

**Rosebery Primary School
Annual Performance Report
to the School Community
2017**



Rosebery Primary School Annual Performance Report to the School Community 2017

(Aligned to the Department of Education Strategic Plan 2016 – 2018)

School Overview

Our School

Rosebery Primary School is located in an important place for our community. It has been a special place for travellers and explorers in the Northern Territory's foundation days. It has been a crucial location for our defence forces in times of war and is the gateway to several airstrips of major significance in the outcome of World War II. It is also an important place in the Indigenous and natural histories of our land. Mitchell Creek runs across the back of our schools and connects Palmerston to the ocean through the Elizabeth River. Our address at Belyuen Road is named after Crab Billy Belyuen, a senior Aboriginal elder of the Larrakia people. His name means "Sacred Water Hole".

Our school's logo, the long-neck turtle is a symbol of the rich fauna we are blessed with in this place. With a hard outer shell, long-neck turtles show resilience and adaptability throughout their lives. In their younger lives, they stay close to home in the fresh water where they can feel safe and cared for. But later in life, they have been known to travel vast distances to find better and more interesting lives. Long-neck turtles are an indicator of a very healthy environment.

Contemporary Indigenous people of the Northern Territory believe in the notion of freshwater and saltwater coming together for improved communication and fellowship with non-Indigenous Australians. Where saltwater and freshwater meet the result is a unique and thriving ecosystem where new ways of living together emerge. The concept can be further enhanced to consider the meeting of land and water – where Indigenous knowledge is represented by "knowledge from land" and Western knowledge by "knowledge from water". We know we are unique and value the culture, background and knowledge that all of our families contribute.

The animal life that emerges where freshwater and saltwater meet is diverse and robust, including – long-neck turtles, dolphins, crocodiles, sharks, barramundi, water dragons and many birds of prey. These animals are represented in our house names, which Rosebery students can call their own throughout their learning journey here. We have now also linked a significant defence group or corps to each of our houses to show that strong link as mentioned above.



Sports Houses with Defence groups/Corps aligned with each House.

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At Rosebery Primary School we are working towards ensuring all our students have a rich and full learning experience each and every day at school.

Our architecturally designed co-teaching environments provide dynamic and collaborative learning experiences for our students where the notion of co-operative and collaborative learning is emphasised. The interaction between students is purposeful and designed to allow them to learn through structures that support learning.

In Early Years from Preschool to Year 2 strong foundations are developed through an investigative play-based approach. This way of opening up learning to students is where the skills to problem-solve, negotiate and learn through doing are honed. This type of learning is evidence-based and highly valued at Rosebery Primary School which is why we continue to develop the investigative approach up to year 2, whilst at the same time preparing all students for learning into the primary years.

The primary years we use a strong collaborative approach where the students learn structures to help them engage with learning in an interactive and meaningful way. Our teachers are all trained in this approach and this, coupled with an Inquiry approach, allows students to continue the investigative approach from early years into more of an inquiry approach into the upper primary years.

At Rosebery Primary School we have a strong set of school values reflected in our Mission and driven by our common vision as stated below:

Mission

Respectfully and cooperatively striving for excellence with confidence, integrity and resilience.

Vision

At Rosebery Primary School, 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.

Values

- **Respect:** we will act with kindness, compassion, and courtesy towards others and their property.
- **Cooperation:** we will work together as a team to achieve our goals.
- **Confidence:** we will trust in ourselves and give new things a try.
- **Integrity:** we will be truthful in our words and actions and will honour our agreements.
- **Resilience:** we will develop the strength to tackle problems and learn and grow positively from the obstacles we face.

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These values are embedded in everything we do and the students work towards achieving this high standard in their day to day work in the classroom to the way they treat each other in the playground. This is reinforced by our Values Awards that are given to students at each whole school assembly.



Our values mural created by students

Our Staff

In 2017 the Rosebery Primary staff consists of a range of roles including administration, operational, teaching, support staff and maintenance staff. There is 1 Principal who has been at the school for 6 years, 2 Assistant Principals both who have been at the school for 7 and 5 years respectfully, two Senior Teachers, 1.5 Special Ed teachers, a Special Education Assistant, 8 Classroom Support Officers, 1 Administration Officer, 3 Administration Officers in the front office with one being our Attendance and Enrolment Officer, a 0.8 ICT Support Officer, a canteen manager, a part time maintenance officer, 2 Transition Support Aides, 2 Preschool Assistants and 24 classroom teachers, 2.5 specialist teachers, a resource teacher and an Indonesian and Japanese Teacher who attend two days per week. We have highly motivated, dedicated and passionate staff that work at a standard that is within the range of the Public Services Management Act and the Australian Teaching Standards. The preschool staff all have qualifications that meet the requirements of the National Quality Standards for Preschools.



From our staff 1 identifies as Indigenous, 2 from New Zealand, 1 from the Philippines, 2 from Samoa with the remainder being Australian. This provides a melting pot of cultural understanding which stands us in good stead with our ever growing multicultural student cohort. The staff attendance is within expected normal levels for a school this size. At Rosebery Primary School we have highly qualified Support Staff and Specialist Staff who continually seek out further learning to remain upskilled. Most of our teaching staff hold Bachelors of Education with some staff being qualified in dance, music and Special Education. Two of our staff hold a Masters of Education. All of our teaching staff in Early Years have qualifications to teach in Early Years which makes for a highly aligned and pedagogically sound teaching cohort. Our preschool teachers all hold the appropriate qualifications as do our Preschool Assistants. Our Special Education Senior Teacher this year won the Teacher of the Year Award for Palmerston and Rural Region and the whole of the Territory in 2017.

Demelza Canuto, Special Education Teacher of the Year Award PARR and for the NT.

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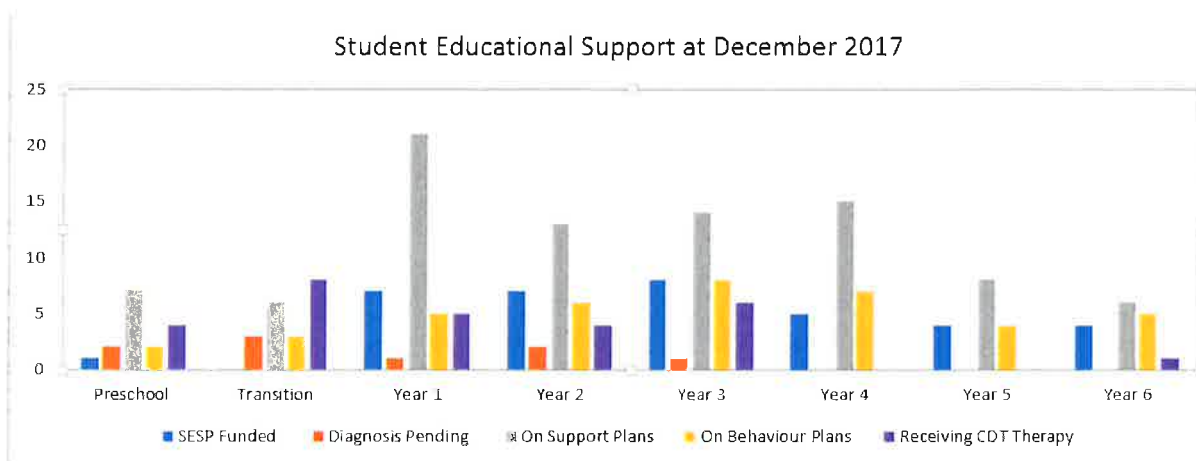
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Our Students

Rosebery Primary School has grown exponentially each year since it opened in 2011 and continues to grow. At the end of 2017 enrolment numbers were 583 with an expected number of enrolments topping 600 for the start of 2018.

The student cohort at Rosebery Primary School has become quite a multicultural community. We have 14% who identify as Aboriginal or Torres Strait Islander and approximately 240 students identify as having a Language Background Other than English.

Students with additional needs reached 230 by the end of 2017 with many of those students funded through SESP, having a diagnosis or pending a diagnosis. Some were on Support Plans and others receiving therapy through the Children's Development Team. See the graph below for the breakdown.



Our student retention always been around the 5% mark on average however this is in line with the cohort of students being from Defence families and Impex workers who come and go on a regular basis. This makes it difficult when it comes to seeing growth over time with any cohort of students for the National NAPLAN testing purposes. As we are not usually looked at for growth because our same cohort of students is small.

All Students						Indigenous Students						Non Indigenous Students										
Year	Term	Average Enrolments	Arrivals	Departures	Turnover Rate	Year	Term	Average Enrolments	Arrivals	Departures	Turnover Rate	Year	Term	Average Enrolments	Arrivals	Departures	Turnover Rate					
2018	1	583	22	25	4.0 %	2018	1	80	6	6	7.5 %	2018	1	507	16	15	3.5 %					
	2017	1	572	25	35		5.2 %	2017	1	70	5		5	7.1 %	2017	1	502	30	30	5.0 %		
		2	576	34	28		5.4 %		2017	2	77		11	4		9.8 %	2017	2	500	23	24	4.7 %
		3	588	37	35		5.3 %			2017	3		79	5		3		5.1 %	2017	3	509	32
4	582	10	30	3.4 %	2016	4	82	6	4		6.1 %	2016	4	499	4	26	3.0 %					
2016	1	534	22	27		4.6 %	2016	1	74	5	5		6.8 %	2016	1	460	17	22	4.2 %			
	2	532	29	28		5.4 %		2016	2	74	4		4		5.4 %	2016	2	458	25	24	5.4 %	
	3	535	27	23		4.7 %			2016	3	73		4		2		4.1 %	2016	3	462	23	21
	4	530	25	26	4.8 %	2015				4	69	2	6		5.8 %		2015		4	461	23	20
2015	1	466	14	27	4.4 %		2015	1	46	0	4	4.4 %	2015	1	420	14		23	4.4 %			
	2	467	28	25	5.7 %			2015	2	52	11	3		13.6 %	2015	2		415	17	22	4.7 %	
	3	498	37	17	5.4 %				2015	3	56	4		2		5.3 %		2015	3	441	33	15
	4	518	5	18	2.2 %	2014				4	56	0		1		0.9 %	2014		4	462	5	17
2014	1	460	21	28	5.3 %		2014	1	45	2	1	3.3 %	2014	1	414	19		27	5.6 %			
	2	458	30	47	8.4 %			2014	2	43	3	10		15.2 %	2014	2		415	27	37	7.7 %	
	3	448	43	24	7.5 %				2014	3	39	3		2		6.5 %		2014	3	410	40	22
	4	452	17	27	4.9 %	2014				4	38	5		5		13.0 %	2014		4	414	12	22

Retention of students data

We have an attendance plan which is followed up via phone calls, emails, letters to families and finally Truancy are asked to formulate an attendance plan with the families. Our average attendance is usually around 91% which will be a focus for 2018 to maintain an average of at least 93%.

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Our Community

Our Rosebery Primary School Community has a great feel about it and everyone is welcome at school anytime. We have a Defence Support Transition Aide (DSTA) who supports the Defence families and conducts programs that provides students the opportunities to talk to someone when one of their parents are posted. She also organises morning teas after assemblies to get to know parents so they too can meet each other and build relationships. The DSTA also organises the ANZAC Day Assembly where presentations from the Defence Forces take place.



Morning tea with the DSTA

We partner with Adam Voigt of Real Schools who visits the school once per year and conducts evening sessions on Bullying and what it really is, for parents to get on the same page as the school when it comes to managing calls about children being bullied. This assists not only the teachers but students and parents alike.

The opportunity for parents to get more involved with school life presents itself through being able to nominate to join School Council and we encourage new members each year. There is a fundraising committee and other ways to be involved and parents are generally happy to lend a hand.

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Principal's Report

Rosebery Primary School has just completed its 7th year at the end of 2017. The school has grown each year since its inception and now is at capacity with the additional buildings to house extra classes. The priority enrolment area enrolments continue to grow and families move in and out of the area. We have a close knit community who attend most of our whole school events and contribute their time supporting the learning of their children who attend Rosebery Primary School.

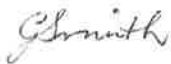
During 2017 Rosebery Primary School achieved some great success in the area of the Performing Arts. Groups performed at community festivals, Shows, The BEAT and Carol's By Candlelight. The areas were in drumming, djembe, singing, dancing and percussion in the Zylophonics group.

The new Performing Arts Building came into full use at the beginning of the school year with classes using this wonderful space for all manner of music and choir. This building has provided us with resource storage as well as specifically designed rooms to undertake music practice with a larger room with bi-fold doors opening out towards the oval for dry season use.

Road Safety was a huge focus for us as a school culminating in a whole day of Road Safety and activities related to caring for their bikes, crossing the road safely and generally taking care on the roads. This is a message that has been conveyed to the broader community as well as appearing on the local radio reached a wide audience.

Academic excellence and continuous improvement is what we strive for each and every day. We do this by supporting our quality teachers who make all the difference to student learning. Professional Learning is important for all teachers to keep abreast of contemporary research and to modify their practice to improve opportunity for student learning. Staff and student wellbeing is also a high priority and the work around Students as Leaders and supporting anti bullying was also a focus throughout the year.

The school was involved with a self-reflection process in readiness for our External School Review. This review has highlighted areas of commendation and affirmation but also areas of recommendation for the school to work on into 2018. Many of these recommendations were areas that as a school we had already started working on in Semester 2 of 2017. These recommendations will form a major part of our Annual Strategic Improvement Plan in 2018.



Gail Smith
Principal

Goal 1 – A great start for children

Play based learning remained a key focus for our Early Childhood area. Teachers were provided with ongoing mentoring to implement and integrate a play based approach into their classrooms. This included our teachers visiting Anula Primary school to observe the Kath Walker approach.

Our pop up playgrounds continue to be a source of adventure, imagination and cooperation for our Early Years students. The benefits of these playgrounds are endless and will definitely be grown and continued into 2018.



Pop up playground activities

Two members of the leadership team reflected on our journey and shared this at the 2nd National Play Conference in Melbourne. This is the second time we have had Early Years staff attend the Play Conference but this time we presented our play journey.

NO RUNNING, HITTING, CLIMBING, JUMPING, HIDING! How we changed our playground and mindset with very little cost

m

Rebecca Garrigan and Karen Jeffery

Through a multi-media presentation of pictures, posters, and videos we would like to present our journey to show schools who are yet to start their journey, how easy it is and how we overcame the obstacles we encountered. We are also keen to share our Growth Mindset around Play, how we have incorporated saying "Yes" more in our classrooms and how the beginning of our Playful Sensory Garden meets the needs and wants of the children in our Early Years.

It's our time to Play!

Aimed at: educators keen to extend play opportunities and leadership teams to see the broader implications



Breakout Session 4:1

**Malarky's
SECOND
National
PLAY &
PLAYWORK
CONFERENCE
2017**

[facebook.com/NationalPlayandPlayworkConference](https://www.facebook.com/NationalPlayandPlayworkConference)

Malarky Play Conference Presentation in Melbourne 2017.

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In 2017 within the classrooms, students undertook a minimum of eight hours of Play-Based Investigations each week. Based on interests and guided opportunities through literacy and numeracy stations, students produced, reviewed and recorded their findings.



Play-based Investigations in action

Early years whole school programs such as Jolly Phonics and Casey Caterpillar continue to build a solid and consistent approach to the learning of literacy, along with the Bounce Back and 'You Can Do It' social and emotional programs. Count Me In Too and iMaths come together as our school based programs that form the basis for our Literacy and Numeracy in Early Years.

The Foundations of Early Literacy Assessment (*FELA*) provided a tool for teachers to interpret and address the necessary underlying skills at appropriate grades, and suggestions for required support.

The Perceptual Motor Program (PMP) continued to operate, as a strategy to assist the development of children's gross motor skills and fine motor skills, essential in the learning of reading and writing. This program also assisted in the development of the child and their relationship with their peers along with the surrounding environment.

Early Year Assemblies have continued to provide a weekly fun, friendly and family orientated atmosphere for our Early Childhood students and families. This included visits from a vast range of guests including Our resident Birthday Fairy, Hector the Road Safety Cat, Happy Harold, Musical performances and the people from Crocwise.



Birthday Fairy, Hector the Road Safety Cat, Musica Viva Mukukuhan

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Information nights for our new Pre-School families and Transition families ran at the beginning of 2017. These provide a welcomed network for new families along with the familiarisation of school and classroom routines.

Transitioning programs for our Pre-Schoolers once again assisted in the smooth transition into the Primary School. Weekly visits to the classroom allowed our Pre-School students to gain an insight and more confident approach to their journey into the early childhood classrooms.

Rosebery Primary school continues to strive towards implementing quality early childhood education and are committed in working together with families and other agencies to ensure our students get the best head start.

Goal 2 – Every student a successful learner

Performing Arts was the major focus area of work within the 2017 Annual Operational Plan. Priority was given as part of the staffing formula to increase access and enhance programmes. A performing arts teacher was allocated to both Early and Primary areas of the school. Both teachers undertook Orff training early 2017 which value added to an extensive skill set.

Specialised music and instrument lessons were able to be delivered with greater staffing allocations. Djembe lessons were delivered to an upper primary class as part of their music lessons and separately percussion students accessed bucket drumming and Djembe. These students had an opportunity to perform at a number of public events including the forecourt of BEAT, Christmas festivals and whole school assemblies.

Rosebery Primary School had the capacity to conduct 2 choirs with an overall choir participating in the BEAT programme. Many additional students were able to shine outside of the normal class environment as part of the extended Arts focus.

Dance was again a prominent feature in supporting students to be successful learners. The RPS 2017 Dance Troupe consisted of 32 students. As well as the “normal” programme of twice weekly dance sessions, the 2017 troupe participated in the inaugural dance camp week-ends at Batchelor Outdoor Education Centre. For a number of students within the group, inclusion in such opportunities was the success in their week and the launch pad for more successful learning and interpersonal relationships. The 2017 Troupe showcased their talents at several public festivals including but not limited to; BEAT, The Italian Festival and the Sea Breeze Festival. These were well received performances and kept students engaged and invigorated in their schooling journey.



Rosebery Primary School Dance Troupe at the Italian Festival



Rosebery Primary School Dance Troupe performing their first dance item in the BEAT 2017.

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Rosebery Primary Dance Troupe performing their second dance item at the BEAT 2017.



Rosebery Primary School Dance Camp 2017



In Search of Rozvaland was a highlight of the Performing Arts and Talented Arts Programme (TAP) for 2017. The biannual school production was again another major success. In 2017 the production moved to the Darwin Entertainment Centre in testimony to the school growth and commitment from families. This provided greater whole community opportunities where the production was able to be opened up to the broader public and provided students more of. A small group of students made up the TAP component of the production as onstage hosts and pre-production filming and acting. Additional students experienced success as stage managers, stage hands undertaking lighting and technical responsibilities. These students were acknowledged publically and they appeared to grow in the success in the non-bookwork arena of school. The performance was well received and available for purchase on DVD.

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All students participated in individual class dance routines choreographed by their teachers. This process had amazing outcomes as students saw teachers undertaking areas not necessarily within their existing strengths. Individual students had the chance to shine within performances as well as supporting others backstage in the less familiar area of the Darwin Entertainment Centre.



Back stage at the School Production – In search of Rosvaland

Students of Defence Families accessed the **Defence Support Transition Aide** personnel. For a number of students this was critical during lengthy deployments in Term 3 and the additional support provided by the Defence Support Transition Aide position enabled them to maintain best learning and success at school. Ongoing programmes such as the MEDALS programme provided vital social emotional contexts for younger students.

Rosebery Primary School staff continued their journey of **assessment capable learners and visible learners** throughout 2017. A key focus on maintaining student goal setting and reflection on learning. This occurred in class with individual goals set and tracked and then, shared and reflected upon with families as part of the twice yearly student led conference process. The setting, recording and reflection of goals varied across the school as appropriate to different phases of learning. As a general rule students were able to comfortably nominate their goals as part of data driven learning coming through resources such as; PM Reading Benchmarks, Lexile, JEMM mathematics, Words Their Way. Staff accessed learning through Dylan Wiliam PLC model resources and through ongoing professional learning delivered and facilitated by the senior leadership team. For some staff this was a more challenging area than for other staff as was reflected through the school review outcomes.

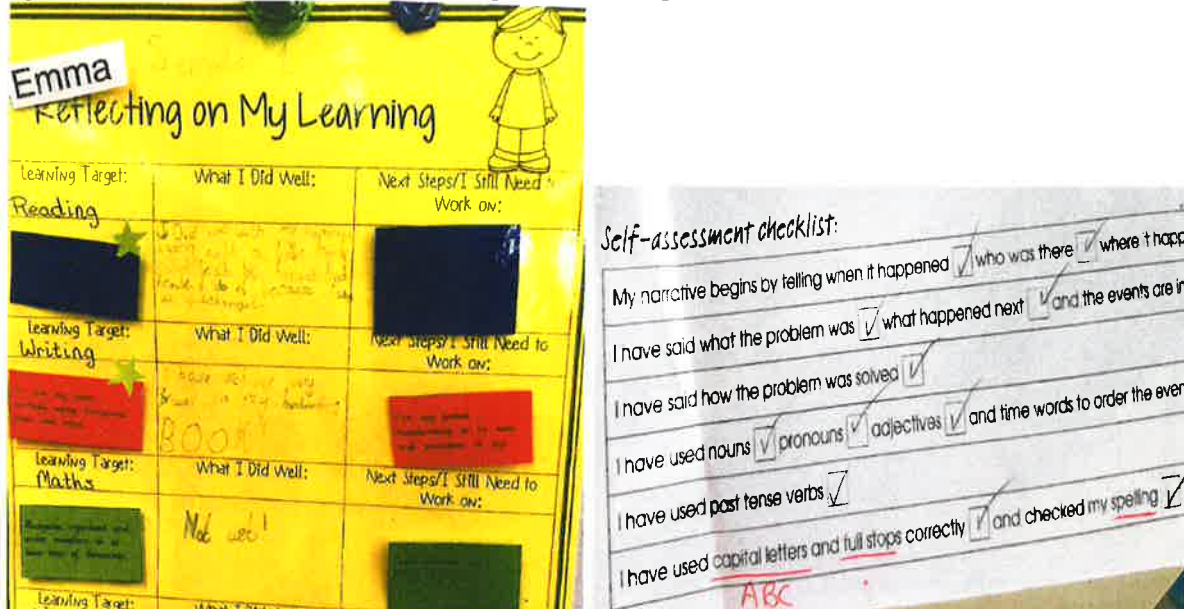
Data informed teaching practices became more refined throughout 2017 as staff grew more familiar with databases such as GradeXpert as a tool. A number of professional discussions and workshop style sessions were facilitated to support staff to access the tool as a programming and planning opportunity.

Writing data was on an ongoing discussion point to support students in particular areas of their learning. Staff moved their understanding of writing assessment from moderation to confirming sessions. Internal confirming sessions were successful in terms of writing products assessed. A key conclusion many staff came to independently was that the success of assessing a piece of writing is completely dependent on the success and quality put into the assessment design process. This will

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form ongoing work into 2018 as will writing assessment and pedagogy in general. Having clearer understanding of not just writing for writing sake gave students opportunity to broaden text type. Text contexts and even text presentation. Five staff attended the Sheena Cameron writing workshop held in Term 3. All 5 staff were invigorated in their writing approaches and pedagogy which became evident in the quality of writing students began to produce in their classrooms. These teachers will become lighthouse classes for 2018 to share and grow our writing focus across the school.



Samples of student work with feedback evident

At Rosebery Primary School we focus on what is referred to as 'The Big 4'. These Big 4 support to students to achieve high levels of success at school.

Kagan Co-operative Learning

Kagan training occurred across 2017 through a number of forums including; structure a month sessions, staff meetings and in class modelling. Our trained coach conducted Day 1 training for new staff. As we are a co-teaching school we believe it is important for all students to be taught how to learn together and co-operatively learn in what is essentially double size classes with two teachers. Kagan Co-operative learning allows us to do this very successfully.

Restorative Practice

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



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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.

real
schools

At Rosebery Primary School we take the notion of bullying and badly behaved students seriously and in doing so have partnered with Real Schools to continue on our learning journey in this space.

Co teaching

Work around co-teaching took a different path in 2017 as the Senior Teacher of Early Childhood had a 60% off-class workload to support and model effective co-teaching; particularly with new staff. This staffing priority allowed staff to have faster access to mentoring and understanding of co-teaching models. This in turn obviously benefits student learning as their teachers are more adept within the Rosebery Primary School model of co-teaching. Co-teaching pairs worked together to complete the co-teaching framework and SHARE document. Greater strength in this area was reflected in an improvement in the effectiveness of teaching pairs.



Co-teaching can look different depending on the model agreed to between the teachers.



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Enrichment Hub

2017 was a busy year within the **Enrichment Hub**. With an increase in student numbers came a rise in students needing additional support. This was addressed through a newly created classroom within the enrichment hub for Functional Learning purposes. Each student had individual specific diagnosis and needs which made it difficult to work and learn within a mainstream classroom. This was highly successful and was seen as inclusive yet individually focused for each child.

A number of intervention and support programmes were offered through the enrichment hub.

- Early Literacy Foundations
- Personal Words
- Spelling attack
- Toe by Toe
- Functional skills
- Functional Fitness
- Functional Learning program
- Minecraft
- Therapy session
- Kids Konnection
- Breakfast club - life skills
- Quicksmart



Crossfit/Functional Skills



Minecraft



Breakfast program



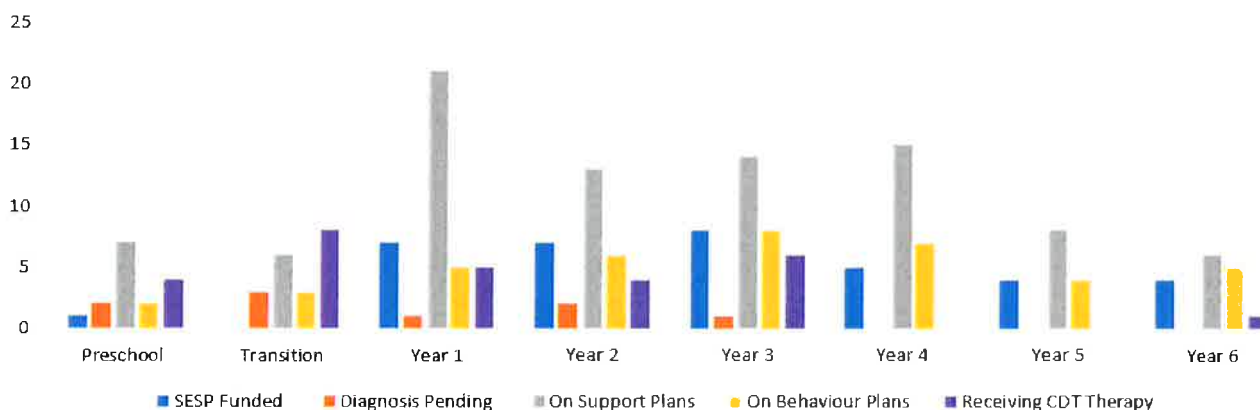
Personal Words



Functional Fitness

This graph shows the number of students at Rosebery Primary School with Additional Needs who were catered for as part of the Enrichment Hub.

Student Educational Support at December 2017



Nationally Consistent Collection of Data (NCCD) & provision maps

Extensive work was undertaken throughout 2017 to support staff understanding and purpose of the NCCD and documentation through the provision maps. A number of leadership team members and key personnel worked tirelessly to value add to an existing provision map document. The tweaking to the document deepened staff understanding and the process created will set the precedent for 2018 and beyond in the work of NCCD. Through the work of class teachers profiling students, 224 students were captured on the NCCD system.

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Engine rooms

Given the sensory profile of a significant percentage of students, a number of engine rooms were established within the school. These were utilised to tune students into their day and as breakout rooms to re-regulate after an incident or heightened emotions.



Engine room activity in preschool

Functional fitness

All Functional Fitness and Functional Skills groups support brain development through gross motor skills activities, in turn this improves memory, behaviour, attention and processing skills, required for higher order processing eg reading and writing which improves in class work.

Approximately 100 students participated in functional fitness on a weekly basis. 12 students continued with the program all year. Group sizes varied depending on year level and student needs. Usually 6 – 8 students per group to keep it manageable is the normal. Some groups focus on specific motor needs, where skills can be practised in a small group setting with a high level of support.

One specific group targets year 5/6 students who are either disengaged during class time or would benefit from an additional program to boost overall self-esteem and motivation. These groups are set

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some really challenging yet achievable fitness goals that they work on throughout the year. There is always a wonderful sense of achievement when these goals are reached. Community partnerships have been formed with YMCA and Crossfit Palmerston where targeted students have had the opportunity to experience fitness sessions in a gym environment to encourage life-long skills leading to a healthy lifestyle.

The Functional Fitness teacher works with classroom teachers to run whole class Perceptual Motor Programs & heavy work sessions. The functional fitness teacher also assists with the collection of data to track student progress and inform future sessions. Support provided to the early years teachers with the PMP, provides feedback and recommendations on the organisation, facilitation and overall effectiveness of the program. The Functional Fitness teacher assesses students who participate in sessions, and flags concerns with the classroom teachers and the special education teacher and a referral process can then be put in place if required. What is discovered is that students who have trouble performing basic skills such as crossing the midline are usually targeted in the Functional skills groups. Research has shown that delays in areas such as this often have a later impact on high order processing in the classroom and with literacy and numeracy.



Functional Fitness and goals

Goal 3 – Quality leaders, quality educators

At Rosebery Primary School we believe in developing high quality leaders and educators and we do this through targeted Professional learning and supporting our staff who show a desire to be leaders within our school.

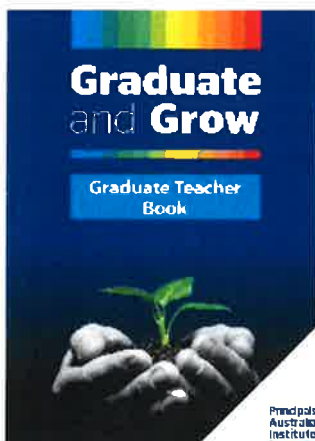
Professional Learning Plan

We have a whole school Professional Learning Plan and throughout 2017 upskilling our teachers was a major focus. Teachers acquiring and applying data to gauge student growth and in turn enhance and grow quality teaching practice was a key focus across the school. The dedicated and ongoing professional learning in GradeXpert saw an increased expertise in teachers' ability to interrogate and align data to optimise student outcomes and assisted in developing meaningful student learning paths and learning goals. This was further implemented not only visibly within classrooms but as a personal and tailored talking tool for students and parents during Term 1 and Term 3 student-led conferences.

Teachers continued to apply and refine the application of whole school programs such as Envision Maths, iMaths, Spelling for Life and Words Their Way as well as the introduction of MAPPEN in the latter part of term 4 ready for its 2018 whole school launch. Our focus on our 'Big 4' has remained at the forefront, supporting staff through Whole Staff meetings, professional learning communities and in-house coaching to ensure our whole staff was supported on a variety of levels. 2017 also saw the opportunity to have our Early Years Senior teacher dedicate three days to the mentoring and coaching of our Early Years teachers in the areas of co-teaching and play based learning.

One of the Assistant Principals started a Leadership Course entitled 'Tomorrow's School Leaders' run by Growth Coaching International through the Centre for School Leadership. This 12 month course has provided a wealth of practical knowledge when in a leadership role in an innovative yet complex school environment. The Principal along with the other Assistant Principal worked with Michael Grinder for 4 days learning about non-verbal communication and how to coach staff using a third point of reference. Two teachers also attended a teacher wellbeing workshop which reinvigorated the need for gratitude within the workplace and to find that work life happiness.

At Rosebery School we continue to pride ourselves on being adaptable and innovative within our practice. We ensure the professional teaching standards are being maintained and upheld within our staff and compliment this with a holistic approach to staff and student wellbeing.



HALT Teachers Leading Projects/EY Mentoring

Our 2017 Probationary teachers were mentored and coached through the Principal Australia's Institute entitled 'Graduate and Grow' program produced by Principal Australia Institute, which was co-ordinated and implemented by one of our Highly Accomplished Lead Teachers (HALT). This provided a forum for ongoing support including lesson modelling, walk throughs and monthly mentoring sessions. This resulted in the majority of our 2017 probationary and neophyte teachers successfully completing the probationary process in the allocated time.

Goal 5 – Working together

In 2017 we saw the continuation of some long term partnerships for the benefit of Rosebery Primary School students.

Partnerships

The partnership within and across the Department of Education has been important to Rosebery Primary School in 2017. These partnerships were in place with the **NT School of Music, Darwin School of Languages, and School Counselling Services, Behaviour Team and School Support Services.**

Students continued to access the musical learning from School of Music once per week as part of the instrumental programme. The BEAT programme allowed students to showcase their choral skill as part of this partnership.

The Darwin School of Languages provided staff to support middle and upper primary students to extend their language skills. Students in year 3 & 4 participated in a programme of Bahasa Indonesia whilst year 5 & 6 students undertook a year of Japanese where the school paid the costs as a trial to expand our Languages program across the primary years.

Students from 4 families utilised the school counsellor situated at Rosebery Middle School to enhance their wellbeing. Staff enhanced their understanding of trauma informed practice through work with Nat Crisp. Nat worked with the staff as part of her role in the Behaviour Team.

School Support Services Advisers worked closely with our Enrichment Hub Senior Teacher to ensure the brokerage of services was in place for the needs of our students. Our school has a large number of services that we tap into through the support of the Student Support Advisers.

Community Partnerships

As a Teaching School in partnership with **Charles Darwin University** 2017 was a relatively slow year for preservice teachers with only 1 preservice teacher undertaking their teaching practice in a year three class. 2018 will prove to be a more productive year with CDU intending for more students to be on practicum throughout the Darwin/Palmerston region.

Working with **Territory Families** was a significant partnership in 2017. This was to ensure students success and growth both emotionally and academically. This included face to face meetings, phone calls to the intake line and work with designated carers.

Rosebery Primary School's relationship with Adam Voigt and **Real Schools** stood throughout 2017. Whilst the terms of the original contract had been met, a productive working relationship with Real Schools continued. All staff attended a staff meeting session on Restorative Practices with staff who were more attuned and experienced with the practices, continued to work with others to improve their practice. Parents also were able to attend an evening on Bullying and how to prevent it with Adam Voigt the founder of Real Schools. Also staff undertook and accessed support through after school professional learning opportunities and webinars. As new staff came on board throughout semester 1 those who were not trained in this area attended a session on Restorative Practices in Term 3 with Adam Voigt when he ran a public workshop for Palmerston Schools.

Rosebery Primary School Annual Performance Report to the School Community 2017

(Aligned to the Department of Education Strategic Plan 2016 – 2018)



Sing & Grow program facilitators held one complimentary session as a workshop to support families with prior to school aged children. Eight families accessed this opportunity. This was offered to the school as a thank you for the last year where we undertook 8 weeks of lessons for families in the Sing and Grow Program. This partnership has now finished but will be reconsidered in the future.



Outside School Care NT



Outside School Care NT maintained its partnership during 2017 accessing facilities to conduct a before school and after school care programmes as well as Vacation Care for

Rosebery Primary Students. This is a long term partnership with Outside School Care NT which will continue for a further 12 months before a review of the partnership will be undertaken.

Subscriptions to **Parenting Partnerships** by **Michael Grosse** continued to provide support materials to share with families as timely discussion points relevant to current topics were available. **Happy Schools** by **Steve Francis** also provided discussion and reflection points for teachers.

1,2,3 Magic was a program that was conducted over a number of weeks which was facilitated by Nat Crisp for parents focused on the positive way to work with children at home. This was a key endeavour to assist families with productive options around behaviour support that aligned with how the school addresses behaviour by helping the students understand that all behaviours have consequences and moving them towards making better choices.

The Enrichment Hub at Rosebery Primary School continued its relationship with **Riding for the Disabled** and 4 students accessed the facilities for a term as part of an alternative programme. Also as part of the Enrichment Hub's suite of intervention programmes a partnership and connection with **Palmerston YMCA** was established through the area of fitness and is likely to continue into 2018.



Riding for the Disabled

Students of Defence Families accessed the **Defence Support Transition Aide (DSTA)** employed at school. For a number of students this was critical during lengthy deployments in Term 3 and the additional support provided by the DSTA's position enabled them to maintain best learning and success at school. Ongoing programmes such as the MEDALS programme provided vital social and emotional contexts for younger students.

**Rosebery Primary School
Annual Performance Report to the School Community
2017**

(Aligned to the Department of Education Strategic Plan 2016 – 2018)

Rosebery Primary School staff continued their journey of **assessment capable learners and visible learners** throughout 2017. A key focus on maintaining student goal setting and reflection on learning. This occurred in class with individual goals set and tracked and then, shared and reflected upon with families as part of the twice yearly student led conference process. The setting, recording and reflection of goals varied across the school as appropriate to different phases of learning. As a general rule students were able to comfortably nominate their goals as part of data driven learning coming through resources such as; PM Reading Benchmarks, Lexile, JEMM mathematics and Words Their Way. Staff accessed learning through Dylan Wiliam Professional Learning Community model resources and through ongoing professional learning delivered and facilitated by the senior leadership team. For some staff this was a more challenging area than for other staff as was reflected through the school review outcomes.



Data informed teaching practices became more refined throughout 2017 as staff grew more familiar with databases such as GradeXpert as a tool for housing student learning information. A number of professional discussion and workshop style sessions were facilitated to support staff to access the tool as a programming and planning opportunity. Again this was more natural for some staff compared to others.

Writing data was an ongoing discussion point to support students in particular areas of their learning. Staff moved their understanding of writing assessment from moderation to confirming sessions. Internal confirming sessions were successful in terms of writing products assessed. A key conclusion many staff came to, independently, was that the success of assessing a piece of writing is completely dependent on the success and quality put into the assessment design process. This will form ongoing work into 2018 as will writing assessment and pedagogical practice in general. Having clearer understanding of not just writing for writing sake gave students opportunity to broaden the text type. Text contexts and even text presentation. Five staff attended the Sheena Cameron writing workshop held in Term 3. All 5 staff were invigorated in their writing approaches and pedagogy which became evident in the quality of writing students began to produce in their classrooms. A major focus on improvement in writing outcomes continues into 2018.

Rosebery Primary School
Annual Performance Report to the School Community
2017
(Aligned to the Department of Education Strategic Plan 2016 – 2018)
NAPLAN - Annual Report- Rosebery Primary School

- 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 rubric, post 2010 Writing results should not be compared to previous years.

2017

	Participating		Achieved NMS	
	No of Students	% of Students	No of Students	% of Students
Year 3				
Reading	55	96%	43	78%
Writing	56	95%	45	80%
Spelling	56	98%	44	79%
Grammar	56	98%	45	80%
Numeracy	54	95%	40	91%
Year 5				
Reading	64	93%	62	97%
Writing	66	98%	52	79%
Spelling	66	96%	61	92%
Grammar	66	98%	60	91%
Numeracy	61	88%	57	93%

2016

	Participating		Achieved NMS	
	No of Students	% of Students	No of Students	% of Students
Year 3				
Reading	82	95%	70	85%
Writing	85	92%	81	95%
Spelling	85	92%	75	88%
Grammar	85	92%	75	88%
Numeracy	85	92%	70	93%
Year 5				
Reading	53	95%	45	85%
Writing	55	95%	43	78%
Spelling	55	96%	47	85%
Grammar	55	96%	50	91%
Numeracy	54	96%	50	93%

Rosebery Primary School
Annual Performance Report to the School Community
2017
(Aligned to the Department of Education Strategic Plan 2016 – 2018)
NAPLAN - Participation - Rosebery Primary School

- 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 rubric, post 2010 Writing results should not be compared to previous years.

2017

	Participating		Participating		Not Participating		Not Participating	
	Exempt		Present		Absent		Withdrawn	
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3								
Reading	1	2	54	95	1	2	1	2
Writing	1	2	55	96			1	2
Spelling	1	2	55	96			1	2
Grammar	1	2	55	96			1	2
Numeracy	1	2	53	93	2	4	1	2
Year 5								
Reading			64	93	4	6	1	1
Writing			66	96	2	3	1	1
Spelling			66	96	2	3	1	1
Grammar			66	96	2	3	1	1
Numeracy			61	88	7	10	1	1

2016

	Participating		Not Participating	
	Present		Absent	
	No of Students	% of Students	No of Students	% of Students
Year 3				
Reading	82	95	4	5
Writing	85	99	1	1
Spelling	85	99	1	1
Grammar	85	99	1	1
Numeracy	85	99	1	1
Year 5				
Reading	53	95	3	5
Writing	55	98	1	2
Spelling	55	98	1	2
Grammar	55	98	1	2
Numeracy	54	99	2	4

Rosebery Primary School Annual Performance Report to the School Community 2017

(Aligned to the Department of Education Strategic Plan 2016 – 2018)

NAPLAN Proportion of students achieving at or above NMS - Rosebery Primary School

- 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 rubric, post-2010 Writing results should not be compared to previous years.

	2016		2017	
	No of Students	% of Students	No of Students	% of Students
Proportion of Year 3 students achieving at or above NMS in Numeracy				
Non-Indigenous	70	56%	46	98%
Indigenous	2	50%	3	50%
Proportion of Year 3 students achieving at or above NMS in Reading				
Non-Indigenous	61	55%	41	84%
Indigenous	2	60%	2	33%
Proportion of Year 5 students achieving at or above NMS in Numeracy				
Non-Indigenous	45	94%	49	92%
Indigenous	5	83%	8	100%
Proportion of Year 5 students achieving at or above NMS in Reading				
Non-Indigenous	40	87%	53	98%
Indigenous	5	71%	9	100%
Proportion of Year 7 students achieving at or above NMS in Numeracy				
Non-Indigenous				
Indigenous				
Proportion of Year 7 students achieving at or above NMS in Reading				
Non-Indigenous				
Indigenous				
Proportion of Year 9 students achieving at or above NMS in Numeracy				
Non-Indigenous				
Indigenous				
Proportion of Year 9 students achieving at or above NMS in Reading				
Non-Indigenous				
Indigenous				

Rosebery Primary School
Annual Performance Report to the School Community
2017
(Aligned to the Department of Education Strategic Plan 2016 – 2018)
NAPLAN - Achievement - Rosebery Primary School

-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 rubric, post 2010 Writing results should not be compared to previous years.

2017

	Below NMS		At NMS		Above NMS	
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3						
Reading	12	22	4	7	30	71
Writing	11	20	8	14	37	66
Spelling	12	21	7	13	37	66
Grammar	11	20	10	18	35	63
Numeracy	5	9	7	13	42	78
Year 5						
Reading	2	3	14	22	48	75
Writing	14	21	12	18	40	61
Spelling	5	8	4	6	57	86
Grammar	6	9	21	32	39	56
Numeracy	4	7	11	18	46	75

2016

	Below NMS		At NMS		Above NMS	
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3						
Reading	12	15	10	12	60	73
Writing	4	5	11	13	70	82
Spelling	10	12	15	18	60	71
Grammar	10	12	7	8	68	80
Numeracy	6	7	24	28	55	65
Year 5						
Reading	8	15	14	26	31	58
Writing	12	22	13	24	30	55
Spelling	8	15	8	15	39	71
Grammar	5	9	17	31	33	60
Numeracy	4	7	18	33	32	56

Rosebery Primary School
Annual Performance Report to the School Community
2017
(Aligned to the Department of Education Strategic Plan 2016 – 2018)
NAPLAN - Participation - Rosebery Primary School

- 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 nuoric post 2010 Writing results should not be compared to previous years.

	Participating Exempt		Participating Present		Not Participating Absent		Not Participating Withdrawn	
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
2017								
Year 3								
Reading	1	2	54	95	1	2	1	2
Writing	1	2	55	96			1	2
Spelling	1	2	55	96			1	2
Grammar	1	2	55	96			1	2
Numeracy	1	2	53	93	2	4	1	2
Year 5								
Reading			64	93	4	6	1	1
Writing			66	96	2	3	1	1
Spelling			66	96	2	3	1	1
Grammar			66	96	2	3	1	1
Numeracy			61	88	7	10	1	1

**Rosebery Primary School
Annual Performance Report to the School Community
2017**
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

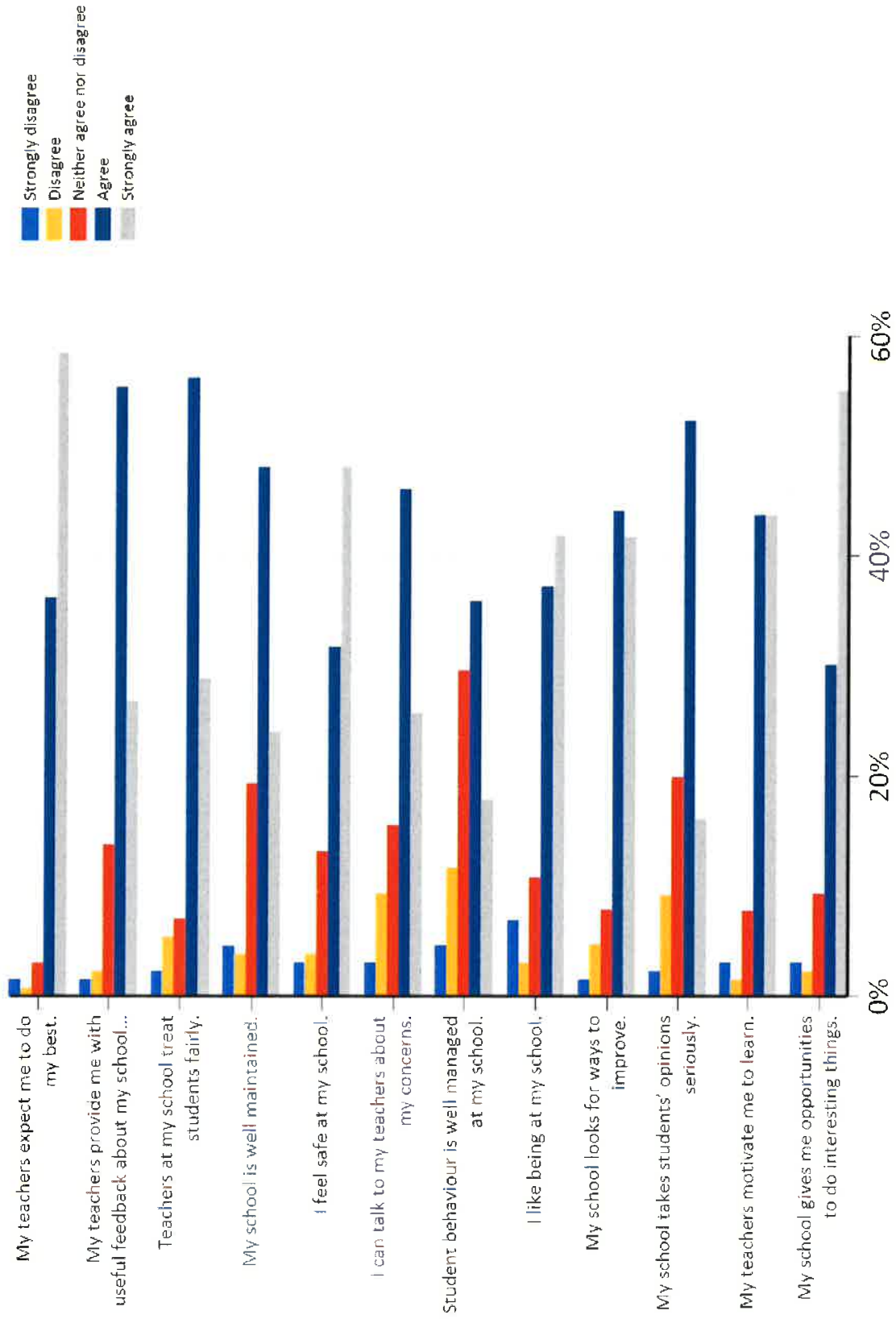
Student Enrolment, Attendance and Learning

Include Families as First Teachers program participation, where appropriate, and student enrolment and attendance data for all students and Aboriginal students for each year level in the whole school including preschool. For example:

	2016				2017			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	9	85.2%	87	88.0%	8	89.5%	86	91.0%
Transition	5	77.1%	61	90.1%	10	87.3%	78	90.4%
Year 1	12	92.2%	64	91.6%	6	85.7%	71	90.7%
Year 2	5	90.6%	63	92.4%	13	88.7%	68	90.2%
Year 3	12	88.6%	85	92.3%	6	90.9%	61	92.3%
Year 4	12	92.4%	69	93.2%	15	89.7%	95	90.9%
Year 5	7	85.6%	56	91.2%	12	94.4%	69	93.0%
Year 6	8	85.2%	49	92.3%	6	92.3%	54	91.9%
Rosebery Primary School	70	88.3%	535	91.6%	76	90.0%	682	91.3%

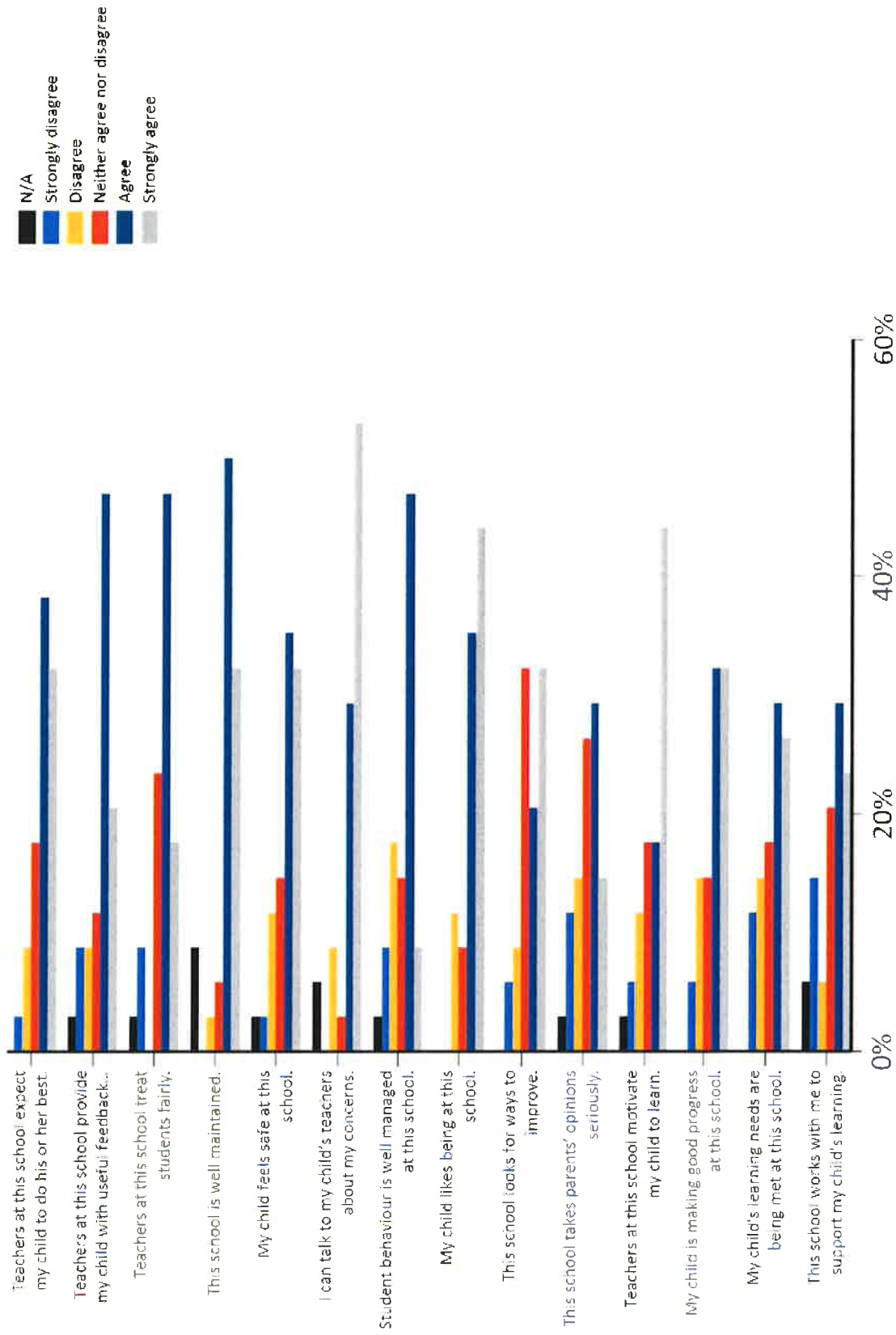
**Rosebery Primary School
Annual Performance Report to the School Community
2017**
(Aligned to the Department of Education Strategic Plan 2016 – 2018)
School Survey Results

Rosebery Primary School - 2017 Student Survey



**Rosebery Primary School
Annual Performance Report to the School Community
2017**
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

Rosebery Primary School - 2017 Primary Parent Survey



Rosebery Primary School
Annual Performance Report to the School Community
2017
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

Audited Financial Statements

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

Phone: 0418897757

Email: slee@bigpond.net.au
PO Box 475 Mudgeeraba QLD 4213

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 2017.

We have completed our audit of the financial report Rosebery Primary School Council Incorporated for the year ended 31 December 2017.

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.

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

Should you wish to discuss any aspects of your report or this letter, 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 FCPA
Director
16 January 2018

Rosebery Primary School
Annual Performance Report to the School Community
2017

(Aligned to the Department of Education Strategic Plan 2016 – 2018)

25/01/2018

Susanne Lee & Associates Pty Ltd
Certified Practising Accountants
PO Box 475
Mudgeeraba QLD 4213

Dear Susanne

This representation letter is provided in connection with your audit of the financial report of **Rosebery Primary School Council Incorporated** for the year ended 31 December 2017, for the purpose of expressing an opinion as to whether the financial report is presented fairly, in all material respects, in accordance with the relevant Australian accounting standards and the *Education Act* in the Northern Territory.

We confirm, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves, the following representations made to you during your audit:

Financial report

- We have fulfilled our responsibilities for the preparation of the financial report in accordance with Australian Accounting Standards as per note 1; in particular the financial report is fairly presented in accordance therewith.
- We have disclosed to you the results of our assessment of the risk that the financial report may be materially misstated as a result of fraud.
- Significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.
- All events subsequent to the date of the financial report and for which Australian Accounting Standards require adjustment or disclosure have been adjusted or disclosed.
- The effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial report as a whole. A list of the uncorrected misstatements is attached to the representation letter.

Information provided

We have provided you with:

- Access to all information of which we are aware that is relevant to the preparation of the financial report such as records, documentation and other matters.
- If requested information, explanations and assistance for the purposes of the audit. Unrestricted access to persons within the School from whom you determined it necessary to obtain audit evidence.
- All transactions have been recorded in the accounting records and are reflected in the financial report.
- We have disclosed to you all known actual or possible litigation and claims whose effects should be considered when preparing the financial report; and accounted for and disclosed in accordance with the applicable financial reporting framework.

General

- We have no plans or intentions that may materially affect the carrying values or classification of assets and liabilities.
- The School has satisfactory title to all assets, and there are no liens or encumbrances on such assets nor have any assets been pledged as collateral that have not been disclosed in the financial report.
- There have been no known instances of non-compliance or suspected non-compliance with laws and regulations or contractual agreements whose effects should be considered in preparing the financial report.

Fraud

- We acknowledge our responsibility for the design, implementation and maintenance of internal control to prevent and detect fraud and confirm we have disclosed to you:
 - a) the results of our assessment of the risk that the financial report may be materially misstated as a result of fraud
 - b) all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
 - i. management
 - ii. employees who have significant roles in internal controls or
 - iii. others where the fraud could have a material effect in the financial report and
 - c) All information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial report communicated to us by employees, former employees, analysts, regulators or others.

Rosebery Primary School
Annual Performance Report to the School Community
2017

(Aligned to the Department of Education Strategic Plan 2016 – 2018)

Commitments

- There were no material commitments for goods or services at year end, other than those disclosed in the financial report.

Liabilities

- There are no financial guarantee contracts in place to third parties which could be called upon in the event of a default, other than those disclosed in the financial report.

Inventory

- No inventory is stated at an amount in excess of cost.

Property, plant and equipment

- Rates of depreciation, applied to reduce book values of individual assets to their estimated residual values, reflect the rate set by the Department of Education.
- Allowances for depreciation have been adjusted for all significant items of property, plant and equipment that have been abandoned or are otherwise unusable.
- The school has no 'make good' obligations in respect of its property, plant and equipment for which it would be required to make a restorative provision under AASB 137 *Provisions, contingent liabilities and contingent assets* which have not been included in the financial report.

Taxation

- Adequate amounts have been accrued for taxes.

Electronic presentation of financial report

- With respect to presentation of the financial report on our website, we acknowledge that:
 - a) we are responsible for the electronic presentation of the financial report
 - b) we will ensure that the electronic version of the audited financial report and the auditor's report on the website will be identical to the final signed hard copy version

Yours sincerely,



School Council Representative - Chair/Treasurer

25/01/2018

Susanne Lee & Associates Pty Ltd
Certified Practising Accountants
PO Box 475
Mudgeeraba QLD 4213

Dear Susanne

This representation letter is provided in connection with your audit of the financial report of **Rosebery Primary School Council Incorporated** for the year ended 31 December 2017, for the purpose of expressing an opinion as to whether the financial report is presented fairly, in all material respects, in accordance with the relevant Australian accounting standards and the *Education Act* in the Northern Territory.

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- We have disclosed to you the results of our assessment of the risk that the financial report may be materially misstated as a result of fraud.
- Significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.
- All events subsequent to the date of the financial report and for which Australian Accounting Standards require adjustment or disclosure have been adjusted or disclosed.
- The effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial report as a whole. A list of the uncorrected misstatements is attached to the representation letter.

Information provided

We have provided you with:

- Access to all information of which we are aware that is relevant to the preparation of the financial report such as records, documentation and other matters.
- If requested information, explanations and assistance for the purposes of the audit. Unrestricted access to persons within the School from whom you determined it necessary to obtain audit evidence.
- All transactions have been recorded in the accounting records and are reflected in the financial report.
- We have disclosed to you all known actual or possible litigation and claims whose effects should be considered when preparing the financial report; and accounted for and disclosed in accordance with the applicable financial reporting framework.

General

- We have no plans or intentions that may materially affect the carrying values or classification of assets and liabilities.
- The School has satisfactory title to all assets, and there are no liens or encumbrances on such assets nor have any assets been pledged as collateral that have not been disclosed in the financial report.
- There have been no known instances of non-compliance or suspected non-compliance with laws and regulations or contractual agreements whose effects should be considered in preparing the financial report.

Fraud

- We acknowledge our responsibility for the design, implementation and maintenance of internal control to prevent and detect fraud and confirm we have disclosed to you:
 - a) the results of our assessment of the risk that the financial report may be materially misstated as a result of fraud
 - b) all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
 - i. management
 - ii. employees who have significant roles in internal controls or
 - iii. others where the fraud could have a material effect in the financial report and
 - c) All information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial report communicated to us by employees, former employees, analysts, regulators or others.

Commitments

- There were no material commitments for goods or services at year end, other than those disclosed in the financial report.

Liabilities

- There are no financial guarantee contracts in place to third parties which could be called upon in the event of a default, other than those disclosed in the financial report.

Inventory

- No inventory is stated at an amount in excess of cost.

Property, plant and equipment

- Rates of depreciation, applied to reduce book values of individual assets to their estimated residual values, reflect the rate set by the Department of Education.
- Allowances for depreciation have been adjusted for all significant items of property, plant and equipment that have been abandoned or are otherwise unusable.
- The school has no 'make good' obligations in respect of its property, plant and equipment for which it would be required to make a restorative provision under AASB 137 *Provisions, contingent liabilities and contingent assets* which have not been included in the financial report.


Taxation

- Adequate amounts have been accrued for taxes.

Electronic presentation of financial report

- With respect to presentation of the financial report on our website, we acknowledge that:
 - a) we are responsible for the electronic presentation of the financial report
 - b) we will ensure that the electronic version of the audited financial report and the auditor's report on the website will be identical to the final signed hard copy version

Yours sincerely,



School Council Representative – Chair/Treasurer

ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
for the year ending 31 December 2017

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

Phone: 0418897757
Email: suelce@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 2017

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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 2017

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 2017.

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.

J. Hayes

JODY HAYES

Chairperson

Dated: 25/1/18.

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 December 2017 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 2017 and its financial performance for the year then ended.



Susanne Lee FCPA
Director
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January

2018

Rosebery Primary School Council Incorporated
Statement of Financial Position
December 2017

	This Year	Last Year
ASSETS		
Current Assets		
Cash at Bank		
Cheque Account	\$412,608.47	\$585,405.08
Total Cash at Bank	\$412,608.47	\$585,405.08
Cash on Hand		
Petty Cash	\$650.00	\$650.00
Till Float RM	\$150.00	\$150.00
Canteen Float	\$100.00	\$100.00
Total Cash on Hand	\$900.00	\$900.00
Trade Debtors		
Trade Debtors	\$4,501.00	\$0.00
Prepayments		
Prepaid Expenses	\$318.79	\$1,551.08
Inventories		
Stock on Hand	\$65,505.06	\$41,349.77
Total Current Assets	\$483,833.32	\$629,205.93
Non-Current Assets		
Plant & Equipment at Cost	\$118,181.82	\$0.00
Accumulated Depreciation	-\$12,886.68	\$0.00
Total Non-Current Assets	\$105,295.14	\$0.00
Total ASSETS	\$589,128.46	\$629,205.93
LIABILITIES		
Current Liabilities		
Deposits Held - 3rd Parties		
Staffroom Levy	\$809.48	\$134.96
2017 BTS Vouchers	\$0.00	-\$2,070.00
Total Deposits Held -3rd Parties	\$809.48	-\$1,935.04
Trade Creditors		
Trade Creditors	\$0.00	-\$7,908.00
GST Liability		
Net GST	\$0.00	-\$1,040.30
Other Accrued Expenses		
Accrued Expenses	\$5,976.75	\$16,200.00
Total Current Liabilities	\$6,786.23	\$5,316.66
Non-Current Liabilities		
Total Non-Current Liabilities	\$0.00	\$0.00
Total LIABILITIES	\$6,786.23	\$5,316.66
Net ASSETS	\$582,342.23	\$623,889.27
EQUITY		
Accumulated Funds	\$623,889.27	\$614,022.59
Current Year Operating Surplus/(Deficit)	-\$41,547.04	\$9,866.68
Total EQUITY	\$582,342.23	\$623,889.27

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 2017

	This Year	Last Year
INCOME		
Grants And Subsidies		
Commonwealth Grants via DoE	\$102,829.41	\$400.00
Commonwealth Grants direct to Schools	\$40,436.36	\$20,134.55
Other Grants from DoE	\$1,105,046.83	\$1,031,567.69
Other Grants from NTG Departments	\$46,479.90	\$61,859.93
Third party Grants - External	\$12,810.96	\$17,329.75
Total Grants and Subsidies	\$1,307,603.46	\$1,131,291.92
Sale Of Goods & Services		
School Council Projects	\$228,337.67	\$201,272.09
Student Activities	\$93,262.55	\$73,182.22
Total Sale of Goods & Services	\$321,600.22	\$274,454.31
Interest Received		
Interest Received	\$4,691.11	\$6,936.97
Miscellaneous Income		
Receipts/Reimbursements – Other Government Schools	\$0.00	\$10,000.00
Total INCOME	\$1,633,894.79	\$1,422,683.20
EXPENSES		
Employee Expenses		
Salaries & Related expenses	\$370,926.65	\$355,720.36
Superannuation	\$35,372.92	\$33,793.57
Workers Compensation	\$0.00	\$786.40
Total Employee Expenses	\$406,299.57	\$390,300.33
Purchase Of Goods & Services		
School General Expenses	\$243,553.02	\$169,585.26
Administrative Expenses	\$52,643.51	\$31,662.54
Motor Vehicle Expenses	\$1,418.13	\$93.37
Student Activities	\$127,610.19	\$99,178.55
Student IT	\$46,963.08	\$1,508.92
Admin & Communication	\$100,996.58	\$110,676.38
Curriculum	\$101,433.27	\$60,818.56
Non-Core Activities	\$36,321.54	\$8,156.50
Payments to Other Government Schools/Agencies		
Total Purchase of Goods & Services	\$710,939.32	\$481,680.08
Repairs & Maintenance		
Urgent Minor Repairs	\$39,732.22	\$46,096.35
Non Urgent Minor Repairs	\$8,121.10	\$19,556.45
Total Repairs & Maintenance	\$47,853.32	\$65,652.80
Depreciation and Amortisation		
Depreciation and Amortisation	\$12,886.68	\$0.00
Property Management		
Essential Services	\$214,612.22	\$219,237.20
Cleaning	\$145,285.27	\$116,227.67
Grounds	\$109,594.17	\$107,574.91
Property Management - Other	\$27,971.28	\$32,143.53
Total Property Management	\$497,462.94	\$475,183.31
Total EXPENSES	\$1,675,441.83	\$1,412,816.52
Net PROFIT/(LOSS)	(\$41,547.04)	\$9,866.68

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 2017

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.

