



# Rosebery

## PRIMARY SCHOOL

### Annual Performance Report to the School Community 2013



**School Overview**

## **Our School**

Rosebery Primary School opened its doors to 281 students on January 25th 2011 and we have grown exponentially since. In 2011 a small preschool group ran out of a double Early Years teaching space, in 2012 this group continued to grow to be 2 classes being conducted from this space. In 2013 we moved the preschool housing of the extra students into a single classroom in the Early Years teaching space and had enrolments in both 2012 and 2013 up to 81 students in total in our preschool enrolment.

We believe strongly in acknowledging the language and culture of our Indigenous students who, in 2013 represented around 8% of our enrolment and the approx 10% of our students who speak English as an additional language. Around 28% of our students in 2013 were also from actively serving Australian Defence Force families and we are also mindful to cater specifically for their unique needs and circumstances.

Rosebery Primary School adheres to the NT DECS policy on Priority Enrolment. This means that we accepted enrolments from the surrounding Rosebery and Bellamack suburbs. This should not be confused with Rosebery Middle School who cater for students in Years 7-9 across the Palmerston region.

Rosebery PS was built with a focus on new architecture which would facilitate a contemporary way of thinking about educating NT students. Our teachers work together, for both planning and teaching, and our students respond to the student-centred programs that have become a feature of their educational experience.

Rosebery Primary School has a significant focus on the Performing Arts and ICT. We have a dedicated Performing Arts teacher and our partnership with Rosebery Middle School and the NT Music School means that our students have access to high quality tuition and wonderful resources. Our learning spaces are all fitted with Interactive Whiteboards and each class has regular access to laptops in wireless capable spaces. We believe these commitments allow students to engage in other curriculum areas more effectively.

### **Our Staff**

Our staff members are highly professional and come from a range of backgrounds. All teaching staff met the standards for teachers in the Northern Territory with appropriate qualifications including many of our Early Years meeting the qualification requirement for the National Quality Standards.

We had one Quicksmart tutor, two classroom support officers working with students with high needs, one Special Education Assistant, a Special Education teacher, a Performing Arts teacher, a Specialist teacher in ICT, a Physical Education teacher, and 17 class teachers (two of which were senior teachers), two pre-school teachers and two pre-school assistants, a universal access release aid supporting both preschool and transition and one full time Transition aid support assistant. We also had an Assistant Principal, 2 to 3 administration

officers, a 0.4 IT Support Officer, a Business Manager, a Maintenance Officer and a Canteen Manager.

**Our Students**

In 2013 we had 44% student turnover compared with 49% the year before. This is a typical trend in schools with high enrolments of defence families.

We had 50 Indigenous students enrolled with an average attendance of 88.5% compared to 2012 where we had approximately 45 Indigenous students with an average attendance of 87%.

The number of students with special needs continued to grow in 2013 with the number of funded students rising from 4 to 13 and those with a support plan or diagnosis unfunded to approximately 23 students. Students who experience difficulty with their learning are provided with teaching and learning adjustments and additional support through the joint (parent, teacher and Special Needs teacher) development of Individual Educational Plans (IEPs) or Individual Behaviour Plans (IBPs). Special support programs such as the Minecraft groups co-run at lunch time in the General Purpose Room by our IT Support Officer and Special Education teacher were also successfully initiated in 2013 for specific groups of students across the year. We intend on continuing this in 2014.

**Our Community**

Community partnerships add value to our students' educational experiences.

Valuable partnerships in 2013 included:

- Placement of pre-service teachers across 5 of our classrooms
- Catholic Care NT (counselling services and presentation of Positive Parenting classes)
- Outside Care NT became our after-school care providers, in addition to offering vacation care
- We continued our close partnership with the NT School of Music; offering students small group instrumental lessons, Band and Choir
- COPAL healthy food/eating program was initiated into the 2013 pre-school program

## Principal's Report

Rosebery is an outstanding primary school. We have committed, proactive teachers and dedicated support staff working to help each child be as successful as they can be. Our staff have high expectations and adopt a wide variety of innovative teaching practices.

Rosebery Primary School is shaping the future of our children with a focus on collaborative learning and activating a sense of creativity in our students through a major focus on the Performing Arts and the use of Information Communication Technology (ICT).

Rosebery Primary School has a clear vision and purpose, focused on excellence in teaching and learning. Through our mission, 'Respectfully and cooperatively striving for excellence with confidence, integrity and resilience', we aim to provide the best possible education for each student, ensuring they develop a broad range of skills to enable them to take responsibility for their own direction and to adapt to a changing world.

Some of our major focuses/highlights included:

2013 saw continued growth in our student numbers which contributed to our ongoing use of composite classes, enabling us flexibility to add new enrolments throughout the year. In 2014 we will aim for straight year levels as much as possible which in turn will allow us to teach within the Australian curriculum structure more easily.

At the end of 2012 the school underwent a School Review so the recommendations from the review were included in our Annual Operational Plan for 2013. One of the recommendations was to see more whole school approaches to the key learning areas. As such a whole school focus on reading was set for 2013. This included all staff participating and completing the First Steps Reading course which has led to the use of First Steps Reading as our main resource across the whole school. 2014 will see a whole school approach to the teaching of Maths.

Another recommendation included a more systematic approach towards the gathering, interpreting and analysing of data across the key learning areas. An Assessment Framework was established and the school utilised a number of diagnostic data to track and gain a better understanding of the students' reading and comprehension skills, Grammar and Punctuation, Spelling and Number skills. This will continue into 2014 and beyond.

A whole school data wall for Reading was also created and designed to provide a quick and clear snapshot of our reading progress across the school; showing each student's name (and photo), their Year level, their First Steps Reading phase and PM Benchmark level, alongside our whole school targets.

2013 saw the introduction of Rosebery Primary School becoming a 'visible learning' school through the implementation and embedding of John Hattie's work, with specific attention to: the use of Learning Intentions and Success Criteria in all classrooms, effective questioning, effective feedback, and the effective gathering and interpretation of data. This took place through a variety of targeted, professional learning sessions including a whole school pupil free day, dedicated staff meetings and Professional Learning Community meetings.

As we continue to grow as a community in 2014 we will be celebrating the small successes and striving for continual improvement in all areas.

## Teaching and Learning

2013 saw the introduction and embedding of our school mission and vision across classrooms:

### **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.*

We continue to connect with and embed our 'Big 4 underpinning philosophies' around teaching and learning, (and began implementation of our fifth: Visible Learning):

- Co-Teaching
- Kagan Cooperative Learning
- Restorative Practices
- Evidence Based Practices
- Visible Learning

### **Co-Teaching**

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

In accordance with the Co-Teaching Policy, we:

- Provide ongoing training via dedicated staff meetings and Professional Learning Community (PLC) Meetings
- Provide additional, in-class support as requested
- Introduce/further explain co-teaching to the wider school community via Classroom and Whole School Newsletters
- Have classroom walkthroughs to open feedback loops on practice.

- Continue to provide 2 out of 3 non-contact hours as collaborative planning time for each co-teaching team.

### **Kagan Cooperative Learning**

Teachers and students continue to find success with Kagan Cooperative Learning strategies. Sixteen of our teachers completed the five day foundation course in July, during stand-down, allowing them to confidently implement the strategies into their everyday teaching and experiencing first hand, the many benefits of cooperative teaching and learning. For example, delivering lesson content using a Kagan Cooperative Structure is a way of easily increasing the learning of a class where students spend 'on task'. Along with this comes all the benefits of facilitating the learning of a class where students are all actively and simultaneously engaged in learning. Structures minimise the opportunity for pupils to become distracted, disruptive and then disaffected by giving them the skills to work with others and to learn independently of the 'teacher'.

### **Visible Learning**

Visible Learning at Rosebery Primary began in 2013. Formative Assessment practices were slowly being introduced across the school via a number of resources such as Shirley Clarke's DVDs and books, with a main introductory focus on Learning Intentions and Success Criteria.

John Hattie's Visible Learning Team then visited Darwin and presented a series of workshops. The leadership team attended the workshops and from there, created (in conjunction with our existing formative assessment initiatives) the whole school goal: **to have all students at Rosebery Primary School exhibit all the \*visible learning characteristics by the end of 2014**. This is clearly stated in our Annual Operational Plan and our four-year Strategic Improvement Plan.

#### **\*Visible Learners are Assessment Capable Learner who:**

- ❖ Know about their learning and can plan their next learning steps with a teacher (or peer)
- ❖ Are active in their learning
- ❖ Understand the assessment tools being used and what their results mean
- ❖ Understand the learning intentions of each lesson
- ❖ Use success criteria to know if students have achieved the learning intentions
- ❖ Can peer-assess against success criteria and give feedback based on the criteria
- ❖ Can set SMARTER goals, then self-monitor their progress
- ❖ Can answer: where am I going? How am I going? Where to next?

**Evidence Based Practices**

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

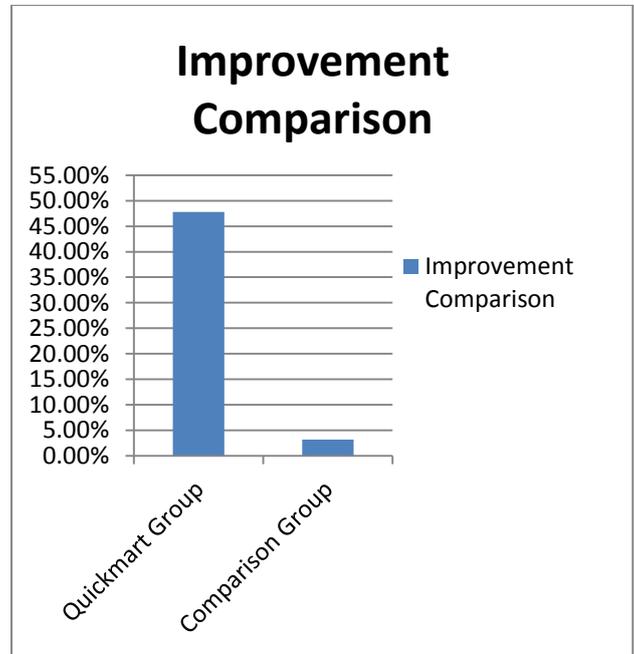
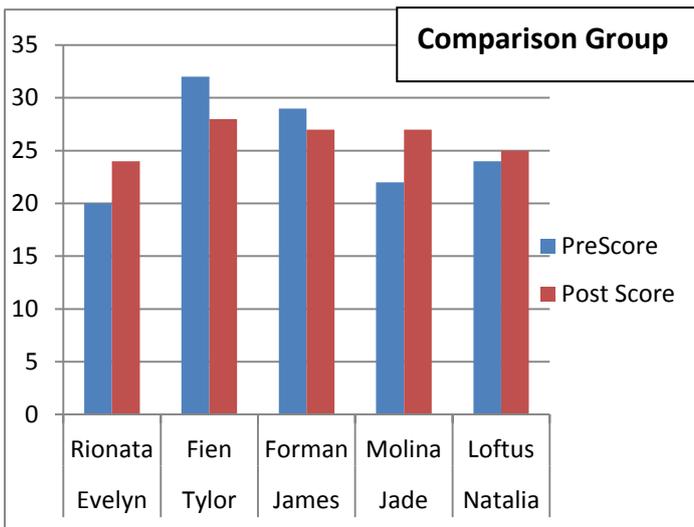
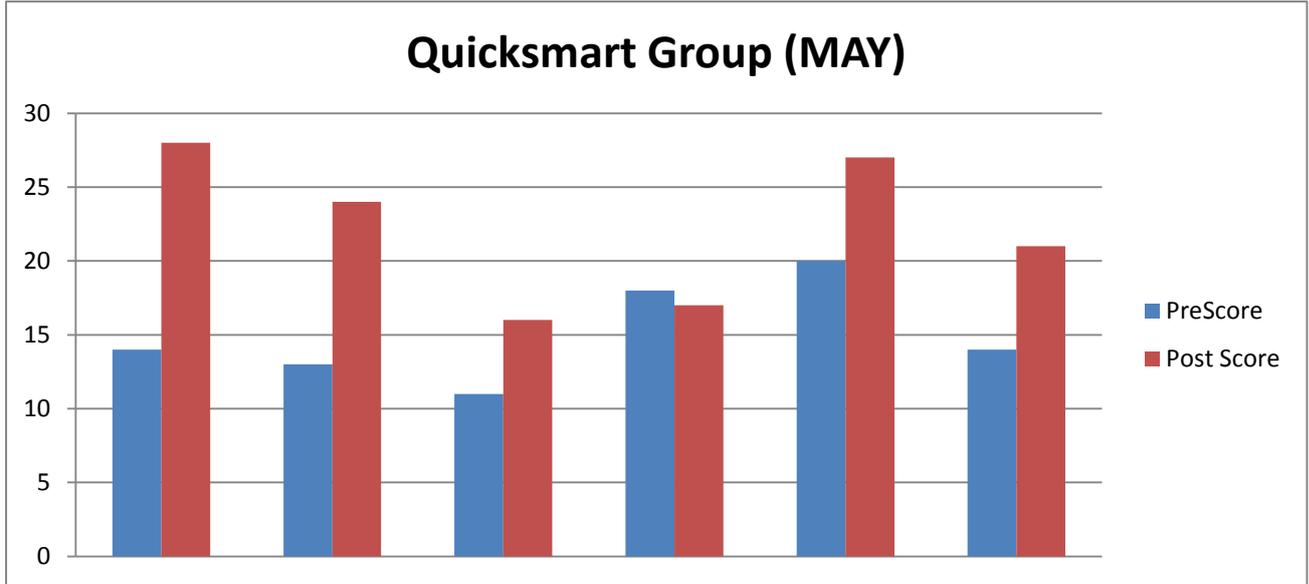
- **Personalisation:** puts each and every student at the centre of learning design and tailors learning to meet their specific learning and motivational needs. In the case of multilingual students, this means meeting the needs of students as language learners as well as literacy and numeracy learners.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

Year 3 2011 - 2013

Test Area	Year	NT Mean	RPS Mean	%below NMS	% above NMS
Grammar & Punctuation	2011	313	384	9	84
	2012	315	313	11	69
	2013	337	375	4.25	61.7
Numeracy	2011	338	367	6	66
	2012	323	337	9	57
	2013	331	341	10.63	68
Reading	2011	323	370	13	59
	2012	332	361	11	64
	2013	338	352	12.74	51
Spelling	2011	303	387	3	78
	2012	337	367	11	69
	2013	326	363	21.27	63
Writing Persuasive text type	2011	330	364	3	91
	2012	323	373	3	83
	2013	319	364	2.5	85

Year 5 2011 - 2013

Test Area	Year	NT Mean	RPS Mean	%below NMS	% above NMS
Grammar & Punctuation	2011	400	453	6	70
	2012	394	441	9	57
	2013	422	476	7.5	67.5
Numeracy	2011	424	447	13	67
	2012	418	448	11	63
	2013	421	437	10	47.5
Reading	2011	403	457	20	63
	2012	405	454	17	72
	2013	437	469	5	82.5
Spelling	2011	393	442	17	63
	2012	413	467	11	72
	2013	411	487	5	95
Writing Persuasive text type	2011	397	440	17	60
	2012	391	441	20	65
	2013	384	427	17.5	57.5



Quicksmart Numeracy was introduced to our school in 2012, focusing on Year 4 and 6 students in the hope to lift our Year 4 students to benefit them in the Year 5 NAPLAN rounds. Given the positive results we continued with the program in 2013, this time concentrating on Year 3 and 5 students. Almost 50% of our students who participated in the Quicksmart tutoring program over the year improved, compared with the comparison group who demonstrated less than 5% improvement. We hope to continue using the program in 2014.

NAPLAN numeracy results for the Year 5 cohort showed little change since 2011, while the Year 3 cohort indicates a slow increase in our number of students sitting at or below the National Minimum Standard; rising from 6% below in 2011 to 10.63% below in 2013. In semester 2 of 2013, a number of teachers trialed a variety of possible whole school resources (Maths Tracks, NZ Maths and Envision Maths). In addition to each teacher's individual appraisal of each resource, all of them were evaluated and compared via the Evidence Based Practices Framework. In the end Envision Maths was chosen to be the whole school approach, so resources were bought for Years 3 to 6, ready for a whole school approach in 2014. The Early Years will continue with Count Me in Too as their main resource with the view to introducing Envision in 2015.

Reading was targeted in our Annual Operational Plan as our main focus for 2013, given 2012's NAPLAN Reading results. All teaching staff completed the First Steps Reading course and Jolly Phonics and Grammar were introduced as a whole school focus across the Early Years. Our 2013 Year 5 NAPLAN Reading results indicate a substantial improvement; only 5% of the student cohort was at or below the National Minimum Standard, compared with 17% in 2012. As Jolly Phonics and Grammar becomes embedded into the Transition to Year 2 programs through our whole school curriculum map in 2014, we hope to see an improvement on our 2013 NAPLAN Reading result whereby 12.74% of the Year 3 student cohort is at or below the National Minimum Standard. As part of our push into Visible Learning, a whole school Reading data wall was also introduced to the staff room in Semester 2. It displays all our students (photos) indicating where they sit on the First Steps Reading continuum, and their PM Benchmark level, alongside our whole school targets. As indicated in our Whole School Data Collection table, students will be assessed as to where they sit on the continuum throughout 2014, and moved on the data wall, as a whole staff, twice a year so everyone can see the progress.

NAPLAN Spelling results for the Year 5 cohort indicate a significant improvement; 95% of students are above the National Minimum Standard compared with 63% in 2011. This may be a good indication that our whole school focus on *Spelling for Life* as our main spelling resource in Years 3 to 5, since 2011 has contributed to this. As Jolly Phonics and Grammar becomes embedded into the Transition to Year 2 program through our whole school implementation plan over 2014, we hope to see similar results in our Year 3 NAPLAN results for Spelling in 2015.

## Wellbeing

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

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

Restorative Practice involves:

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

This means that when things go wrong you:

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

2013 saw the introduction of a Kidsmatter, whereby the Principal, Assistant Principal, Early Years Senior teacher and one of the Inclusion Assistants attended Day 1 of the Kidsmatter introductory workshops. Kidsmatter focuses on mental health and wellbeing for all students. It was agreed that since attending the workshop that Kidsmatter would be a welcome addition to Restorative Practices – given the focus on mental wellbeing – and an action team was formed, ready for implementation in 2014. Additionally, the school formed a close alliance with NT Catholic Care in 2013, whereby, Catholic Care presented a series of positive parenting workshops, several times throughout the year, as well as offering private counselling services to those students (and parents) who believed would benefit from such a service. It is hoped this partnership will continue in 2014.

## Participation, Transitions and Pathways

2013 saw the continued implementation of the Early Years Learning Framework (EYLF) in the pre-school program and the introduction of the EYLF into the Transition program.

Students from pre-school who were identified to begin Transition in 2013 were provided with a program of regular visits to Transition classes throughout term 4, to assist in preparing for a successful transfer to primary school and a full week educational program.

Rosebery Primary School continues to maintain and build our relationship with Rosebery Middle school. Some of the initiatives from 2013 included:

- Selected gifted and talented students participated in the Gateway program over Semester Two
- Year 6 students participated in an organised, orientation day at the middle school, in preparation for 2014
- Year 6, Special needs students participated in a specialised orientation program which included several visits over a period time in preparation for 2014

## Partnerships

In 2013 several community-related partnerships were sought out. Catholic Care NT presented a number of Triple P parenting courses throughout the year to the parent community which were well received. Additionally, Catholic Care offered their counselling services to a number of identified students and their families. It is our intention to continue our partnership into 2013.



A grant was also sought out to form a partnership with the Active After School Community, whereby, sporting sessions are offered to students outside of school hours, twice a week. We were successful in our application and look forward to forming this partnership in 2014.

### Active After-school Communities

Helping kids and communities get active

At the beginning of Term 2, 2013 we ended our partnership with the YMCA for our after school care program and joined forces with Outside School Care NT. Outside Care NT is a Territory owned and operated provider of after school, before school and vacation care programs. We began the partnership with just after school care and vacation care, with the aim to move into before school care at the beginning of 2014. They focus on providing high quality care programs to Schools and parents in the Darwin and Palmerston area. The team offers fun and stimulating activities in a safe environment that meets the National Quality Framework (NQF) standards.



Outside School Care NT

2013 saw the continued growth in our partnership with the NT School of Music whereby specialist teachers come to Rosebery PS every Wednesday to not only allow students to participate in our band but also provide small group instrumental lessons. Students also participated in the Australia wide Sing-In, organised by the School of Music.

We also continued to work closely with the Palmerston City Council through the COPAL project which led to the school accessing and successfully applying for a grant to promote healthy food/eating in pre-school. This enabled the pre-school teacher to run a series of lessons about healthy eating which included students trying out a variety of fruit and vegetables and over a period of time.



## Leadership

Leadership at all levels is the focus at Rosebery Primary School. We have had a number of staff work towards acting in higher level positions and one undertaking a leadership course.

### Staff

The Assistant Principal participated and completed the Aspiring Leaders Course in 2013. The principal went on long service leave for 5 weeks so the Assistant Principal acted in her position while the Primary Years Senior Teacher stepped up to Assistant Principal for the 5 week period.

The Professional Learning Communities (both Early Years and Primary Years teams) continued to meet fortnightly throughout the year in addition to the Curriculum Teams who met twice termly. These teams reflect that leadership is encouraged at all levels; all teachers are members of these teams and therefore have a voice in the operation and direction of the school.

### Students

Two teachers from the Primary Years end of school trained the SLC students in peer mediation and from there, the peer mediation program was successfully instigated during recess and lunch. SLC members were rostered to act as peer mediators each break time whereby they moved around the school (wearing high visibility vests for easy identification by other students and teachers) and used their skills to help with behaviour management and acknowledge good behaviour.

# Audited Financial Statements



February 2<sup>nd</sup> 2014

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 2013, 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:





**Rosebery**  
PRIMARY SCHOOL

- 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

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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 2013.**

We have completed our audit of the financial report Rosebery Primary School Council Incorporated for the year ended 31 December 2013.

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

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

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

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

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

Yours faithfully



Susanne Lee  
Director  
30/01/2014



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Liability is limited by a scheme approved under Professional Standards legislation



**ROSEBERY PRIMARY  
SCHOOL COUNCIL INCORPORATED  
ANNUAL FINANCIAL STATEMENTS  
for the year ending 31 December 2013**

**SUSANNE LEE & ASSOCIATES PTY LTD**

CERTIFIED PRACTISING ACCOUNTANTS

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**ROSEBERY PRIMARY  
SCHOOL COUNCIL INCORPORATED  
FINANCIAL REPORT  
YEAR ENDED 31<sup>st</sup> December 2013**

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## SUSANNE LEE &amp; ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

## INDEPENDENT AUDIT REPORT

**To the members of Rosebery Primary School Council Incorporated**

We have audited the accompanying financial report of Rosebery Primary School Council Incorporated, which comprises the Statement of Financial Position as 31/12/13 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 2013 and its financial performance for the year then ended.



Susanne Lee  
Director  
30/01/2014



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**ROSEBERY PRIMARY  
SCHOOL COUNCIL INCORPORATED**

**FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2013**

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 and Children's Services, does fairly reflect the financial position of the School and its performance for the year ended 31 December 2013.

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



Chairperson

Dated: 17/2/2014

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

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 2013**

	This Year	Last Year
<b>INCOME</b>		
<b>Grants And Subsidies</b>		
Commonwealth Grants via DECS	\$92,887.90	\$76,709.52
Commonwealth Grants direct to Schools	\$17,468.60	\$18,837.43
Other Grants from DECS	\$551,270.85	\$555,735.14
Other Grants from NTG Departments	\$48,909.00	\$24,920.11
Third party Grants - External	\$11,115.58	\$12,305.64
<b>Total Grants and Subsidies</b>	<b>\$721,651.93</b>	<b>\$688,507.84</b>
<b>Sale Of Goods &amp; Services</b>		
School Council Projects	\$211,737.85	\$173,311.82
Student Activities	\$33,586.63	\$24,494.40
<b>Total Sale of Goods &amp; Services</b>	<b>\$245,324.48</b>	<b>\$197,806.22</b>
<b>Interest Received</b>		
Interest Received	\$11,017.86	\$18,337.73
<b>Total INCOME</b>	<b>\$977,994.27</b>	<b>\$904,651.79</b>
<b>EXPENSES</b>		
<b>Employee Expenses</b>		
Salaries & Related expenses	\$212,981.13	\$174,804.66
Superannuation	\$19,343.46	\$14,967.94
<b>Total Employee Expenses</b>	<b>\$232,324.59</b>	<b>\$189,772.60</b>
<b>Purchase Of Goods &amp; Services</b>		
School General Expenses	\$192,671.79	\$86,821.53
Administrative Expenses	\$14,649.34	\$17,040.16
Motor Vehicle Expenses	\$94.20	\$215.00
Student Activities	\$66,131.82	\$68,742.47
Student IT	\$4,474.40	\$5,597.96
Admin & Communication	\$81,736.20	\$57,520.93
Curriculum	\$56,356.33	\$33,342.70
Non-Core Activities	\$8,335.91	\$54,187.29
<b>Total Purchase of Goods &amp; Services</b>	<b>\$424,449.99</b>	<b>\$323,468.04</b>
<b>Repairs &amp; Maintenance</b>		
Urgent Minor Repairs	\$15,374.98	\$18,165.89
Non Urgent Minor Repairs	\$3,562.25	\$0.00
<b>Total Repairs &amp; Maintenance</b>	<b>\$18,937.23</b>	<b>\$18,165.89</b>
<b>Property Management</b>		
Essential Services	\$207,387.25	\$158,772.91
Cleaning	\$82,596.82	\$84,909.86
Grounds	\$120,311.83	\$108,516.88
Property Management - Other	\$2,884.31	\$6,518.90
<b>Total Property Management</b>	<b>\$413,180.21</b>	<b>\$358,718.55</b>
<b>Total EXPENSES</b>	<b>\$1,088,892.02</b>	<b>\$890,125.08</b>
<b>Net PROFIT/(LOSS)</b>	<b>(\$110,897.75)</b>	<b>\$14,526.71</b>

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**  
**Statement of Financial Position**  
**December 2013**

	This Year	Last Year
<b>Assets</b>		
<b>Current Assets</b>		
<b>Cash at Bank</b>		
Cheque Account	\$431,369.93	\$496,510.77
<b>Total Cash at Bank</b>	<b>\$431,369.93</b>	<b>\$496,510.77</b>
<b>Cash on Hand</b>		
Petty Cash	\$500.00	\$500.00
Till Float RM #1	\$150.00	\$150.00
Till Float RM #2	\$150.00	\$150.00
Canteen Float	\$100.00	\$100.00
<b>Total Cash on Hand</b>	<b>\$900.00</b>	<b>\$900.00</b>
<b>Inventories</b>		
Stock on Hand	\$10,812.55	\$58,871.05
<b>Total Inventories</b>	<b>\$10,812.55</b>	<b>\$58,871.05</b>
<b>Total Current Assets</b>	<b>\$443,082.48</b>	<b>\$556,281.82</b>
<b>Non-Current Assets</b>		
<b>Total Non-Current Assets</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total ASSETS</b>	<b>\$443,082.48</b>	<b>\$556,281.82</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
<b>Deposits Held - 3rd Parties</b>		
Staffroom Levy	\$0.00	\$177.03
<b>Total Deposits Held - 3rd Parties</b>		<b>\$177.03</b>
<b>Trade Creditors</b>		
Trade Creditors	-\$1,170.00	\$2,784.77
<b>Total Trade Creditors</b>	<b>-\$1,170.00</b>	<b>\$2,784.77</b>
<b>GST Liabilities</b>		
GST Paid	\$0.00	-\$155.78
<b>Total GST Liabilities</b>	<b>\$0.00</b>	<b>-\$155.78</b>
<b>Other Accrued Expenses</b>		
Accrued Expenses	\$12,000.43	\$10,326.00
<b>Total Other Accrued Expenses</b>	<b>\$10,830.43</b>	<b>\$10,326.00</b>
<b>Total Current Liabilities</b>		<b>\$13,132.02</b>
<b>Non-Current Liabilities</b>		
<b>Total Non-Current Liabilities</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total LIABILITIES</b>	<b>\$10,830.43</b>	<b>\$13,132.02</b>
<b>Net Assets</b>	<b>\$432,252.05</b>	<b>\$543,149.80</b>
<b>EQUITY</b>		
Accumulated Funds	\$543,149.80	\$528,623.09
Current Year Operating Surplus/(Deficit)	-\$110,897.75	\$14,526.71
<b>Total EQUITY</b>	<b>\$431,369.93</b>	<b>\$543,149.80</b>

**ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED****NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS  
for the year ended 31<sup>st</sup> December 2013****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 Children's Services 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 and Training 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 BAM's 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.

**Rosebery Primary School Council**

CNR Belyuen Road  
Rosebery NT 0832

**Profit & Loss [Last Year Analysis]**

**January 2013 through December 2013**

28/03/2014  
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	This Year	Last Year
<b>INCOME</b>		
<b>GRANTS AND SUBSIDIES</b>		
CvD-CWLTH GRANTS VIA DoE		
CvD-Additional Needs	\$74,930.50	\$36,224.00
CvD-Targeted Curric/Resources	\$17,957.40	\$40,485.52
Total CvD-CWLTH GRANTS VIA DoE	<u>\$92,887.90</u>	<u>\$76,709.52</u>
C-CWLTH GRANTS DIRECT TO SCHL		
C-Student Wellbeing	\$17,468.60	\$17,614.34
C-Organisational Learning	\$0.00	\$1,223.09
Total C-CWLTH GRANTS DIRECT TO SCH	<u>\$17,468.60</u>	<u>\$18,837.43</u>
D-OTHER GRANTS FROM DoE		
D-Additional Needs	\$3,816.40	\$0.00
D-Targeted Curric/Resources	\$90,557.60	\$22,898.33
D-Non-core Activities	\$330.00	\$552.50
D-Student Wellbeing	\$46,686.85	\$60,670.91
D-Facility Funding	\$358,327.40	\$427,707.40
D-Staff Funding	\$51,552.60	\$43,906.00
Total D-OTHER GRANTS FROM DoE	<u>\$551,270.85</u>	<u>\$555,735.14</u>
NTG-OTHER GRANTS FROM NTG		
NTG-Targeted Curric/Resources	\$0.00	\$9,090.91
NTG-Non-core Activities	\$421.44	\$438.05
NTG-Organisational Learning	\$0.00	\$692.16
NTG-Community Engagement	\$0.00	\$2,800.00
NTG-Facility Funding	\$47,896.65	\$10,675.90
NTG-Staff Funding	\$590.91	\$1,223.09
Total NTG-OTHER GRANTS FROM NTG	<u>\$48,909.00</u>	<u>\$24,920.11</u>
3PTY-GRANTS FROM EXTERNAL 3RD		
3PTY-Non-core Activities	\$181.82	\$0.00
3PTY-Student Wellbeing	\$90.91	\$0.00
3PTY-Organisational Learning	\$2,306.14	\$8,778.90
3PTY-Community Engagement	\$0.00	\$454.45
3PTY-Facility Funding	\$3,681.82	\$0.00
3PTY-Staff Funding	\$4,854.89	\$3,072.29
Total 3PTY-GRANTS FROM EXTERNAL 3R	<u>\$11,115.58</u>	<u>\$12,305.64</u>
Total GRANTS AND SUBSIDIES	<u>\$721,651.93</u>	<u>\$688,507.84</u>
<b>SALE OF GOODS &amp; SERVICES</b>		
<b>SC-SCHOOL PROJECTS</b>		
SC-Fundraising Income	\$15,871.84	\$11,387.53
SC-Parent Contributions	\$2,010.00	\$1,280.00
SC-Core Trading Activities	\$102,253.21	\$81,344.52
SC-Non-Core-Trading Activities	\$83,623.76	\$74,804.96
SC-Facility Income	\$1,929.04	\$4,494.81
SC-International Student Fees	\$6,050.00	\$0.00
Total SC-SCHOOL PROJECTS	<u>\$211,737.85</u>	<u>\$173,311.82</u>
<b>STDNT-STUDENT ACTIVITIES</b>		
Stdnt-Awards-Competitions	\$272.73	\$0.00
Stdnt-Special Curric Activ	\$1,000.00	\$50.00
Stdnt-Performance Attendance	\$2,405.00	\$1,200.00
Stdnt-Recreational-Social Ev	\$0.00	\$3,531.80
Stdnt-Camps-Trips	\$29,908.90	\$19,712.60
Total STDNT-STUDENT ACTIVITIES	<u>\$33,586.63</u>	<u>\$24,494.40</u>
Total SALE OF GOODS & SERVICES	<u>\$245,324.48</u>	<u>\$197,806.22</u>
<b>INTEREST RECEIVED</b>		
<b>INTEREST RECEIVED</b>		
Interest Received	\$11,017.86	\$18,337.73
Total INTEREST RECEIVED	<u>\$11,017.86</u>	<u>\$18,337.73</u>
<b>INACTIVE INCOME ACCOUNTS</b>		
<b>INACTIVE INCOME ACCOUNTS</b>		
Total INACTIVE INCOME ACCOUNTS	<u>\$0.00</u>	<u>\$0.00</u>
Total INCOME	<u>\$977,994.27</u>	<u>\$904,651.79</u>
<b>EXPENSES</b>		
<b>EMPLOYEE EXPENSES</b>		

Rosebery Primary School Council

Profit & Loss [Last Year Analysis]

January 2013 through December 2013

28/03/2014  
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	This Year	Last Year
<b>SALARIES AND RELATED EXPENSES</b>		
Wages-Administration	\$1,761.14	\$0.00
Wages-Relief Tchrs	\$67,902.00	\$60,222.40
Wages-Student Support	\$143,317.99	\$114,582.26
<b>Total SALARIES AND RELATED EXPENSE</b>	<b>\$212,981.13</b>	<b>\$174,804.66</b>
<b>SUPERANNUATION EXPENSES</b>		
Super-Administration	\$160.17	\$0.00
Super-Relief Tchrs	\$6,096.35	\$4,655.50
Super-Student Support	\$13,086.94	\$10,312.44
<b>Total SUPERANNUATION EXPENSES</b>	<b>\$19,343.46</b>	<b>\$14,967.94</b>
<b>Total EMPLOYEE EXPENSES</b>	<b>\$232,324.59</b>	<b>\$189,772.60</b>
<b>PURCHASE OF GOODS &amp; SERV</b>		
<b>SGEN-SCHOOL GENERAL EXP</b>		
SGen-Uniforms	\$98,156.06	\$24,646.86
SGen-Travel/Accommodation PD	\$0.00	\$4,984.04
SGen-Bookpack/Bookr'm Supplies	\$31,620.34	\$25,381.33
SGen-Advertising/Marketing/PR	\$275.73	\$1,713.71
SGen-First Aid Supply/Training	\$1,375.36	\$1,287.55
SGen-Paper	\$2,264.99	\$1,163.00
SGen-Classroom Furniture <\$10K	\$28,654.43	\$2,234.72
SGen-Gifts/Donations/Awards	\$505.00	\$143.17
SGen-Teaching & Non-Admin PD	\$9,807.14	\$11,174.73
SGen-Consumables (non-curr)	\$20,012.74	\$14,092.42
<b>Total SGEN-SCHOOL GENERAL EXP</b>	<b>\$192,671.79</b>	<b>\$86,821.53</b>
<b>ADM-ADMINISTRATIVE EXP</b>		
Adm-Accountg/Audit/Legal Fees	\$3,211.23	\$3,443.41
Adm-Professional Development	\$1,929.54	\$0.00
Adm-ATO Penalties & Interest	-\$0.08	\$1.39
Adm-Affiliations & Subs	\$3,839.59	\$1,447.15
Adm-Bank/Merchant Fees	\$1,557.05	\$1,557.13
Adm-Office Furn & Fittings	\$3,098.57	\$10,307.76
Adm-Office Stationery/Consum	\$1,013.44	\$283.32
<b>Total ADM-ADMINISTRATIVE EXP</b>	<b>\$14,649.34</b>	<b>\$17,040.16</b>
<b>MOTOR VEHICLE EXPENSES</b>		
MV-Fuel/Oil	\$0.00	\$215.00
MV-Registration	\$94.20	\$0.00
<b>Total MOTOR VEHICLE EXPENSES</b>	<b>\$94.20</b>	<b>\$215.00</b>
<b>STDNT-STUDENT ACTIVITIES</b>		
Stdnt-Venue Hire/Accommodation	\$9,154.55	\$9,977.27
Stdnt-Transport	\$2,399.80	\$6,726.16
Stdnt-Entry/Participation Fees	\$5,930.13	\$6,851.63
Stdnt-Contract Services	\$0.00	\$227.27
Stdnt-Food/Nutrition	\$48,647.34	\$44,960.14
<b>Total STDNT-STUDENT ACTIVITIES</b>	<b>\$66,131.82</b>	<b>\$68,742.47</b>
<b>STUDENT INFORMATION TECHNOLOGY</b>		
Student IT-Hardware <\$10k	\$1,056.36	\$0.00
Student IT-Software<\$10k	\$3,180.00	\$5,366.14
Student IT-Repairs & Maint	\$238.04	\$0.00
Student IT-Equipment Lease	\$0.00	\$231.82
<b>Total STUDENT INFORMATION TECHNOL</b>	<b>\$4,474.40</b>	<b>\$5,597.96</b>
<b>ADMIN IT AND COMMUNICATION</b>		
Admin IT-Telephone	\$17,408.66	\$15,181.40
Admin IT-Postage/Mail Box	\$727.27	\$644.18
Admin IT-Hardware<\$10k	\$32,739.30	\$0.00
Admin IT-Software<\$10k	\$0.00	\$344.55
Admin IT-Repairs & Maint	\$0.00	\$309.09
Admin IT-Consumables	\$28,811.99	\$3,042.11
Admin IT-Equipment Lease	\$1,864.57	\$37,925.65
Admin IT-Web Develop & Maint	\$184.41	\$73.95
<b>Total ADMIN IT AND COMMUNICATION</b>	<b>\$81,736.20</b>	<b>\$57,520.93</b>
<b>CURRICULUM</b>		
Curr-PS-Student Resources	\$7,951.78	\$2,545.16
Curr-PS-Teacher Resources	\$3,172.95	\$1,219.36
Curr-PS-Consumables	\$19,712.29	\$9,791.42
Curr-EC-Student Resources	\$2,470.55	\$3,449.05
Curr-EC-Teacher Resources	\$479.12	\$0.00
Curr-EC-Consumables	\$87.18	\$0.00

**Rosebery Primary School**  
**2013 Annual Performance Report to the School Community**

**Rosebery Primary School Council**

**Profit & Loss [Last Year Analysis]**

**January 2013 through December 2013**

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	This Year	Last Year
Curr-Oth-Student Resources	\$22,035.75	\$14,128.59
Curr-Oth-Teacher Resources	\$0.00	\$2,071.39
Curr-Oth-Consumables	\$446.71	\$137.73
Total CURRICULUM	<u>\$56,356.33</u>	<u>\$33,342.70</u>
NCA-SCHOOL NON CORE ACTIVITIES		
NCA-Consumables	\$5,817.48	\$0.00
NCA-Equipment R&M	\$109.09	\$0.00
NCA-Equipment	\$2,409.34	\$11,734.29
NCA-Student Support: Equipment	\$0.00	\$42,453.00
Total NCA-SCHOOL NON CORE ACTIVITIE	<u>\$8,335.91</u>	<u>\$54,187.29</u>
Total PURCHASE OF GOODS & SERV	<u>\$424,449.99</u>	<u>\$323,468.04</u>
REPAIRS & MAINTENANCE		
UMR-URGENT MINOR REPAIRS		
UMR-General	\$13,149.69	\$16,989.89
UMR-Vandalism	\$1,718.14	\$1,176.00
UMR-Approved Tree Removal	\$507.15	\$0.00
Total UMR-URGENT MINOR REPAIRS	<u>\$15,374.98</u>	<u>\$18,165.89</u>
NUMR-NON URGENT MINOR REPAIRS		
NUMR-Grounds & Facilities	\$2,127.25	\$0.00
NUMR-General	\$1,435.00	\$0.00
Total NUMR-NON URGENT MINOR REPAIR	<u>\$3,562.25</u>	<u>\$0.00</u>
Total REPAIRS & MAINTENANCE	<u>\$18,937.23</u>	<u>\$18,165.89</u>
PROPERTY MANAGEMENT		
ESSENTIAL SERVICES		
ES-Electricity	\$114,664.34	\$94,659.62
ES-Fire Alarm Monitoring	\$3,848.64	\$2,261.82
ES-Garbage Services	\$6,316.27	\$5,307.69
ES-Gas	\$1,820.21	\$597.96
ES-Pest Control	\$6,967.27	\$4,120.00
ES-Sanitation Services	\$1,426.80	\$1,231.20
ES-Security	\$2,466.00	\$0.00
ES-Sewerage/Septic	\$29,013.46	\$24,918.26
ES-Water	\$40,864.26	\$25,676.36
Total ESSENTIAL SERVICES	<u>\$207,387.25</u>	<u>\$158,772.91</u>
CLEANING		
Cleaning-Consumables	\$293.12	\$0.00
Cleaning-Equipment	\$17.18	\$0.00
Cleaning-Contractors	\$82,286.52	\$84,909.86
Total CLEANING	<u>\$82,596.82</u>	<u>\$84,909.86</u>
GROUND		
Grounds-Consumables	\$833.69	\$450.82
Grounds-Equipment	\$1,050.00	\$918.50
Grounds-Equipment R&M	\$0.00	\$133.32
Grounds-Contractor	\$60,005.45	\$41,097.53
Grounds-Irrigation Costs	\$1,200.81	\$1,769.53
Grounds-Landscaping	\$57,221.88	\$64,147.18
Total GROUND	<u>\$120,311.83</u>	<u>\$108,516.88</u>
PROPERTY MANAGEMENT OTHER		
PMO-Testing & Tagging	\$2,236.00	\$0.00
PMO-R&M Office Equipment	\$279.32	\$77.42
PMO-Maint Off/Janitor Tools/Eq	\$368.99	\$496.93
PMO-R&M & School Improvements	\$0.00	\$5,944.55
Total PROPERTY MANAGEMENT OTHER	<u>\$2,884.31</u>	<u>\$6,518.90</u>
Total PROPERTY MANAGEMENT	<u>\$413,180.21</u>	<u>\$358,718.55</u>
INACTIVE EXPENSE ACCOUNTS		
INACTIVE EXPENSE ACCOUNTS		
Total INACTIVE EXPENSE ACCOUNTS	<u>\$0.00</u>	<u>\$0.00</u>
Total EXPENSES	<u>\$1,088,892.02</u>	<u>\$890,125.08</u>
Operating Profit	<u>-\$110,897.75</u>	<u>\$14,526.71</u>
OTHER INCOME		
INACTIVE ACCOUNTS		
INACTIVE ACCOUNTS		
Total INACTIVE ACCOUNTS	<u>\$0.00</u>	<u>\$0.00</u>
Total OTHER INCOME	<u>\$0.00</u>	<u>\$0.00</u>

Rosebery Primary School Council

Profit & Loss [Last Year Analysis]

January 2013 through December 2013

28/03/2014  
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	This Year	Last Year
OTHER EXPENSES		
INACTIVE ACCOUNTS		
INACTIVE ACCOUNTS		
Total INACTIVE ACCOUNTS	\$0.00	\$0.00
Total OTHER EXPENSES	\$0.00	\$0.00
Net Profit/(Loss)	-\$110,897.75	\$14,526.71

## NAPLAN data



DEPARTMENT OF EDUCATION

17030 NAPLAN School Summary Report 2008 - 2013

Last Refreshed: 31/03/2014

Refreshed by: lynn.nash

## NAPLAN Results 2008 - 2013

# Rosebery Primary School

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

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Universe: NAPLAN school summary results

Students in Years 3, 5, 7 and 9 across Australia sit common tests in numeracy, reading, writing and language conventions (spelling, grammar and punctuation). The results from this assessment provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands.

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**ATTACHMENT C**



**NAPLAN Results 2008 - 2013**  
**Rosebery Primary School**

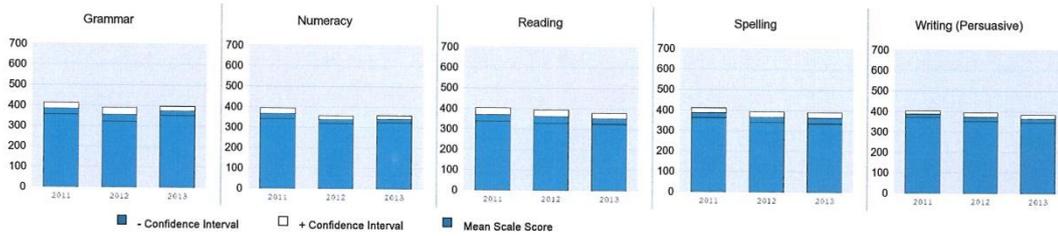
17030 NAPLAN School Summary Report 2008 - 2013  
 Last Refreshed: 31/03/2014  
 Refreshed by: lynn.nash

When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs 2008 - 2013 comparisons are shown with the 'confidence intervals' as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different. i.e. they should be considered to be the same.

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

**Year Level 3**

**School Mean Scale Scores**



In the following table 2008 - 2013 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (i.e. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

**Mean Scale Scores - Comparison**

	2008	2009	2010	2011	2012	2013	
Grammar	School Mean Range	-	-	-	356 - 412	322 - 389	352 - 397
	School Mean				384	356	375
	NT Mean	291	316	311	313	315	338
	Aust Mean	403	420	417	421	424	428
Numeracy	School Mean Range	-	-	-	342 - 392	318 - 357	323 - 358
	School Mean				367	337	341
	NT Mean	338	322	329	338	323	332
	Aust Mean	397	394	395	398	396	397
Reading	School Mean Range	-	-	-	337 - 402	329 - 394	325 - 379
	School Mean				370	361	352
	NT Mean	307	322	329	323	332	339
	Aust Mean	401	411	414	416	420	419
Spelling	School Mean Range	-	-	-	364 - 410	341 - 393	335 - 391
	School Mean				387	367	363
	NT Mean	300	305	300	303	337	327
	Aust Mean	400	405	399	406	414	411
Writing (Persuasive)	School Mean Range	-	-	-	371 - 402	352 - 394	345 - 383
	School Mean				387	373	364
	NT Mean				330	323	320
	Aust Mean				416	416	416

Universe: NAPLAN school summary results

Students in Years 3, 5, 7 and 9 across Australia sit common tests in numeracy, reading, writing and language conventions (spelling, grammar and punctuation). The results from this assessment provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands.

# Rosebery Primary School

## 2013 Annual Performance Report to the School Community



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### NAPLAN Results 2008 - 2013 Rosebery Primary School

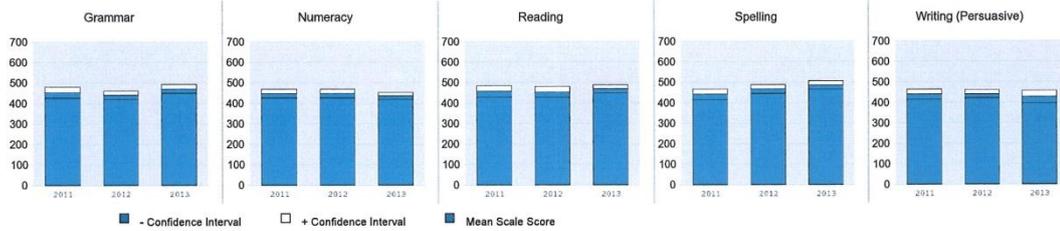
17030 NAPLAN School Summary Report 2008 - 2013  
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When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs 2008 - 2013 comparisons are shown with the 'confidence intervals' as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different. I.e. they should be considered to be the same.

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

#### Year Level 5

#### School Mean Scale Scores



In the following table 2008 - 2013 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

#### Mean Scale Scores - Comparison

	2008	2009	2010	2011	2012	2013	
Grammar	School Mean Range	-	-	-	426 - 481	420 - 462	450 - 493
	School Mean				453	441	471
	NT Mean	400	415	397	400	394	423
	Aust Mean	496	500	500	499	491	501
Numeracy	School Mean Range	-	-	-	426 - 469	427 - 469	419 - 454
	School Mean				447	448	437
	NT Mean	416	430	422	424	418	422
	Aust Mean	476	487	489	488	489	486
Reading	School Mean Range	-	-	-	430 - 485	428 - 480	449 - 488
	School Mean				457	454	469
	NT Mean	405	421	412	403	405	437
	Aust Mean	484	494	487	488	494	502
Spelling	School Mean Range	-	-	-	416 - 468	446 - 489	466 - 508
	School Mean				442	467	487
	NT Mean	399	411	409	393	413	413
	Aust Mean	484	487	487	484	495	494
Writing (Persuasive)	School Mean Range	-	-	-	416 - 465	421 - 461	397 - 458
	School Mean				440	441	427
	NT Mean				397	391	386
	Aust Mean				483	477	478

Universe: NAPLAN school summary results

Students in Years 3, 5, 7 and 9 across Australia sit common tests in numeracy, reading, writing and language conventions (spelling, grammar and punctuation). The results from this assessment provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands.

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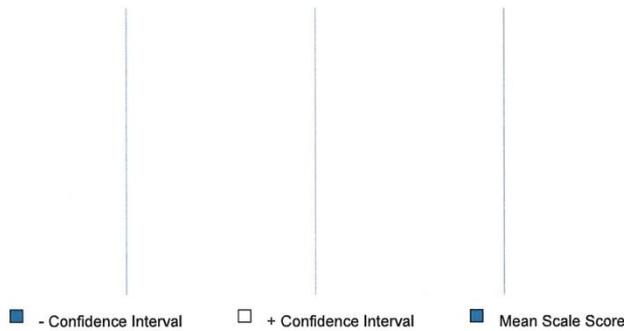


**NAPLAN Results Writing (Narrative) 2008 - 2010**  
**Rosebery Primary School**

When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs 2008 - 2010 comparisons are shown with the 'confidence intervals' as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different. i.e. they should be considered to be the same.

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

**School Mean Scale Scores - Writing (Narrative)**



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

**Mean Scale Scores - Comparison**

		2008	2009	2010	
Year 3	<i>School Mean Range</i>		-	-	-
	Writing (Narrative)	School Mean			
		NT Mean	337	338	331
		Aust Mean	414	415	419
Year 5	<i>School Mean Range</i>		-	-	-
	Writing (Narrative)	School Mean			
		NT Mean	411	409	400
		Aust Mean	487	485	485

Universe: NAPLAN school summary results

Students in Years 3, 5, 7 and 9 across Australia sit common tests in numeracy, reading, writing and language conventions (spelling, grammar and punctuation). The results from this assessment provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands.

# Rosebery Primary School

## 2013 Annual Performance Report to the School Community

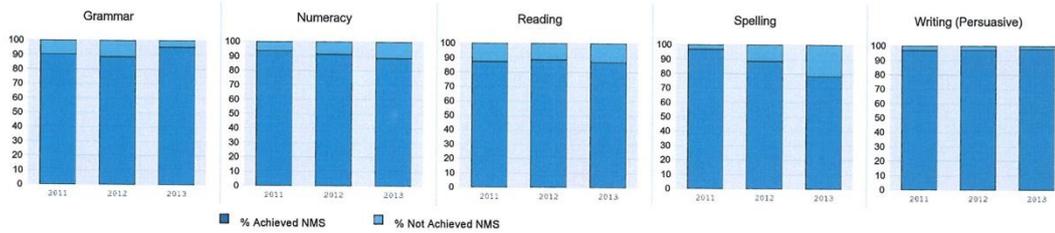


### NAPLAN Results 2008 - 2013 Rosebery Primary School

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

#### Year 3 Percentage of Students Achieving NMS (%)



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

		Below NMS		At NMS		Above NMS		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2008							
	2009							
	2010							
	2011	3	9%	2	6%	27	84%	32
	2012	4	11%	7	19%	25	69%	36
Numeracy	2008							
	2009							
	2010							
	2011	2	6%	9	28%	21	66%	32
	2012	3	9%	12	34%	20	57%	35
Reading	2008							
	2009							
	2010							
	2011	4	13%	9	28%	19	59%	32
	2012	4	11%	9	25%	23	64%	36
Spelling	2008							
	2009							
	2010							
	2011	1	3%	6	19%	25	78%	32
	2012	4	11%	7	19%	25	69%	36
Writing (Persuasive)	2008	n/a		n/a		n/a		n/a
	2009	n/a		n/a		n/a		n/a
	2010	n/a		n/a		n/a		n/a
	2011	1	3%	2	6%	29	91%	32
	2012	1	3%	5	14%	30	83%	36
2013	1	2%	11	24%	34	74%	46	

Universe: NAPLAN school summary results  
Students in Years 3, 5, 7 and 9 across Australia sit common tests in numeracy, reading, writing and language conventions (spelling, grammar and punctuation). The results from this assessment provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands.



NAPLAN Results 2008 - 2013

17030 NAPLAN School Summary Report 2008 - 2013

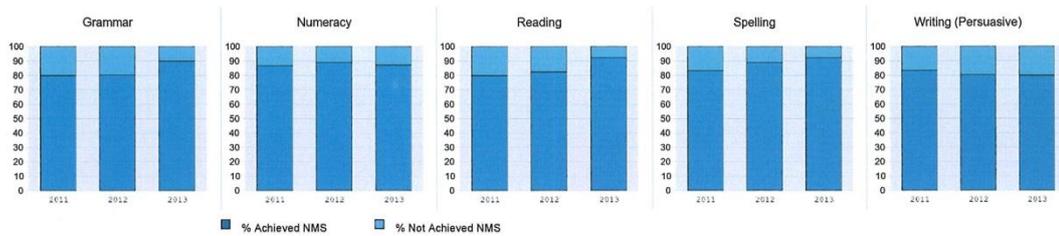
Rosebery Primary School

Last Refreshed: 31/03/2014  
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Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 5

Percentage of Students Achieving NMS (%)



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

		Below NMS		At NMS		Above NMS		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2008							
	2009							
	2010							
	2011	6	20%	3	10%	21	70%	30
	2012	9	20%	11	24%	26	57%	46
Numeracy	2008							
	2009							
	2010							
	2011	4	13%	6	20%	20	67%	30
	2012	5	11%	12	26%	29	63%	46
Reading	2008							
	2009							
	2010							
	2011	6	20%	5	17%	19	63%	30
	2012	8	17%	5	11%	33	72%	46
Spelling	2008							
	2009							
	2010							
	2011	5	17%	6	20%	19	63%	30
	2012	5	11%	9	20%	32	70%	46
Writing (Persuasive)	2008	n/a		n/a		n/a		n/a
	2009	n/a		n/a		n/a		n/a
	2010	n/a		n/a		n/a		n/a
	2011	5	17%	7	23%	18	60%	30
	2012	9	20%	7	15%	30	65%	46
2013	8	20%	10	25%	22	55%	40	

Universe: NAPLAN school summary results  
Students in Years 3, 5, 7 and 9 across Australia sit common tests in numeracy, reading, writing and language conventions (spelling, grammar and punctuation). The results from this assessment provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands.

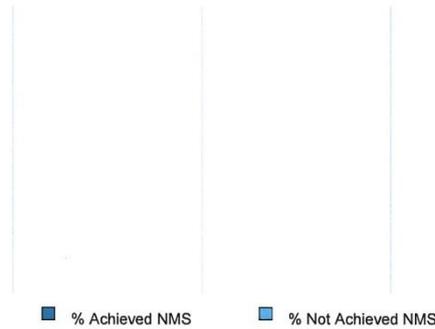


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**NAPLAN Results Writing (Narrative) 2008 - 2010  
 Rosebery Primary School**

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

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



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

	Below NMS		At NMS		Above NMS		Total No of Students
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Year 3 Writing (Narrative)	2008						
	2009						
	2010						
Year 5 Writing (Narrative)	2008						
	2009						
	2010						

Universe: NAPLAN school summary results  
 Students in Years 3, 5, 7 and 9 across Australia sit common tests in numeracy, reading, writing and language conventions (spelling, grammar and punctuation). The results from this assessment provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands.

# Rosebery Primary School

## 2013 Annual Performance Report to the School Community



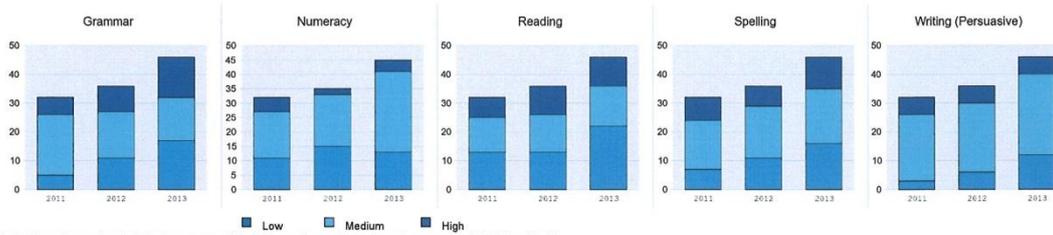
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**NAPLAN Results 2008 - 2013**  
**Rosebery Primary School**

17030 NAPLAN School Summary Report 2008 - 2013  
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Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

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



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

		Low		Medium		High		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2008							
	2009							
	2010							
	2011	5	16%	21	66%	6	19%	32
	2012	11	31	16	44	9	25	36
Numeracy	2008							
	2009							
	2010							
	2011	11	34%	16	50%	5	16%	32
	2012	15	43	18	51	2	6	35
Reading	2008							
	2009							
	2010							
	2011	13	41%	12	38%	7	22%	32
	2012	13	36	13	36	10	28	36
Spelling	2008							
	2009							
	2010							
	2011	7	22%	17	53%	8	25%	32
	2012	11	31	18	50	7	19	36
Writing (Persuasive)	2008	n/a		n/a		n/a		n/a
	2009	n/a		n/a		n/a		n/a
	2010	n/a		n/a		n/a		n/a
	2011	3	9%	23	72%	6	19%	32
	2012	6	17	24	67	6	17	36
2013	12	26%	28	61%	6	13%	46	

Universe: NAPLAN school summary results  
 Students in Years 3, 5, 7 and 9 across Australia sit common tests in numeracy, reading, writing and language conventions (spelling, grammar and punctuation). The results from this assessment provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands.

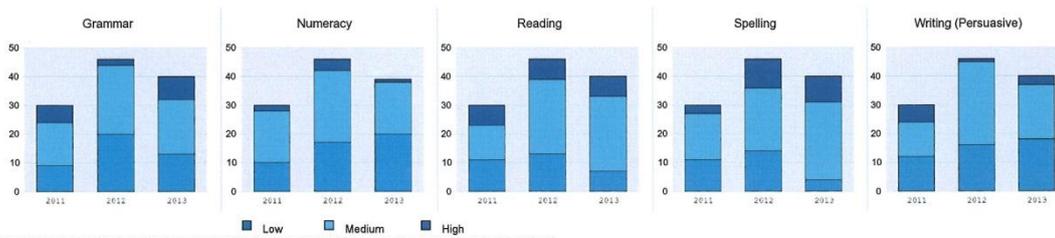


**NAPLAN Results 2008 - 2013**  
**Rosebery Primary School**

17030 NAPLAN School Summary Report 2008 - 2013  
 Last Refreshed: 31/03/2014  
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Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

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



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

		Low		Medium		High		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2008							
	2009							
	2010							
	2011	9	30%	15	50%	6	20%	30
	2012	20	43	24	52	2	4	46
Numeracy	2013	13	33%	19	48%	8	20%	40
	2008							
	2009							
	2010							
	2011	10	33%	18	60%	2	7%	30
Reading	2012	17	37	25	54	4	9	46
	2013	20	51%	18	46%	1	3%	39
	2008							
	2009							
	2010							
Spelling	2011	11	37%	12	40%	7	23%	30
	2012	13	28	26	57	7	15	46
	2013	7	18%	26	65%	7	18%	40
	2008							
	2009							
Writing (Persuasive)	2010							
	2011	11	37%	16	53%	3	10%	30
	2012	14	30	22	48	10	22	46
	2013	4	10%	27	68%	9	23%	40
	2008	n/a		n/a		n/a		n/a
Writing (Persuasive)	2009	n/a		n/a		n/a		n/a
	2010	n/a		n/a		n/a		n/a
	2011	12	40%	12	40%	6	20%	30
	2012	16	35	29	63	1	2	46
	2013	18	45%	19	48%	3	8%	40

Universe: NAPLAN school summary results  
 Students in Years 3, 5, 7 and 9 across Australia sit common tests in numeracy, reading, writing and language conventions (spelling, grammar and punctuation). The results from this assessment provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands.

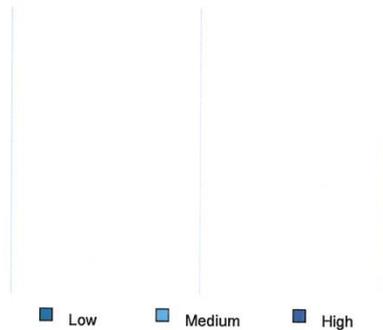


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**NAPLAN Results Writing (Narrative) 2008 - 2010  
 Rosebery Primary School**

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

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



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

	Low		Medium		High		Total No of Students
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Year 3 Writing (Narrative)	2008						
	2009						
	2010						
Year 5 Writing (Narrative)	2008						
	2009						
	2010						

Universe: NAPLAN school summary results

Students in Years 3, 5, 7 and 9 across Australia sit common tests in numeracy, reading, writing and language conventions (spelling, grammar and punctuation). The results from this assessment provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands.

# Rosebery Primary School

## 2013 Annual Performance Report to the School Community



DEPARTMENT OF EDUCATION

NAPLAN Results 2008 - 2013  
Rosebery Primary School

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### Year 3 Percentage of Students Participating (%)



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

	Participating Present		Participating Exempt		Not Participating Absent		Total No of Students
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
2008							
2009							
2010							
2011	31	94%	1	3%	1	3%	33
2012	36	100%			1	3%	36
2013	46	98%			1	2%	47
<b>Grammar</b>							
2008							
2009							
2010							
2011	31	94%	1	3%	1	3%	33
2012	35	97%			1	3%	36
2013	45	96%			2	4%	47
<b>Numeracy</b>							
2008							
2009							
2010							
2011	31	94%	1	3%	1	3%	33
2012	36	100%			1	3%	36
2013	46	98%			1	2%	47
<b>Reading</b>							
2008							
2009							
2010							
2011	31	94%	1	3%	1	3%	33
2012	36	100%			1	3%	36
2013	46	98%			1	2%	47
<b>Spelling</b>							
2008							
2009							
2010							
2011	31	94%	1	3%	1	3%	33
2012	36	100%			1	3%	36
2013	46	98%			1	2%	47
<b>Writing</b>							
2008							
2009							
2010							
2011	31	94%	1	3%	1	3%	33
2012	36	100%			1	3%	36
2013	46	98%			1	2%	47

Universe: NAPLAN school summary results  
Students in Years 3, 5, 7 and 9 across Australia sit common tests in numeracy, reading, writing and language conventions (spelling, grammar and punctuation). The results from this assessment provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands.

# Rosebery Primary School

## 2013 Annual Performance Report to the School Community



DEPARTMENT OF EDUCATION

NAPLAN Results 2008 - 2013

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Rosebery Primary School

Last Refreshed: 31/03/2014

Year 5

Percentage of Students Participating (%)



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

	Participating Present		Participating Exempt		Not Participating Absent		Total No of Students
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2008						
	2009						
	2010						
	2011	30	100%				30
	2012	45	98	1	2		46
2013	39	98%	1	3%		40	
Numeracy	2008						
	2009						
	2010						
	2011	30	100%				30
	2012	46	100			1	46
2013	38	95%	1	3%	1	40	
Reading	2008						
	2009						
	2010						
	2011	30	100%				30
	2012	46	100				46
2013	39	98%	1	3%		40	
Spelling	2008						
	2009						
	2010						
	2011	30	100%				30
	2012	45	98	1	2		46
2013	39	98%	1	3%		40	
Writing	2008						
	2009						
	2010						
	2011	30	100%				30
	2012	45	98	1	2		46
2013	39	98%	1	3%		40	

Universe: NAPLAN school summary results  
 Students in Years 3, 5, 7 and 9 across Australia sit common tests in numeracy, reading, writing and language conventions (spelling, grammar and punctuation). The results from this assessment provide an important measure of how all Australian students are performing in literacy and numeracy against national achievement bands.

# Student Enrolment, Attendance and Learning



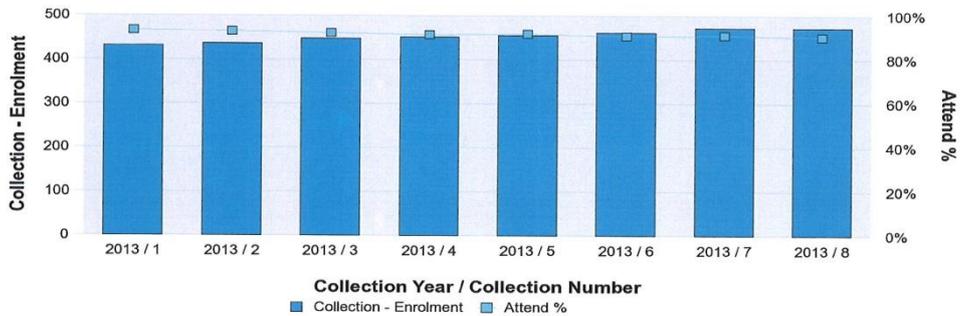
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7799- E & A Data for Rosebery School 2013  
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## 2013 Collection 1- 8 Enrolment and Attendance Summary

This report shows schools enrolment and attendance data by each periodic collection. Each collection includes four weeks of data, collected in Week 4 and Week 8 of each school term. The enrolments are calculated on the last day of the collection period. Enrolments are divided into 2 categories: Active Enrolments are the 'traditional enrolment count'. Pasive enrolments are students who have been moved to the form code 'passive'.

### Rosebery Primary School



	2013	
	Active	Att %
Feb (1)	431	93.3%
Mar (2)	436	92.8%
May (3)	448	92.1%
Jun (4)	452	91.5%
Aug (5)	455	91.8%
Sep (6)	462	90.7%
Oct (7)	472	91.0%
Nov (8)	472	90.4%
<b>Average:</b>	<b>453</b>	<b>91.7%</b>



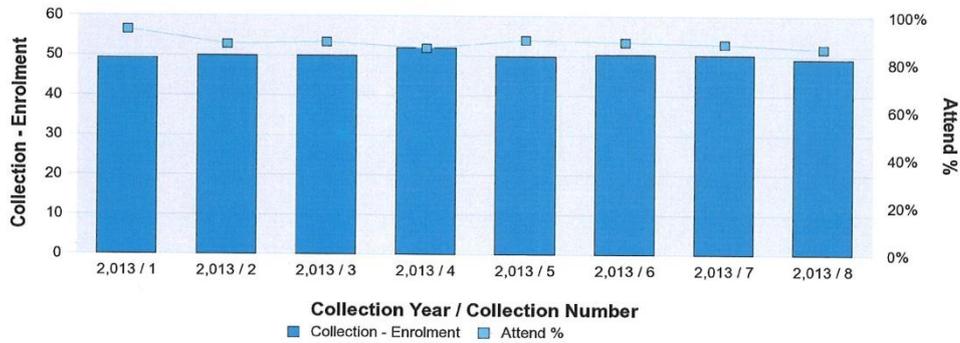
DEPARTMENT OF EDUCATION

7799- E & A Data for Rosebery School 2013  
 Last refreshed 28/03/2014  
 Printed by karen.bird

### 2013 Collection 1- 8 Enrolment and Attendance Summary - Indigenous Only

This report shows schools enrolment and attendance data by each periodic collection. Each collection includes four weeks of data, collected in Week 4 and Week 8 of each school term. The enrolments are calculated on the last day of the collection period. Enrolments are divided into 2 categories: Active Enrolments are the 'traditional enrolment count'. Pasive enrolments are students who have been moved to the form code 'passive'.

#### Rosebery Primary School



	2013	
	Active	Att %
Feb (1)	49	94.3%
Mar (2)	50	88.1%
May (3)	50	89.1%
Jun (4)	52	86.6%
Aug (5)	50	90.0%
Sep (6)	50	89.0%
Oct (7)	50	88.4%
Nov (8)	49	86.3%
Average:	50	88.9%



## 2013 Collection 1- 8 Enrolment and Attendance School Level Summary

### Rosebery Primary School

Collection Month	Schooling Level	2013	
		Active	Att %
Feb (1)	Early Years	306	93.3%
	Primary Years	125	93.2%
	<b>Total</b>	<b>431</b>	<b>93.3%</b>
Mar (2)	Early Years	309	92.7%
	Primary Years	127	92.9%
	<b>Total</b>	<b>436</b>	<b>92.8%</b>
May (3)	Early Years	319	92.1%
	Primary Years	128	92.0%
	<b>Total</b>	<b>448</b>	<b>92.1%</b>
Jun (4)	Early Years	322	91.1%
	Primary Years	130	92.1%
	<b>Total</b>	<b>452</b>	<b>91.5%</b>
Aug (5)	Early Years	321	92.2%
	Primary Years	134	91.1%
	<b>Total</b>	<b>455</b>	<b>91.8%</b>
Sep (6)	Early Years	324	90.4%
	Primary Years	137	91.3%
	<b>Total</b>	<b>462</b>	<b>90.7%</b>
Oct (7)	Early Years	328	90.7%
	Primary Years	144	91.6%
	<b>Total</b>	<b>472</b>	<b>91.0%</b>
Nov (8)	Early Years	328	90.3%
	Primary Years	144	90.6%
	<b>Total</b>	<b>472</b>	<b>90.4%</b>



## 2013 Collection 1- 8 Enrolment and Attendance School Level Indigenous Summary

### Rosebery Primary School

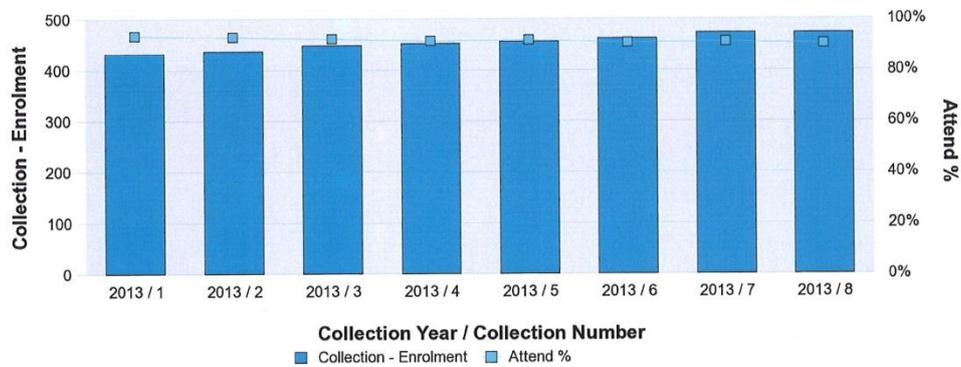
Collection Month	Schooling Level	2013	
		Active	Att %
Feb (1)	Early Years	35	94.4%
	Primary Years	14	94.2%
	<b>Total</b>	<b>49</b>	<b>94.3%</b>
Mar (2)	Early Years	36	89.2%
	Primary Years	14	85.5%
	<b>Total</b>	<b>50</b>	<b>88.1%</b>
May (3)	Early Years	37	88.6%
	Primary Years	13	90.4%
	<b>Total</b>	<b>50</b>	<b>89.1%</b>
Jun (4)	Early Years	38	86.5%
	Primary Years	14	86.8%
	<b>Total</b>	<b>52</b>	<b>86.6%</b>
Aug (5)	Early Years	36	90.4%
	Primary Years	14	88.9%
	<b>Total</b>	<b>50</b>	<b>90.0%</b>
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	Primary Years	13	88.9%
	<b>Total</b>	<b>50</b>	<b>88.4%</b>
Nov (8)	Early Years	36	88.2%
	Primary Years	13	81.2%
	<b>Total</b>	<b>49</b>	<b>86.3%</b>



### 2013 Collection 1- 8 Enrolment and Attendance Summary

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#### Rosebery Primary School



	2013	
	Active	Att %
<b>Feb (1)</b>	431	93.3%
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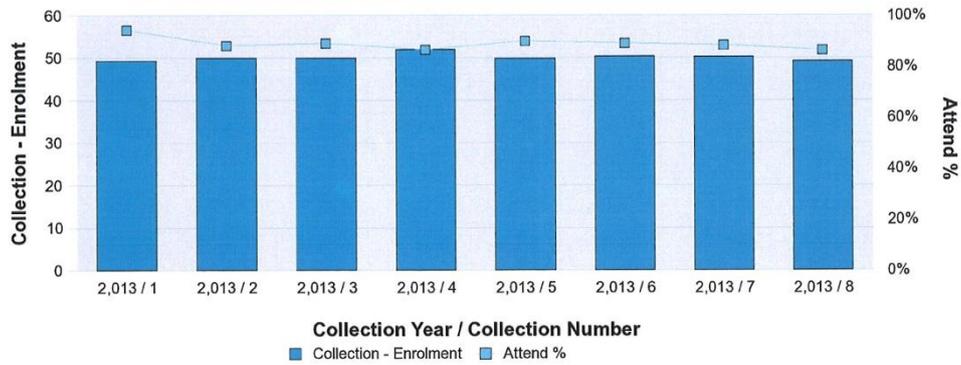
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<b>Sep (6)</b>	50	89.0%
<b>Oct (7)</b>	50	88.4%
<b>Nov (8)</b>	49	86.3%
<b>Average:</b>	<b>50</b>	<b>88.9%</b>



## 2013 Collection 1- 8 Enrolment and Attendance School Level Summary

### Rosebery Primary School

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