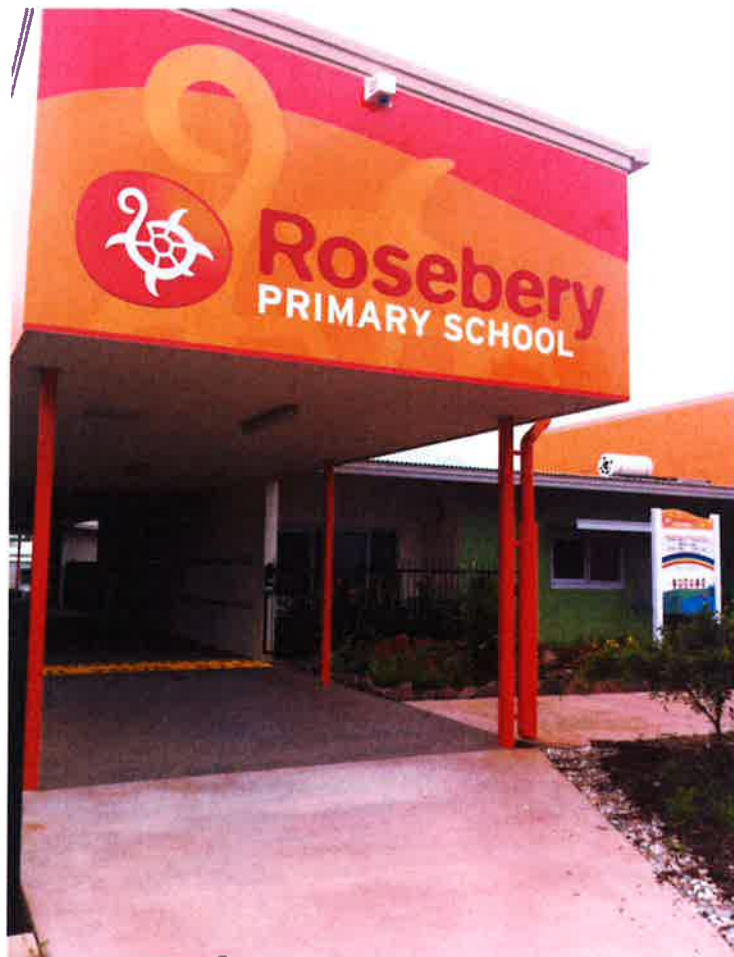




# Rosebery

## PRIMARY SCHOOL

### 2015 Annual Performance Report to the School Community



## School Overview

### Our School

Rosebery Primary School is a dynamic and ever changing school with enrolments averaging around 485 with students coming from the surrounding areas of Rosebery, Bellamack and Zuccoli. At Rosebery Primary School we strive for excellence in teaching and hold high expectations for our students' learning. We have a well-regarded reputation of being innovative and with our specific architecturally designed open learning space buildings, our collaborative learning and co-teaching models which are renowned.

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

In 2015 the students took part in a competition to design panels for display of our school values. We actually took pieces of a number of students design work and created all 5 panels and had them made into a landscape with our values embedded into them. These panels are proudly displayed on the wall behind our Assembly area.



Rosebery Primary School is a Teaching School partnering with Charles Darwin University and in 2015 we had a number of pre-service teachers working with mentor teachers across the school in our classrooms. This is a great experience for them, our mentor teachers and students alike.

### Our Staff

Rosebery Primary School staff is made up of administrative roles, leadership and operational roles as well as teaching roles with a range of experienced as well as neophyte teachers. We have 1 Principal, 2 assistant principals, 2 senior teachers, a Special Education Teacher and an admin officer for special education, 21 class teachers and two specialist teachers. We also have an administration manager, 2 office support staff, 1.5 transition support aids and 2 preschool support aid as well as 5 classroom support officers, a maintenance officer and canteen manager. We have a highly motivated and professional staff that all meet the high standards required to work at the expected level and within the range of the Public Services Management Act and the Australian Teaching Standards required. The Preschool teachers and preschool assistant have qualifications that meet the National Quality Standards.

Among staff there are the following mix of cultures; one who identifies as Aboriginal or Torres Strait Islander, two from New Zealand, one from the Philippines and the remainder are Australian. This diversity gives us a great starting point when working with children from a variety of cultures as it shows we too have diverse staff. Many of our staff are Defence spouses who understand the transient nature that defence families put on education and it also places our staff at high risk of change on a yearly basis. At the end of 2015 we had three staff move interstate with defence postings and another left to pursue teaching at a special school, two moved interstate due to their partner's work, as well as 2 permanent officers due to return from leave in 2016 meant 2 teachers contracts came to an end.

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

As an ICT focused school our learning spaces are all fitted out with interactive whiteboards and each learning area has access to a bank of ready charged wireless laptops. The innovative use of ICT spills over into our Intervention Programs such as lunchtime Minecraft groups for students with the need to develop social skills, iPad programs for students with the need to cover early literacy foundations including words and sounds as well as the use of Google Chrome books for research and interaction with the curriculum in a different way in our Year 5 classes. This is an area we are looking at expanding in 2016 with the purchase of a 3D printer for extended work through a design program to create a replica of the school.

### **Our Students**

The number of students who identify as Aboriginal and/or Torres Strait Islander students numbers 52 which is 10 more than 2014. We have 16.2% of our student population who identify as English as a Second Language background with the cultures ranging from African, Filipino, Indian, Pakistani, Nepalese, Mexican and Spanish and more. We have over 100 students who are from Defence family backgrounds which is reportedly the highest in the NT.

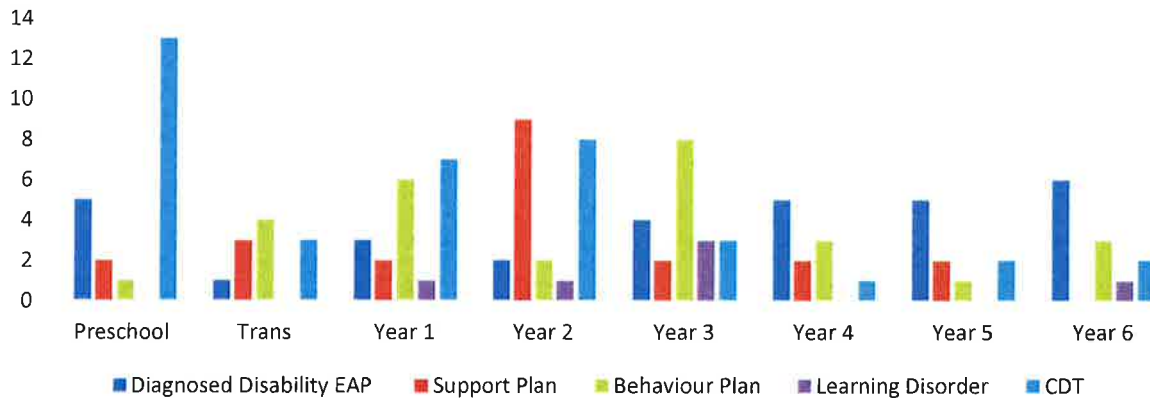
Rosebery Primary School has a huge enrolment of defence families and this in turn causes our retention rates to be very erratic with student turnover being 46% in 2015 being 5% higher than in 2014.

The average attendance in 2015 was 91.2% which was almost identical to the previous year. During 2015, 47% of absent periods were un-notified and this represents 3.8% of all periods. Many of our families take Asian holidays during school terms which include many defence families taking holidays when a parent returns from a posting overseas. In 2015 we put an emphasis on improving this statistic however, the situation remained the same. There is still further emphasis to be put on this area in 2016. In 2015 we had 52 Indigenous students enrolled with an average attendance of 89.5% compared to 2014 where we had 42 Indigenous students with an average attendance of 88.1%. This is a significant improvement.

In 2015 the number of identified special needs students doubled from the previous year. The number of funded students rose from 18 in 2014 to 35 by the semester 2, 2015. Each of those children who are on an Educational Adjustment Plan (EAP) also had additional support within class. Students who experience difficulty with their learning and are not diagnosed or funded are provided with teaching

and learning adjustments and additional support through the joint (parent, teacher and Special Needs teacher) development of Support Plans or Individual Behaviour Plans (IBPs).

Student Educational Support List  
Semester 2 2015



In 2015 there was a further 55 students that were supported without a diagnosis and were unfunded. Several support programs were conducted at various times throughout the year for example there was a social skills cooking group, Spelling Attack program, Personal Words, Toe by Toe program, Phonological Awareness Program (PAL) and Minecraft for Social Skills and the iPad project 'Now you can Talk' for students with initial difficulty using their words appropriately to express their feelings and to convey a message. A speech therapist worked with students and teachers in preschool and some students attended Riding for the Disabled (RDA). The whole Intervention Program catered for approximately 120 students across our school both funded and unfunded ranging from EAP students to support plan students to IBP students to students being monitored.



## Principal's Report

In 2015 at Rosebery Primary School we had a very successful and productive year across the board. Our school grew to 97% capacity with very little extra space for any extra classes or lessons that could be undertaken anywhere other than currently occupied spaces in the school. Due to this enormous growth over the past 5 years we were given approval for a further room to be added to the preschool. This building took over 6 months to build and we had the opening in week 4 of Term 3. This new preschool room allowed us to enrol a further 44 preschool students and no sooner than we opened these classes were full with a waiting list again. Rosebery and priority enrolment areas of Bellamack and Zuccoli are swiftly growing areas with enrolments increasing at all locally surrounding schools as well.

Throughout the year the turnover of students was 17% in Term 1, 6% in Term 2, 10% in Term 3 and in Term 4 there was a turnover of 14% of students. In total for the year this equalled 46% which is a massive change for any school. Rosebery Primary School is a very dynamic and changing school and we pride ourselves on managing change well. This does tend to detract from our 'growth over time' statistics in snapshot tests like NAPLAN as we are constantly losing almost half our students each year and refreshing with other students from mostly interstate or overseas.

At Rosebery Primary we conduct most of our professional learning in-house with highly skilled operators being within the leadership team affording us this opportunity. We also offered opportunities for other schools who were keen to see Visible Learning in Action. The Learning Walk idea was devised and throughout the year 4 of these were conducted with approximately 80 participants from across the Top End benefitting from learning about the Visible Learning journey Rosebery Primary had been on over the previous 2 years.

The much talked about Musical Performance as part of our Performing Arts Program was a huge success in 2015 with 3 shows in total. All students had a role to play in those performances. These are held every two years alternating with the Back to School Festival.

The future for Rosebery Primary School is bright with continued connection with community, parents, families and services to support our growing needs is a sign for success.



Gail Smith  
Principal

## Teaching and Learning

The teaching and learning at Rosebery Primary School is contributed to and enhanced by all teaching and non-teaching staff, the school and broader community base and students. Our overarching learning intention is to develop well-rounded, assessment capable learners and inviting learning spaces where children feel safe yet challenged to reach their potential.

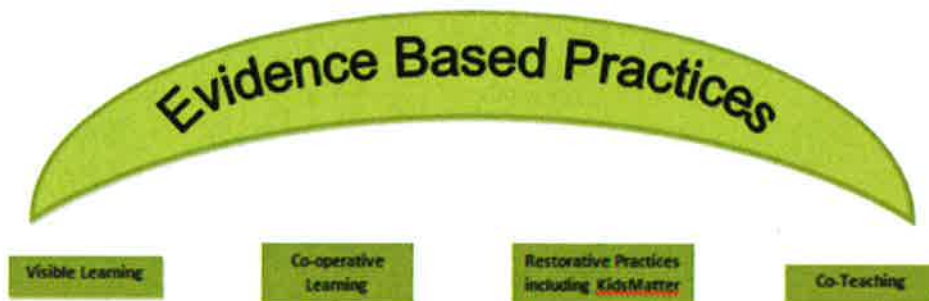
The Vision at Rosebery Primary School is that we will;

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

This mission is endorsed through the explicit teaching of the school values of; respect, cooperation, integrity, resilience and confidence.

Teachers connect with our students to foster an atmosphere of challenge with support and to develop assessment capable learners who can reach their potential in a risk free environment.

This is all underpinned by our vision of having an evidence base to all our practices which we strive to achieve at Rosebery Primary School. The diagram below shows the importance of evidence based practices in everything we do.



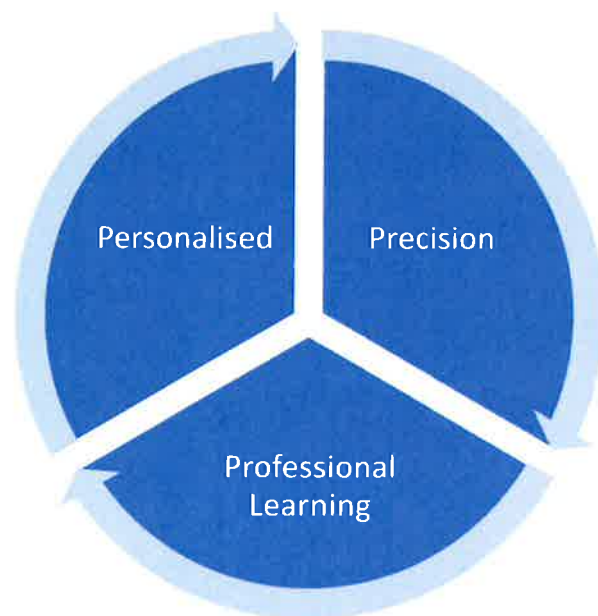
Rosebery Primary School continues to achieve success through the ongoing immersion in what we call our *Big 4*, which are:

- Co-teaching
- Kagan Co-operative Learning
- Restorative Practices
- Visible Learning

### Evidence Based Practices

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

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



*Overemphasis on one or two components at the expense of the others will be divisive and dysfunctional. The glue that binds these three components is moral purpose: education for all that raises the bar as it closes the gap. For this to happen, the three Ps must be synergistically interconnected. When they are, the job becomes easier because each component leverages the others upward. (p 16 Breakthrough)*

### Co-Teaching

Rosebery Primary School's open learning communities (neighbourhoods) 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 as the underlying pedagogy for Rosebery Primary School. Ongoing professional learning was provided in-house through once a month Kagan Structure of the Month workshop conversations. In class mentoring was provided as part of the role of an Assistant Principal who is a Kagan trainer and coach. This allowed teachers to experience in the moment coaching of Kagan structures as part of their daily teaching practices. Utilising this approach allowed teachers to access the professional learning and practice and for students to continue to develop on task cooperative learning. As a Kagan school it is important that we continue to offer quality professional learning in this area so each year we have the Kagan trainers from interstate visit and conduct this professional learning with all our staff and other interested schools. This will continue into 2016.



## Visible Learning

Visible Learning at Rosebery Primary has been in place since 2013. Our way of focussing teachers was to look at Formative Assessment practices through Shirley Clarke's DVDs and books, with a main introductory focus on Learning Intentions and Success Criteria.

We understand visible learners to be *Assessment Capable Learners* who:

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



Creating Success Criteria together with the students in Transition.

Throughout 2015 we continued to value add to our journey of Visible Learning. Staff consolidated their efforts to effectively embed the principles of Visible Learning into their daily practice including clearly displayed learning intentions and success criteria with a short and long term view and goal setting with the students. Further refinement was made with feedback and effective questioning. This was supported through our ongoing professional learning as part our whole school Professional Learning Communities model.

Visible Learning continued to be a significant force throughout 2015. Staff accessed a number of professional learning opportunities. This included:

- 11 staff undertaking Visible Learning Foundation Day training
- 4 staff became Impact Coaches (complimenting previous Cognitive Coach training)
- Evidence into Action Day 1 was attended
- Ongoing Dylan William Teaching and Learning Community (TLC) sessions as part of Professional Learning Communities (this is a 2 year Professional Learning plan that addresses teachers reflecting on practice and setting up an action plan that they are then accountable for ensuring is addressed through regular check ins and classroom walkthroughs by peers)
- Rosebery Primary School Visible Learning Walks.

2015 was an energised and productive year for Visible Learning. Staff and students continued to access and utilise our Infographics produced in 2014 to support their learning. Through participation in the Dylan William Professional Learning Communities professional learning, teachers set action goals to implement in classroom practise. Approaches such as exit questions, hinge point questions were embedded into daily learning.



In 2015 Rosebery Primary School offered Visible learning Walks in response to multiple requests from Principals, teachers and staff to visit the school to observe our staff utilising Visible Learning practices. In total 4 sessions were delivered. This opportunity enabled Rosebery Primary School staff to model their embedded practice and to engage in dialogue with staff from other schools and jurisdictions.

A key development in the Visible Learning journey was the school capability assessment of our Visible Learning culture and achievements. Two staff from Corwin/Cognition facilitated this review. The resulting review report provided a benchmark to self-reflect on our progress and processes internally and as a comparative tool more recent system initiatives within other schools.

This also has a huge impact on our overall student outcomes and particularly in the NAPLAN results. Therefore it is vital for whole school approaches to be embedded to ensure there is consistency of program, language and teaching and learning which flows easily into the following year level using the Australian Curriculum to guide teaching.

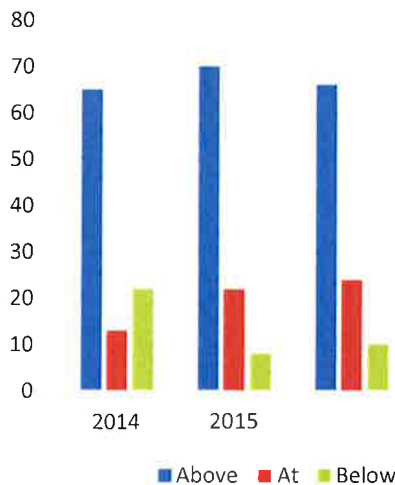
As our learning intentions, success criteria and student goals become more refined our feedback becomes more purposeful. There was a noticeable initial shift from 2013 – 2014 in feedback data to more staff incorporating process feedback into their classroom conversations with students.

Type of Feedback	2013	2014	2015
Self/Praise	35%	3%	26%
Task	15%	40%	24%
Process	47%	52%	45%
Self-Regulation	3%	5%	5%

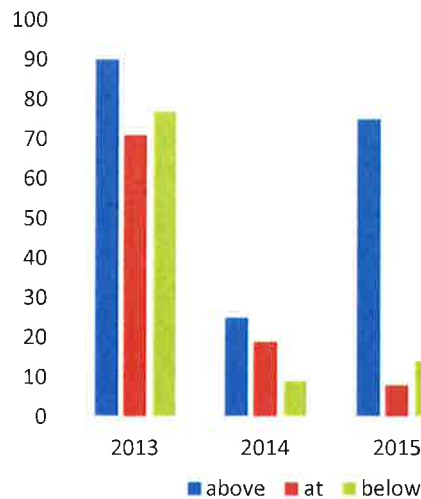
However a substantial backwards trend was noticed in 2015 with more feedback being identified as Self/Praise and Task rather than maintaining or lifting from Self/Praise to Task and Process. This can be contributed to the number of new teachers that came on board from interstate in 2015. However, there is still a positive value add to this is an improvement in student achievement and results.

Within the various tests of NAPLAN there is a shift in the percentages of students within the various broad bands of; below, at and above minimum standard. This trend is made even more significant by our large student turnover and thus a relatively small pool of “thoroughbred” students.

Year 3 Spelling 2013 to 2015

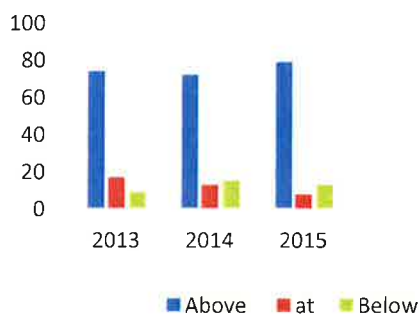


Year 5 Spelling 2013-2015

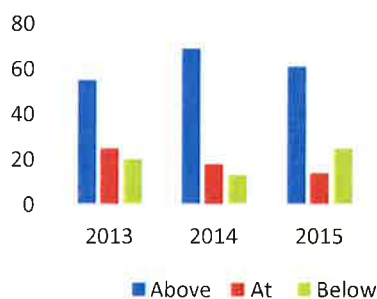


As indicated in (graphs/table) across the last 3 years in most test areas the bell curve has been shifted; the top has pulled the tail. Results show a general improvement in the number of students performing above minimum standard for their year level. This is a trend within a same cohort (2013-2015) and how a year level performs for a point in time comparison within our school programmes. There was a dip in results across writing which matched a national trend.

Year 3 Writing 2013-2015



Year 5 Writing 2013-2015



Overall, programmes and approaches which are phase of learning specific such as Jolly Grammar or school wide programmes/expectations are making a positive impact.

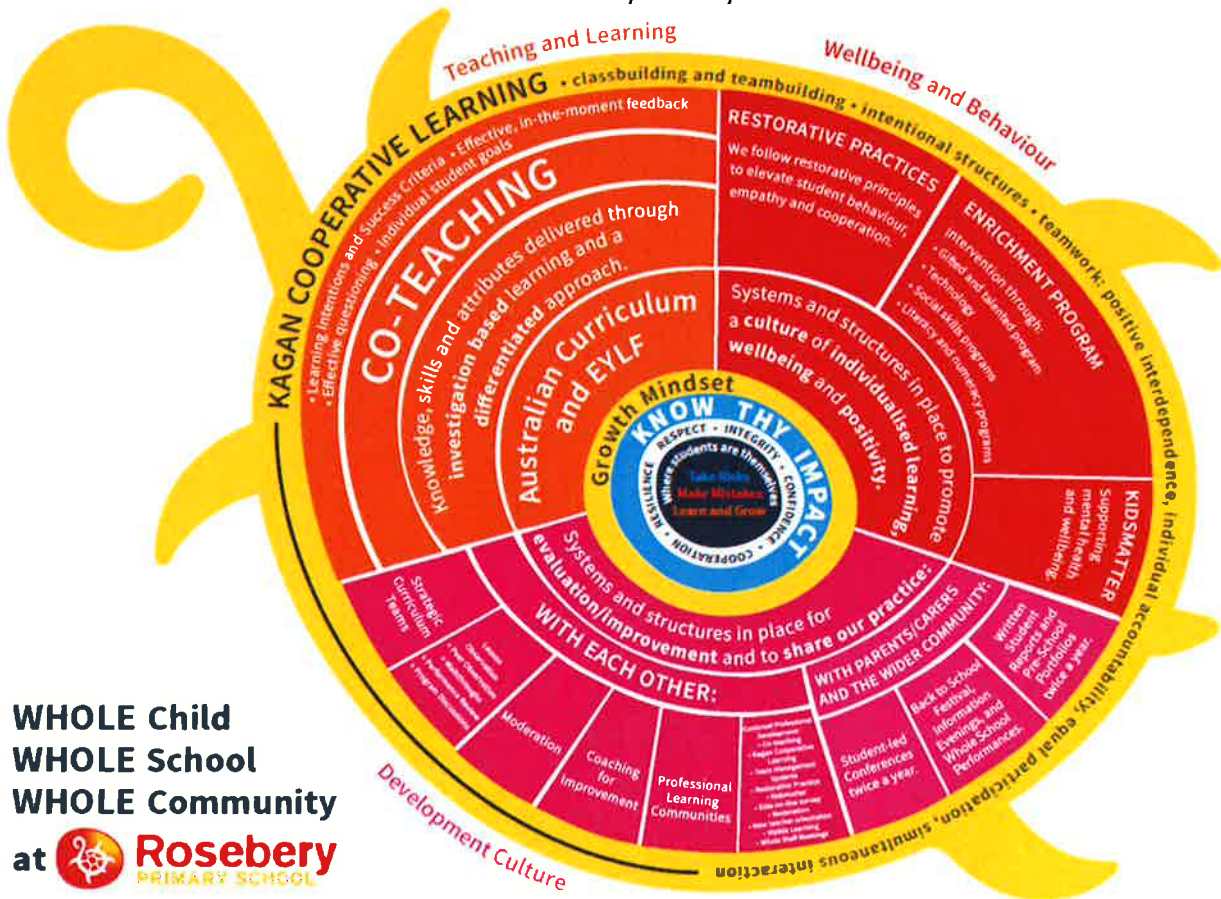


Student Led Conferences were introduced at the beginning of 2015 and were highly successful. These were introduced to tie together all the pieces of Visible Learning that had been worked on over the past 3 years culminating in students sharing their learning with parents. We gathered feedback from parents, students and the teachers and based on that feedback these were conducted again in Term 4, 2015 and will continue in 2016.



Student led conferences where the child shares their learning based on their goal setting.

A key graphic that was produced in 2015 was Whole Child, Whole School, Whole Community turtle graphic to show how everything we do at Rosebery Primary School fits together. Staff undertook a meaning making/matching process to internalise our Big 4 and to visually represent our understandings of how different things we did across our school fitted together. This has since been made into a large pull up display board that is used at information sessions for new staff, to share with other schools who visit and new families to Rosebery Primary School.





Performing Arts is a major focus at Rosebery Primary School and our major Musical Performance is held every two years alternating with the Back to School Festival. This year our theme was *'Once Upon a Time....where are they now?'* Every child in the school had a part to play. The dress rehearsal was held for the Year 7 students of Rosebery Middle School followed by two nights of performance for families. This was a huge success and a DVD of the night was professionally recorded and sold to help raise funds for our Performing Arts program.



In 2015 for the first time the Talented Arts Program (TAP) was offered to students who excelled in performing and being creative. These students were selected based on auditions and came from our Years 3-6 classes. This then gave them the opportunity to be the group to pull together our musical storyline and act as the key characters in the event. It was highly successful with the show running for a dress rehearsal for 200 Rosebery Middle School year 7s and two nights of performance. A DVD of the performance was professionally recorded on the evening and made available for sale to parents in Term 4, 2015. This was a huge success that showed how important performing arts is to our school and community.

## Wellbeing

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



Restorative Practices Professional Learning session

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

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

Restorative Practice involves:

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

This means that when things go wrong you:

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

### **Kagan Co-operative Learning**

The ongoing implementation of Kagan Cooperative Learning continues to create safe learning environments that foster social competence and a feeling of belonging among our students.

The continual feedback from middle school regarding Rosebery Primary School students and their capabilities particularly around social interaction and team work continues to see our students being 'stand outs' in this area. This supports the notion of collaboration that is required in the Australian Curriculum.

**KidsMatter**

In 2015 the staff continued their learning around KidsMatter and the implementation plan is still in action. KidsMatter focuses on mental health and wellbeing for all students. Additionally, the school formed a close alliance with Catholic Care NT in 2015 offering private counselling services to those students (and parents) who believed they would benefit from such a service.

**Rock and Water**

The program aimed to apply a physical/social approach to assist boys and girls in their development to adulthood by increasing self-realisation, self-confidence, self-respect, boundary awareness, self-awareness and intuition. A specific goal for the program is to teach boys and girls to deal with power, strength and powerlessness and is strongly connected with our focus on Kids Matter. The program was implemented across the Year 4, 5, 6 cohort and particular aspects of the program were also made available to many other upper primary classes. This proved to have great benefits on all parties involved particularly with our students who had difficulties with self-control and with behavioral tendencies that often relate to Autism. This program will continue in 2016.

**Targeted Student Programs**

*Social Skills Program, two groups (15 students in total)*

This program aimed to develop children's awareness of self in social situations, responses to conflict and praise situations and self-regulating emotions. It involves activities such as practising calming down strategies, scenarios and how to problem solve in the classroom and playground.

**Perceptual Motor Program**

*(20 students from Transition and year 1 classes and 5 year 4/5/6 student leaders)*

Perceptual Motor Program (PMP). This program aimed to develop children's balance, fitness, hand-eye co-ordination, motor skills and understanding of concepts (e.g. on, in, over, under). It involves activities such as rolling, crawling, bouncing, throwing, eye tracking and obstacle courses.

**Student Leadership**

During 2015 the Student Leadership Council (SLC) underwent several training sessions that provided them with tools and resources to host a variety of whole school events. This also included an introductory two day, one night leadership camp designed around team building, leadership skills and the development of the our Student Leadership Constitution.

Throughout Term 2 selected students from years 5 & 6 were introduced to Micheal Grose's Young Leaders Program. The Young Leaders Program has three parts for both Year 5 and Year 6 as well as an Induction Program for our elected leaders. All three programs featured building blocks of student leadership that gave foundations to extend the leadership development throughout the school.

**Defence Transition Support Aid (DSTA) Programs**

The DSTA runs a number of programs around Feelings, Emotions, Resilience and Persistence and making friends. The following programs were conducted throughout the year with a range of students across all classes.

- Feelings and Emotions program with Early Years
- MEDALS program with Middle Primary
- Getting to know you program with Upper Primary

These and another new program will continue in 2016 with our new DSTA coming on board.



## Participation, Transitions and Pathways

Rosebery Primary School continues to maintain and build our relationship with Rosebery Middle school. Some of the initiatives from 2015 included:

- Year 6 students participated in an organised, orientation day at the middle school, in preparation for 2016
- Year 6, Special needs students participated in a specialised orientation program which included several visits over a period time in preparation for 2016.
- Year 7 students were invited guests to view our major musical performance 'Once Upon a Time...where are they now' dress rehearsal.

### Transitions

2015 saw the continued implementation of the Early Years Learning Framework (EYLF) in the pre-school program and the continuation of the EYLF into the Transition program. Students from pre-school who were identified to begin Transition in 2016 were provided with a program of regular visits to Transition classes throughout the year for Library lessons and also throughout term 4 to assist in preparing for a successful transfer to primary school and a full week educational program.

Throughout Terms 2 and 3 a group of Rosebery Primary School dancers along with an Assistant Principal, visited Gray and Driver Primary Schools weekly for the Year 6 students to demonstrate and teach a variety of dances to the other year 6 students. The aim of this was to assist students develop a wider peer circle for their entry into the middle years. A social dance event was then held at the end of term 3 with all schools involved joining together in one large event. This proved to be very successful and will continue in 2016.



The School was involved once again in the *Music Count Us In* joint music performance at Casuarina Square where 2 classes when and participated whilst the remainder of the school all performed the same songs at the same time back at School. This is another way we continue to promote the focus of Performing Arts that we have at Rosebery Primary School.



## Participation



Teaching *Indonesian* was introduced to our Years 3 – 6 students in 2014 and this continued in 2015, which provides students with experience in learning about another culture and their language. Indonesian was taught through language, culture and music to the students who were able to use common words in Indonesian, understand cultural norms and learned to play the Angklung. A qualified teacher from

the Darwin Languages Centre accompanied by a native speaker co-taught classes once per week throughout the year. We will be expanding the teaching of Indonesian to our Early Years classes in 2016.

The *BEAT* is a key event in September each year for all schools in the NT wanting to participate. Rosebery Primary School is involved not only in the area of choir but also perform on stage in an individual dance routine. In 2014 the *BEAT* theme was Amaze and we participated once again in both choir and individual dance routines. Students and parents alike enjoy and support our involvement as it showcases our Performing Arts focus as a School.



**Partnerships**

Rosebery Primary School has developed and continued to maintain partnerships with a number of very important groups that assist us as a school to meet the needs of all our students and parents.



The Darwin Music School works every Wednesday with our Upper Primary students. We had approximately 100 students learning various musical instruments including Woodwind, Brass, Guitars and Xylophones in 2015 which is an increase from 2014 which shows the strength of our Performing Arts focus.



Real Schools founded by Adam Voigt, the first Principal of Rosebery Primary School, offer a partnership program for 3 years where teachers are offered professional learning, resources, webinars, readings and phone support to maintain and sustain a restorative practices approach across the school. 2015 was the second year of the 3 year program and we look forward to continued support for the next 12 months.

CatholicCare NT



Catholic Care NT worked closely with the school to offer Counselling services to students that families agreed to as a necessary intervention for their children. This arrangement is not continuing into 2015 but an alternative and more sustainable approach will be taken.



Outside School Care NT run a Before School Care as well as an After School Care and Vacation Care program for us at Rosebery School. This along with provision for care when we have a Professional Learning Day has been very useful for our families.

Outside School Care NT



COPAL supports Palmerston children, through their families and communities, to be healthy now, and stay healthy for life. Copal has been working in partnership with the school this year and as part of the healthy lifestyle and environmental grant COPAL provided funding to support a waterslide and Smoothy bike that all children enjoyed.



## Leadership

At Rosebery Primary School leadership is at all levels and everyone has leadership potential which is encouraged. With our transient staff cohort there has been a number of opportunities for staff to act in higher level positions throughout 2015. Where an opportunity arises leadership options are afforded to staff who are looking for this type of challenge and next step in their career options.

The structure of the professional learning plan for the school allows leaders to flourish with their opportunity to shine being available in many ways across the school year. The notion of staff attending leadership courses and programs was mooted in 2015 as something that would be more of a focus for 2016. A number of leadership staff did participate in Resilience workshops.

Our entire leadership team have training in Cognitive Coaching and we use this as our preferred coaching Model. This is embedded practice at Rosebery Primary School and through our Performance Review Cycle which is linked to our Feedback Framework our Coaching model provides scaffolding and support for staff who identify as wanting coaching around a particular area that they are looking to address. This also strongly links with both Kagan and Visible Learning and in fact our Visible Learning Impact Coaches are also Cognitive Coach trained. We will continue to allocate a budget to keep this model in place which will allow the continuation of the work of a consultant to work with the leadership team to keep focused and on track with the coaching of teachers and other staff.

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 2015.**

We have completed our audit of the financial report Rosebery Primary School Council Incorporated for the year ended 31 December 2015.

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

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

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

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 FCPA  
Director  
20/01/2016



22/01/2016

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 2015, for the purpose of expressing an opinion as to whether the financial report is presented fairly, in all material respects, in accordance with the relevant Australian accounting standards and the *Education Act* in the Northern Territory.

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

**Financial report**

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

**Information provided**

We have provided you with:

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

**General**

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

**Fraud**

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

**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,

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School Council Representative – Chair/Treasurer

**ROSEBERRY PRIMARY  
SCHOOL COUNCIL INCORPORATED  
ANNUAL FINANCIAL STATEMENTS  
for the year ending 31 December 2015**

**SUSANNE LEE & ASSOCIATES PTY LTD**

CERTIFIED PRACTISING ACCOUNTANTS

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Phone: 0418897757

Email: [suelec@bigpond.net.au](mailto:suelec@bigpond.net.au)

PO Box 475 Mudgeeraba QLD 4213

ABN: 29 161 528 481

**ROSEBERY PRIMARY  
SCHOOL COUNCIL INCORPORATED  
FINANCIAL REPORT  
YEAR ENDED 31<sup>st</sup> December 2015**

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**ROSEBERY PRIMARY  
SCHOOL COUNCIL INCORPORATED**

**FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2015**

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 2015.

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:

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

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

We have audited the accompanying financial report of Rosebery Primary School Council Incorporated, which comprises the Statement of Financial Position as 31/12/15 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 2015 and its financial performance for the year then ended.



Susanne Lee FCPA  
Director  
20/01/2016



## Rosebery Primary School Council Incorporated

### Statement of Financial Position

December 2015

	This Year	Last Year
<b>Assets</b>		
<b>Current Assets</b>		
<b>Cash at Bank</b>		
Cheque Account	\$585,065.37	\$643,246.14
<b>Total Cash at Bank</b>	<b>\$585,065.37</b>	<b>\$643,246.14</b>
<b>Cash on Hand</b>		
Petty Cash	\$650.00	\$650.00
Till Float RM #1	\$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>Trade Debtors</b>		
Accounts Receivables	\$0.00	\$3,033.00
<b>Prepayments</b>		
Prepaid Expenses	\$4,115.00	\$0.00
<b>Inventories</b>		
Stock on Hand	\$42,941.22	\$29,844.19
<b>Total Current Assets</b>	<b>\$633,021.59</b>	<b>\$677,023.33</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>\$633,021.59</b>	<b>\$677,023.33</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
<b>Deposits Held - 3rd Parties</b>		
Staffroom Levy	\$0.00	\$530.90
Charity Donations	\$639.00	\$0.00
<b>Total Deposits Held -3rd Parties</b>	<b>\$639.00</b>	<b>\$530.90</b>
<b>Trade Creditors</b>		
Trade Creditors	-\$2,830.00	\$38,147.23
<b>GST Liability</b>		
Net GST	\$0.00	-\$2,308.65
<b>Other Accrued Expenses</b>		
Accrued Expenses	\$21,190.00	\$17,128.20
<b>Total Current Liabilities</b>	<b>\$18,999.00</b>	<b>\$53,497.68</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>\$18,999.00</b>	<b>\$53,497.68</b>
<b>Net ASSETS</b>	<b>\$614,022.59</b>	<b>\$623,525.65</b>
<b>EQUITY</b>		
Accumulated Funds	\$623,525.65	\$432,252.05
Current Year Operating Surplus/(Deficit)	-\$9,503.06	\$191,273.60
<b>Total EQUITY</b>	<b>\$614,022.59</b>	<b>\$623,525.65</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**  
**Income Statement**  
**January-December 2015**

	This Year	Last Year
<b>INCOME</b>		
<b>Grants And Subsidies</b>		
Commonwealth Grants via DoE	\$40,414.02	\$151,614.24
Commonwealth Grants direct to Schools	\$34,360.00	\$20,648.13
Other Grants from DoE	\$879,157.50	\$632,607.30
Other Grants from NTG Departments	\$24,432.55	\$22,312.09
Third party Grants - External	\$19,297.40	\$30,481.59
<b>Total Grants and Subsidies</b>	<b>\$997,661.47</b>	<b>\$857,663.35</b>
<b>Sale Of Goods &amp; Services</b>		
School Council Projects	\$200,374.31	\$183,005.53
Student Activities	\$41,072.28	\$43,007.24
<b>Total Sale of Goods &amp; Services</b>	<b>\$241,446.59</b>	<b>\$226,012.77</b>
<b>Interest Received</b>		
Interest Received	\$10,173.15	\$12,113.39
<b>Miscellaneous Income</b>		
Receipts/Reimbursements – Other Government Schools	\$5,050.00	<b>\$0.00</b>
<b>Total INCOME</b>	<b>\$1,254,331.21</b>	<b>\$1,095,789.51</b>
<b>EXPENSES</b>		
<b>Employee Expenses</b>		
Salaries & Related expenses	\$254,839.17	\$216,392.48
Superannuation	\$24,408.68	\$20,117.44
<b>Total Employee Expenses</b>	<b>\$279,247.85</b>	<b>\$236,509.92</b>
<b>Purchase Of Goods &amp; Services</b>		
School General Expenses	\$153,351.41	\$121,385.32
Administrative Expenses	\$21,259.01	\$21,730.82
Motor Vehicle Expenses	\$90.05	\$150.05
Student Activities	\$83,380.79	\$85,950.30
Student IT	\$14,342.46	\$8,043.64
Admin & Communication	\$74,458.41	\$92,027.20
Curriculum	\$48,865.07	\$37,143.58
Non-Core Activities	\$29,382.53	\$36,672.31
Payments to Other Government Schools/Agencies	\$0.00	\$199.50
<b>Total Purchase of Goods &amp; Services</b>	<b>\$425,129.73</b>	<b>\$403,302.72</b>
<b>Repairs &amp; Maintenance</b>		
Urgent Minor Repairs	\$18,444.05	\$29,752.98
Non Urgent Minor Repairs	\$7,341.00	\$6,331.99
<b>Total Repairs &amp; Maintenance</b>	<b>\$25,785.05</b>	<b>\$36,084.97</b>
<b>Property Management</b>		
Essential Services	\$218,950.63	\$200,232.26
Cleaning	\$92,147.46	\$87,505.47
Grounds	\$78,979.41	\$51,241.45
Property Management - Other	\$22,130.14	\$14,639.12
<b>Total Property Management</b>	<b>\$412,207.64</b>	<b>\$353,618.30</b>
<b>Total EXPENSES</b>	<b>\$1,142,370.27</b>	<b>\$1,029,515.91</b>
<b>Operating PROFIT/(LOSS)</b>	<b>\$111,960.94</b>	<b>\$66,273.60</b>



**Rosebery Primary School Council Incorporated**  
**Income Statement**  
**January-December 2015**

	This Year	Last Year
<b>Other Income</b>		
Cluster Funding	\$0.00	\$125,000.00
<b>Other Expenses</b>		
Cluster Funding Expenses	\$121,464.00	\$0.00
<b>Net PROFIT/(LOSS)</b>	<b>(\$9,503.06)</b>	<b>\$191,273.60</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

## NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS for the year ended 31<sup>st</sup> December 2015

### **Note 1: Statement of Accounting Policies.**

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

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

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

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

#### **(b) Revenue recognition**

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

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

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

#### **(c) Income Tax**

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

#### **(d) Capital expenditure**

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

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

#### **(e) Depreciation**

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

#### **(f) Receivables**

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

#### **(g) Inventories**

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

#### **(h) Employee Entitlements**

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

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

## NAPLAN Results 2009 - 2015

# Rosebery Primary School

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

**NAPLAN Results 2011 - 2015**  
**Rosebery Primary School**

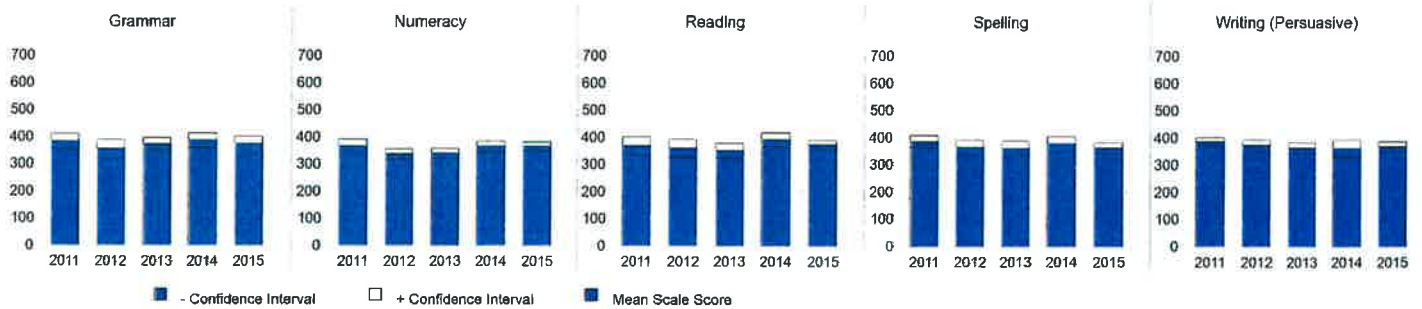
17030 NAPLAN School Summary Report 2010 - 2015  
Last Refreshed: 08/03/2016  
Refreshed by: gail.smith

When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs 2011 - 2015 comparisons are shown with the 'confidence intervals' as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different, i.e. they should be considered to be the same.

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

**Year Level 3**

**School Mean Scale Scores**



In the following table 2011 - 2015 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

**Mean Scale Scores - Comparison**

	2009	2010	2011	2012	2013	2014	2015	
Grammar	School Mean Range	-	-	356 - 412	322 - 389	352 - 397	361 - 415	349 - 402
	School Mean			384	356	375	388	376
	NT Mean	316	311	313	315	338	326	335
	Aust Mean	420	417	421	424	428	426	433
Numeracy	School Mean Range	-	-	342 - 392	318 - 357	323 - 358	347 - 385	351 - 382
	School Mean			367	337	341	366	367
	NT Mean	322	329	338	323	332	338	332
	Aust Mean	394	395	398	396	397	402	398
Reading	School Mean Range	-	-	337 - 402	329 - 394	325 - 379	367 - 419	359 - 391
	School Mean			370	361	352	393	375
	NT Mean	322	329	323	332	339	332	336
	Aust Mean	411	414	416	420	419	418	426
Spelling	School Mean Range	-	-	364 - 410	341 - 393	335 - 391	353 - 407	345 - 384
	School Mean			387	367	363	380	364
	NT Mean	305	300	303	337	327	327	325
	Aust Mean	405	399	406	414	411	412	409
Writing (Persuasive)	School Mean Range	-	-	371 - 402	352 - 394	345 - 383	333 - 393	349 - 388
	School Mean			387	373	364	363	369
	NT Mean			330	323	320	318	327
	Aust Mean			416	416	416	402	416



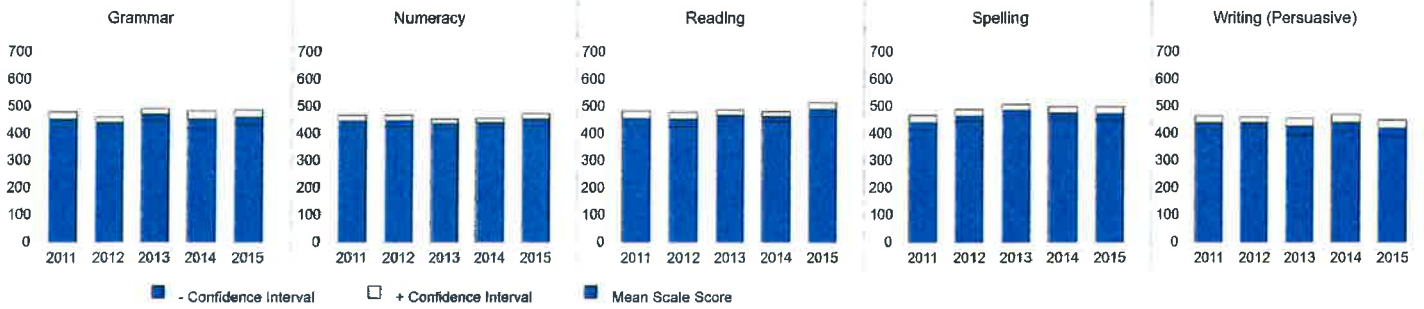
**NAPLAN Results 2011 - 2015**  
**Rosebery Primary School**

17030 NAPLAN School Summary Report 2010 - 2015  
Last Refreshed: 08/03/2016  
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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 2011 - 2015 comparisons are shown with the 'confidence intervals' as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different, i.e. they should be considered to be the same.

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

**Year Level 5 School Mean Scale Scores**



In the following table 2011 - 2015 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

**Mean Scale Scores - Comparison**

	2009	2010	2011	2012	2013	2014	2015	
Grammar	School Mean Range	-	-	426 - 481	420 - 462	450 - 493	422 - 485	435 - 488
	School Mean			453	441	471	453	461
	NT Mean	415	397	400	394	423	419	415
	Aust Mean	500	500	499	491	501	504	504
Numeracy	School Mean Range	-	-	426 - 469	427 - 469	419 - 454	425 - 456	431 - 475
	School Mean			447	448	437	441	453
	NT Mean	430	422	424	418	422	423	429
	Aust Mean	487	489	488	489	486	488	492
Reading	School Mean Range	-	-	430 - 485	428 - 480	449 - 488	445 - 481	465 - 516
	School Mean			457	454	469	463	491
	NT Mean	421	412	403	405	437	426	425
	Aust Mean	494	487	488	494	502	501	498
Spelling	School Mean Range	-	-	416 - 468	446 - 489	466 - 508	452 - 499	450 - 498
	School Mean			442	467	487	476	474
	NT Mean	411	409	393	413	413	422	417
	Aust Mean	487	487	484	495	494	498	498
Writing (Persuasive)	School Mean Range	-	-	416 - 465	421 - 461	397 - 458	412 - 470	392 - 450
	School Mean			440	441	427	441	421
	NT Mean			397	391	386	380	385
	Aust Mean			483	477	478	468	478

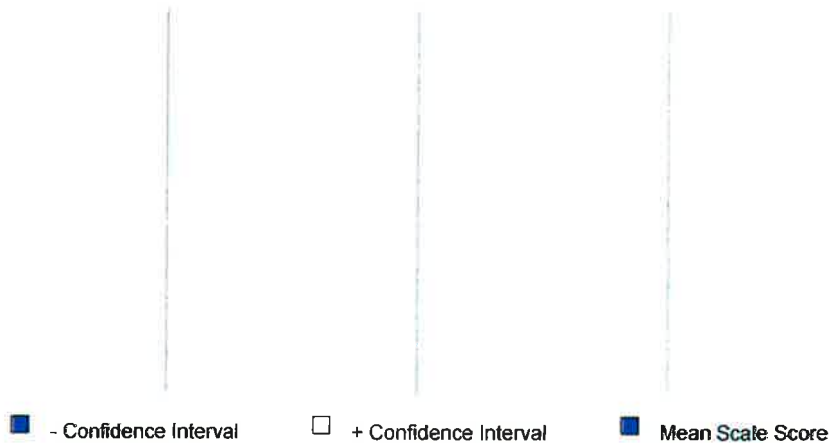
## NAPLAN Results Writing (Narrative) 2009 - 2010

### Rosebery Primary School

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

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

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



In the following table 2009 - 2010 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

### Mean Scale Scores - Comparison

		2009	2010
Year 3	Writing (Narrative)	<i>School Mean Range</i>	-
		School Mean	-
		NT Mean	338
		Aust Mean	415
Year 5	Writing (Narrative)	<i>School Mean Range</i>	-
		School Mean	-
		NT Mean	409
		Aust Mean	485

NAPLAN Results 2011 - 2015

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.

Year 3 Percentage of Students Achieving NMS (%)



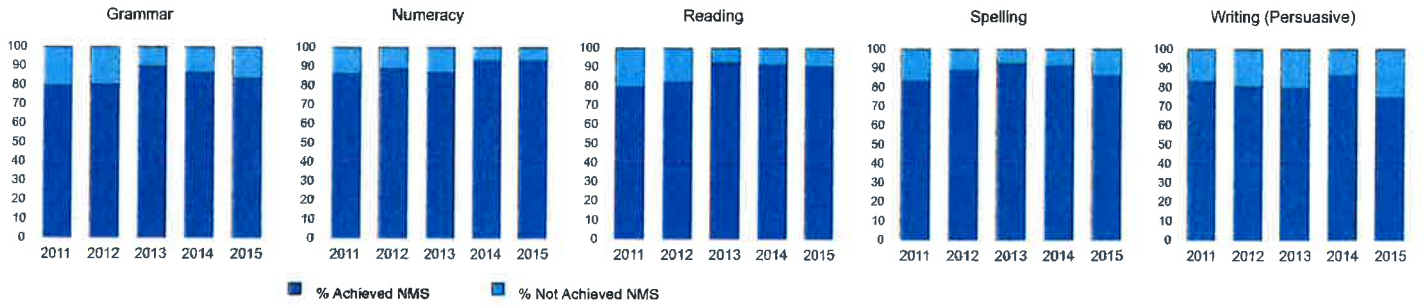
Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including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

		Below NMS		At NMS		Above NMS		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2009							
	2010							
	2011	3	9%	2	6%	27	84%	32
	2012	4	11%	7	19%	25	69%	36
	2013	2	4%	15	33%	29	63%	46
	2014	3	7%	5	11%	38	83%	46
Numeracy	2009							
	2010							
	2011	2	6%	9	28%	21	66%	32
	2012	3	9%	12	34%	20	57%	35
	2013	5	11%	8	18%	32	71%	45
	2014	5	11%	5	11%	36	78%	46
Reading	2009							
	2010							
	2011	4	13%	9	28%	19	59%	32
	2012	4	11%	9	25%	23	64%	36
	2013	6	13%	16	35%	24	52%	46
	2014	5	11%	5	11%	37	79%	47
Spelling	2009							
	2010							
	2011	1	3%	6	19%	25	78%	32
	2012	4	11%	7	19%	25	69%	36
	2013	10	22%	6	13%	30	65%	46
	2014	4	9%	10	22%	32	70%	46
Writing (Persuasive)	2009	n/a		n/a		n/a		n/a
	2010	n/a		n/a		n/a		n/a
	2011	1	3%	2	6%	29	91%	32
	2012	1	3%	5	14%	30	83%	36
	2013	1	2%	11	24%	34	74%	46
	2014	6	13%	7	15%	33	72%	46
2015	5	8%	8	13%	49	79%	62	

**NAPLAN Results 2011 - 2015**  
**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.

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



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

		Below NMS		At NMS		Above NMS		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2009							
	2010							
	2011	6	20%	3	10%	21	70%	30
	2012	9	20%	11	24%	26	57%	46
	2013	4	10%	9	23%	27	68%	40
	2014	6	13%	8	17%	33	70%	47
Numeracy	2009							
	2010							
	2011	4	13%	6	20%	20	67%	30
	2012	5	11%	12	26%	29	63%	46
	2013	5	13%	15	38%	19	49%	39
	2014	3	7%	18	40%	24	53%	45
Reading	2009							
	2010							
	2011	6	20%	5	17%	19	63%	30
	2012	8	17%	5	11%	33	72%	46
	2013	3	8%	4	10%	33	83%	40
	2014	4	9%	10	21%	33	70%	47
Spelling	2009							
	2010							
	2011	5	17%	6	20%	19	63%	30
	2012	5	11%	9	20%	32	70%	46
	2013	3	8%	1	3%	36	90%	40
	2014	4	9%	9	19%	34	72%	47
Writing (Persuasive)	2009	n/a		n/a		n/a		n/a
	2010	n/a		n/a		n/a		n/a
	2011	5	17%	7	23%	18	60%	30
	2012	9	20%	7	15%	30	65%	46
	2013	8	20%	10	25%	22	55%	40
	2014	6	13%	8	18%	31	69%	45
2015	11	25%	6	14%	27	61%	44	



## NAPLAN Results Writing (Narrative) 2009 - 2010

### Rosebery Primary School

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

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

■ % Achieved NMS      ■ % Not Achieved 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).

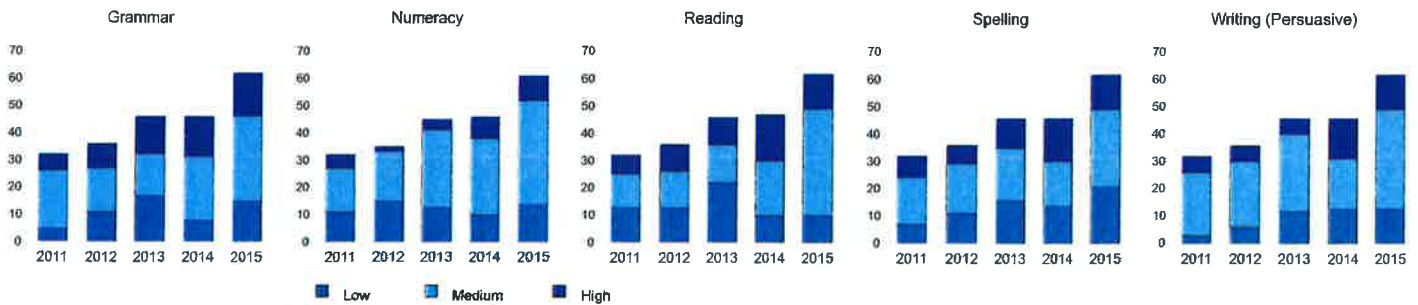
	Below NMS		At NMS		Above NMS		Total No of Students
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Year 3 Writing (Narrative) 2010							
Year 5 Writing (Narrative) 2010							

NAPLAN Results 2011 - 2015

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.

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



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

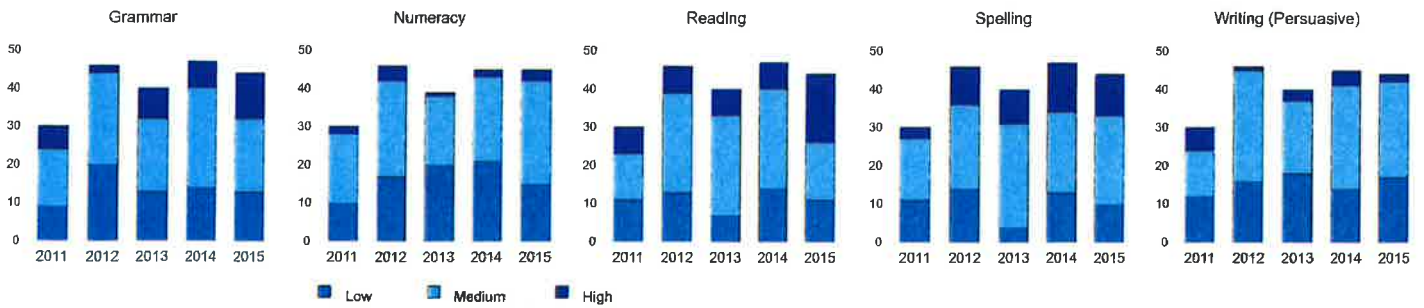
		Low		Medium		High		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2009							
	2010							
	2011	5	16%	21	66%	6	19%	32
	2012	11	31	16	44	9	25	36
	2013	17	37%	15	33%	14	30%	46
	2014	8	17%	23	50%	15	33%	46
2015	15	24%	31	50%	16	28%	62	
Numeracy	2009							
	2010							
	2011	11	34%	16	50%	5	16%	32
	2012	15	43	18	51	2	6	35
	2013	13	29%	28	62%	4	9%	45
	2014	10	22%	28	61%	8	17%	46
2015	14	23%	38	62%	9	15%	61	
Reading	2009							
	2010							
	2011	13	41%	12	38%	7	22%	32
	2012	13	36	13	36	10	28	36
	2013	22	48%	14	30%	10	22%	46
	2014	10	21%	20	43%	17	36%	47
2015	10	16%	39	63%	13	21%	62	
Spelling	2009							
	2010							
	2011	7	22%	17	53%	8	25%	32
	2012	11	31	18	50	7	19	36
	2013	16	35%	19	41%	11	24%	46
	2014	14	30%	16	35%	16	35%	46
2015	21	34%	28	45%	13	21%	62	
Writing (Persuasive)	2009	n/a		n/a		n/a		n/a
	2010	n/a		n/a		n/a		n/a
	2011	3	9%	23	72%	6	19%	32
	2012	6	17	24	67	6	17	36
	2013	12	26%	28	61%	6	13%	46
	2014	13	28%	18	39%	15	33%	46
2015								

NAPLAN Results 2011 - 2015

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.

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	2009							
	2010							
	2011	9	30%	15	50%	6	20%	30
	2012	20	43	24	52	2	4	46
	2013	13	33%	19	48%	8	20%	40
	2014	14	30%	26	55%	7	15%	47
Numeracy	2009							
	2010							
	2011	10	33%	18	60%	2	7%	30
	2012	17	37	25	54	4	9	46
	2013	20	51%	18	46%	1	3%	39
	2014	21	47%	22	49%	2	4%	45
Reading	2009							
	2010							
	2011	11	37%	12	40%	7	23%	30
	2012	13	28	26	57	7	15	46
	2013	7	18%	26	65%	7	18%	40
	2014	14	30%	26	55%	7	15%	47
Spelling	2009							
	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
	2014	13	28%	21	45%	13	28%	47
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
	2014	14	31%	27	60%	4	9%	45

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

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

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

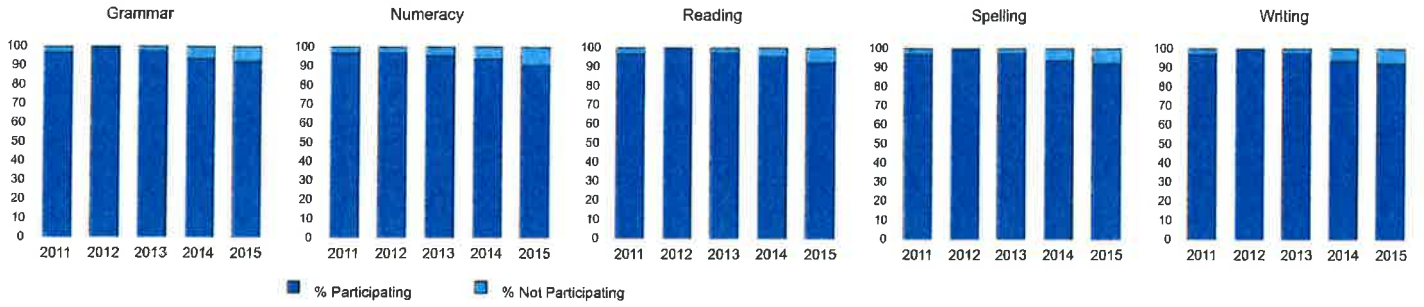
■ Low    ■ Medium    ■ High

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) 2010							
Year 5 Writing (Narrative) 2010							



Year 3 Percentage of Students Participating (%)

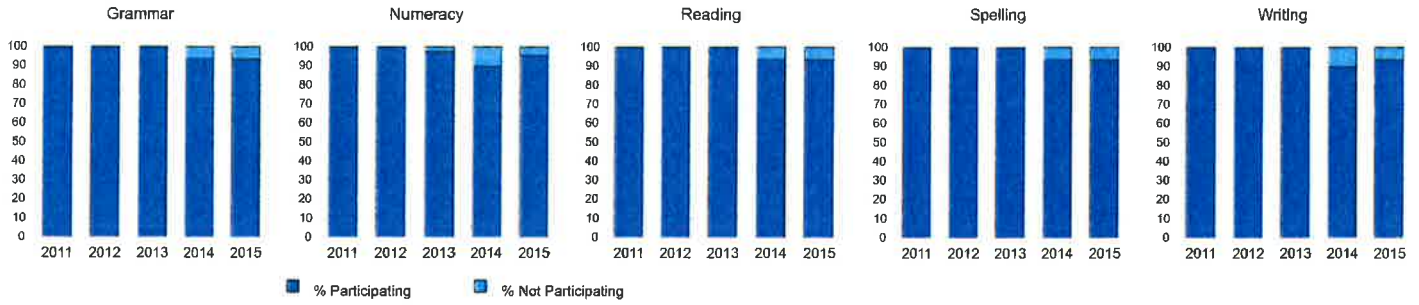


Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned Abandonment from testing divided by the total number of students in the test population.

	Participating Present		Participating Exempt		Not Participating Absent		Not Participating Withdrawn		Total No of Students
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
	2009								
2010									
2011	31	94%	1	3%	1	3%		33	
2012	36	100%			1	2%		36	
2013	46	98%			2	4%		47	
2014	46	94%			2	4%	1	49	
2015	60	90%	2	3%	5	7%		67	
<b>Numeracy</b>									
2009									
2010									
2011	31	94%	1	3%	1	3%		33	
2012	35	97%			1	3%		36	
2013	45	96%			2	4%		47	
2014	46	94%			2	4%	1	49	
2015	59	88%	2	3%	6	9%		67	
<b>Reading</b>									
2009									
2010									
2011	31	94%	1	3%	1	3%		33	
2012	36	100%						36	
2013	46	98%			1	2%		47	
2014	47	96%			1	2%	1	49	
2015	59	88%	3	4%	5	7%		67	
<b>Spelling</b>									
2009									
2010									
2011	31	94%	1	3%	1	3%		33	
2012	36	100%						36	
2013	46	98%			1	2%		47	
2014	46	94%			2	4%	1	49	
2015	60	90%	2	3%	5	7%		67	
<b>Writing</b>									
2009									
2010									
2011	31	94%	1	3%	1	3%		33	
2012	36	100%						36	
2013	46	98%			1	2%		47	
2014	46	94%			2	4%	1	49	
2015	60	90%	2	3%	5	7%		67	

Year 5

Percentage of Students Participating (%)



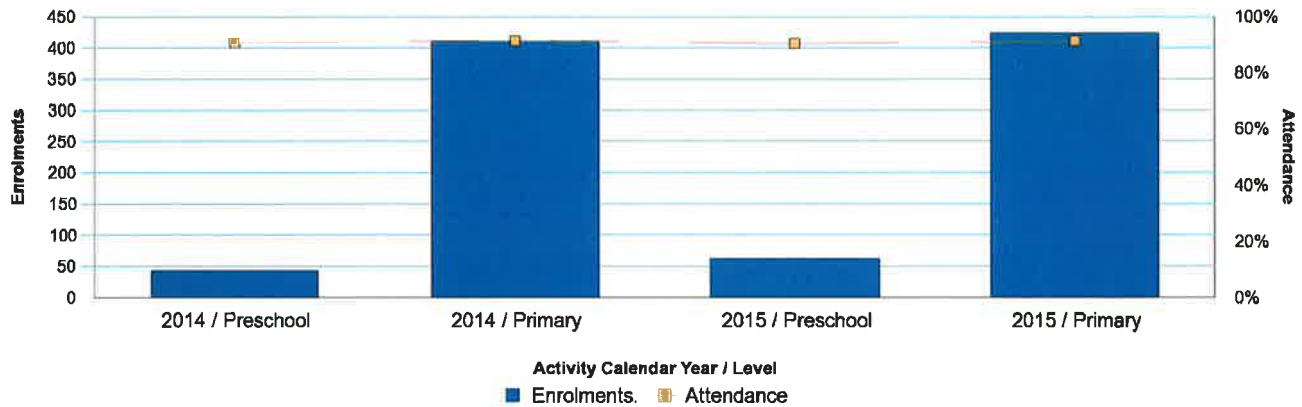
Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned Abandonment from testing divided by the total number of students in the test population.

		Participating Present		Participating Exempt		Not Participating Absent		Not Participating Withdrawn		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2009									
	2010									
	2011	30	100%							30
	2012	45	98%	1	2%					46
	2013	39	98%	1	3%					40
	2014	47	94%			2	4%	1	2%	50
2015	44	94%			3	6%			47	
Numeracy	2009									
	2010									
	2011	30	100%							30
	2012	46	100%							46
	2013	38	95%	1	3%	1	3%			40
	2014	45	90%			4	8%	1	2%	50
2015	45	96%			2	4%			47	
Reading	2009									
	2010									
	2011	30	100%							30
	2012	46	100%							46
	2013	39	98%	1	3%					40
	2014	47	94%			2	4%	1	2%	50
2015	44	94%			3	6%			47	
Spelling	2009									
	2010									
	2011	30	100%							30
	2012	45	98%	1	2%					46
	2013	39	98%	1	3%					40
	2014	47	94%			2	4%	1	2%	50
2015	44	94%			3	6%			47	
Writing	2009									
	2010									
	2011	30	100%							30
	2012	45	98%	1	2%					46
	2013	39	98%	1	3%					40
	2014	45	90%			4	8%	1	2%	50
2015	44	94%			3	6%			47	

## Student Wellbeing and Engagement

### Rosebery Primary School

#### Enrolment and Attendance



		2014				2015			
		Indigenous		All		Indigenous		All	
		Enrol	Attend	Enrol	Attend	Enrol	Attend	Enrol	Attend
Preschool	Preschool	1	89.8%	44	90.6%	3	88.6%	62	90.5%
	Transition	3	86.6%	77	90.7%	9	92.1%	64	90.0%
Primary	Year 1	11	88.8%	84	90.3%	6	93.2%	66	91.9%
	Year 2	9	89.8%	69	91.3%	8	89.3%	84	91.7%
	Year 3	5	85.1%	50	92.0%	11	90.6%	65	91.7%
	Year 4	6	90.8%	44	92.6%	6	83.4%	54	90.4%
	Year 5	2	78.6%	48	91.6%	7	86.1%	45	92.0%
	Year 6	4	88.8%	38	92.0%	3	91.7%	47	91.3%
		42	88.1%	455	91.3%	52	89.5%	486	91.2%

#### Student Mobility

	2014				2015			
	Arrivals	Departures	Average Enrolments	Student Turnover	Arrivals	Departures	Average Enrolments	Student Turnover
1	21	47	461	13%	14	31	467	17%
2	25	40	461	7%	28	25	470	6%
3	43	23	452	7%	82	17	504	10%
4	16	21	446	14%	4	17	504	14%
Total:	105	131	455	41%	128	90	486	46%

## Community Engagement

For more information and clarification of which code to use please contact the Enrolment & Attendance Team:  
Darwin & Palmerston 1800 070 493  
Central Australia 1800 206 317

### Rosebery Primary School

#### Reasons for Absence

	2014	2015
Cultural Activity	0.0%	
Funeral	0.6%	0.5%
Notified as Sick	23.9%	29.9%
Sanctioned	21.2%	21.4%
Suspended	0.4%	1.0%
Unacceptable Reason	7.2%	
Un-Notified Absence	46.6%	47.3%
Community Unrest		0.0%

During 2015, 47% of absent periods were unnotified, this represents 3.8% of all periods.

## Organisational Health and Learning - Rosebery Primary School

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

### Number of Staff

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

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

See "Staff Detail" for more information.

### Indigenous Status Week 8 Term 3

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

### Staff Retention - Across Years

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



## Organisational Health and Learning - Rosebery Primary School

### Staff Retention - Within Year

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

### Staff Retention - Year to Year

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

### Staff Attendance

	2013				2014			
	1	2	3	4	1	2	3	4
Not Absent	92.3%	94.0%	86.6%	84.7%	90.8%	87.3%	87.8%	89.0%
Expected Absence	1.1%	0.5%	5.4%	4.8%	3.1%	7.5%	4.5%	1.6%
Unexpected Absence	6.6%	5.5%	8.0%	10.5%	6.1%	5.3%	7.7%	9.4%

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

**In 2014, 40 Staff at Rosebery Primary School attended 105 Learning Events for a total of 565.5 Hours**

### Professional Learning

Event Type	No. of Attendances
Accredited Course	37
Non Accredited Course	1
Training Session	1
Information Session	16
Workshop	35
Conference	15
<b>No. of Staff: 40</b>	<b>105</b>

Please note:

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

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

## Staff Detail - Rosebery Primary School

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

## Staff Detail - Rosebery Primary School

Surname, First Name	Classification Group	Year		2013				2014			
		Term		1	2	3	4	1	2	3	4
				Week 8							
PRIMERO, Meleene	Teacher	1		1	1	1	1	1	1	1	1
REED, Heather May	Teacher	1		1	1						
REYNOLDS, Kathleen Jo-Anne	Teacher					1	1	1	1	1	1
RICHARDS, Marnie Beris	Administration Officer	1		1	1	1	1	1	1	1	1
RICHARDS, Sarah	Administration Officer	1		1	1	1	1	1	1	1	1
ROBSON, Nicole Louise	Teacher	1									
ROWLEY, Louisa	Teacher	1		1	1	1	1	1	1	1	1
RUSCA-BRADLEY, Jamie-Lee	Administration Officer			1							
SANDERSON, Melanie Amber	Teacher	1		1	1	1	1	1	1	1	1
SHANNON, Helen Elizabeth	Teacher					1	1	1	1	1	1
SHEAHAN, Michele Ann	Teacher										1
SHIELDS, Carolyn	Teacher										1
SMITH, Gail Madonna	Executive Contract Principal	1		1	1	1	1	1	1	1	1
SMITH, Philip Raymond	Physical									1	1
SPRY, Samantha Anne	Administration Officer					1	1	1	1	1	1
SYMES, Carolyn Maree	Administration Officer	1		1	1	1	1	1	1	1	1
TOFT, Janine Gia	Teacher	1		1							
TURTON, Rachel Suzanne	Senior Teacher							1	1		
UNDERWOOD, Hayley Louise	Teacher							1	1	1	1
WAIT, Jacqueline Maree	Teacher							1	1	1	
WALKER, Kimberley Jane	Teacher	1		1	1	1	1	1	1	1	1
WHITEAKER, Jane Marie	Teacher							1	1		
WILLIAMS, Grace Elizabeth	Teacher							1	1	1	1
WRIGHT, Troy	Physical	1		1	1	1	1	1	1	1	1
<b>Total:</b>				<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>38</b>	<b>41</b>	<b>38</b>	<b>40</b>

### Professional Learning - Summary - Rosebery Primary School

Professional Learning - Staff

Professional Learning - Event

Attendee Name	Number of Events Attended	Total Number of Hours Attended	Event Title	Number of Attendees	Event Contact Time per Attendee (Hours)	Contact Time Per Event (Hours)
ABBOTT, Amy	2	12.5	2014 NAPLAN Classroom Preparation Session (Primary)	1	1.25	1.25
BAKER, Kaeta	1	6	2015 NAPLAN Writing Marking Panel - Darwin 1	1	18	18
BANICEK, Danielle	3	14	2016 NAPLAN Information Sessions - Administration	1	1	1
BANKS, Shirley	2	13	2016 NAPLAN Information Sessions - Bright Ideas for the Classroom	1	1	1
BRACEGIRDLE, Kym	2	7.5	Beal Festival PD II	1	7.5	7.5
BRADSHAW, Jane	4	13	Beal Festival Repertoire 2014 - part 1	1	7.5	7.5
CANUTO, Demelza	2	13	Beal Festival Repertoire 2014 - part 2	1	7.5	7.5
CHISHOLM, Bianca	2	12.5	Beal Festival Repertoire 2015 - part 1	1	7.5	7.5
DUNBAR, Robbie	1	6	Beal Festival Repertoire 2016 - part 1	2	7.5	15
FULLER, Damien	1	6	Creating an Inclusive, Accessible Learning Environment for Students with Learning Difficulties	3	7	21
GIBBONS, Kylie	1	6	Curriculum Cafe - Australian Curriculum: The Arts	2	1.5	3
GRAHAM, Ranae	4	26	Dylan William - Peer Coaching focus	1	1	1
GRAY, Val	2	7.5	Financial Literacy Education and MoneySmart Teaching for emergency relief teachers	1	2	2
HUNT, Rochelle	4	28	Information Session for Provisionally Registered Teachers	1	1.5	1.5
HURST, Natalie	1	6	Inside Series: Effective Feedback	2	7	14
JACKSON, Kim	2	13	MoneySmart Teaching Workshop 1	1	1.25	1.25
JAN, Jaylene	1	6	Music, Count Us In - 2015 PD workshop	1	2	2
JEFFERY, Karen	1	6	National Quality Framework (NQF) Information Workshop	1	4	4
JEGGO, Natalie	1	6	National Quality Standards Quality Area 1: Educational Program and Practice	2	7	14
LANSDOWN, Sharayah	3	19.5	Non-violent Crisis Intervention Foundation Training	36	6	216
LOCKWOOD, Jess	2	12.5	Nonviolent Crisis Intervention FOUNDATION training.	1	6	6
LOWRY, Susan	1	6	NT Prechool Curriculum phase 2 trial	2	7	14
LUDWIG, Philippa	2	13.5	PaRR Impact Coach Network Meeting	1	1.5	1.5
MOIR, Carly	4	26.5	Pupil Free Day	1	7	7
PEART, Sally	1	6	Renewal of Full Registration	1	1	1
PENGLASE, Sean	1	14	Start-up Day 2016	1	5	5
PEREIRA, Darlene	1	6	Teaching Schools Professional Learning Leaders Workshop	1	6.5	6.5
PRIMERO, Meleene	8	47	Technology Innovation Bootcamp	2	14	28
REYNOLDS, Kathleen	3	9	The Ethics of Teaching and Registration Renewal Requirements	1	1.5	1.5
ROBINSON, Darroch	3	8.75	Twilight Forum 1 - Renewal of Full Registration	1	1.5	1.5
ROWLEY, Lucy	3	20	Twilight Forum 2 - Renewal of Full Registration Requirements	1	1.5	1.5
SHANNON, Helen	2	7.5	Understanding the First Steps Writing Map of Development	1	1	1
SHEAHAN, Michele	2	12.5	Using achievement standards to develop effective geography assessments	3	1.5	4.5
SMITH, Danielle	1	6	Visible Learning - F.A.I.L.	1	1	1
SMITH, Gail	4	23	Visible Learning Foundation Day Seminar	12	6.5	78
TURTON, Rachel	15	62.25	Visible Learning: Impact Coach Day Two	3	6.5	19.5
VAN DE MEENE, Anne	5	17	Visible Learning: Impact Coach Workshop	3	7	21
WALKER, Kimberley	5	32.5	Visible Learning: Inside Series - Feedback That Makes Learning Visible	2	6	12
WILLIAMS, Grace	1	6	What works! Exploring NAPLAN Numeracy Data (Thurs 3 Sept)	1	1.5	1.5
YOUNG, Deanne	1	2	What works! Exploring NAPLAN Reading Data (Thurs 3 Sept)	1	1.5	1.5
<b>Number of Staff: 40</b>	<b>105</b>	<b>565.5</b>	What works! Exploring NAPLAN Writing Data (Wed 2 Sept)	1	1.5	1.5
			Working with the Australian Curriculum: Geography	3	1.5	4.5
<b>Total attendances / Contact Hours per Event / Total Number of Hours:</b>				<b>105</b>	<b>187</b>	<b>565.5</b>

### Professional Learning - Staff Detail - Rosebery Primary School

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

Attendee Name	Event Type	Event Title	Start	End	Duration	Contact Time (Hours)
ABBOTT, Amy	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>		<b>6</b>	
	Conference	Visible Learning Foundation Day Seminar	23/01/15	23/01/15	1 day	6.5
	<b>Conference</b>		<b>Number of Events 1</b>		<b>6.5</b>	
<b>Total Number of Event Types 2</b>			<b>Total Number of Events 2</b>		<b>Total Number of Hours 12.5</b>	
BAKER, Kaeta	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>		<b>6</b>	
	<b>Total Number of Event Types 1</b>			<b>Total Number of Events 1</b>		<b>Total Number of Hours 6</b>
BANICEK, Danielle	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>		<b>6</b>	
	Information Session	Curriculum Cafe - Australian Curriculum: The Arts	18/03/15	18/03/15	1 day	1.5
		Teaching Schools Professional Learning Leaders Workshop	19/02/15	19/02/15	1 day	6.5
<b>Information Session</b>		<b>Number of Events 2</b>		<b>8</b>		
<b>Total Number of Event Types 2</b>			<b>Total Number of Events 3</b>		<b>Total Number of Hours 14</b>	
BANKS, Shirley	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>		<b>6</b>	
	Workshop	Creating an Inclusive, Accessible Learning Environment for Students with Learning Difficulties	09/10/14	09/10/14	1 day	7
<b>Workshop</b>		<b>Number of Events 1</b>		<b>7</b>		
<b>Total Number of Event Types 2</b>			<b>Total Number of Events 2</b>		<b>Total Number of Hours 13</b>	
BRACEGIRDLE, Kym	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>		<b>6</b>	
	Workshop	Working with the Australian Curriculum: Geography	05/02/15	05/02/15	1 day	1.5
<b>Workshop</b>		<b>Number of Events 1</b>		<b>1.5</b>		
<b>Total Number of Event Types 2</b>			<b>Total Number of Events 2</b>		<b>Total Number of Hours 7.5</b>	
BRADSHAW, Jane	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>		<b>6</b>	
	Conference	Dylan Wiliam - Peer Coaching focus	09/02/16	09/02/16	1 day	1
		Start-up Day 2016	22/01/16	22/01/16	1 day	5
		Visible Learning - F.A.I.L	16/02/16	16/02/16	1 day	1
<b>Conference</b>		<b>Number of Events 3</b>		<b>7</b>		
<b>Total Number of Event Types 2</b>			<b>Total Number of Events 4</b>		<b>Total Number of Hours 13</b>	
CANUTO, Demeiza	Accredited Course	Nonviolent Crisis Intervention FOUNDATION training.	17/06/14	17/06/14	1 day	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>		<b>6</b>	
	Workshop	Creating an Inclusive, Accessible Learning Environment for Students with Learning Difficulties	08/10/14	08/10/14	1 day	7
<b>Workshop</b>		<b>Number of Events 1</b>		<b>7</b>		
<b>Total Number of Event Types 2</b>			<b>Total Number of Events 2</b>		<b>Total Number of Hours 13</b>	
CHISHOLM, Bianca	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>		<b>6</b>	
	Conference	Visible Learning Foundation Day Seminar	23/01/15	23/01/15	1 day	6.5
<b>Conference</b>		<b>Number of Events 1</b>		<b>6.5</b>		
<b>Total Number of Event Types 2</b>			<b>Total Number of Events 2</b>		<b>Total Number of Hours 12.5</b>	
DUNBAR, Robbie	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>		<b>6</b>	
<b>Total Number of Event Types 1</b>			<b>Total Number of Events 1</b>		<b>Total Number of Hours 6</b>	
FULLER, Damien	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>		<b>6</b>	



**Professional Learning - Staff Detail - Rosebery Primary School**

Attendee Name	Event Type	Event Title	Start	End	Duration	Contact Time (Hours)
GIBBONS, Kylie	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	Accredited Course					6
	<b>Total Number of Event Types 1</b>		<b>Total Number of Events 1</b>			<b>Total Number of Hours 6</b>
GRAHAM, Ranae	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	Accredited Course					6
	Workshop	Visible Learning: Impact Coach Day Two	22/09/15	22/09/15	1 day	6.5
		Visible Learning: Impact Coach Workshop	12/03/15	12/03/15	1 day	7
	<b>Workshop</b>		<b>Number of Events 2</b>			<b>13.5</b>
Conference	Visible Learning Foundation Day Seminar	23/01/15	23/01/15	1 day	6.5	
<b>Conference</b>		<b>Number of Events 1</b>			<b>6.5</b>	
<b>Total Number of Event Types 3</b>		<b>Total Number of Events 4</b>			<b>Total Number of Hours 26</b>	
GRAY, Val	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	Accredited Course					6
	Information Session	Twilight Forum 2 - Renewal of Full Registration Requirements	13/08/15	13/08/15	1 day	1.5
<b>Information Session</b>		<b>Number of Events 1</b>			<b>1.5</b>	
<b>Total Number of Event Types 2</b>		<b>Total Number of Events 2</b>			<b>Total Number of Hours 7.5</b>	
HUNT, Rochelle	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	Accredited Course					6
	Workshop	Technology Innovation Bootcamp	19/01/16	20/01/16	2 days	14
		Using achievement standards to develop effective geography assessments	12/03/15	12/03/15	1 day	1.5
	<b>Workshop</b>		<b>Number of Events 2</b>			<b>15.5</b>
Conference	Visible Learning Foundation Day Seminar	23/01/15	23/01/15	1 day	6.5	
<b>Conference</b>		<b>Number of Events 1</b>			<b>6.5</b>	
<b>Total Number of Event Types 3</b>		<b>Total Number of Events 4</b>			<b>Total Number of Hours 28</b>	
HURST, Natalie	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	Accredited Course					6
<b>Total Number of Event Types 1</b>		<b>Total Number of Events 1</b>			<b>Total Number of Hours 6</b>	
JACKSON, Kim	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	Accredited Course					6
	Workshop	Creating an Inclusive, Accessible Learning Environment for Students with Learning Difficulties	09/10/14	09/10/14	1 day	7
<b>Workshop</b>		<b>Number of Events 1</b>			<b>7</b>	
<b>Total Number of Event Types 2</b>		<b>Total Number of Events 2</b>			<b>Total Number of Hours 13</b>	
JAN, Jaylene	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	Accredited Course					6
<b>Total Number of Event Types 1</b>		<b>Total Number of Events 1</b>			<b>Total Number of Hours 6</b>	
JEFFERY, Karen	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	Accredited Course					6
<b>Total Number of Event Types 1</b>		<b>Total Number of Events 1</b>			<b>Total Number of Hours 6</b>	
JEGGO, Natalie	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	Accredited Course					6
<b>Total Number of Event Types 1</b>		<b>Total Number of Events 1</b>			<b>Total Number of Hours 6</b>	
LANSDOWN, Sharayah	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	Accredited Course					6
	Non Accredited Course	Pupil Free Day	01/12/14	01/12/14	1 day	7
	Non Accredited Course					7
	Conference	Visible Learning Foundation Day Seminar	23/01/15	23/01/15	1 day	6.5
<b>Conference</b>		<b>Number of Events 1</b>			<b>6.5</b>	

**Professional Learning - Staff Detail - Rosebery Primary School**

Attendee Name	Event Type	Event Title	Start	End	Duration	Contact Time (Hours)	
LOCKWOOD, Jess	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6	
	<b>Accredited Course</b>					<b>Number of Events 1</b>	<b>6</b>
	Conference	Visible Learning Foundation Day Seminar	23/01/15	23/01/15	1 day	6.5	
<b>Conference</b>						<b>Number of Events 1</b>	<b>6.5</b>
<b>Total Number of Event Types 2</b>			<b>Total Number of Events 2</b>		<b>Total Number of Hours 12.5</b>		
LOWRY, Susan	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6	
	<b>Accredited Course</b>					<b>Number of Events 1</b>	<b>6</b>
<b>Total Number of Event Types 1</b>			<b>Total Number of Events 1</b>		<b>Total Number of Hours 6</b>		
LUDWIG, Philippa	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6	
	<b>Accredited Course</b>					<b>Number of Events 1</b>	<b>6</b>
	Workshop	Beat Festival Reperoire 2016 - part 1	17/02/16	17/02/16	1 day	7.5	
<b>Workshop</b>						<b>Number of Events 1</b>	<b>7.5</b>
<b>Total Number of Event Types 2</b>			<b>Total Number of Events 2</b>		<b>Total Number of Hours 13.5</b>		
MOIR, Carly	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6	
	<b>Accredited Course</b>					<b>Number of Events 1</b>	<b>6</b>
	Workshop	National Quality Standards Quality Area 1: Educational Program and Practice	30/07/15	30/07/15	1 day	7	
		NT Prechool Curriculum phase 2 trial	08/02/16	08/02/16	1 day	7	
<b>Workshop</b>						<b>Number of Events 2</b>	<b>14</b>
Conference	Visible Learning Foundation Day Seminar	23/01/15	23/01/15	1 day	6.5		
<b>Conference</b>						<b>Number of Events 1</b>	<b>6.5</b>
<b>Total Number of Event Types 3</b>			<b>Total Number of Events 4</b>		<b>Total Number of Hours 26.5</b>		
PEART, Sally	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6	
	<b>Accredited Course</b>					<b>Number of Events 1</b>	<b>6</b>
<b>Total Number of Event Types 1</b>			<b>Total Number of Events 1</b>		<b>Total Number of Hours 6</b>		
PENGLASE, Sean	Workshop	Technology Innovation Bootcamp	19/01/16	20/01/16	2 days	14	
	<b>Workshop</b>					<b>Number of Events 1</b>	<b>14</b>
<b>Total Number of Event Types 1</b>			<b>Total Number of Events 1</b>		<b>Total Number of Hours 14</b>		
PEREIRA, Darlene	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6	
	<b>Accredited Course</b>					<b>Number of Events 1</b>	<b>6</b>
<b>Total Number of Event Types 1</b>			<b>Total Number of Events 1</b>		<b>Total Number of Hours 6</b>		
PRIMERO, Meleene	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6	
	<b>Accredited Course</b>					<b>Number of Events 1</b>	<b>6</b>
	Training Session	Beat Festival PD II	30/04/15	30/04/15	1 day	7.5	
	<b>Training Session</b>					<b>Number of Events 1</b>	<b>7.5</b>
	Information Session	Curriculum Cafe - Australian Curriculum: The Arts	18/03/15	18/03/15	1 day	1.5	
	<b>Information Session</b>					<b>Number of Events 1</b>	<b>1.5</b>
	Workshop	Beat Festival Repertoire 2014 - part 1	05/03/14	05/03/14	1 day	7.5	
		Beat Festival Repertoire 2014 - part 2	30/04/14	30/04/14	1 day	7.5	
Beat Festival Repertoire 2015 - part 1		04/03/15	04/03/15	1 day	7.5		
Beat Festival Repertoire 2016 - part 1		17/02/16	17/02/16	1 day	7.5		
Music. Count Us In - 2015 PD workshop	22/09/15	22/09/15	1 day	2			
<b>Workshop</b>						<b>Number of Events 5</b>	<b>32</b>
<b>Total Number of Event Types 4</b>			<b>Total Number of Events 8</b>		<b>Total Number of Hours 47</b>		
REYNOLDS, Kathleen	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6	
	<b>Accredited Course</b>					<b>Number of Events 1</b>	<b>6</b>
	Workshop	Using achievement standards to develop effective geography assessments	12/03/15	12/03/15	1 day	1.5	
Working with the Australian Curriculum: Geography		05/02/15	05/02/15	1 day	1.5		
<b>Workshop</b>						<b>Number of Events 2</b>	<b>3</b>

Professional Learning - Staff Detail - Rosebery Primary School

Attendee Name	Event Type	Event Title	Start	End	Duration	Contact Time (Hours)
ROBINSON, Daroch	Workshop	MoneySmart Teaching Workshop 1	22/01/16	22/01/16	1 day	1.25
		Understanding the First Steps Writing Map of Development	14/05/14	14/05/14	1 day	1
	<b>Workshop</b>		<b>Number of Events 2</b>			<b>2.25</b>
	Conference	Visible Learning Foundation Day Seminar	23/01/15	23/01/15	1 day	6.5
	<b>Conference</b>		<b>Number of Events 1</b>			<b>6.5</b>
<b>Total Number of Event Types 2</b>			<b>Total Number of Events 3</b>		<b>Total Number of Hours 8.75</b>	
ROWLEY, Lucy	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>			<b>6</b>
	Workshop	National Quality Standards Quality Area 1: Educational Program and Practice	30/07/15	30/07/15	1 day	7
		NT Prechool Curriculum phase 2 Trial	08/02/16	08/02/16	1 day	7
	<b>Workshop</b>		<b>Number of Events 2</b>			<b>14</b>
<b>Total Number of Event Types 2</b>			<b>Total Number of Events 3</b>		<b>Total Number of Hours 20</b>	
SHANNON, Helen	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>			<b>6</b>
	Workshop	Working with the Australian Curriculum: Geography	05/02/15	05/02/15	1 day	1.5
	<b>Workshop</b>		<b>Number of Events 1</b>			<b>1.5</b>
<b>Total Number of Event Types 2</b>			<b>Total Number of Events 2</b>		<b>Total Number of Hours 7.5</b>	
SHEAHAN, Michele	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>			<b>6</b>
	Conference	Visible Learning Foundation Day Seminar	23/01/15	23/01/15	1 day	6.5
	<b>Conference</b>		<b>Number of Events 1</b>			<b>6.5</b>
<b>Total Number of Event Types 2</b>			<b>Total Number of Events 2</b>		<b>Total Number of Hours 12.5</b>	
SMITH, Danielle	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>			<b>6</b>
	<b>Total Number of Event Types 1</b>			<b>Total Number of Events 1</b>		<b>Total Number of Hours 6</b>
SMITH, Gail	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>			<b>6</b>
	Information Session	National Quality Framework (NQF) Information Workshop	02/02/16	02/02/16	1 day	4
	<b>Information Session</b>		<b>Number of Events 1</b>			<b>4</b>
	Workshop	Visible Learning: Impact Coach Day Two	11/09/15	11/09/15	1 day	6.5
	<b>Workshop</b>		<b>Number of Events 1</b>			<b>6.5</b>
	Conference	Visible Learning Foundation Day Seminar	23/01/15	23/01/15	1 day	6.5
<b>Conference</b>		<b>Number of Events 1</b>			<b>6.5</b>	
<b>Total Number of Event Types 4</b>			<b>Total Number of Events 4</b>		<b>Total Number of Hours 23</b>	
TURTON, Rachel	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
	<b>Accredited Course</b>		<b>Number of Events 1</b>			<b>6</b>
	Information Session	2014 NAPLAN Classroom Preparation Session (Primary)	19/03/14	19/03/14	1 day	1.25
		2015 NAPLAN Writing Marking Panel - Darwin 1	20/05/15	22/05/15	3 days	18
		2016 NAPLAN Information Sessions - Administration	25/02/16	25/02/16	1 day	1
		2016 NAPLAN Information Sessions - Bright Ideas for the Classroom	25/02/16	25/02/16	1 day	1
		Renewal of Full Registration	27/02/14	27/02/14	1 day	1
		Twilight Forum 1 - Renewal of Full Registration	11/06/15	11/06/15	1 day	1.5
		What works! Exploring NAPLAN Numeracy Data (Thurs 3 Sept)	03/09/15	03/09/15	1 day	1.5
		What works! Exploring NAPLAN Reading Data (Thurs 3 Sept)	03/09/15	03/09/15	1 day	1.5
		What works! Exploring NAPLAN Writing Data (Wed 2 Sept)	02/09/15	02/09/15	1 day	1.5
	<b>Information Session</b>		<b>Number of Events 9</b>			<b>28.25</b>
	Workshop	Inside Series: Effective Feedback	27/04/15	27/04/15	1 day	7
		PaRR Impact Coach Network Meeting	02/03/16	02/03/16	1 day	1.5
		Visible Learning: Impact Coach Workshop	12/03/15	12/03/15	1 day	7
		Visible Learning: Inside Series - Feedback That Makes Learning Visible	27/04/15	27/04/15	1 day	6
<b>Workshop</b>		<b>Number of Events 4</b>			<b>21.5</b>	

**Professional Learning - Staff Detail - Rosebery Primary School**

Attendee Name	Event Type	Event Title	Start	End	Duration	Contact Time (Hours)
TURTON, Rachel	Conference	Visible Learning Foundation Day Seminar	23/01/15	23/01/15	1 day	6.5
<b>Conference</b>			<b>Number of Events 1</b>			<b>6.5</b>
<b>Total Number of Event Types 4</b>			<b>Total Number of Events 15</b>		<b>Total Number of Hours 62.25</b>	
VAN DE MEENE, Anne	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
<b>Accredited Course</b>			<b>Number of Events 1</b>			<b>6</b>
	Information Session	Information Session for Provisionally Registered Teachers	24/07/14	24/07/14	1 day	1.5
		The Ethics of Teaching and Registration Renewal Requirements	21/07/14	21/07/14	1 day	1.5
<b>Information Session</b>			<b>Number of Events 2</b>			<b>3</b>
	Workshop	Using achievement standards to develop effective geography assessments	12/03/15	12/03/15	1 day	1.5
<b>Workshop</b>			<b>Number of Events 1</b>			<b>1.5</b>
	Conference	Visible Learning Foundation Day Seminar	23/01/15	23/01/15	1 day	6.5
<b>Conference</b>			<b>Number of Events 1</b>			<b>6.5</b>
<b>Total Number of Event Types 4</b>			<b>Total Number of Events 5</b>		<b>Total Number of Hours 17</b>	
WALKER, Kimberley	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
<b>Accredited Course</b>			<b>Number of Events 1</b>			<b>6</b>
	Workshop	Inside Series: Effective Feedback	27/04/15	27/04/15	1 day	7
		Visible Learning: Impact Coach Day Two	11/09/15	11/09/15	1 day	6.5
		Visible Learning: Impact Coach Workshop	12/03/15	12/03/15	1 day	7
		Visible Learning: Inside Series - Feedback That Makes Learning Visible	27/04/15	27/04/15	1 day	6
<b>Workshop</b>			<b>Number of Events 4</b>			<b>26.5</b>
<b>Total Number of Event Types 2</b>			<b>Total Number of Events 5</b>		<b>Total Number of Hours 32.5</b>	
WILLIAMS, Grace	Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	6
<b>Accredited Course</b>			<b>Number of Events 1</b>			<b>6</b>
<b>Total Number of Event Types 1</b>			<b>Total Number of Events 1</b>		<b>Total Number of Hours 6</b>	
YOUNG, Deanne	Workshop	Financial Literacy Education and MoneySmart Teaching for emergency relief teachers	22/01/16	22/01/16	1 day	2
<b>Workshop</b>			<b>Number of Events 1</b>			<b>2</b>
<b>Total Number of Event Types 1</b>			<b>Total Number of Events 1</b>		<b>Total Number of Hours 2</b>	

**Total Number of Staff: 40**

**Total Number of Attendences: 105**

**Number of Hours: 565.5**

### Professional Learning - Event Detail - Rosebery Primary School

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

Event Type	Event Title	Start	End	Duration	Attendee Name	Event Contact Time (hours)
Accredited Course	Non-violent Crisis Intervention Foundation Training	05/10/15	27/10/15	23 days	ABBOTT, Amy	6
					BAKER, Kaeta	6
					BANICEK, Danielle	6
					BANKS, Shirley	6
					BRACEGIRDLE, Kym	6
					BRADSHAW, Jane	6
					CHISHOLM, Bianca	6
					DUNBAR, Robbie	6
					FULLER, Damien	6
					GIBBONS, Kylie	6
					GRAHAM, Ranae	6
					GRAY, Val	6
					HUNT, Rochelle	6
					HURST, Natalie	6
					JACKSON, Kim	6
					JAN, Jaylene	6
					JEFFERY, Karen	6
					JEGGO, Natalie	6
					LANSDOWN, Sharayah	6
					LOCKWOOD, Jess	6
					LOWRY, Susan	6
					LUDWIG, Philippa	6
					MOIR, Carly	6
					PEART, Sally	6
					PEREIRA, Darlene	6
					PRIMERO, Meleene	6
					REYNOLDS, Kathleen	6
					ROWLEY, Lucy	6
					SHANNON, Helen	6
					SHEAHAN, Michele	6
					SMITH, Danielle	6
					SMITH, Gail	6
TURTON, Rachel	6					
VAN DE MEENE, Anne	6					
WALKER, Kimberley	6					
WILLIAMS, Grace	6					
<b>Non-violent Crisis Intervention Foundation Training - Number of Attendees 36</b>						<b>216</b>
	Nonviolent Crisis Intervention FOUNDATION training.	17/06/14	17/06/14	1 day	CANUTO, Demelza	6
<b>Nonviolent Crisis Intervention FOUNDATION training. - Number of Attendees 1</b>						<b>6</b>
<b>Number of Events: 2</b>		<b>Number of Attendees 37</b>		<b>Number of Hours: 222</b>		
Non Accredited Course	Pupil Free Day	01/12/14	01/12/14	1 day	LANSDOWN, Sharayah	7
					<b>Pupil Free Day - Number of Attendees 1</b>	
<b>Number of Events: 1</b>		<b>Number of Attendees 1</b>		<b>Number of Hours: 7</b>		
Training Session	Beat Festival PD II	30/04/15	30/04/15	1 day	PRIMERO, Meleene	7.5
					<b>Beat Festival PD II - Number of Attendees 1</b>	
<b>Number of Events: 1</b>		<b>Number of Attendees 1</b>		<b>Number of Hours: 7.5</b>		
Information Session	2014 NAPLAN Classroom Preparation Session (Primary)	19/03/14	19/03/14	1 day	TURTON, Rachel	1.25
					<b>2014 NAPLAN Classroom Preparation Session (Primary) - Number of Attendees 1</b>	
	2015 NAPLAN Writing Marking Panel - Darwin 1	20/05/15	22/05/15	3 days	TURTON, Rachel	18
					<b>2015 NAPLAN Writing Marking Panel - Darwin 1 - Number of Attendees 1</b>	
2016 NAPLAN Information Sessions - Administration	25/02/16	25/02/16	1 day	TURTON, Rachel	1	
				<b>2016 NAPLAN Information Sessions - Administration - Number of Attendees 1</b>		



### Professional Learning - Event Detail - Rosebery Primary School

Event Type	Event Title	Start	End	Duration	Attendee Name	Event Contact Time (hours)
	2016 NAPLAN Information Sessions - Bright Ideas for the Classroom	25/02/16	25/02/16	1 day	TURTON, Rachel	1
	<b>2016 NAPLAN Information Sessions - Bright Ideas for the Classroom - Number of Attendees 1</b>					<b>1</b>
	Curriculum Cafe - Australian Curriculum: The Arts	18/03/15	18/03/15	1 day	BANICEK, Danielle	1.5
				1 day	PRIMERO, Meleene	1.5
	<b>Curriculum Cafe - Australian Curriculum: The Arts - Number of Attendees 2</b>					<b>3</b>
	Information Session for Provisionally Registered Teachers	24/07/14	24/07/14	1 day	VAN DE MEENE, Anne	1.5
	<b>Information Session for Provisionally Registered Teachers - Number of Attendees 1</b>					<b>1.5</b>
	National Quality Framework (NQF) Information Workshop	02/02/16	02/02/16	1 day	SMITH, Gail	4
	<b>National Quality Framework (NQF) Information Workshop - Number of Attendees 1</b>					<b>4</b>
	Renewal of Full Registration	27/02/14	27/02/14	1 day	TURTON, Rachel	1
	<b>Renewal of Full Registration - Number of Attendees 1</b>					<b>1</b>
	Teaching Schools Professional Learning Leaders Workshop	19/02/15	19/02/15	1 day	BANICEK, Danielle	6.5
	<b>Teaching Schools Professional Learning Leaders Workshop - Number of Attendees 1</b>					<b>6.5</b>
	The Ethics of Teaching and Registration Renewal Requirements	21/07/14	21/07/14	1 day	VAN DE MEENE, Anne	1.5
	<b>The Ethics of Teaching and Registration Renewal Requirements - Number of Attendees 1</b>					<b>1.5</b>
	Twilight Forum 1 - Renewal of Full Registration	11/06/15	11/06/15	1 day	TURTON, Rachel	1.5
	<b>Twilight Forum 1 - Renewal of Full Registration - Number of Attendees 1</b>					<b>1.5</b>
	Twilight Forum 2 - Renewal of Full Registration Requirements	13/08/15	13/08/15	1 day	GRAY, Val	1.5
	<b>Twilight Forum 2 - Renewal of Full Registration Requirements - Number of Attendees 1</b>					<b>1.5</b>
	What works! Exploring NAPLAN Numeracy Data (Thurs 3 Sept)	03/09/15	03/09/15	1 day	TURTON, Rachel	1.5
	<b>What works! Exploring NAPLAN Numeracy Data (Thurs 3 Sept) - Number of Attendees 1</b>					<b>1.5</b>
	What works! Exploring NAPLAN Reading Data (Thurs 3 Sept)	03/09/15	03/09/15	1 day	TURTON, Rachel	1.5
	<b>What works! Exploring NAPLAN Reading Data (Thurs 3 Sept) - Number of Attendees 1</b>					<b>1.5</b>
	What works! Exploring NAPLAN Writing Data (Wed 2 Sept)	02/09/15	02/09/15	1 day	TURTON, Rachel	1.5
	<b>What works! Exploring NAPLAN Writing Data (Wed 2 Sept) - Number of Attendees 1</b>					<b>1.5</b>
	<b>Number of Events: 15</b>				<b>Number of Attendees 6</b>	<b>Number of Hours: 46.25</b>
<b>Workshop</b>	Beat Festival Repertoire 2014 - part 1	05/03/14	05/03/14	1 day	PRIMERO, Meleene	7.5
	<b>Beat Festival Repertoire 2014 - part 1 - Number of Attendees 1</b>					<b>7.5</b>
	Beat Festival Repertoire 2014 - part 2	30/04/14	30/04/14	1 day	PRIMERO, Meleene	7.5
	<b>Beat Festival Repertoire 2014 - part 2 - Number of Attendees 1</b>					<b>7.5</b>
	Beat Festival Repertoire 2015 - part 1	04/03/15	04/03/15	1 day	PRIMERO, Meleene	7.5
	<b>Beat Festival Repertoire 2015 - part 1 - Number of Attendees 1</b>					<b>7.5</b>
	Beat Festival Repertoire 2016 - part 1	17/02/16	17/02/16	1 day	LUDWIG, Philippa	7.5
				1 day	PRIMERO, Meleene	7.5
	<b>Beat Festival Repertoire 2016 - part 1 - Number of Attendees 2</b>					<b>15</b>
	Creating an Inclusive, Accessible Learning Environment for Students with Learning Difficulties	08/10/14	08/10/14	1 day	CANUTO, Demetza	7
		09/10/14	09/10/14	1 day	BANKS, Shirley	7
				1 day	JACKSON, Kim	7
	<b>Creating an Inclusive, Accessible Learning Environment for Students with Learning Difficulties - Number of Attendees 3</b>					<b>21</b>
	Financial Literacy Education and MoneySmart Teaching for emergency relief teachers	22/01/16	22/01/16	1 day	YOUNG, Deanne	2
	<b>Financial Literacy Education and MoneySmart Teaching for emergency relief teachers - Number of Attendees 1</b>					<b>2</b>
	Inside Series: Effective Feedback	27/04/15	27/04/15	1 day	TURTON, Rachel	7
				1 day	WALKER, Kimberley	7
	<b>Inside Series: Effective Feedback - Number of Attendees 2</b>					<b>14</b>
	MoneySmart Teaching Workshop 1	22/01/16	22/01/16	1 day	ROBINSON, Darroch	1.25
	<b>MoneySmart Teaching Workshop 1 - Number of Attendees 1</b>					<b>1.25</b>
	Music. Count Us In - 2015 PD workshop	22/09/15	22/09/15	1 day	PRIMERO, Meleene	2
	<b>Music. Count Us In - 2015 PD workshop - Number of Attendees 1</b>					<b>2</b>
	National Quality Standards Quality Area 1: Educational Program and Practice	30/07/15	30/07/15	1 day	MOIR, Carly	7
				1 day	ROWLEY, Lucy	7
	<b>National Quality Standards Quality Area 1: Educational Program and Practice - Number of Attendees 2</b>					<b>14</b>
	NT Prechool Curriculum phase 2 trial	08/02/16	08/02/16	1 day	MOIR, Carly	7
				1 day	ROWLEY, Lucy	7
	<b>NT Prechool Curriculum phase 2 trial - Number of Attendees 2</b>					<b>14</b>
	PaRR Impact Coach Network Meeting	02/03/16	02/03/16	1 day	TURTON, Rachel	1.5
	<b>PaRR Impact Coach Network Meeting - Number of Attendees 1</b>					<b>1.5</b>
	Technology Innovation Bootcamp	19/01/16	20/01/16	2 days	HUNT, Rochelle	14
				2 days	PENGLASE, Sean	14

**Professional Learning - Event Detail - Rosebery Primary School**

Event Type	Event Title	Start	End	Duration	Attendee Name	Event Contact Time (hours)
		<b>Technology Innovation Bootcamp - Number of Attendees 2</b>				<b>28</b>
	Understanding the First Steps Writing Map of Development	14/05/14	14/05/14	1 day	ROBINSON, Darroch	1
		<b>Understanding the First Steps Writing Map of Development - Number of Attendees 1</b>				<b>1</b>
	Using achievement standards to develop effective geography assessments	12/03/15	12/03/15	1 day	HUNT, Rochelle	1.5
				1 day	REYNOLDS, Kathleen	1.5
				1 day	VAN DE MEENE, Anne	1.5
		<b>Using achievement standards to develop effective geography assessments - Number of Attendees 3</b>				<b>4.5</b>
	Visible Learning: Impact Coach Day Two	11/09/15	11/09/15	1 day	SMITH, Gail	6.5
				1 day	WALKER, Kimberley	6.5
		22/09/15	22/09/15	1 day	GRAHAM, Ranae	6.5
		<b>Visible Learning: Impact Coach Day Two - Number of Attendees 3</b>				<b>19.5</b>
	Visible Learning: Impact Coach Workshop	12/03/15	12/03/15	1 day	GRAHAM, Ranae	7
				1 day	TURTON, Rachel	7
				1 day	WALKER, Kimberley	7
		<b>Visible Learning: Impact Coach Workshop - Number of Attendees 3</b>				<b>21</b>
	Visible Learning: Inside Series - Feedback That Makes Learning Visible	27/04/15	27/04/15	1 day	TURTON, Rachel	6
				1 day	WALKER, Kimberley	6
		<b>Visible Learning: Inside Series - Feedback That Makes Learning Visible - Number of Attendees 2</b>				<b>12</b>
	Working with the Australian Curriculum: Geography	05/02/15	05/02/15	1 day	BRACEGIRDLE, Kym	1.5
				1 day	REYNOLDS, Kathleen	1.5
				1 day	SHANNON, Helen	1.5
		<b>Working with the Australian Curriculum: Geography - Number of Attendees 3</b>				<b>4.5</b>
	<b>Number of Events: 19</b>	<b>Number of Attendees 19</b>			<b>Number of Hours: 197.75</b>	
<b>Conference</b>	Dylan William - Peer Coaching focus	09/02/16	09/02/16	1 day	BRADSHAW, Jane	1
		<b>Dylan William - Peer Coaching focus - Number of Attendees 1</b>				<b>1</b>
	Start-up Day 2016	22/01/16	22/01/16	1 day	BRADSHAW, Jane	5
		<b>Start-up Day 2016 - Number of Attendees 1</b>				<b>5</b>
	Visible Learning - F.A.I.L.	16/02/16	16/02/16	1 day	BRADSHAW, Jane	1
		<b>Visible Learning - F.A.I.L. - Number of Attendees 1</b>				<b>1</b>
	Visible Learning Foundation Day Seminar	23/01/15	23/01/15	1 day	ABBOTT, Amy	6.5
				1 day	CHISHOLM, Bianca	6.5
				1 day	GRAHAM, Ranae	6.5
				1 day	HUNT, Rochelle	6.5
				1 day	LANSDOWN, Sharayah	6.5
				1 day	LOCKWOOD, Jess	6.5
				1 day	MOIR, Carly	6.5
				1 day	ROBINSON, Darroch	6.5
				1 day	SHEAHAN, Michele	6.5
				1 day	SMITH, Gail	6.5
				1 day	TURTON, Rachel	6.5
				1 day	VAN DE MEENE, Anne	6.5
		<b>Visible Learning Foundation Day Seminar - Number of Attendees 12</b>				<b>78</b>
	<b>Number of Events: 4</b>	<b>Number of Attendees 13</b>			<b>Number of Hours: 85</b>	
<b>Number of Staff: 40</b>	<b>Total Number of Attendances: 105</b>			<b>Number of Hours: 565.5</b>		







DEPARTMENT OF EDUCATION

Event Type Conference

Event Name

Date	Visible Learning - F.A.I.L. Seminar	Visible Learning on Day	Visible Learning Foundati Seminar	No. of Hours
16/02/16	1 day @ 1 hr	23/01/15	23/01/15 - 1 day @ 6.5 hrs	565.5 Hours
				12.5
				6
				14
				13
				7.5
				13
				13
				12.5
				6
				6
				6
				26
				7.5
				28
				6
				13
				6
				6
				6
				19.5
				12.5
				6
				13.5





Event Type	Event Name	Beat Festival Repertoire 2015 - part 1	Beat Festival Repertoire 2016 - part 1	Creating an Inclusive, Accessible Learning Environment for Students with Learning Difficulties	Creating an Inclusive, Accessible Learning Environment for Students with Learning Difficulties	Financial Literacy Education and MoneySmart Teaching for emergent teachers	Inside Series: Effective Feedback	MoneySmart Teaching Workshop 1	Music. Count Us In - 2015 PD workshop	National Quality Standard Area 1: Educational Program and Practice	NT Prechool Curriculum phase 2 trial	PARR Impact Coach Network Meeting	Technology Innovation Bootcamp	Understanding the First Steps Writing Map of Development	Using achievement standards to develop effective geography assessments	Visible Learning: Impact Coach Day Two	Visible Learning: Impact Coach Day Two	Visible Learning: Impact Coach Day Two	Visible Learning: Impact Coach Day Two	Visible Learning: Impact Coach Day Two	Working with the Australian Curriculum: Geography	William - Peer Coaching focus	Start-up Day 2016
		04/03/15 - 04/03/15	17/02/16 - 17/02/16	08/10/14 - 08/10/14	09/10/14 - 09/10/14	22/01/16 - 22/01/16	27/04/15 - 27/04/15	22/01/16 - 22/01/16	22/09/15 - 22/09/15	30/07/15 - 30/07/15	08/02/16 - 08/02/16	02/03/16 - 02/03/16	19/01/16 - 20/01/16	14/05/14 - 14/05/14	12/03/15 - 12/03/15	11/09/15 - 11/09/15	11/09/15 - 11/09/15	11/09/15 - 11/09/15	11/09/15 - 11/09/15	12/03/15 - 12/03/15	27/04/15 - 27/04/15	09/02/16 - 09/02/16	22/01/16 - 22/01/16
		1 day @ 7.5 hrs	1 day @ 7.5 hrs	1 day @ 7 hrs	1 day @ 7 hrs	1 day @ 2 hrs	1 day @ 7 hrs	1 day @ 2 hrs	1 day @ 2 hrs	1 day @ 7 hrs	1 day @ 7 hrs	1 day @ 1.5 hrs	2 days @ 14 hrs	1 day @ 1 hr	1 day @ 1.5 hrs	1 day @ 6.5 hrs	1 day @ 6.5 hrs	1 day @ 6.5 hrs	1 day @ 7 hrs	1 day @ 1.5 hrs	1 day @ 1.5 hrs	1 day @ 1 hr	1 day @ 5 hrs
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5	1	1
		1	2	1	2	1	1	1	1	2	2	2	1	2	1	2	2	2	2	1	3	3	1
		7.5	7.5	7	7	2	7	2	7	7	7	7	14	7	7	7	7	7	7	1.5	1.5		



DEPARTMENT OF EDUCATION

Event Type Conference

Event Name

Visible Learning - F.A.I.L Seminar	Visible Learning Foundati	No. of Hours
16/02/16 - 1 day @ 1 hr	23/01/15 - 23/01/15 1 day @ 6.5 hrs	565.5 Hours
MOIR, Carly	6.5	26.5
PEART, Sally		6
PENGLASE, Sean		14
PEREIRA, Darlene		6
PRIMERO, Meleene		47
REYNOLDS, Kathleen		9
ROBINSON, Darroch	6.5	8.75
ROWLEY, Lucy		20
SHANNON, Helen		7.5
SHEAHAN, Michele	6.5	12.5
SMITH, Danielle		6
SMITH, Gail	6.5	23
TURTON, Rachel	6.5	62.25
VAN DE MEENE, Anne	6.5	17
WALKER, Kimberley		32.5
WILLIAMS, Grace		6
YOUNG, Deanne		2
No. Staff:	1	12
		565.5