events 5 | | Total Number of Hours 31.5 |
| REYNOLDS, Kathleen | Workshop | Using achievement standards to develop effective geography assessments | 12/03/15 | 12/03/15 | 1 day | 1.5 |
| | | Working with the Australian Curriculum: Geography | 05/02/15 | 05/02/15 | 1 day | 1.5 |
| | Workshop | | | Number of Events 2 | | 3 |
| | Total Number of Event Types 1 | | | Total Number of Events 2 | | Total Number of Hours 3 |
| ROBINSON, Darroch | Workshop | Understanding the First Steps Writing Map of Development | 14/05/14 | 14/05/14 | 1 day | 1 |

Professional Learning - Staff Detail - Rosebery Primary School

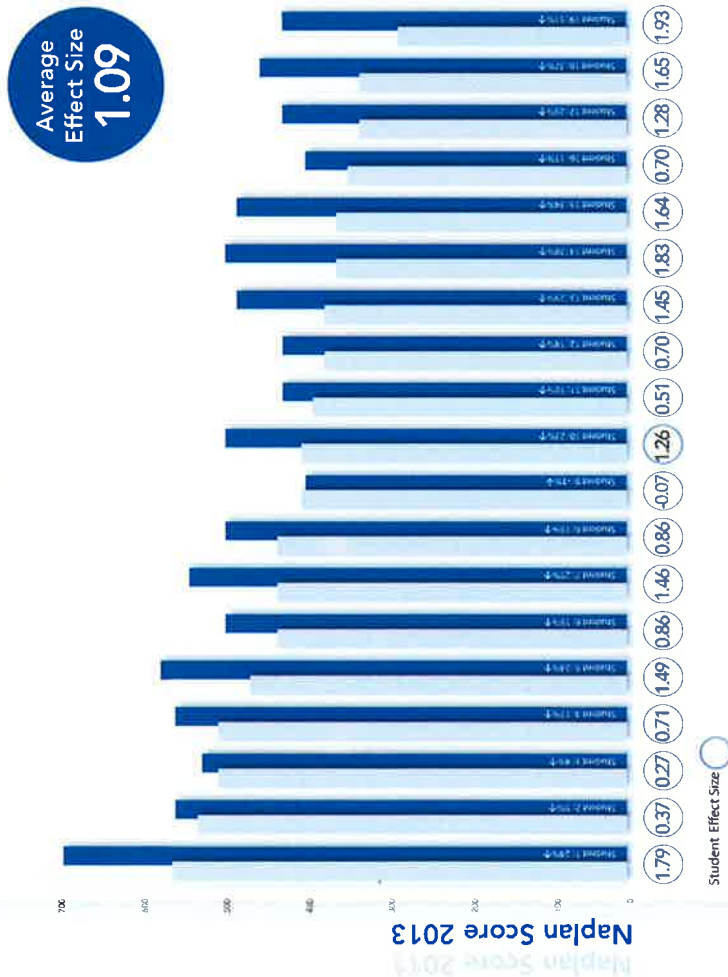
| Attendee Name | Event Type | Event Title | Start | End | Duration | Contact Time (Hours) |
|--------------------------------------|---------------------|---|----------|----------|----------|-----------------------------------|
| Workshop | | Number of Events 1 | | | | 1 |
| Total Number of Event Types 1 | | Total Number of Events 1 | | | | Total Number of Hours 1 |
| SHANNON, Helen | Workshop | Working with the Australian Curriculum: Geography | 05/02/15 | 05/02/15 | 1 day | 1.5 |
| Workshop | | Number of Events 1 | | | | 1.5 |
| Total Number of Event Types 1 | | Total Number of Events 1 | | | | Total Number of Hours 1.5 |
| TURTON, Rachel | Information Session | 2014 NAPLAN Classroom Preparation Session (Primary) | 19/03/14 | 19/03/14 | 1 day | 1.25 |
| Information Session | | Renewal of Full Registration | | | | 1 |
| Information Session | | Number of Events 2 | | | | 2.25 |
| Workshop | | Visible Learning: Impact Coach Workshop | | | | 7 |
| Workshop | | Number of Events 1 | | | | 7 |
| Total Number of Event Types 2 | | Total Number of Events 3 | | | | Total Number of Hours 9.25 |
| VAN DE MEENE, Anne | Information Session | Information Session for Provisionally Registered Teachers | 24/07/14 | 24/07/14 | 1 day | 1.5 |
| Information Session | | The Ethics of Teaching and Registration Renewal Requirements | | | | 1.5 |
| Information Session | | Number of Events 2 | | | | 3 |
| Workshop | | Using achievement standards to develop effective geography assessments | | | | 1.5 |
| Workshop | | Number of Events 1 | | | | 1.5 |
| Total Number of Event Types 2 | | Total Number of Events 3 | | | | Total Number of Hours 4.5 |
| WALKER, Kimberley | Workshop | Visible Learning: Impact Coach Workshop | 12/03/15 | 12/03/15 | 1 day | 7 |
| Workshop | | Number of Events 1 | | | | 7 |
| Total Number of Event Types 1 | | Total Number of Events 1 | | | | Total Number of Hours 7 |
| Total Number of Staff: 16 | | Total Number of Attendances: 26 | | | | Number of Hours: 110.25 |

Professional Learning - Event Detail - Rosebery Primary School

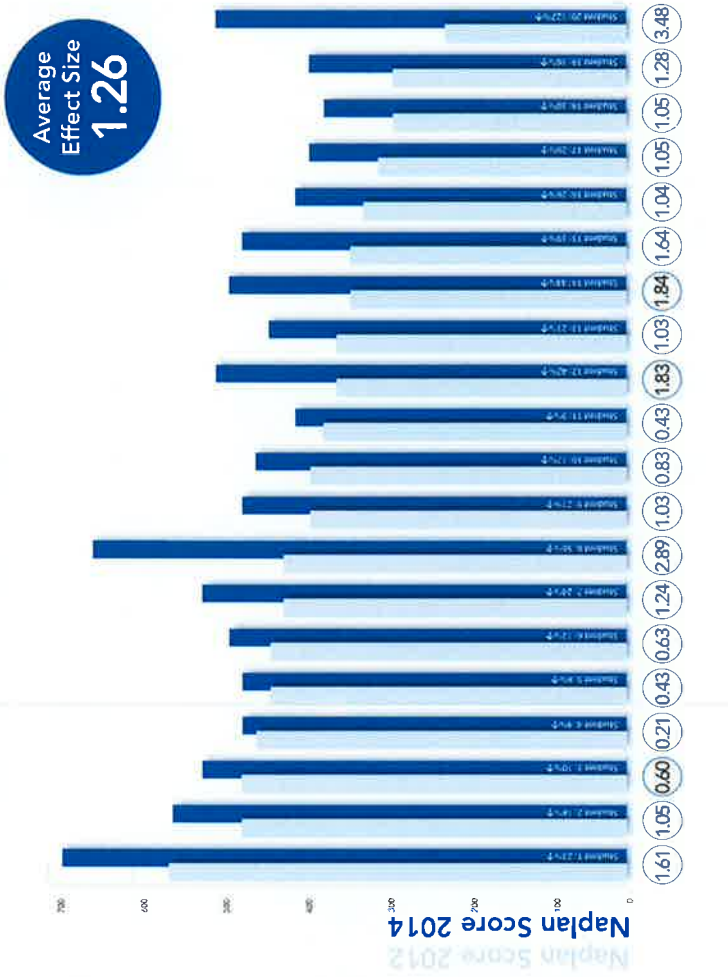
** Where the contact time exceeds the number of possible hours' duration of the event, then the event convenor should be contacted to record the correct number of hours for that event.

| Event Type | Event Title | Start | End | Duration | Attendee Name | Event Contact Time (hours) |
|--|--|------------------------------|----------|--------------------------------|-----------------------------|----------------------------|
| Accredited Course | Nonviolent Crisis Intervention FOUNDATION training. | 17/06/14 | 17/06/14 | 1 day | CANUTO, Dernelza | 6 |
| | Nonviolent Crisis Intervention FOUNDATION training. - Number of Attendees 1 | | | | | 6 |
| | Number of Events: 1 | Number of Attendees 1 | | | Number of Hours: 6 | |
| Non Accredited Course | Pupil Free Day | 01/12/14 | 01/12/14 | 1 day | LANSDOWN, Sharayah | 7 |
| | Pupil Free Day - Number of Attendees 1 | | | | | 7 |
| | Number of Events: 1 | Number of Attendees 1 | | | Number of Hours: 7 | |
| Training Session | Beat Festival PD II | 30/04/15 | 30/04/15 | 1 day | PRIMERO, Meleene | 7.5 |
| | Beat Festival PD II - Number of Attendees 1 | | | | | 7.5 |
| | Number of Events: 1 | Number of Attendees 1 | | | Number of Hours: 7.5 | |
| Information Session | 2014 NAPLAN Classroom Preparation Session (Primary) | 19/03/14 | 19/03/14 | 1 day | TURTON, Rachel | 1.25 |
| | 2014 NAPLAN Classroom Preparation Session (Primary) - Number of Attendees 1 | | | | | 1.25 |
| | Curriculum Cafe - Australian Curriculum: The Arts | 18/03/15 | 18/03/15 | 1 day | BANICEK, Danielle | 1.5 |
| | | 1 day PRIMERO, Meleene | | | | |
| | Curriculum Cafe - Australian Curriculum: The Arts - Number of Attendees 2 | | | | | 3 |
| | Information Session for Provisionally Registered Teachers | 24/07/14 | 24/07/14 | 1 day | VAN DE MEENE, Anne | 1.5 |
| | Information Session for Provisionally Registered Teachers - Number of Attendees 1 | | | | | 1.5 |
| | Renewal of Full Registration | 27/02/14 | 27/02/14 | 1 day | TURTON, Rachel | 1 |
| | Renewal of Full Registration - Number of Attendees 1 | | | | | 1 |
| | The Ethics of Teaching and Registration Renewal Requirements | 21/07/14 | 21/07/14 | 1 day | VAN DE MEENE, Anne | 1.5 |
| The Ethics of Teaching and Registration Renewal Requirements - Number of Attendees 1 | | | | | 1.5 | |
| Number of Events: 5 | Number of Attendees 4 | | | Number of Hours: 8.25 | | |
| Workshop | Beat Festival Repertoire 2014 - part 1 | 05/03/14 | 05/03/14 | 1 day | PRIMERO, Meleene | 7.5 |
| | Beat Festival Repertoire 2014 - part 1 - Number of Attendees 1 | | | | | 7.5 |
| | Beat Festival Repertoire 2014 - part 2 | 30/04/14 | 30/04/14 | 1 day | PRIMERO, Meleene | 7.5 |
| | Beat Festival Repertoire 2014 - part 2 - Number of Attendees 1 | | | | | 7.5 |
| | Beat Festival Repertoire 2015 - part 1 | 04/03/15 | 04/03/15 | 1 day | PRIMERO, Meleene | 7.5 |
| | Beat Festival Repertoire 2015 - part 1 - Number of Attendees 1 | | | | | 7.5 |
| | Creating an Inclusive, Accessible Learning Environment for Students with Learning Difficulties | 08/10/14 | 08/10/14 | 1 day | CANUTO, Dernelza | 7 |
| | | 09/10/14 | 09/10/14 | 1 day | BANKS, Shirley | 7 |
| | 1 day JACKSON, Kim | | | | | 7 |
| | Creating an Inclusive, Accessible Learning Environment for Students with Learning Difficulties - Number of Attendees 3 | | | | | 21 |
| | Understanding the First Steps Writing Map of Development | 14/05/14 | 14/05/14 | 1 day | ROBINSON, Darroch | 1 |
| | Understanding the First Steps Writing Map of Development - Number of Attendees 1 | | | | | 1 |
| | Using achievement standards to develop effective geography assessments | 12/03/15 | 12/03/15 | 1 day | HUNT, Rochelle | 1.5 |
| 1 day REYNOLDS, Kathleen | | | | | 1.5 | |
| 1 day VAN DE MEENE, Anne | | | | | 1.5 | |
| Using achievement standards to develop effective geography assessments - Number of Attendees 3 | | | | | 4.5 | |
| Visible Learning: Impact Coach Workshop | 12/03/15 | 12/03/15 | 1 day | GRAHAM, Ranae | 7 | |
| | 1 day HENDERSON, Shona | | | | | 7 |
| | 1 day TURTON, Rachel | | | | | 7 |
| | 1 day WALKER, Kimberley | | | | | 7 |
| Visible Learning: Impact Coach Workshop - Number of Attendees 4 | | | | | 28 | |
| Working with the Australian Curriculum: Geography | 05/02/15 | 05/02/15 | 1 day | BRACEGIRDLE, Kym | 1.5 | |
| | 1 day REYNOLDS, Kathleen | | | | | 1.5 |
| | 1 day SHANNON, Helen | | | | | 1.5 |
| Working with the Australian Curriculum: Geography - Number of Attendees 3 | | | | | 4.5 | |
| Number of Events: 8 | Number of Attendees 14 | | | Number of Hours: 81.5 | | |
| Number of Staff: 16 | Total Number of Attendances: 26 | | | Number of Hours: 110.25 | | |

Grammar and Punctuation Effect Size 2011 to 2013



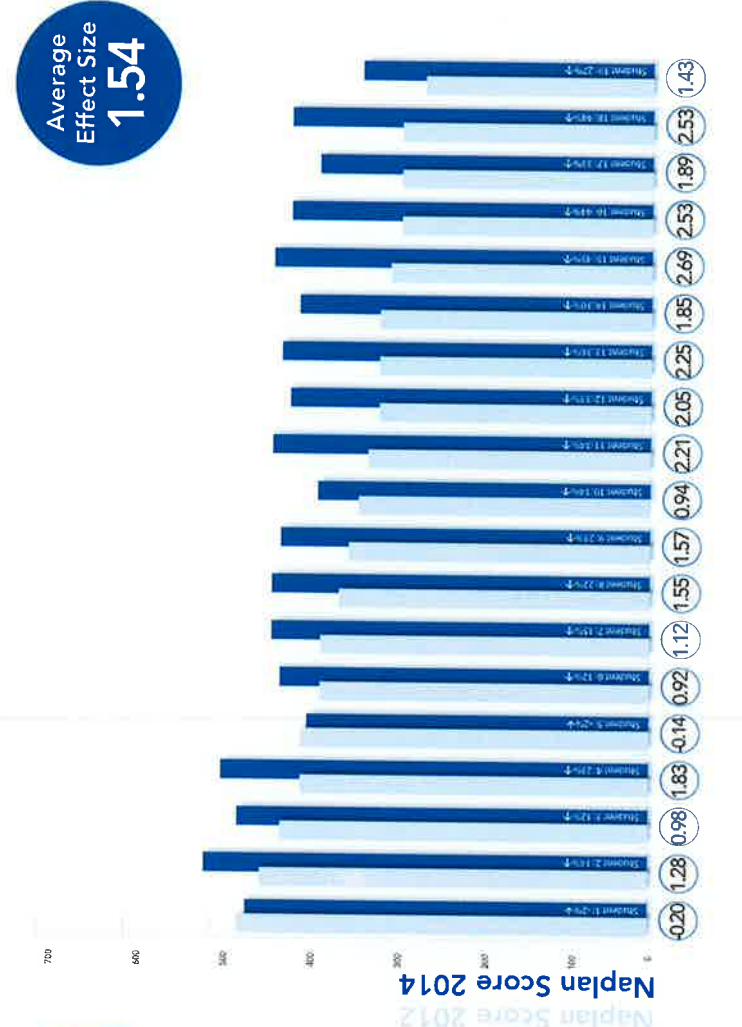
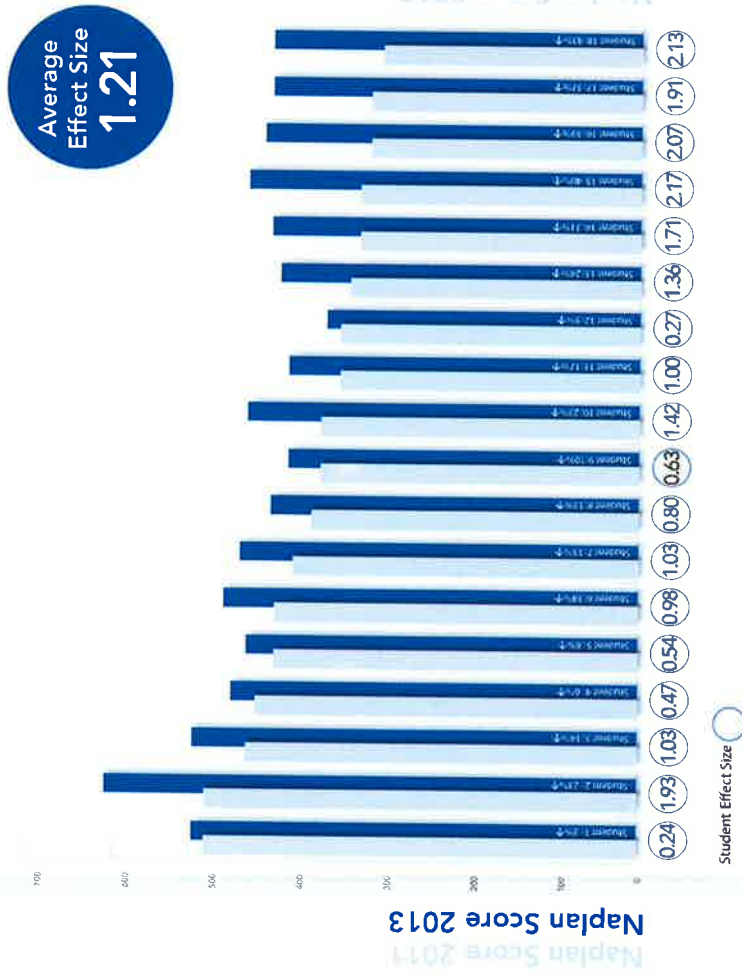
Grammar and Punctuation Effect Size 2012 to 2014



A note on EFFECT SIZES: There are two main considerations when examining what expected progress should be: When we look at many major longitudinal databases like NAPLAN they all lead to a similar estimate of an effect size of 0.40 for a year's input of schooling. The average of 800+ meta-analyses based on 240 million students shows an average intervention of 0.40 (John Hattie). Therefore, an effect greater than 0.40 is seen as above the norm and leading towards a more than expected growth over a year. So, within a year the aim is greater than 0.40 and over two years (like the NAPLAN data above) 0.80.

Numeracy Effect Size 2011 to 2013

Numeracy Effect Size 2012 to 2014



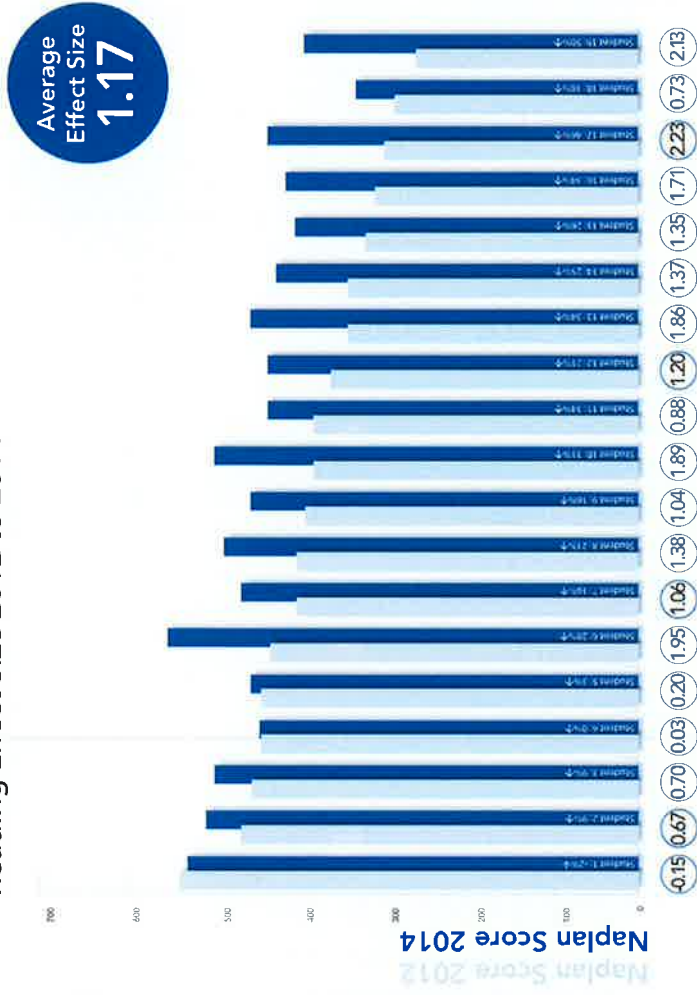
A note on EFFECT SIZES: There are two main considerations when examining what expected progress should be:

When we look at many major longitudinal databases like NAPLAN they all lead to a similar estimate of an effect size of 0.40 for a year's input of schooling.

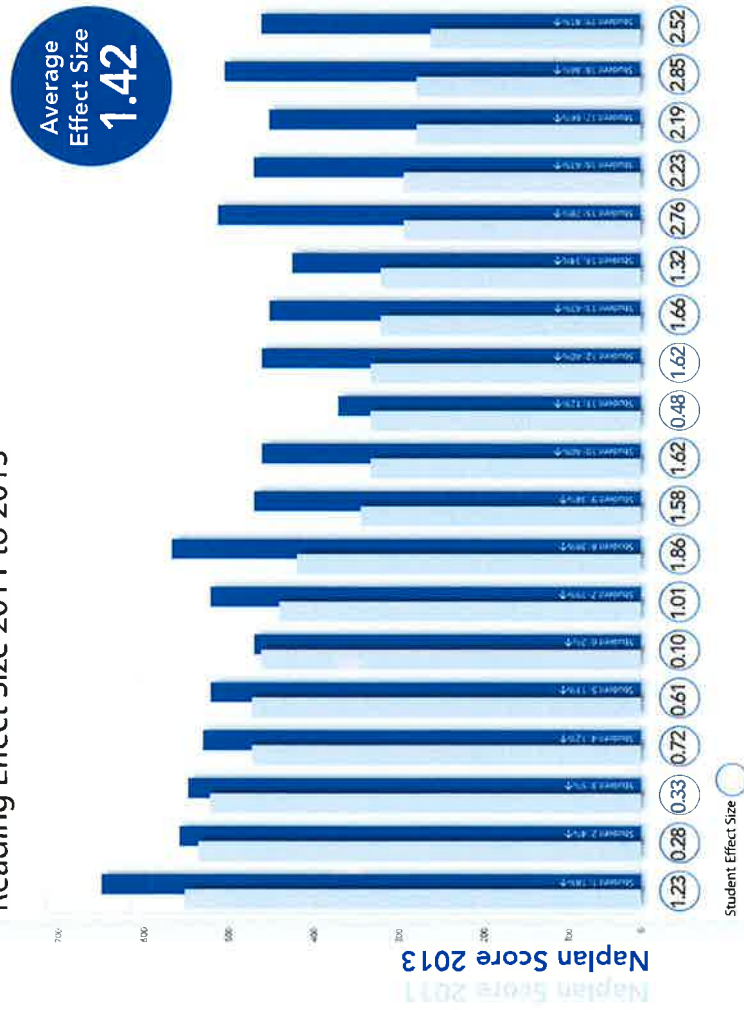
The average of 800+ meta-analyses based on 240 million students shows an average intervention of 0.40 (John Hattie).

Therefore, an effect greater than 0.40 is seen as above the norm and leading towards a more than expected growth over a year. So, within a year the aim is greater than 0.40 and over two years (like the NAPLAN data above) 0.80.

Reading Effect Size 2012 to 2014



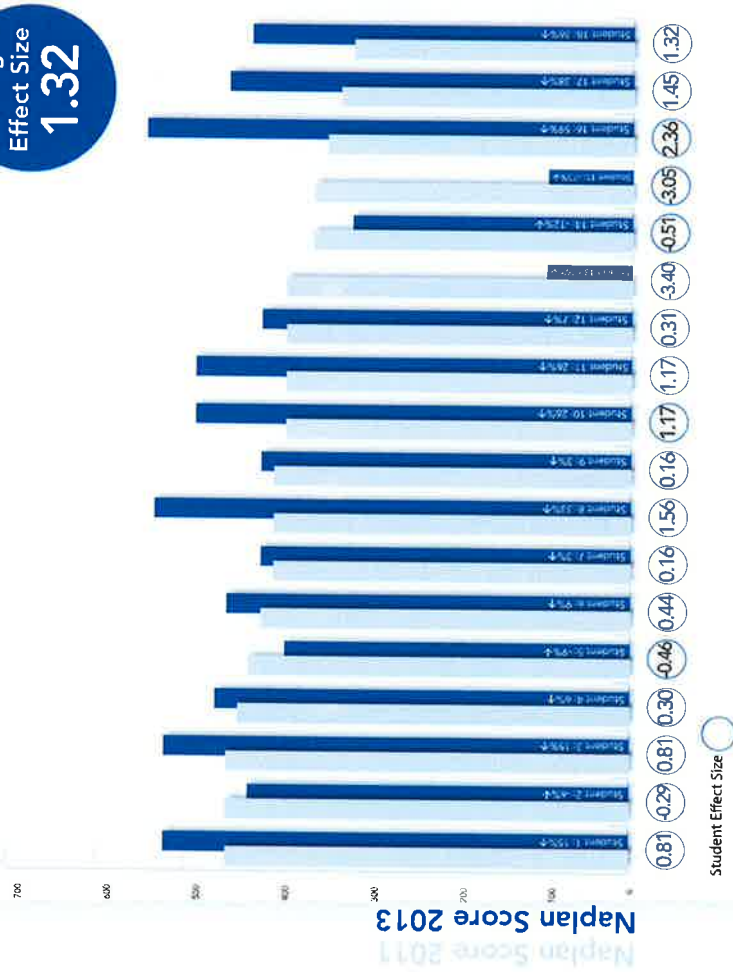
Reading Effect Size 2011 to 2013



A note on EFFECT SIZES: There are two main considerations when examining what expected progress should be: When we look at many major longitudinal databases like NAPLAN they all lead to a similar estimate of an effect size of 0.40 for a year's input of schooling. The average of 800+ meta-analyses based on 240 million students shows an average intervention of 0.40 (John Hattie). Therefore, an effect greater than 0.40 is seen as above the norm and leading towards a more than expected growth over a year. So, within a year the aim is greater than 0.40 and over two years (like the NAPLAN data above) 0.80.

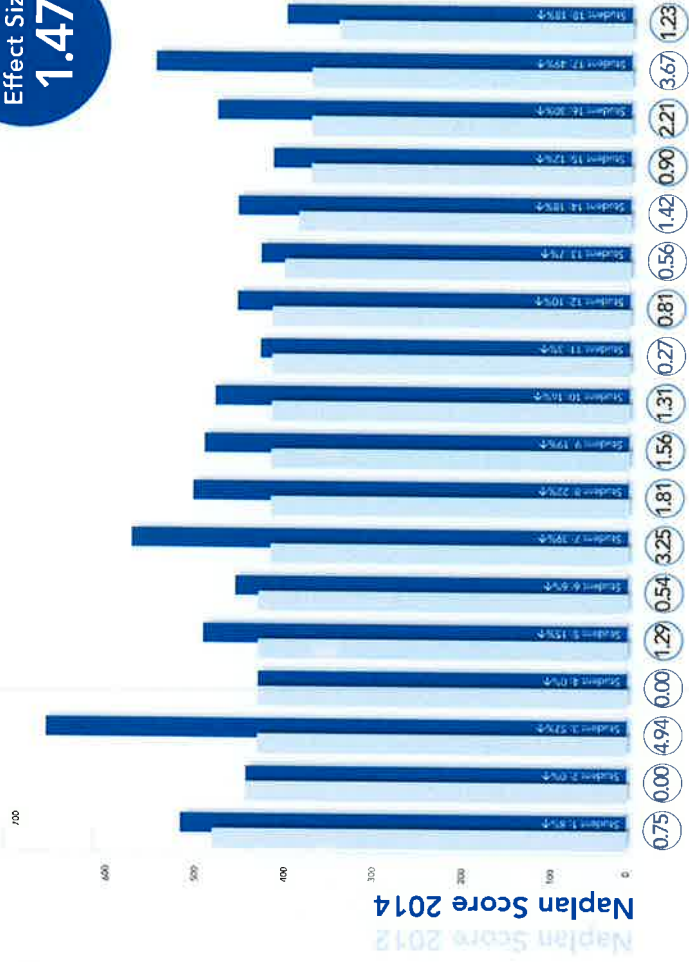
Writing Effect Size 2011 to 2013

Average Effect Size
1.32



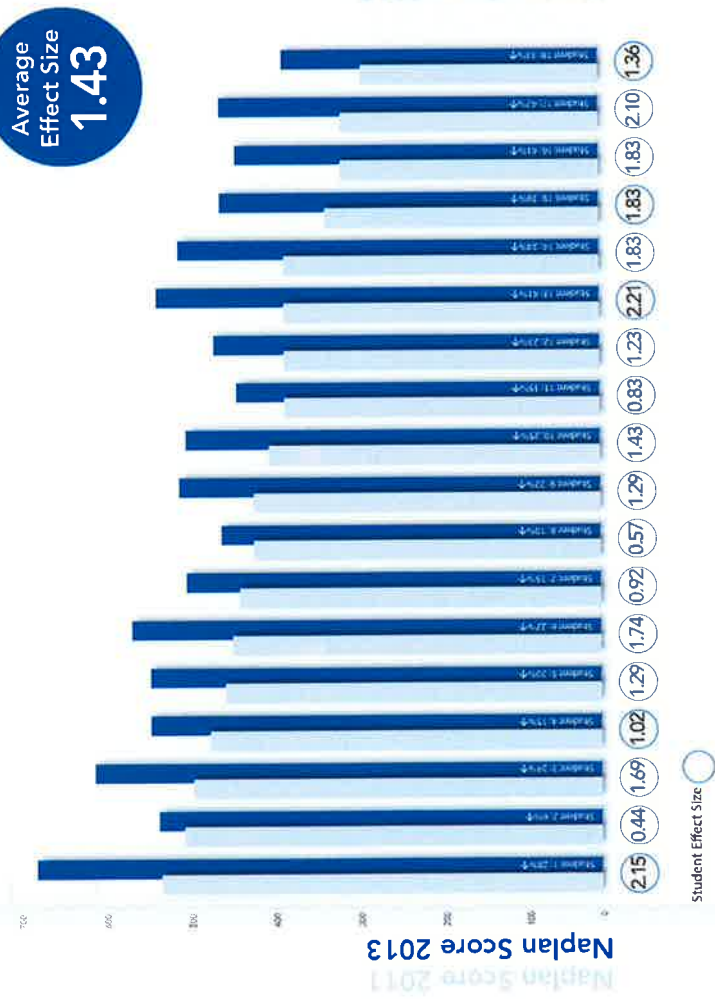
Writing Effect Size 2012 to 2014

Average Effect Size
1.47

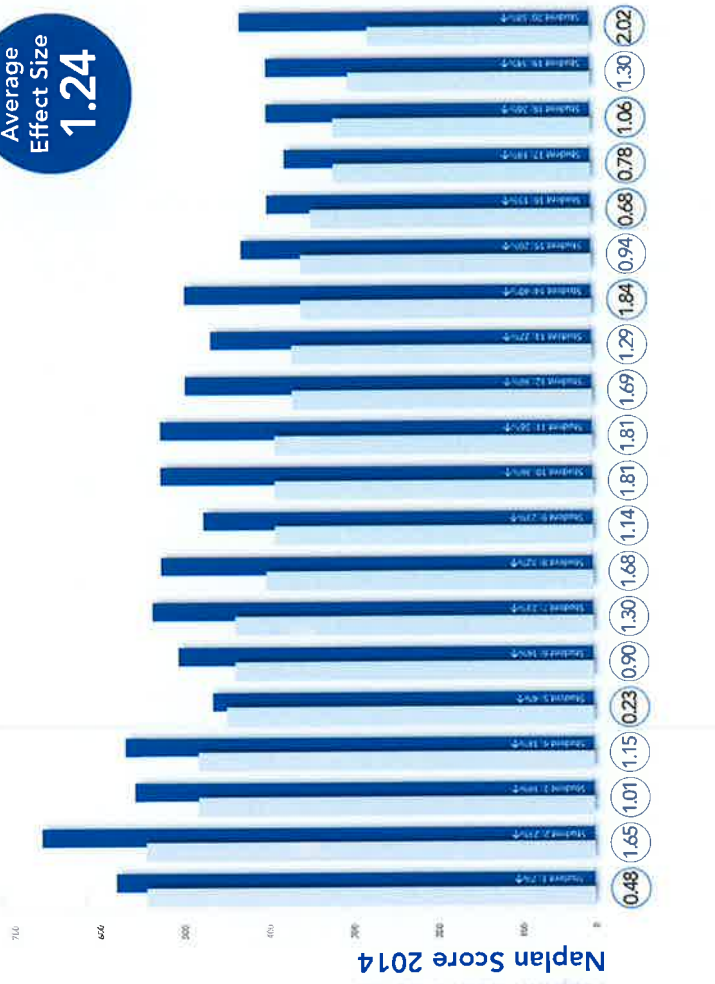


A note on EFFECT SIZES: There are two main considerations when examining what expected progress should be: When we look at many major longitudinal databases like NAPLAN they all lead to a similar estimate of an effect size of 0.40 for a year's input of schooling. The average of 800+ meta-analyses based on 240 million students shows an average intervention of 0.40 (John Hattie). Therefore, an effect greater than 0.40 is seen as above the norm and leading towards a more than expected growth over a year. So, within a year the aim is greater than 0.40 and over two years (like the NAPLAN data above) 0.80.

Spelling Effect Size 2011 to 2013



Spelling Effect Size 2012 to 2014



A note on EFFECT SIZES: There are two main considerations when examining what expected progress should be: When we look at many major longitudinal databases like NAPLAN they all lead to a similar estimate of an effect size of 0.40 for a year's input of schooling. The average of 800+ meta-analyses based on 240 million students shows an average intervention of 0.40 (John Hattie). Therefore, an effect greater than 0.40 is seen as above the norm and leading towards a more than expected growth over a year. So, within a year the aim is greater than 0.40 and over two years (like the NAPLAN data above) 0.80.