

Rosebery Primary School

Annual Performance Report to the School Community

2018



School Overview

Our School

Rosebery Primary School is in its 9th year of operation and has had a steady growth of students over the past years. In 2018 we started the school year on just over 600 students which saw the need to have another two demountable classrooms added to the previous two. Our school demographics have slowly changed over the years with our cohort being highly representative of Defence families, a growing number of students with Language backgrounds other than English and still a relatively low number of Aboriginal or Torres Strait Islander students.

Our school **Mission:** Respectfully and cooperatively striving for excellence with confidence, integrity and resilience.

Accompanied by our **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)

Forms the basis for everything we do and how we do it at Rosebery Primary School.



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 we achieve success. 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.

At Rosebery Primary School we pride ourselves on working across our school to ensure everyone works collaboratively through learning structures. Our co-teaching model reflects the collegial and collaborative learning that takes place in each of our classrooms between teachers and between students as well. We have a major focus on Restorative Practices to ensure students are able to see the harm that may have been done and repair those relationships so we have a harmonious school. Parents are also given the opportunity to be involved with this to ensure they have a deeper understanding of the process we use at school so it can be replicated at home.

Our Staff

In 2018 Rosebery Primary staff has a range of roles including administration, operational, teaching, support staff and maintenance staff. One long term Principal who has been at the school since 2012, two Assistant Principals who are also long term staff, five Senior Teachers, 1.6 Special Ed teachers, a Special Education Assistant, 8 Classroom Support Officers, 1 Finance Manager, 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 maintenance officer, 2 Transition Support Aides, 2 Preschool Assistants and 25 classroom teachers, 3 specialist teachers, a resource teacher and an Indonesian and Japanese Teacher who attend two days per week. We have very motivated, passionate and professional staff who work at the standard expected 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.

As a school that lives up to the Educational Brief as having a Performing Arts focus, we have three of our staff who work in the area of the Performing Arts across our school conducting lessons in music including singing, dance and drama with another specialist teacher teaching Physical Education.

From our staff 1 identifies as Indigenous, 2 from New Zealand, 1 from the Philippines, 2 from Samoa with the remainder being Australian. This makes for an important 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.

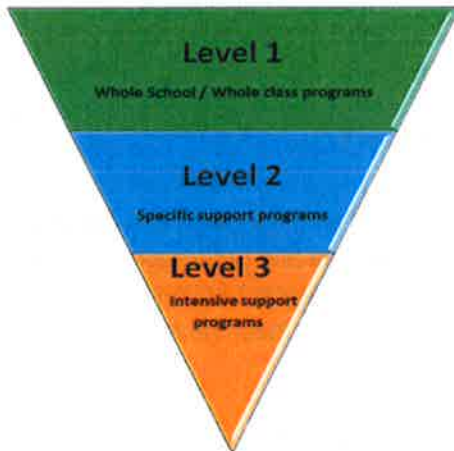


Tineale Browne
2018 nominee Support Staff Officer of the Year

Most of our teaching staff hold Bachelors of Education with some staff being qualified in dance, music and Special Education. Three of our staff have a Masters of Education and we have one senior teacher who is also a Highly Accomplished Lead Teacher (HALT). 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. One of our Special Education Support staff were nominated for Support Staff of the Year Award which shows how dedicated our Enrichment team are with our Senior Teacher Special Education having won in her nominated area in 2017.

Our Students

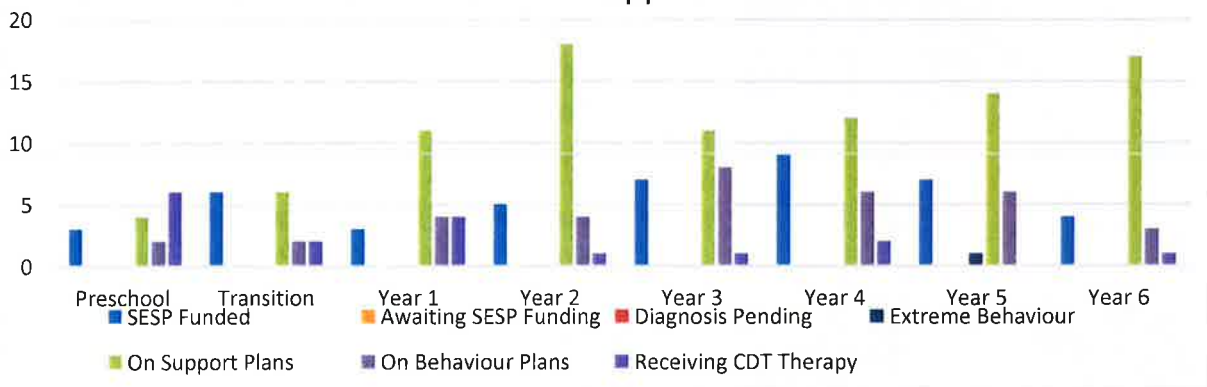
Rosebery Primary School has been open since 2011 with our student enrolment growing each year. This year we started the year on 610 enrolments falling to approximately 536 at the end of the year due to the Impex project coming to a close with many families returning interstate and overseas. Our cohort of students is very diverse with approximately 14% Indigenous and approximately 37% with Background Other Than English (LBOTE). We have a range of approximately 40 different languages other than English spoken by our multicultural student cohort. We also have approximately 33% of our students who require educational adjustment plans of some type. These students also access intervention at either Tier 1, 2 or 3 level.



We have a very careful way of documenting and tracking all our students with additional needs. This is a snapshot of students across our school who are recognised as requiring additional support. We have a very well organised Enrichment Hub where students are provided the support needed to be safe, happy and learn starting at their point of need whilst at Rosebery Primary School.

Rosebery Primary School has always had high numbers of students with special need ranging from diagnosed to pending a diagnosis, those who have a trauma background and those who are on Support Plans for learning difficulties possibly not diagnosed or identified. By the end of 2018 we had approximately 58 funded students with a further 150 on support plans which equates to almost 25% of our student cohort receiving some form of intervention other than classroom differentiation. This graph below shows the type of support identified students receive.

2018 Student Education Support at November 2018

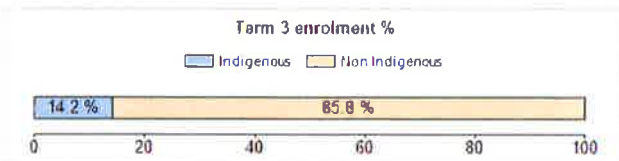


Term (**VALIDATED**): Latest Validated Term data

CURRENT VALIDATED: Term 3, 2018

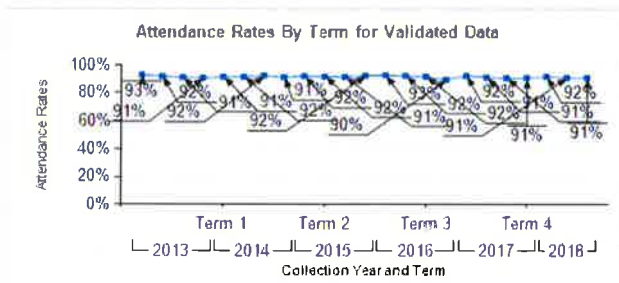
Indigenous Status	Enrolments	Attendance Number	Attendance Rate
Indigenous	80	69	87.2%
Non Indigenous	481	440	91.5%
Total	560	509	90.9%

Source: Enrolment and Attendance (Validated data)



Source: Enrolment and Attendance (Validated data)

Attendance Number reflects the number of students that attend on average on any given day for the period (Attendance number is not published)



Source: Enrolment and Attendance (Validated only)

Our attendance plan consists of keeping a close record of all non-attendance. When there is no notification our Enrolment and Attendance officer follows up first with the classroom teacher then a call to parents. This is documented and regular reminders go into the school newsletter about how important school attendance is and notification if sick. We have a process of following up with parents on a term basis via phone call, email and letter to encourage communication with the school and attendance at school. Families going on extended holidays are required to have a meeting with the Principal to discuss the reasons for holidaying during school time and if sanctioned work will be provided whilst away so that the lack of school attendance on learning is minimised.

Retention of students has always been a focus for us considering our very transient cohort. We

have a large contingent of Defence families and until the end of 2018 lots of Inpex worker families. When retention is so important to measure growth over time particularly with NAPLAN results, this makes it difficult to grow our NAPLAN results over a 2 year period between Year 3 and Year 5. It is difficult to see any real gain in our NAPLAN results as our cohort of matched students is quite small.

The notion of retaining students for longer than a 2 years period is attractive and there are strategies in place however, not realistic considering the demographics we currently have at Rosebery Primary School.

Real Retention Rate:

The Real Retention Rate looks at students enrolled in Week 4 Term 1 who are still enrolled in Week 8 Term 4 of the same year.

Year	Real Retention Rate
2003	100.0%
2004	100.0%
2005	100.0%
2006	100.0%
2007	100.0%
2008	100.0%
2009	100.0%
2010	100.0%
2011	88.7%
2012	83.7%
2013	87.1%
2014	78.8%
2015	87.6%
2016	84.8%
2017	85.3%
2018	84.1%

Year	Real Retention Rate
2011	81.8%
2012	80.4%
2013	69.8%
2014	65.2%
2015	83.3%
2016	81.1%
2017	90.1%
2018	84.3%

Year	Real Retention Rate
2003	100.0%
2004	100.0%
2005	100.0%
2006	100.0%
2007	100.0%
2008	100.0%
2009	100.0%
2010	100.0%
2011	89.3%
2012	84.2%
2013	89.5%
2014	80.2%
2015	88.1%
2016	85.3%
2017	84.6%
2018	84.0%

Source: Student Activity

Our Community

Our community is welcoming, friendly and supportive and we welcome parents at school anytime. Our Defence Support Transition Aid (DSTA) supports our Defence families and runs programs throughout the year that helps address student needs when settling into a new school or just trying to make friends. One of those programs is the Feelings program which allows students to talk about their feelings and manage them more appropriately.



Lunchtime craft sessions are conducted for students who want to bring along a friend and be together in a safe and supportive environment. The DSTA takes on the role of organising ANZAC Day commemorative ceremonies as well as any liaison between Defence personnel and school.



Anzac Day ceremony and talks by Defence community back in classrooms afterwards.



Our DSTA also gets assistance on Sports Day from the Marines program. These days are well attended and enjoyed by all of the community.



Principal's Report

Rosebery Primary School has completed its 8th year with our student numbers swelling to almost 600. Additional classrooms were added late in the year to accommodate this growth and this has placed the school at capacity for those additional classrooms as well.

Having said that we have a great community and willing parent body to support the vision of the school and to support their children in their learning. At Rosebery Primary School we differ to other schools where we are architecturally designed to co-teach. This defines our pedagogical practice and allows us to engage in greater collaboration and cooperative learning across our school.

Play-based Investigations in Early Years from Pre-2 moving into Inquiry Learning in years 3-6 allows our students to develop the skills necessary to navigate the social and interactive world they are moving into as young people. We prepare them for the next iteration of their lives by upskilling them in collaboration, co-operation, creativity and igniting a sense of curiosity.

A major focus of the school is the Performing Arts areas. Two school choirs, up to 3 dance groups one being our Rosebery Dance Troupe who perform in the community for community events including on stage at the annual BEAT. We have a large cohort of students who are very creative and undertaking a variety of instrumental lessons, percussion lessons, drumming lessons as well as Polynesian dance and contemporary dance.

Academically teachers differentiate for their students within their class as well as identifying students who require additional support or intervention to assist them to access the curriculum. Teachers are constantly being provided with professional learning in the areas we are looking to improve across the school. Teachers work with students to set learning goals and assist them to achieve them. This is recognised as assisting students to take responsibility for their own learning yet supported by their teachers.

The area of Special Education under the banner of The Enrichment Hub has been a major focus for our school throughout 2018. We have grown our programs to cater for student needs from the highest support needs students to those who have a talent that can be nurtured and fostered to grow. The interest we have seen in the way in which we manage The Enrichment Hub has been exponential with visits from various schools, corporate staff and interstate visitors. This is a model that requires funding to be sustainable into the longer term but we have managed to set it up well within our Global School Budget.

The future of Rosebery Primary School to sustain our Performing Arts programs, Play-based Investigations moving into Inquiry learning and our Enrichment Hub is bright. This is a sound pedagogical model with a focus on igniting curiosity and creativity through hands on learning. Continued connection with community is vital for this success to continue and flourish.



Gail Smith
Principal

Engage: Increase the number of students attending school more than 80 per cent.

Throughout 2018 many measures were taken to improve and sustain a high level of student attendance.

Parents were advised through newsletters in the form of year level attendance graphs and advised through Principal reports on the schools current attendance focus and whole school attendance status.

Our administration staff remained vigilant around daily contact with families regarding un-notified absences and working through departmental processes when dealing with extended periods of non-attendance. This also applied to students who had continual patterns of lateness. The development of an attendance plan for some families was put in place in conjunction with the Truancy team.

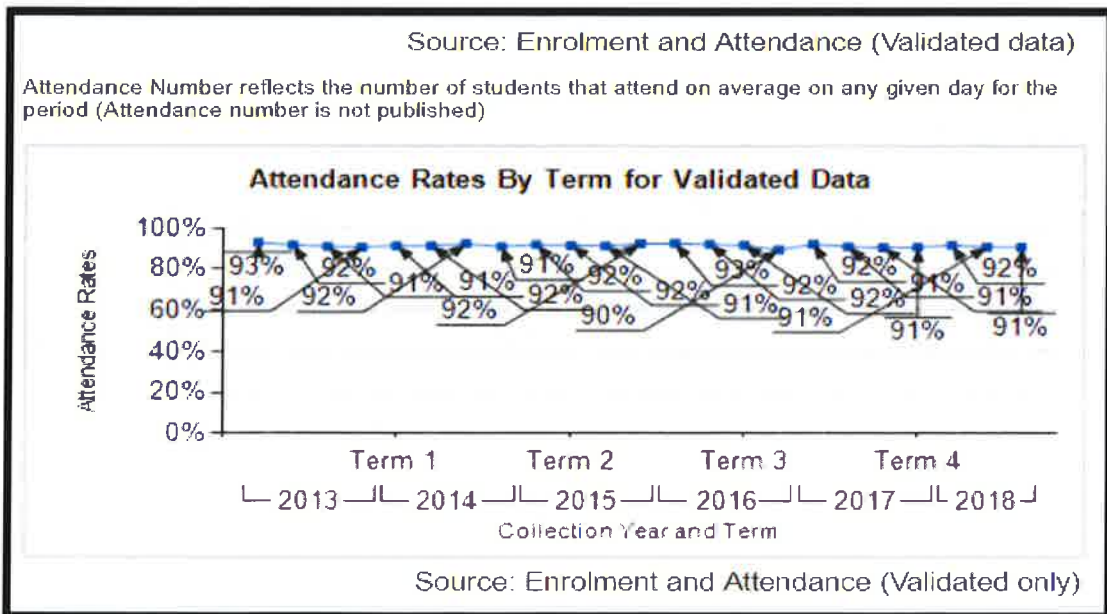


Rosebery THE TURTLE TIMES 23rd November 2018
Term 4, Week 6

Dear Parents/Carers,

With the end of the year drawing near we are consolidating our plans for 2019 with our leadership team undertaking a full day planning session. Our strategic goals to draft form, the areas that we focussed on in 2018 will largely continue to be consolidated with a few tweaks to move our goals forward. The areas of focus are:

- Increase the number of students attending more than 80%
- Improve student's two year gain in NAPLAN writing in Years 5, 7 and 9.
- Develop a clear pathway and plan for inquiry-based investigations to inquiry learning from P-6.
- Enhance the inclusive practices of The Enrichment Hub to embed quality programs for students with specific learning needs across the school.





The Pop Up playgrounds that the children use each recess and lunch in our Early Years play areas are still very successful and children enjoy being in control of their play, taking risks, creating, problem solving and developing their social skills in a space created by them. We have had so much success with these areas that we will be creating another Pop up Playground in our Year 3 area in 2019.

next >>
>> year

To continue to develop the success and clear pathway from Play to Inquiry at Rosebery Primary 2019 will see us continuing to develop staff members' professional knowledge around play based and inquiry learning. We will send more Early Years teachers to Anula for the 2 day study tour to continue to develop a strong understanding of play based learning. The Transition Teachers and the Early Years Senior Teacher will be attending the AAP (Age Appropriate Pedagogy) professional development to help further develop their understanding of the best pedagogy to use in Early Years.

The senior teachers will co-present on our 2019 startup day a presentation on the smooth pathway from Investigations in the early years to Inquiry in the primary years. Both Senior Teachers will work closely together to mentor, model, scaffold and coach teachers throughout the year to continue to gather data and develop teachers' understandings of play based learning and inquiry.

Inquiry Learning in the Primary Years.

In 2018, Inquiry and STEM learning was offered to a number of classes within the primary area as part of teachers non-contact. Students in Year 4 participated in a coding program with mice to develop and design codes to begin the basic understandings of following specific steps to make their mouse move. By the end of the year each student was able to code more complex program to have their mouse move through specific tasks. Students were able to identify errors within their codes and modify to be successful. In Semester Two, Students in Year 4 had developed the basic skills of coding and programming. Students further developed their skills by using the web based coding program of Scratch and began to develop more complex coding sequences of using Spheros and tablets to prepare them from coding in the Upper Primary Area.

Students in Year 5 started with a whole class inquiry on bridges. Through this process students inquired about different bridge designs and their features. Students in Kagan groups were then required to plan and design a bridge from their inquiry learning. Students then had to construct and test their bridges to ensure that it met all of the correct features to be classified as a particular type of bridge. Students in Year 6 followed the same process of inquiry and delivery as the Year 5 students. These students had a change of focus and inquired about Chariots. This particular type of learning aligns with the General Capabilities from the Australian Curriculum. All students are involved and engaged in all aspects of the lessons.



Year 4 students Coding With Mice.



Year 5 students bridge inquiry.



Year 6 students chariot Inquiry.

Rosebery Robotics club

This year was the first year that students in Year 5 and 6 had the opportunity to join the Rosebery Robotics Club. This was two sessions per week. Students applied through an application process to be selected. Students spent time building and constructing a simple robot, to then begin learning how to program and code to make the robots move. Students used Lego Mindstorms.

This was a semester long program. Students worked in collaborative teams to choreograph a 2 minute stage performance to compete in the Annual Robocup competition. This began at a local level where students compete, to then move into National level of competing to international. Rosebery Primary School entered three teams into on-stage performance as this was our first time. We surprised ourselves and placed 2nd overall.

In Semester Two, the students who were in Rosebery Robotics club would still meet once a week to further develop their skills to begin working on Rescue and Soccer for next year competition. On the other session the "experts" began working with students in Years 3 and 4 to introduce mentor and coach them to begin the process of working with Lego Mindstorms. This allowed the older students to pass on their skills and knowledge so that we could maintain a number of students who could join the Rosebery Robotics Club in 2019.



The 2nd place winners and robot.

Professional Learning

During the Christmas break the Senior Teacher Primary and ICT Manager attended two workshops to learn how to use Lego Mindstorms. From this session they were able to work with students to develop their skills and understandings of introducing coding and programming.

In Term One, 3 staff from the Primary years attended Kath Murdoch's 'Power of Inquiry' one day professional learning at Wulagi Primary School. These three teachers began using their new knowledge to develop small inquiry based learning opportunities within their classrooms with the support from the senior teacher and ICT Manager.

Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9

Writing has been a significant focus area for a number of years in a number of ways. 2018 saw continued investment in the professional learning and experience of staff, delivered in-house and externally.

4 additional staff undertook training from Sheena Cameron on the Writing Book and effective pedagogy teaching writing. This brings the total to 9 staff with explicit "training" implementing the approached in their classrooms. Through meetings these teachers were invited to share their "favourite Sheena" strategy with other staff and explain the focus skill and value of student work it enhanced. This was well received from staff as reflected through anecdotal and informal check-ins with staff in various hubs in the school.

An ongoing focus was effective confirming and A-E judgements. Whole school confirming sessions were hosted in both semesters. For the semester 2 session this included a writing focus on the writing tasks of ESL students. This allowed teachers to make the connections between the AC English curriculum and the NTCF ESL levels to support judgements of student work and to identify areas of growth.

There was greater consensus between initial judgement and confirmed level than in previous sessions which as favourable. While this is an improved area; there is still growth needed in the design of effective assessment tasks and integration of teacher understanding of writing across learning areas. This will become a key target for 2019 work.

A significant piece of professional learning was whole school professional learning day, Term 3. As can be seen through the attached agenda data played a critical role in furthering teacher skills to target writing. Teachers worked with semester 1 class level data and whole school distributions of A-E grades. Teachers were supported to draw hypotheses from their data, to triangulate their data. Several conclusions were drawn; the need to meet deadlines for storing data, the importance of making connections between grades and other data sources.

After initial whole staff discussions, teachers worked in year level teams to examine spread of achievements, other data sources and levels of correlation. Staff used a First Steps data wall template to analyse spread of students within a phase then selected a cohort of students to target and implement strategies from the First Steps suite. See attached data walls and target strategies sheets. As you can see from personal notes teachers undertook reflections and commentaries.

In Term 2, 4 staff participated in regional ESL moderation sessions. There was considerable growth of understanding and fresh experience for 2 neophyte teachers. An experienced teacher realised, through professional dialogue, a misconception of her understanding of ESL levels. This was about not registering the need for paragraphs within a particular level. This was learning she shared repeatedly though in-house confirming sessions and staff discussions. This gained insight was invaluable for staff growth and consolidation in "cleaning" data for real progress.

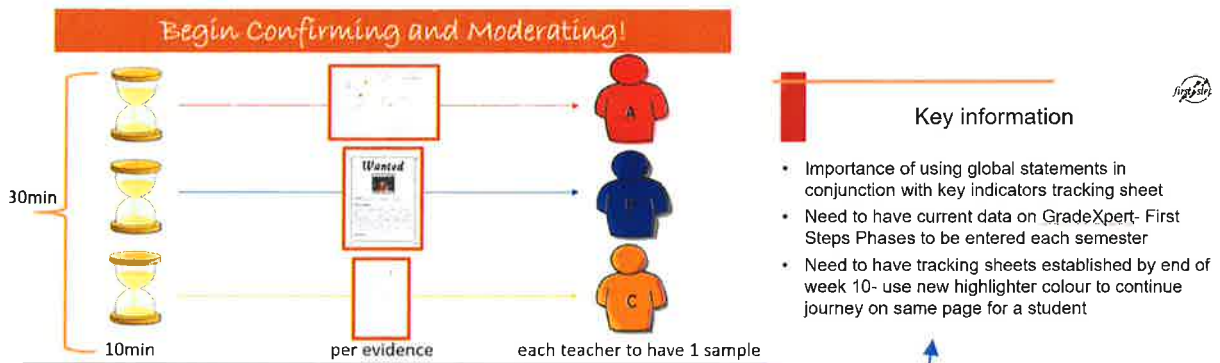
There remains some areas of growth and work needed across 2019 for both students and teachers. There remains a lack of extensive growth across the use of a variety of sentence structures and the precision of vocabulary choices within student writing. More refined use and understanding of the whole school program; *Words their Way* may help students to better understand some spelling rules which hopefully in

turn will increase confidence in selecting more sophisticated vocabulary which often has more complex spelling. Lyn Stone has been contracted to deliver a whole school professional development day to support these goals.

It is the aim of the 2019 Literacy group to extend on data work of 2018 and to develop a template which will better allow teachers to triangulate data between school programs, English learning area and other frameworks such as systemic testing.

A key deliverable for 2019 is work on the design of assessment tasks to support teachers to more effectively target the achieved learning of students. This enhances the earlier work within the confirming phase and backward maps to the clarifying phase of the quality assurance assessment cycle.

Writing throughout 2018 in pictures



How are you tracking?

Use 4 corners of the room



Front left- highly confident have formal training using First Steps Writing materials

Front right- reasonably confident, have developed knowledge of materials through own professional reading and classroom use

Back right- limited knowledge but open to discovery

Back left- have no (or next to no) idea what I am talking about but open to discovery

Excerpts from Professional Learning sessions in staff meetings.

Time	Activity	Location
10:00 – 10:30	Session 3 – Writing Focus using data to inform practice	Staffroom
10:30 – 12:30	<ul style="list-style-type: none"> Highlight connections from DoE strategic direction to RPS to classroom writing improvements Investigate writing data from across the school Identify common assessment sources across the school to assess writing achievement Access BIC to create own data reports Triangulate data sources from A-E grades, First Steps, GradeXpert student maps Create A3 Writing Data Wall for each class Identify target group for afternoon planning session 	Rachel
12:30 – 1:00	Lunch (provided)	
1:00 – 3:00	Session 4 extension of session 3 moving into collaborative team discussions/planning Supporting Resources: First Steps Writing books, Sheena Cameron Writing Book, Kagan Literacy Books	Individual year level teams supported by leadership team

Agenda Professional Learning Day 1 Term 3 2018

Year Level: Year 4 Class: 4 Hungry

Year Level	Reading and Writing	Speaking and Listening	Thinking and Creativity
Year 1	L1P	L1A	L1P
Year 2	L2P	L2A	L2P
Year 3	L3P	L3A	L3P
Year 4	L4P	L4A	L4P
Year 5	L5P	L5A	L5P
Year 6	L6P	L6A	L6P
Year 7	L7P	L7A	L7P
Year 8	L8P	L8A	L8P
Year 9	L9P	L9A	L9P
Year 10	L10P	L10A	L10P
Year 11	L11P	L11A	L11P
Year 12	L12P	L12A	L12P

Teacher comments to link AC grade to NTCF ESL levels

L3P or 4 is not level.

Students	Students	Students
Handwritten student names in a list.	Handwritten student names in a list.	Handwritten student names in a list.

Classes with First Steps phase information to identify a target group

Teacher notations to meet the needs of targeted students within their First Steps phase.

First Steps Phase focus	<p>Use devices Conventional</p> <p>→ Use devices when attempting to influence the reader</p> <p>→ Selects way to represent people and ideas to create specific effects in informational texts.</p>	<p>Bianca Taha</p> <p>Ele</p> <p>Braxton</p> <p>Chelsea</p> <p>Arsh</p> <p>Aya</p> <p>Mah</p> <p>Karla</p> <p>Chloe Kelly</p> <p>Izzy Frank</p> <p>Harriet Jindal</p> <p>Tyran</p> <p>Aliah</p>
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Selected Strategies	Activities	Notes
Continue to teach strategies used throughout the writing process	Synthesising, summarising, questioning, concluding	→ 1 st Steps books 2 Michaels + a Mission book
Continue to teach students to plan, record and organise information	Use guided reading books + groups as a starting point	
Continue to teach students to plan for writing in a variety of ways	Graphic organiser, storyboard, planning, KWL, KWLAN, showing of ideas	Different coloured pens for planning/typing and organizing 2 x different colour pens for editing

Various First Steps Phases displays in rooms



Grow: Increase the number of Student Leadership and Wellbeing activities and spaces across the school.

Student Leadership

Student Voice Positive Choice

2018 saw the launch of 'Student Voice Positive Choice' this initiative was in response to a number of social issues including bullying, isolation and other anti-social behaviour. Its aim was to encourage Palmerston City School students to work together, have a strong voice, and to make positive choices in the community.



22 students from Palmerston City Schools formed a united Student Leader Coalition and derived their values on being: Show Respect and Compassion, Be Brave and Positive. On March 8 2018 student leaders from Palmerston City Schools participated in a Student Voice Positive Choice Workshop during which they



developed key leadership skills, engaged in team building activities and identified key values to support the Student Voice Positive Choice initiative.



Our selected Student Leader Coalition representatives continued to work collectively to promote and project the initiative across a number of Palmerston Primary School.

School and Sport

House Leaders

Our 2018 Sports House leaders led lunchtime activities, and our annual Sports Day.



The Enrichment Hub

In 2018 our Enrichment Hub continued to provide alternative educational programs for students presenting with high behavioural disengagement, ASD, Intellectual Impairment or undiagnosed disabilities.

The Enrichment Hub focused on three key learning areas and two key components with specific goals relevant to the individual:

Key Learning Areas:

1. Attend to and participate in non-preferred activities.
2. Social Interaction skills
3. Self-regulation and social emotional development

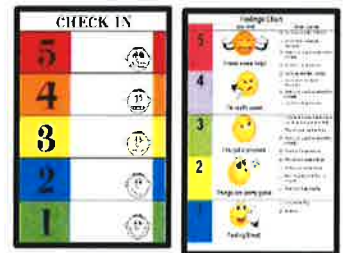
Key Components

1. Skill development of the student and transference of these skills into their mainstream classroom.
2. Support and upskill the classroom teacher to facilitate successful transition for the student back into the mainstream class.

The Enrichment Hub also continued to work closely with parents and teachers to support students that needed assistance with communication, social interactions, defiant and disruptive behaviours, sensory processing disorders, including differentiation techniques designed to accommodate differing learning styles.

Regulation – Engine Rooms

Regulation spaces were further resourced around the school, with small engine rooms in the hub spaces for students to access and larger rooms in the gym space and preschool. These spaces were for some students to access whilst other were able to access throughout the day for movement or regulation breaks. They are designed for heavy work to regulate the central nervous system and provide better sensory integration.



Positive Behaviour Support Framework
5 point Behaviour Scale



Functional Fitness

Selected students participated in a functional fit program that targeted health and fitness. This program also incorporated heavy work (jump, run, throw) activities which focused on regulating the central nervous system. Regulation tasks were used to improve attention, proprioceptive input to the muscles and joints, body awareness, and calming to help minimize poor behaviour.



Cross-Fit

The 2018 Functional Fitness program also expanded into CrossFit sessions conducted by professional trainers at our local CrossFit Gym.



Kids Connect Club

A weekly program was conducted at lunchtimes which was open to all students within the school. This program was aimed to assist students with building friendships and improving their social skills through craft and game type activities in a safe and nurturing environment.



YMCA Swimming Program

The 2018 YMCA swim program focused on building social skills and life skills through structured and unstructured water activities.



Defence

Lunchtime

Craft

Club

Our 2018 defence lunchtime craft club allowed our defence students a supportive and nurturing environment to discuss and address issues relating to parental posting, relocation and social and emotional wellbeing.



Pop-Up Playgrounds

Our Pop-Up playgrounds were implemented into existing community spaces, designed to ignite playfulness, creativity and fun.



Student Wellbeing through the Performing Arts

2018 Rosebery Primary School Dance Troupe

Throughout 2018 our Rosebery Dance Troupe continued to provide 34 Yr. 5/6 students the opportunity to build positive relationships, develop a strong sense of self through public performance, a strong group identity and parental support.



BEAT Festival



Sea Breeze Festival



**Demonstration
Dancing at Bees
Creek PS**



Gateway Christmas Parade



**Dance
Camp**

2018 Polynesian Dance Groups



In 2018 our Polynesian Dance group was initiated. This was led by two of our support staff members and was targeted at developing and nurturing strong student identity both culturally and socially through Polynesian Dance.

2018 Rosebery Primary School Choirs Primary Years (part of the BEAT 2018)



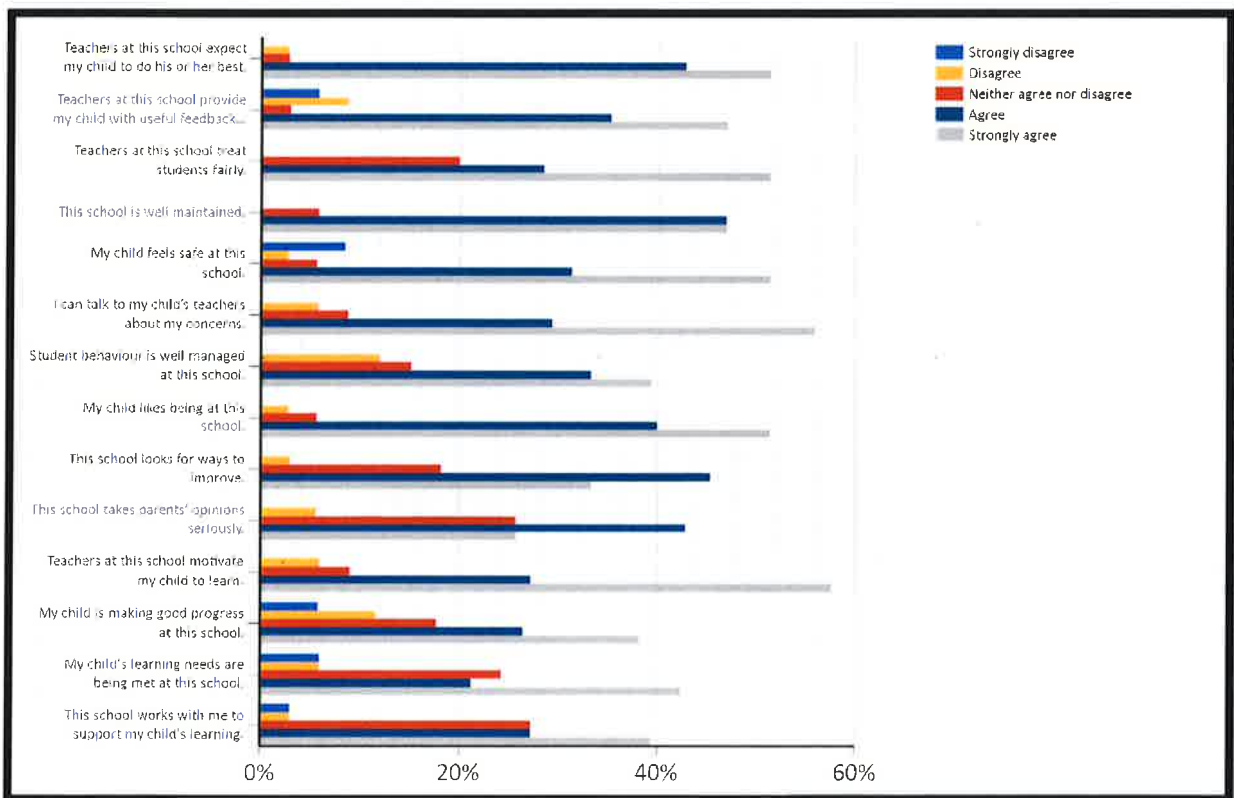
Early Years (Christmas performance Gateway Shopping Centre)

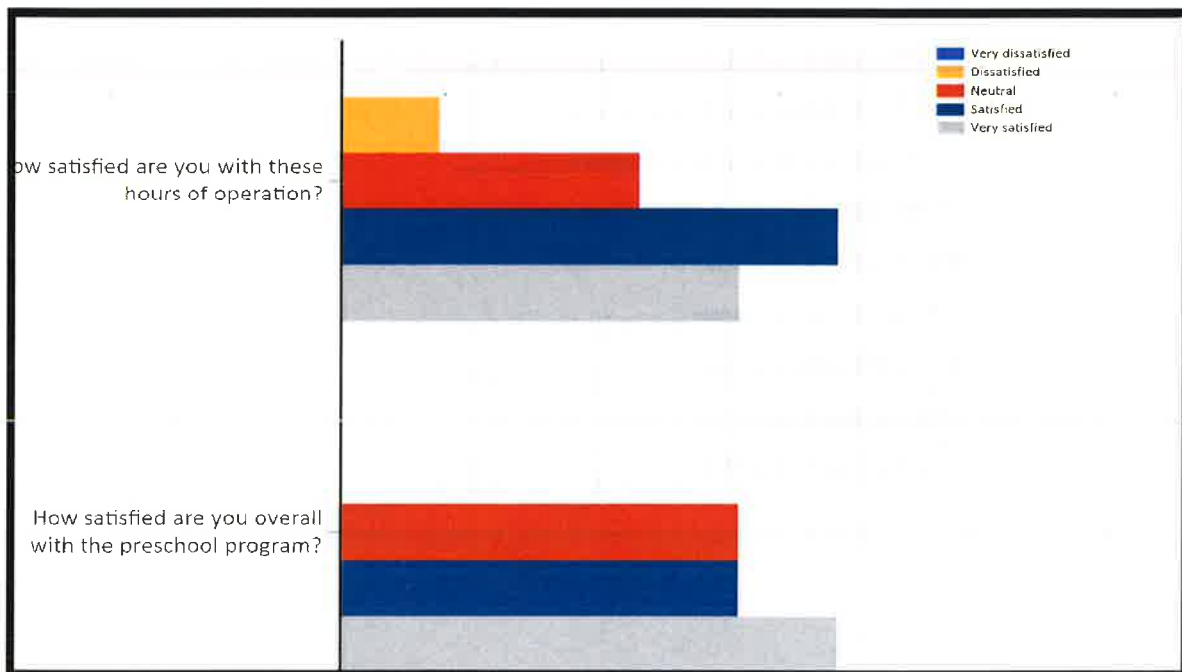
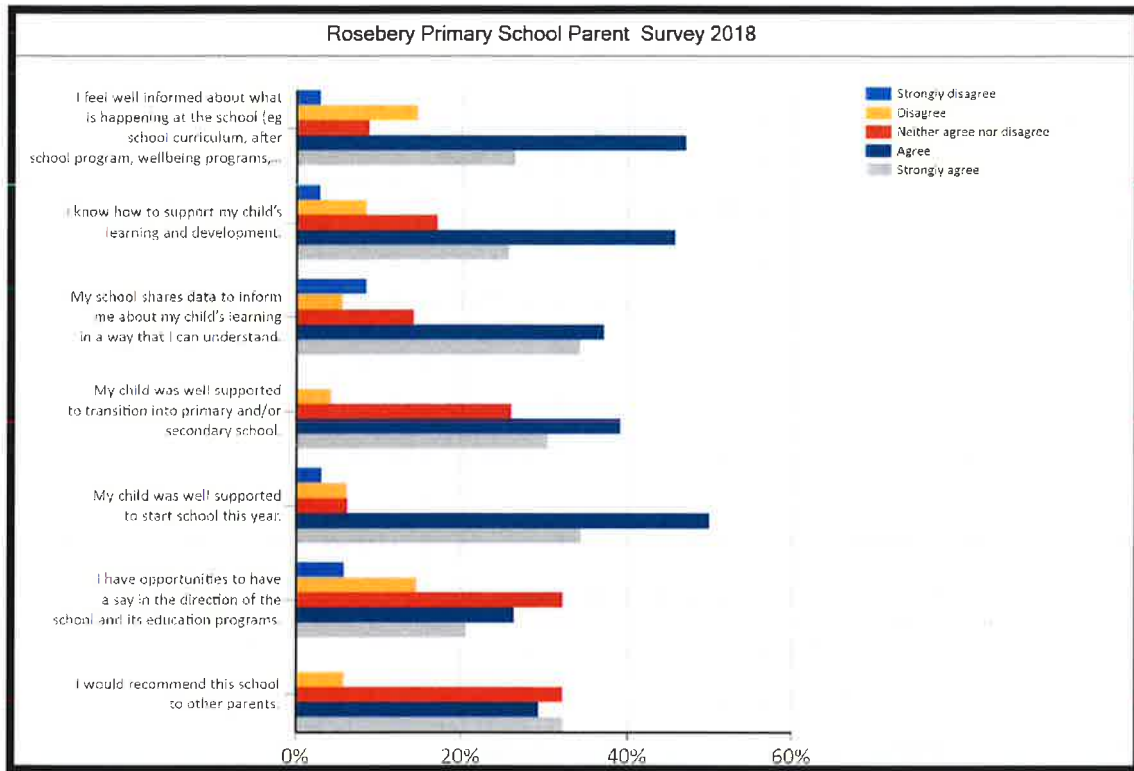


School Survey Results Parent Survey

Overview

Survey title	Rosebery Primary School Parent Survey 2018
Report title	Distribution - single
Organisation name	Rosebery Primary School
Generation time & date	4:39PM - 25 Feb 2019
Generated by	Rachel Turton
Distribution name	Rosebery Primary School Parent Survey 2018 - 14/08/2018 10:08 AM
School year	2018
Num of online responses	35
Num of manual responses	0

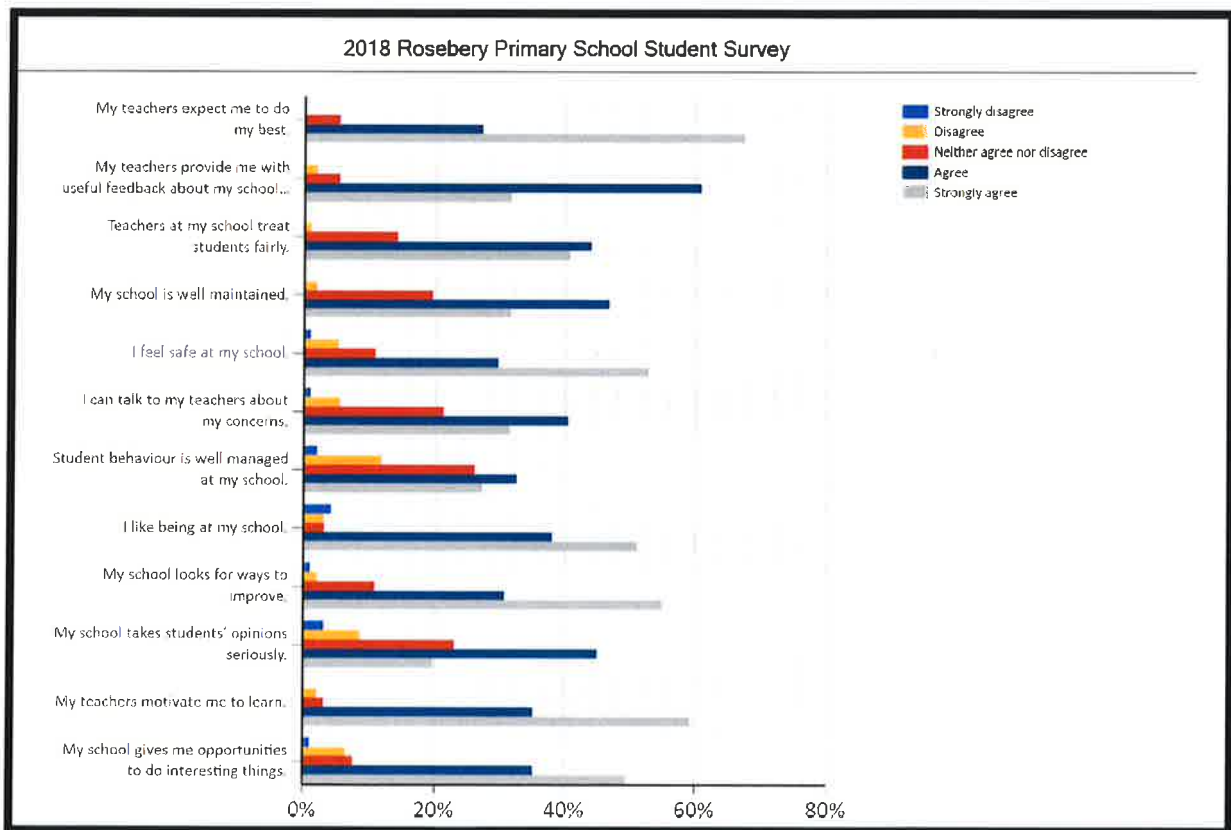


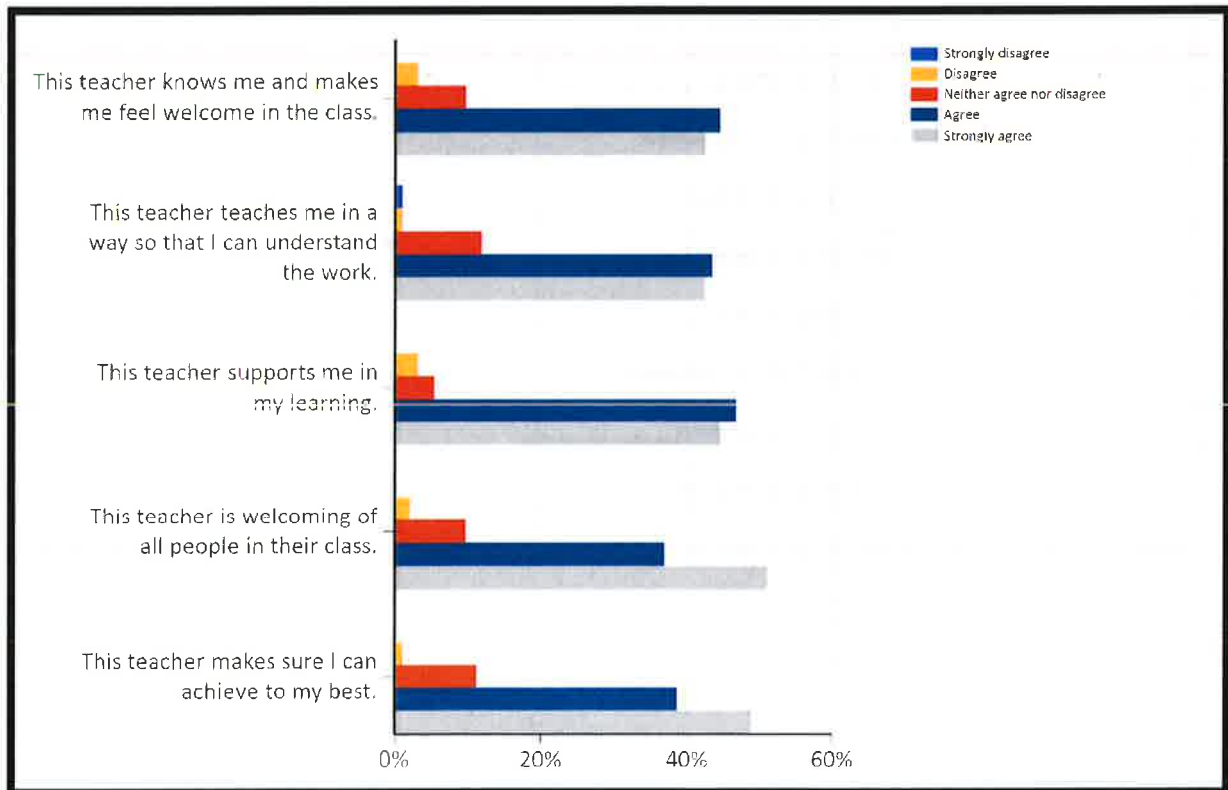
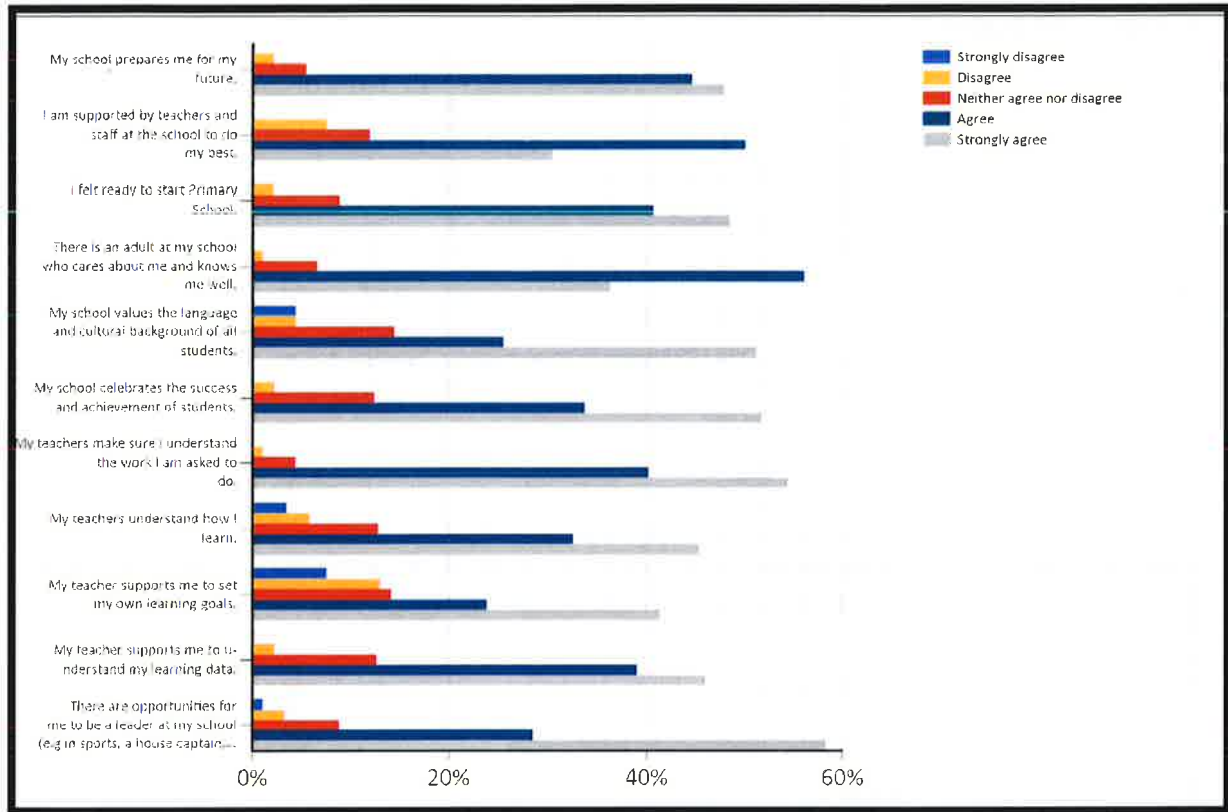


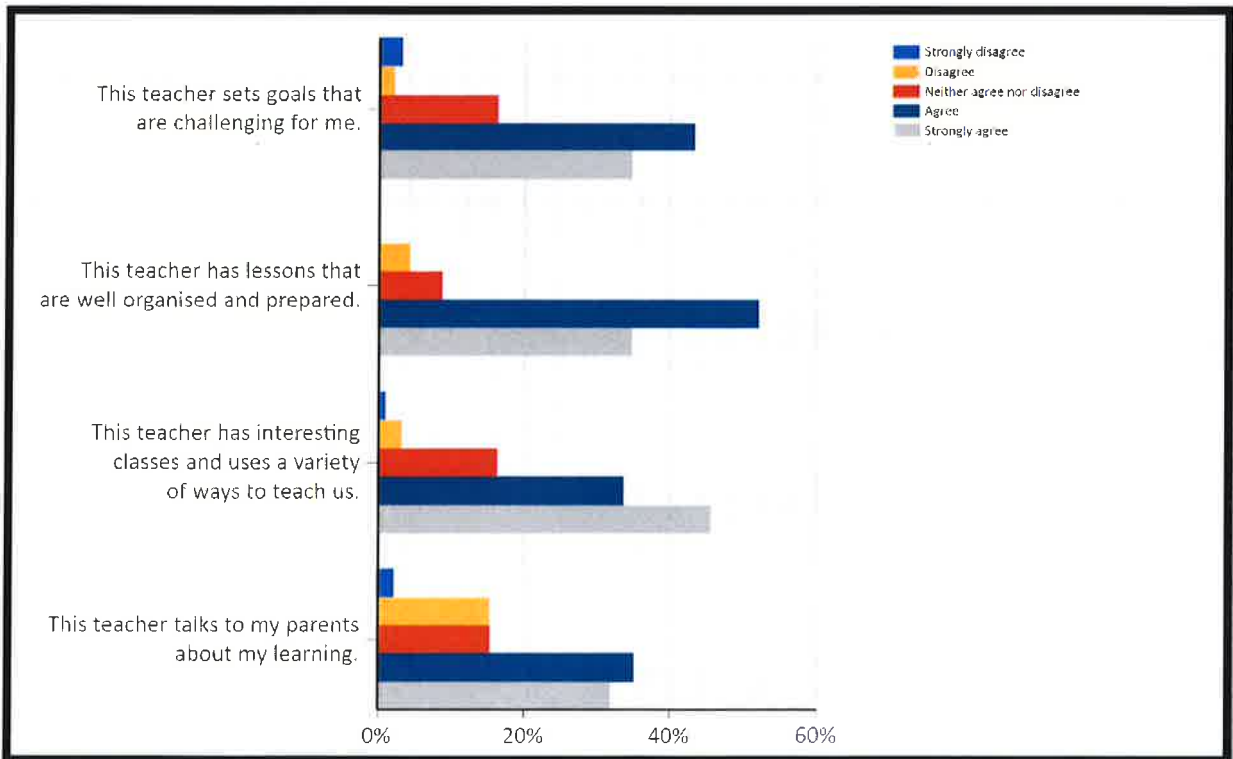
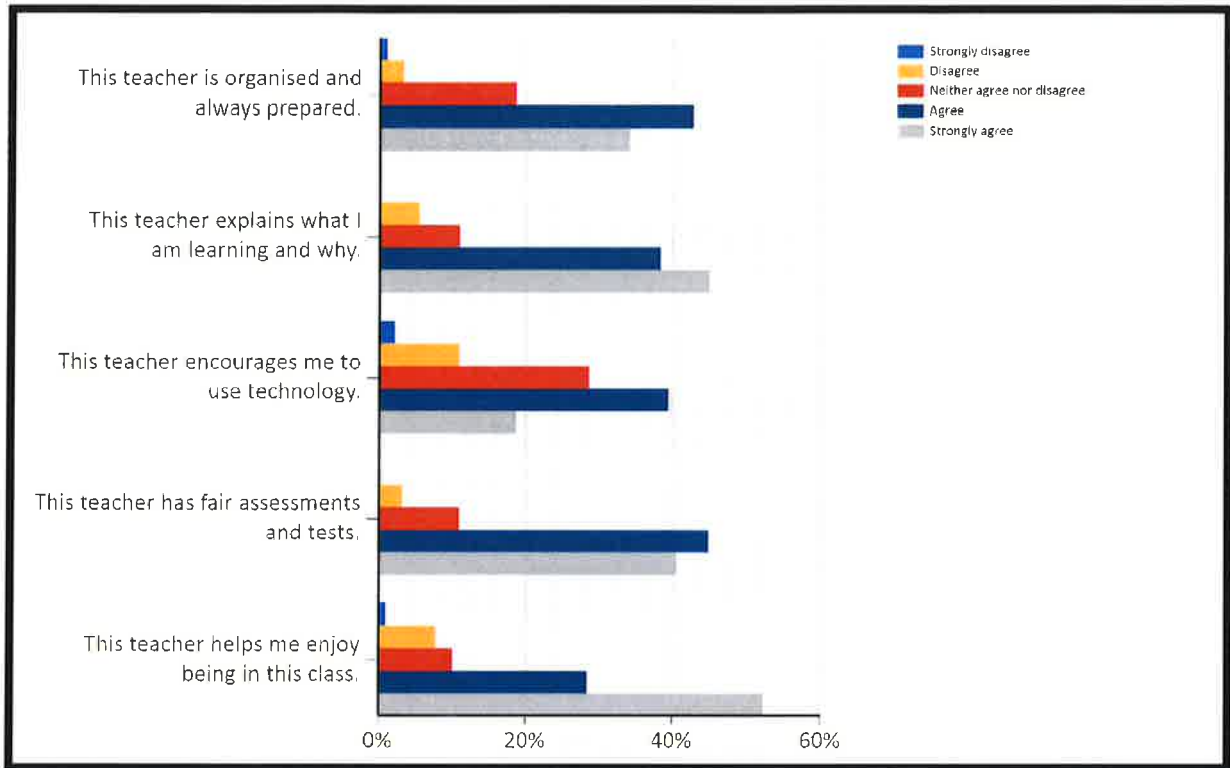
Student Survey

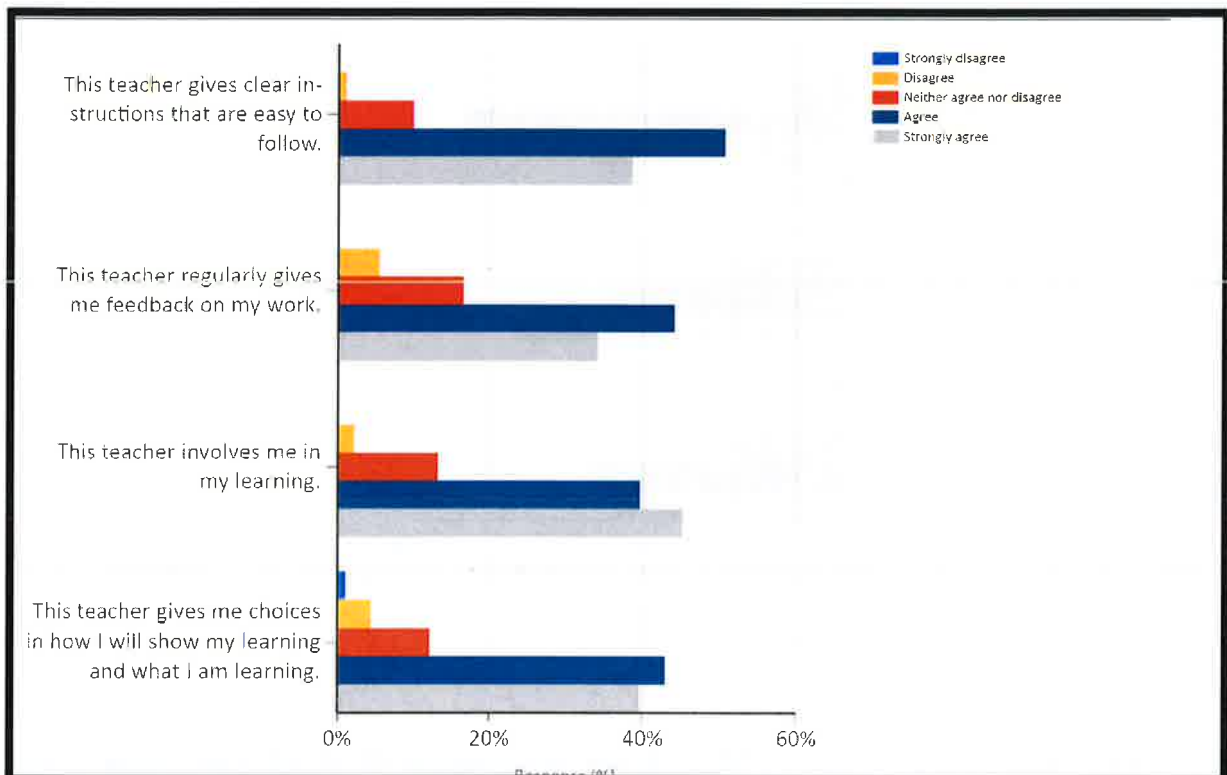
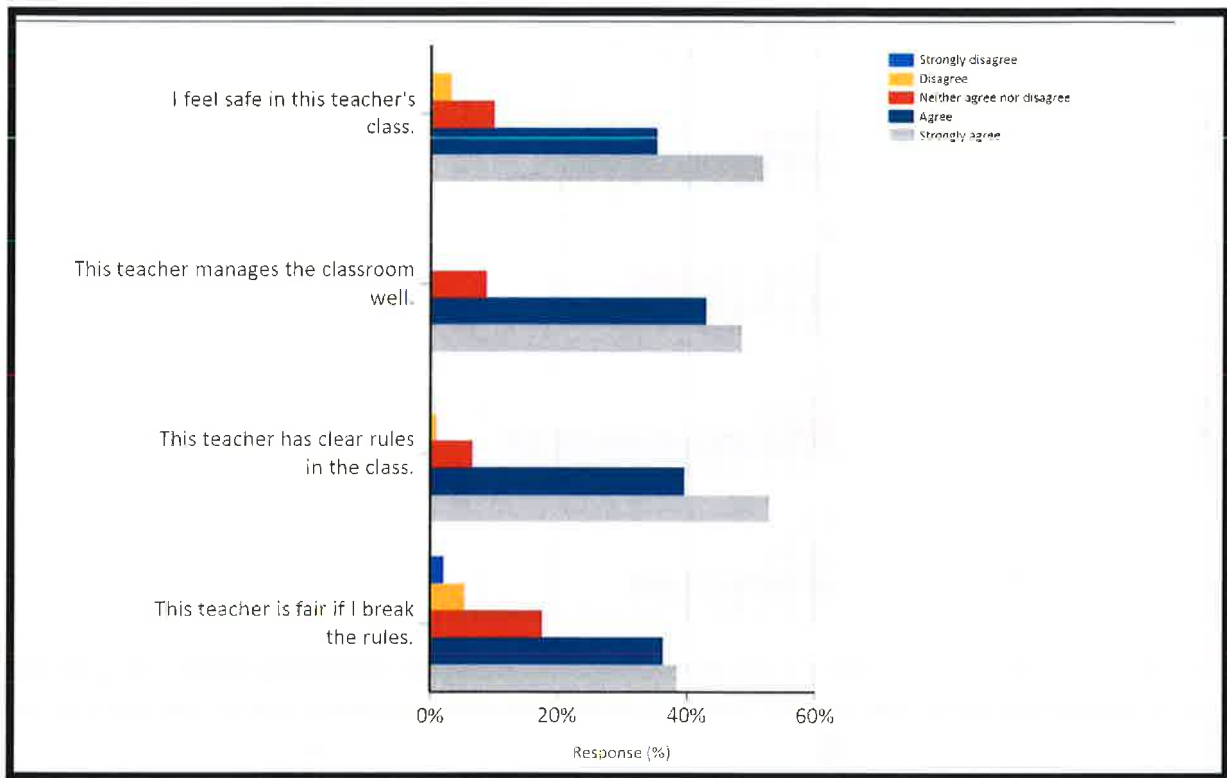
Overview

Survey title	2018 Rosebery Primary School Student Survey
Report title	Distribution - single
Organisation name	Rosebery Primary School
Generation time & date	5:12PM - 11 Feb 2019
Generated by	Rachel Turton
Distribution name	2018 Rosebery Primary School Student Survey - 14/08/2018 11:21 AM
School year	2018
Num of online responses	92
Num of manual responses	0









NAPLAN

Relevant data is embedded within the attached report. A few things to note in this area is that the 2018 Year 5 cohort is the biggest one we have had in the school since its opening in 2011. It is also relevant to highlight it is largest matched cohort across the year 3-5 testing platforms. As such the some of the 2016 information is also included in the report attachment.

2018

	Participating		Achieved NMS	
	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	100%	54	87%
	Writing	97%	52	87%
	Spelling	98%	50	82%
	Grammar	98%	47	77%
	Numeracy	98%	57	93%
Year 5	Reading	100%	86	96%
	Writing	98%	66	75%
	Spelling	98%	85	97%
	Grammar	98%	76	86%
	Numeracy	99%	87	98%

2016

	Participating		Achieved NMS	
	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	95%	70	85%
	Writing	99%	81	95%
	Spelling	99%	75	88%
	Grammar	99%	75	88%
	Numeracy	99%	79	93%

2018

	Below NMS		At NMS		Above NMS	
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3						
Reading	8	13	7	11	47	76
Writing	8	13	16	27	36	60
Spelling	11	18	8	13	42	69
Grammar	14	23	7	11	40	66
Numeracy	4	7	13	21	44	72
Year 5						
Reading	4	4	18	20	68	76
Writing	22	25	13	15	53	60
Spelling	3	3	11	13	74	84
Grammar	12	14	8	9	68	77
Numeracy	2	2	21	24	66	74

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

Audited Financial Statements

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

Phone: 0418897757

Email: suelee@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 2018.

We have completed our audit of the financial report Rosebery Primary School Council Incorporated for the year ended 31 December 2018.

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 procedures, records and fiscal management 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
20 January 2019

ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
for the year ending 31 December 2018

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 2018

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ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018

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 2018.

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.

ONA

Chairperson JODY HARKES

Dated: 21/1/19

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 2018 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 2018 and its financial performance for the year then ended.



Susanne Lee FCPA
Director
20

January

2019

Rosebery Primary School Council Incorporated

Statement of Financial Position

December 2018

	This Year	Last Year
ASSETS		
Current Assets		
Cash at Bank		
Cheque Account	\$558,275.27	\$412,608.47
Bendigo Card Account	\$13,817.76	\$0.00
Total Cash at Bank	\$572,093.03	\$412,608.47
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	\$0.00	\$4,501.00
Prepayments		
Prepaid Expenses	\$195.93	\$318.79
Inventories		
Stock on Hand	\$65,939.32	\$65,505.06
Total Current Assets	\$639,128.28	\$483,833.32
Non-Current Assets		
Plant & Equipment at Cost	\$118,181.82	\$118,181.82
Accumulated Depreciation	-\$36,523.04	-\$12,886.68
Total Non-Current Assets	\$81,658.78	\$105,295.14
Total ASSETS	\$720,787.06	\$589,128.46
 LIABILITIES		
Current Liabilities		
Deposits Held - 3rd Parties		
Staffroom Levy	\$2,000.35	\$809.48
Trade Creditors		
Trade Creditors	-\$2,703.00	\$0.00
Other Accrued Expenses		
Accrued Expenses	\$22,320.29	\$5,976.75
Total Current Liabilities	\$21,617.64	\$6,786.23
Non-Current Liabilities		
Total Non-Current Liabilities	\$0.00	\$0.00
Total LIABILITIES	\$21,617.64	\$6,786.23
 Net ASSETS	 \$699,169.42	 \$582,342.23
 EQUITY		
Accumulated Funds	\$582,342.23	\$623,889.27
Current Year Operating Surplus/(Deficit)	\$116,827.19	-\$41,547.04
Total EQUITY	\$699,169.42	\$582,342.23

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 2018

	This Year	Last Year
INCOME		
Grants And Subsidies		
Commonwealth Grants via DoE	\$806.14	\$102,829.41
Commonwealth Grants direct to Schools	\$49,900.00	\$40,436.36
Other Grants from DoE	\$1,181,114.23	\$1,105,046.83
Other Grants from NTG Departments	\$61,176.42	\$46,479.90
Third party Grants - External	\$10,604.04	\$12,810.96
Total Grants and Subsidies	\$1,303,600.83	\$1,307,603.46
Sale Of Goods & Services		
School Council Projects	\$244,680.04	\$228,337.67
Student Activities	\$147,793.37	\$93,262.55
Total Sale of Goods & Services	\$392,473.41	\$321,600.22
Interest Received		
Interest Received	\$6,743.81	\$4,691.11
Miscellaneous Income		
Receipts/Reimbursements – Other Government Schools	\$19.98	\$0.00
Total INCOME	\$1,702,838.03	\$1,633,894.79
EXPENSES		
Employee Expenses		
Salaries & Related expenses	\$334,943.79	\$370,926.65
Superannuation	\$31,807.72	\$35,372.92
Total Employee Expenses	\$366,751.51	\$406,299.57
Purchase Of Goods & Services		
School General Expenses	\$189,313.67	\$243,553.02
Administrative Expenses	\$30,080.36	\$52,643.51
Motor Vehicle Expenses	\$2,561.00	\$1,418.13
Student Activities	\$171,357.87	\$127,610.19
Student IT	\$45,514.19	\$46,963.08
Admin & Communication	\$87,928.93	\$100,996.58
Curriculum	\$111,916.55	\$101,433.27
Non-Core Activities	\$40,039.89	\$36,321.54
Payments to Other Government Schools/Agencies	\$2,435.00	\$0.00
Total Purchase of Goods & Services	\$681,147.46	\$710,939.32
Repairs & Maintenance		
Urgent Minor Repairs	\$41,802.19	\$39,732.22
Non Urgent Minor Repairs	\$13,508.77	\$8,121.10
Total Repairs & Maintenance	\$55,310.96	\$47,853.32
Depreciation and Amortisation		
Depreciation and Amortisation	\$23,636.36	\$12,886.68
Property Management		
Essential Services	\$232,634.87	\$214,612.22
Cleaning	\$123,592.44	\$145,285.27
Grounds	\$95,523.43	\$109,594.17
Property Management - Other	\$7,413.81	\$27,971.28
Total Property Management	\$459,164.55	\$497,462.94
Total EXPENSES	\$1,586,010.84	\$1,675,441.83
Net PROFIT/(LOSS)	\$116,827.19	(\$41,547.04)

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 2018

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.

