



**Rostrata  
Primary School**

Co-operation • Achievement  
Respect • Endeavour

# ANNUAL REPORT

## 2025

# PRINCIPAL'S REPORT

As I reflect on the 2025 school year, I am proud of the strong progress we made across all domains of our Business Plan. Last year has been characterised by disciplined implementation, deep collaboration and a shared belief that every child at Rostrata deserves high quality teaching, a supportive environment and meaningful opportunities to thrive.

Rostrata continues to be a large and complex Level 6 school of approximately 960 students and 125 staff, at the conclusion of 2025. Sustainable school improvement at this scale requires clarity, consistency and collective efficacy. Our work in 2025 has built on strong foundations while continuing to move us forward with purpose.

## Quality Teaching

2025 marked the first full year of implementation of our instructional coaching model. Every teacher was supported by an experienced Rostrata lead teacher serving as an instructional coach. Through structured observation, feedback and professional dialogue, teachers have continued to refine their craft, ensuring high quality Tier 1 instruction in every classroom.

We strengthened our literacy approach through the introduction of new whole school knowledge rich units and guided novel studies, co-designed by teachers across year levels. These units build background knowledge, vocabulary and writing stamina in an intentionally sequenced way while engaging students in rich content such as Ancient China, Egypt and Greece. Visiting educators from the Fremantle Language Development Centre described our literacy approach as 'gold standard', affirming the disciplined and evidence informed work of our staff focused on high-quality Tier 1 instruction.

Data literacy also continued to improve through the implementation of Elastik and the AI supported WriteMark tool, enabling teachers to analyse student achievement and plan precise next steps in learning. Rostrata was also selected to participate in the state cross sector Generative AI trial, exploring responsible use of AI to reduce workload and enhance teaching programs.

Our Creative Schools initiative supported critical and creative thinking in selected Year 5 and 6 classes, culminating in open classroom showcases and staff sharing of effective creative learning strategies. Our partnership with Curtin University introduced students to 3D printing technologies and was featured on ABC Radio, further strengthening our STEM culture. The annual STEAM Festival once again brought together students, staff and community experts to celebrate innovation and inquiry.



## NAPLAN

Our academic outcomes reflect this focus on quality teaching in every classroom. NAPLAN results in Years 3 and 5 continued to exceed WA Like Schools across all assessed domains, and over 91 percent of students demonstrated moderate to very high progress from Pre-primary On-entry to Year 3 NAPLAN. These results represent the collective efforts of staff, students and families working in partnership. 'Like schools' are those that the School Curriculum Standards Authority has grouped the school with for fair comparison. The grouping considers schools that have similar social and educational contexts and these are not always schools that

are geographically close to Rostrata. There are 17 schools we are compared to for measurement purposes that are both south and north of the river in Perth. The schools we are compared to can shift annually as student census data from each school is analysed to determine each school's 'ISCEA' - Index of Community Socio-Educational Advantage.

When analysing our whole school data and considering the 'All students' mean, which includes every student assessed in that year level, there was a slight decline in the overall mean in some domains. This measure differs from the 'Stable cohort' data, which tracks the progress of students who have been enrolled at the school for an extended period.

For example, in NAPLAN Year 5 Reading there were 19 students below the national mean within the stable cohort equating to about 15% of students, compared with 36 students when *all* assessed students were included which equated to about 25% of the cohort. As a school experiencing significant enrolment mobility, we continue to welcome many new students throughout the academic year, particularly in the past 3 years and these new students have not yet had extended exposure to Rostrata's teaching programs and approach. This mobility can influence the all-student mean and is an important factor when interpreting school-wide data trends. Interestingly when I contacted many of our like schools to discuss NAPLAN data, many do not see the large disparity between the 'All Students' mean and 'Stable Cohort' mean that Rostrata is experiencing, reflecting the enrolment context our school operates within.

To ensure every student is supported to achieve their best, we have strengthened our targeted intervention structures across the school. A dedicated learning support staff member now works with small groups of students throughout the school day to build literacy skills through focused intervention. Our EAL/D teacher, together with our education assistants, also provides ongoing support to students who are developing English proficiency, ensuring they can fully access the curriculum and participate confidently in classroom learning. In addition, a curriculum lead teacher trained in the UFLI synthetic phonics program works with students in the middle primary years who are still consolidating foundational phonics knowledge, delivering intensive instruction four days per week. These targeted supports ensure students receive timely, evidence-based assistance to strengthen their literacy development, which positively influences all other learning areas.

## Learning Environment

In 2025 we deepened our commitment to student voice and wellbeing. Our inaugural Student Representative Council attracted over 100 applications, reflecting the strong leadership culture among our students. The SRC contributed meaningfully to whole school initiatives including the Winter Warmer Drive, Christmas Food Drive and drafting a new Acknowledgement of Country for 2026 with wider student body feedback informing the final version.

Our Sustainability Team expanded its impact through Containers for Change, recycling 2,356 containers, leading Clean Up Australia Day activities and coordinating the Fair Game sports gear drive. These initiatives reflect our commitment to inspiring our students to care about the environment and take positive action for change.

All staff engaged in Berry Street Education Model training, strengthening trauma informed practices, consistent routines and the use of brain breaks to support student regulation. Professional learning in partnership with ADHD With Me further enhanced staff capacity to support neurodiverse learners, with continued work planned for 2026 including a parent workshop.

Our 12 month partnership with Early Childhood expert Dr Amie Fabry commenced, focusing on high quality play based learning in Kindergarten to Year 2. Through workshops and coaching, staff are refining how purposeful play can be incorporated into teaching programs to maximise student learning in the early years. This partnership continues into 2026 with the end goal of producing a Play Statement to guide and share our approach.

## Relationships and Partnerships

Strong and positive relationships with the community remain central to our success. The release of our Communication Plan following the Compass rollout has provided greater clarity and consistency in how families engage with the school. Term learning overviews, formal meeting schedules and open classroom events have strengthened transparency and partnership.

Our Reconciliation Action Plan continued to progress with a renewed vision and goals. During National Reconciliation Week, students and staff were inspired by young Aboriginal leader Tremane Baxter-Edwards, and NAIDOC Week celebrations brought energy and joy through Corroboree for Life.



The School Board continues to provide thoughtful governance and strategic oversight. I extend my sincere thanks to our Board Chair, Dr En Peng, for his steady leadership and commitment to ensuring the Board remains focused on student outcomes and long term strategic direction. The Board's Business Plan subcommittee continued to monitor progress rigorously, and the Community Engagement & Policy subcommittee focused on opportunities to strengthen community connection, reviewing the dress code and setting the parameters for community feedback. The Board also collaborated with the school on selecting the questions asked in the School Culture Survey to gather valuable community feedback to inform future planning.

Our Parents and Citizens Association remains an incredibly valued partner in community engagement and school improvement. I acknowledge with gratitude the leadership of P&C President Tegan Kalin and the dedicated executive and members who volunteer countless hours in service of our community. In partnership with the school, the P&C has supported a significant program of playground and shade upgrades, including new C and D Block playgrounds, refreshed Nature Play spaces, new shade sails and a permanent shade structure in Pre-primary.

Beyond infrastructure, the P&C has strengthened community connection through events such as the Welcome Picnic featuring the Mucky Duck Bush Band, school discos, a community movie night and continued management of our school canteen operations. The Dads Group has also played an important role in fostering belonging, with the annual oval camp out and a trip to Scitech providing valuable opportunities for families to connect. These contributions enrich the social fabric of our school and reinforce our strong sense of community.



## Leadership and Resources

Rostrata's leadership influence extended beyond our school, hosting High Impact Instructional Coaching professional learning attended by educators from 50 schools. Our middle leaders and senior leadership team engaged in further development through the Leadership Institute, strengthening our internal leadership pipeline.

Significant planning work is underway for the election commitment of \$5 million for school upgrades. Current discussions centre on a new four classroom block and upgrades to power and air conditioning infrastructure. Detailed costing and documentation are in progress and we look forward to this project progressing in 2026. We also expanded targeted literacy intervention through the UFLI program as part of our Multi Tiered System of Support. Identified students accessed before school and in school support aligned to precise assessment data, ensuring early intervention and strong foundations.

As I reflect on the year, I extend my sincere appreciation to our staff, whose professionalism and dedication continue to define our school culture; to our families, whose partnership strengthens our collective impact; and to our students, whose curiosity, kindness and achievement inspire us every day.

As we look ahead, we do so with clarity and confidence. The disciplined implementation of our current Business Plan has provided strong foundations, and the insights gained through our School Culture Survey, Public School Review feedback and ongoing data analysis will directly inform the refinement of our next strategic cycle. Our commitment remains unwavering: high quality teaching in every classroom, strong and respectful relationships, and a learning environment that prepares students not only for academic success, but for meaningful and responsible participation in the world beyond our school gates.

I look forward to working alongside our staff, School Board, P&C and broader community as we shape the next chapter of Rostrata's journey together.



Tamara Doig  
Principal

# ROSTRATA PRIMARY SCHOOL BOARD

It has been an honour to serve as Chair throughout 2025, a year defined by consolidation, strategic refinement, and deepened community engagement. Following the 2024 Public School Review, the Board shifted focus toward the strategic implementation of our new Business Plan. Working alongside Principal Tamara Doig, we remained dedicated to the school's vision and the values of our CARE motto: Co-operation, Achievement, Respect, and Endeavour.

## Board Governance and Operations

To enhance efficiency and align with school priorities, we focused on four key areas:

- **Operational Efficiency:** We successfully reduced meeting frequency for both the Board and subcommittees while maintaining high operational effectiveness.
- **Streamlined Sub-committee Structure:** Following an operational review and the successful completion of key Governance & Risk projects (such as the Conflict of Interest policy and Bushfire Plan in 2024), we transitioned from three sub-committees to two: Business Plan and Community Engagement & Policy.
- **Induction & Training:** We updated induction materials and the Board Chair attended the 1-Day Council and Board Workshop to strengthen our collective governance practices.
- **Policy Review:** We maintained a rigorous cycle of reviewing the Board's Terms of Reference and various school policies to ensure they remain current.

## Monitoring Strategic Progress

The Board actively monitored the school's progress against the targets established in the 2025–2028 Business Plan.

- **Progress Tracking:** We adopted a colour-coded tracking system, developed by the Principal, allowing for clear visualisation of achievements and areas requiring further focus.
- **Data Analysis:** We reviewed critical performance data, including an in-depth analysis of the 2025 NAPLAN results presented by the Principal. This informed our discussion on student achievement trends and supported the school's improvement strategies.
- **Strategic Feedback:** We actively shaped the School Culture Survey, ensuring we gathered targeted data to inform our Business Plan strategies and improve school-wide outcomes.

## Community Engagement

A primary goal for 2025 was increasing the Board's visibility and accessibility:

- **Meeting Innovation:** We trialled a new format for our Annual Open Board Meeting, moving it to immediately follow a school assembly. This new timing was a positive step, helping us increase the visibility of the Board's role and achievements and drawing a wider audience compared to previous evening meetings.
- **Operational Innovation:** To improve afternoon traffic flow, the Community Engagement & Policy sub-committee initiated a proposal for standardised 'Kiss and Go' dashboard signage. This project aims to enable quicker student identification and announcement, ensuring a safer and more efficient pick-up process.

- **Student Connection:** The Board ensured its role and message were conveyed to departing students by submitting the School Board's message for the 2025 Yearbook.
- **Inclusivity & School Identity:** We supported automated translation for the Principal's Report into Chinese and Korean to better serve our diverse community. Additionally, we initiated the review of the school dress code, exploring proposals for a more UV-protective summer dress for community consultation in 2026.
- **Community Presence:** Board members actively represented the community at key events, including the New Parent Welcome Morning Tea, the ANZAC Day Service, the vibrant Book Week Parade, Kindy & Pre-Primary Orientation, and the Year 6 Graduation Ceremony.
- **Collaboration with P&C:** We continued to strengthen our relationship with the Parents and Citizens' (P&C) Association, fostering an exceptional level of formal liaison. This collaboration is exemplified by having an active P&C executive member, Mrs. Dhara Thakkar, concurrently serving on the School Board as a parent representative.

## Board Membership

The Board saw several changes in 2025, ensuring a balance of fresh perspectives and continuity. We welcomed new members Mrs. Julie Hill, Mrs. Dhara Thakkar, Mr. Tim Hill, and Dr. Roger Dong in Term 1, followed by Mrs. Charmaine Martin in Term 2 to fill the vacancy left by Mrs. Hill's departure. We also thank Mr. Daniel Coombs for extending his tenure as a Community Representative. Finally, we celebrate the re-nomination of Ms. Jes Devadas as a staff representative for a second three-year term.

## Acknowledgements

The success of the Board in 2025 is a testament to the dedication of our members:

- **Subcommittee Leadership:** We extend our deep gratitude to our 2025 Chairs: Dr. Elizabeth Stuart (Community Engagement & Policy), Mr. Masud Hossain (Business Plan), Mr. Rajesh Taneja, who steered the Governance & Risk Subcommittee through its final phase in Term 1.
- **Departing Members:** Along with Mr. Hossain and Mr. Taneja, we bid farewell to Ms. Claire Dawson and Dr. Roger Dong, thanking them for their valued contributions and successful collaboration on 3D printing technology, and Mrs. Julie Hill for her service during the first half of the year.
- **Executive & School Leadership:** A special thank you goes to our Board Executive Officer, Ms. Sam Butler, whose tireless support and expertise ensured the smooth administration of all Board functions. Finally, I wish to thank Principal Tamara Doig for her transparent and collaborative leadership, and our school staff and P&C partners for their continued commitment to our students.
- **Board Appreciation:** In Term 4, the Board's End-of-Year Celebration Lunch was successfully organised at Parliament House. The event served to recognise the dedication of all members and was a collaborative effort spearheaded by Mr. Daniel Coombs and Dr. Jags Krishnan MLA. We were also honoured to be joined by Mr. Mark Folkard MLA at the lunch.

It has been a privilege to lead the Board in 2025, and I look forward to Rostrata's continued success.

Dr. En Peng  
Chair, Rostrata Primary School Board

# ENROLMENT

## Enrolment Trend

Our official enrolment grew gradually over the course of 2025 from 915 students in Kindy to Year 6 at census in semester 1 to 947 students in Kindy to Year 6 at census in semester 2. This included a Kindy enrolment of 51 students in Semester 1 and 49 students in Semester 2.

Kindy numbers were lower in 2025 which reflected in our total school numbers.

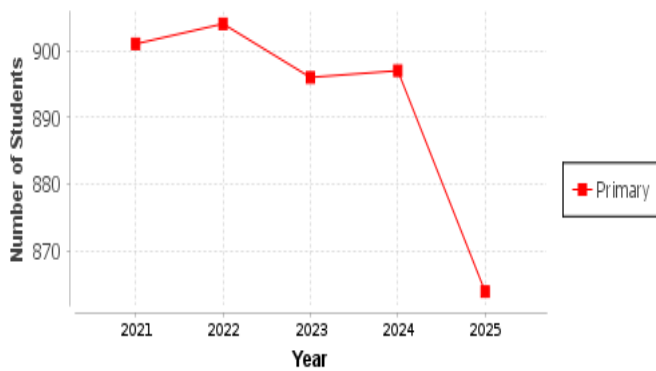
### Student Numbers (as at 2025 Semester 1)

Primary	Kin	PPR	Yr 1	Total
Male	27	50	388	465
Female	24	44	382	450
Total	51	94	770	915

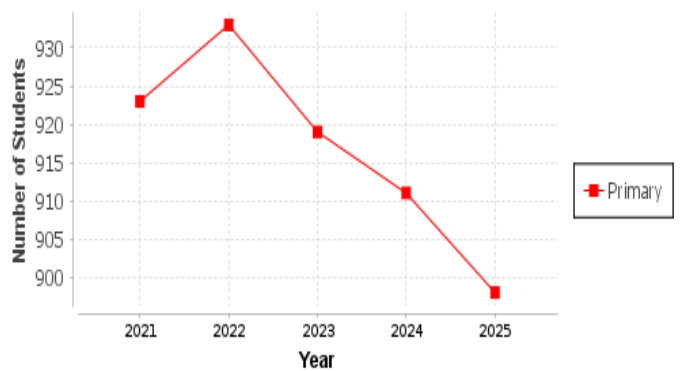
### Student Numbers (as at 2025 Semester 2)

Primary	Kin	PPR	Yr 1	Total
Male	25	52	406	483
Female	24	46	394	464
Total	51	98	800	947

Semester 1 Student Numbers



Semester 2 Student Numbers



# ATTENDANCE

## Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	93.4%	92.3%	90.3%	62.7%	87.6%	74.3%	93.1%	92.2%	88.9%
2024	93.4%	92.8%	91%	62%	82.6%	74.3%	93.3%	92.7%	89.4%
2025	94.5%	93%	90.7%	53.1%	82.5%	73.2%	94.3%	92.9%	89.1%

Overall student attendance was better than 'like schools' and WA Public Schools in 2025. Aboriginal student attendance was lower than both 'like schools' and WA Public Schools and will be closely monitored in 2026.

## EFFECTIVE LEADERSHIP

Rostrata continued to focus on developing existing leaders and supporting the next generation of leaders in 2025, aligned with the WA Future Leaders Framework. At Rostrata, we maintain formal middle leadership roles for staff leading in Positive Behaviour Support (PBS), Wellbeing, Students at Educational Risk, English as an Additional Language or Dialect, and in quality teaching to support our Impact Teaching Practice (ITP) model in Curriculum and Instructional Coaching.

Leadership development remained a strong focus throughout the year. Our middle leaders engaged in the Middle Leader Development Program alongside colleagues from across the Roe Network, strengthening their leadership capabilities while building connections with leaders from neighbouring schools. At the same time, the Deputy Principals and Principal continued their professional learning through the Leadership Institute, engaging in system-level leadership development designed to strengthen strategic leadership, instructional leadership and school improvement practices.

Our school-based team of instructional coaches also continued to grow. In 2025, six instructional coaches in training completed their final year of shadowing and professional learning alongside our experienced coaching team. This important capacity-building work means that in 2026 Rostrata will have twelve instructional coaches supporting teachers across the school through observation, feedback and professional dialogue focused on strengthening classroom practice. This peer-led coaching model ensures teachers are supported by skilled colleagues to continually refine their practice and improve student outcomes.

Our Student Services Deputy and School Psychologist continued to engage with the South Metropolitan Be You network, collaborating with other schools to strengthen approaches to student mental health and wellbeing. In 2025, student services leaders across the Roe Network commenced regular meetings to share practice and engage in professional learning to support student wellbeing and engagement.

The principal also contributed to leadership development beyond the school, mentoring several regional school leaders through the Australian Council for Educational Leaders (ACEL) Middle Leaders Program. In addition, the Principal continued to serve as a WA Branch Executive member of ACEL, contributing to leadership development across Western Australia by helping to design and deliver professional learning opportunities for school leaders. This included supporting the organisation of the termly Leading Innovation in Education events, which bring leaders together to explore cross-sector case studies of leadership and innovation and foster professional dialogue, collaboration and shared learning across the education community in Western Australia.

## HIGH QUALITY TEACHING

In 2025, Rostrata Primary School formally launched its whole-school coaching model, strengthening our collective commitment to high-impact instruction. Across the year, 12 trained coaches worked alongside 60 teachers, engaging in one coaching cycle per term. Each cycle included classroom observation, reflection, and co-construction of next steps. This partnership-based approach promoted ongoing improvement, deepened reflective practice, and ensured consistency in applying our instructional model across learning areas.

A significant milestone in 2025 was the completion and implementation of the **Core Knowledge and Novel Studies Scope and Sequence** for Years 1–6. Students engaged with a rich suite of knowledge-building units—including *Ancient Rome*, *Ancient Greece*, *Medieval Times*, and *World Mountains*. These units were intentionally designed to enhance comprehension through background knowledge, a key principle of the **Science of Reading**. Sentence-level construction, explicit tiered vocabulary instruction, and syntax development were embedded throughout every unit to ensure students developed strong language foundations alongside content knowledge.

Throughout 2025, teachers again chose to participate in a voluntary **Professional Learning Community (PLC)** centred on the Science of Reading. Meeting twice each term, the PLC provided a collaborative space for teachers to explore professional readings, examine assessments, create resources, and practise instructional routines. The participant-driven agendas fostered open discussion, curiosity, and shared inquiry into this complex and evolving evidence base.

Implementation of **Letters and Sounds (K–2)** and **Spelling Mastery (Years 3–6)** continued with fidelity, delivered four mornings per week. Ongoing refinement of lesson design and assessment practices within Letters and Sounds ensured greater consistency and supported high-quality, evidence-aligned early literacy instruction.

Data-informed decision-making remained a central priority. The assessment team administered DIBELS Oral Reading Fluency and MAZE assessments, with results shared and discussed with teaching teams. Throughout 2025, all teachers gained additional professional learning to build confidence and consistency in using ELASTIK, supported by the expertise of the data champions.

At the end of 2025, Rostrata strengthened its professional learning culture through a new partnership with the **Mathematics Association of Western Australia (MAWA)**. This collaboration will throughout 2026, provide staff with access to high-quality professional learning focused on effective mathematics instruction, deepening teacher content knowledge and supporting consistent, evidence-informed approaches across the school.

## STUDENT SERVICES

The Student Services portfolio continues to evolve as the number of students requiring additional support grows. Entering the new school year, the team remains a strong and diverse group, comprising a Deputy Principal, School Psychologist, SAER (Students at Educational Risk) Coordinator working three days per week. In July 2025 our SAER Coordinator moved on to a role in another school and Mr Michael Gotti was appointed as the SAER coordinator. Our Chaplain Mrs Jay has become an integral part of the school community and her lunch time clubs including games, jewellery making and Lego have been very popular with the students. Mrs Jay also delivered UR Strong programs to students in Years 4 and 5 in conjunction with their class teachers. These programs have a focus on friendship skills and strategies. The Chaplain's experience in building meaningful connections with students and families has strengthened the team's capacity to provide holistic support.

Throughout the past year, Student Services has played a vital role in assisting students who need additional help within classroom settings. The school has seen a continued rise in students presenting with neurodiverse needs, including ADHD and ASD. In response, the team has supported staff with the development and implementation of documented plans and provided guidance around regulation and co-regulation strategies.

These approaches have helped create calmer learning environments and equipped students with tools to navigate their school day more effectively. In 2025 the whole staff engaged in ongoing professional learning with Eliza Dadson from ADHD With Me to increase their skillset in support children who are neurodiverse. This professional learning in ongoing and staff will access further sessions next year.

Sensory zones established across key areas of the school have now become a valued part of the learning environment. Furnished with sensory resources and supported by visual displays, these spaces offer students opportunities for regulation and reset. Feedback from students, staff, and families has been overwhelmingly positive, highlighting the impact these zones have on wellbeing and engagement. Special Needs Education Assistants (SNEAs) continue to supervise these areas during recess and lunch, ensuring they remain supportive, purposeful spaces.

The School Psychologist continues to provide essential support for students with complex needs, disabilities and mental health challenges. She works closely with staff and students to help them, develop and implement strategies, and reach their potential.

The Student Services team remains committed to fostering a nurturing, inclusive, and responsive school environment. Their work continues to emphasise wellbeing, regulation, and tailored support systems that meet the diverse needs of students.

## WELLBEING

### Professional Learning

At the end of 2024, staff were introduced to the **Body** domain of the Berry Street Education Model (BSEM), which focuses on supporting students to regulate their bodies and emotions so they are ready to learn. In 2025, staff participated in two days of Berry Street professional learning, focusing on the **Relationship** and **Stamina** domains. Trauma informed practice highlights the importance of **consistent and predictable routines**, as these structures help create a sense of safety for students and enable them to feel calm, secure and ready to engage in learning.

Professional learning throughout the year also focused on strengthening teacher–student relationships, guided by the principles of **Connection before Content** and **Connection before Correction**. These approaches emphasise the importance of building trust, safety and belonging before addressing behaviour or academic learning. When students feel connected and valued, they are more likely to engage positively in the classroom.

Staff also explored several relational strategies from the Berry Street framework, including **Unconditional Positive Regard, Repair and Rupture, Golden Statements, and Catching Micro Moments**. Staff also examined the **impact of process praise versus person praise**, alongside the use of positive narration to reinforce effort, persistence and positive learning behaviours.

### Implementation

Staff strengthened the implementation of strategies aligned with the **Body domain**, including **Welcome Circles, Ready to Learn Plans, and Ready to Learn Scales**, which support students in recognising and managing their emotional states and preparing for learning.

During a staff meeting, teachers worked collaboratively to discuss and agree on the language and symbols used across the school for the **Ready to Learn Scale** from Kindergarten to Year 6. Establishing shared language ensures consistency across classrooms and supports students to recognise and communicate their emotional states.

**The Wellbeing Team also conducted a staff survey** to gather feedback on the implementation of the Welcome Circle. Based on this feedback, the team developed and modelled a structured ten-minute **Welcome Circle** that incorporates key elements needed to establish connection, build routine and prepare students for learning. In addition, **Gratitude Circles and Pack Up Wrap Ups** were introduced at the end of the day, providing opportunities for students to reflect on their learning, acknowledge positive moments and conclude the day with a sense of connection and closure.

The Wellbeing Team also created **visual posters** and other resources outlining the Berry Street strategies and shared these with staff in short, bite sized segments during staff meetings. This approach helped to reinforce key concepts and support the gradual embedding of the strategies across classrooms.

### **Student Initiatives**

Student initiatives included a range of wellbeing activities designed to support emotional regulation, connection and engagement. These activities focused on strategies such as brain breaks, regulating and escalating activities, exploring thoughts and feelings, nature walks, and breathing and centering exercises, providing students with practical strategies to support their wellbeing and develop greater self-awareness.

Throughout the year, the Wellbeing Team organised several staff versus student games, which were highly engaging and helped strengthen positive relationships and school spirit across the community.

A Connection Zooper Dooper Day was also organised, where students enjoyed Zooper Doopers while spending time with their buddy classes. This initiative provided an opportunity for students across year levels to connect, build friendships and strengthen the sense of belonging within the school community.

### **Staff Wellbeing Initiatives**

The Wellbeing Team advocated for several meeting free weeks throughout the term, including weeks without staff meetings and Thursday Communications meetings. This initiative was designed to support staff wellbeing and workload balance by providing additional time for planning, preparation and personal wellbeing. The proposal was positively received by the administration team, who supported the initiative by creating space within the term schedule to provide staff with this additional time.

Staff were also pleasantly surprised when Chaplain Liz served cool drinks to teachers on a particularly hot summer's day, a simple yet thoughtful gesture that demonstrated care for staff wellbeing and brought smiles to many faces. It was a planned activity by the Wellbeing Team

The staff representation on the Wellbeing Team includes Sienna Breen (Pre-Primary), Rio Beattie (Year 2/3), Brendan Burke (Health Specialist), Ashleigh Pritchard (Year 5), Nikki Barnett (Year 5), Mrs Narelle Thambipillai (Deputy Principal), and Charmaine Martin (Wellbeing Middle Leader). Members of the team also acted as liaisons between their year levels and the Wellbeing Team, sharing information, gathering feedback, and supporting the implementation of wellbeing initiatives across the school.

## YEAR 6 STUDENT LEADERSHIP

Individual student leadership groups were mentored throughout the year within their respective roles; School Captains, House Captains and Library Monitors. All year 6 students attended the leadership camp over 2 days, in the Swan Valley.

### Rostrata School Captains 2025

Throughout 2025, the Rostrata School Captains demonstrated outstanding leadership, consistently representing their peers and contributing meaningfully to school life. Their commitment was evident in the confident and professional manner in which they led both Junior and Senior Assemblies.

A significant part of their role involved supporting key school events. During the ANZAC ceremony, the Captains played an essential part in ensuring correct flag protocols, assisting with the laying of wreaths, and working closely with Mrs. Butler to help organise and run the service with respect and precision.

To further develop their leadership skills, the School Captains and Sports Captains attended the Primary Dream and Lead Conference at the Perth Convention and Exhibition Centre. This engaging event encouraged students to explore their leadership potential and provided them with strong foundations for future success. Each Captain set personal goals for 2025 and gained valuable insight into their role as emerging leaders and role models.

The Captains also took on a key role in promoting the Department of Transport's *Your Move* initiative. They encouraged students to walk, ride, or scooter to school to help reduce traffic congestion, often braving cold mornings to hand out raffle tickets for a chance to win a bike. They also joined Ms Doig for Walk to School Days, a much-loved termly event where students and families gathered at Prendwick Reserve before making their way to school together.

In November, the School Captains enjoyed an overnight camp on Rottnest Island. They explored the island's history, including its strategic significance during World Wars I and II, and spent time biking, swimming at the Basin, and enjoying the island's famous jam donuts.



As the year drew to a close, the Captains worked alongside staff to help select the 2026 Rostrata Captains. They began by addressing the Year 5 cohort, outlining the expectations and responsibilities of the role. They then observed candidates participating in a STEM challenge to assess their collaboration and problem-solving skills. These steps ensured that shortlisted nominees were well-prepared to stand for election. In the final weeks of the year, the Captains supported the transition of newly appointed leaders through training and mentorship.

We are incredibly proud of the achievements of the 2025 Rostrata School Captains and the leadership skills they have developed under the guidance of Mr. Gotti, Miss Darby, Ms. Wells, and Mrs. Butler.

## ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

As at census conducted on 21 February 2025, the number of EAL/D funded students from Kindergarten to Year 6 was 237. Additionally, the program included a reduced cohort of 32 Kindergarten students and 3 Stage 3 students.

During 2025, twenty-five new students participated in the EAL/D program. Fifteen left either because they transferred to other schools or were classified as proficient in the August census. By the end of the year, the EAL/D team were assisting 310 students, including seven from Stage 3 and twelve fee paying students. This indicates 33% of the students at Rostrata PS are included in the EAL/D Program. There are 76% of Rostrata students from LBOTE backgrounds.

At Rostrata Primary School, students who receive support from our EAL/D team speak 47 different languages. Throughout the year, selected students in the Pre-Primary, Year One and Year Two classes, who are part of the EAL/D program, took part in the Intervention program. These students received additional support aimed specifically at developing their phonetic knowledge, reading and writing skills. The intervention was designed to address their individual learning needs, offering focused assistance to support their progress in English acquisition.

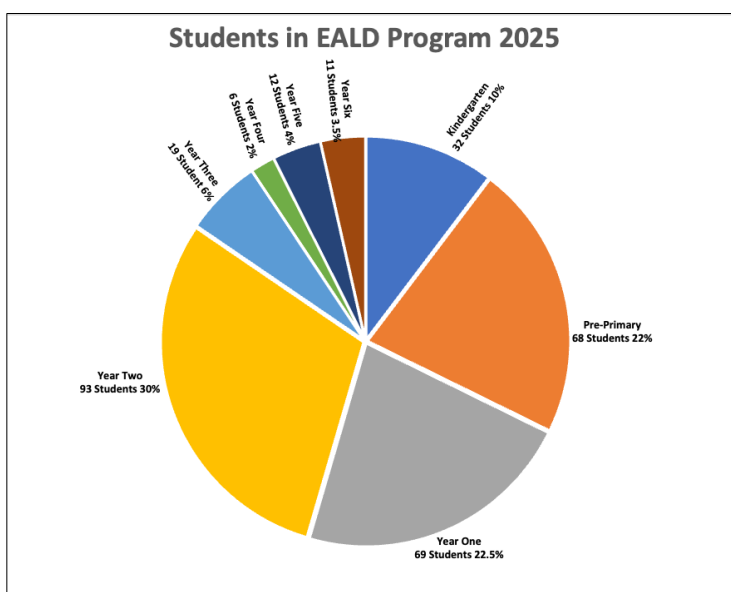
The EAL/D plans were completed for EAL/D students who were new to some elements of Australian Standard English or who were going to receive a D or E grade in the English area on their school report. These students were reported on using the EAL/D Progress Maps.

During 2025, the EAL/D Education Assistants continued to provide support to the EAL/D students, in every classroom with tier one lessons. They assisted the students, at the point of need, with their listening, speaking, reading/viewing and writing tasks.

Both EAL/D staff and classroom teachers gathered data, using the Progress Maps and assessment pointers, to assess the students' development and record their progress in Standard Australian English.

During 2025, the EAL/D Progress Maps data for students at Rostrata Primary School was recorded using the Elastik program, which has now been adopted by the school. Students who had participated in the EAL/D program in previous years and continued in 2025 had their historical data accurately transferred and maintained within the Elastik system. For those students who exited the EAL/D program at the end of 2024, their Progress Maps records were filed for handover.

In 2025 and moving forward, all EAL/D data is recorded using the Elastik program. The data for Kindergarten students will not be included in Elastik, as this information is currently unavailable within the system. All other EAL/D students' data will be maintained and updated in Elastik to support ongoing tracking and reporting of student progress.



# STUDENT ACADEMIC DEVELOPMENT

## NAPLAN DATA 2025 SUMMARY

### 2025 NAPLAN Comparative Performance:

The expected performance for Year 3 is calculated using the school's ICSEA value. A higher ICSEA value translates to a higher expectation of performance.

The expected performance for Year 5 is calculated using the school's ICSEA value & the previous performance of the cohort in Year 3.

1	<b>Above Expected</b> – more than one standard deviation above the predicted school mean
2	<b>Expected</b> – within one standard deviation of the predicted school mean
3	<b>Below Expected</b> – more than one standard deviation below the predicted school mean

Numeracy	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	1.3	1.9	0.2	133	133	118
Year 5	1.9	1.5	0.6	158	129	151

Reading	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	1.1	1.0	0.4	132	132	119
Year 5	0.7	0.6	-0.8	161	129	151

Spelling	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	1.4	1.3	0.9	132	132	118
Year 5	1.7	1.6	-0.6	161	129	151

Writing	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	0.5	0.7	-0.1	132	132	119
Year 5	0.6	0.5	-0.1	161	130	151

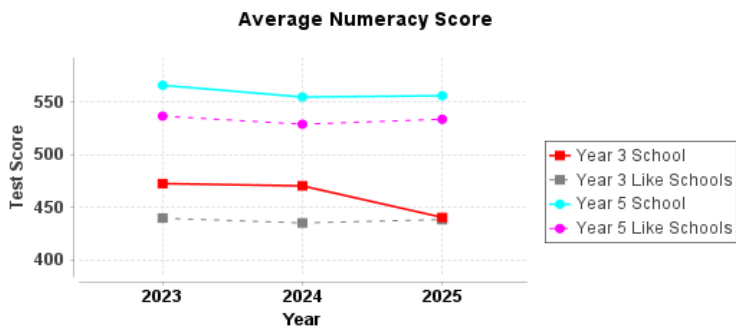
Grammar & Punctuation	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	1.5	1.8	0.5	132	132	118
Year 5	1.4	1.1	-0.8	161	129	151

Rostrata Primary School students performed at expected level in all NAPLAN areas.

## 2025 NAPLAN Longitudinal Summary:

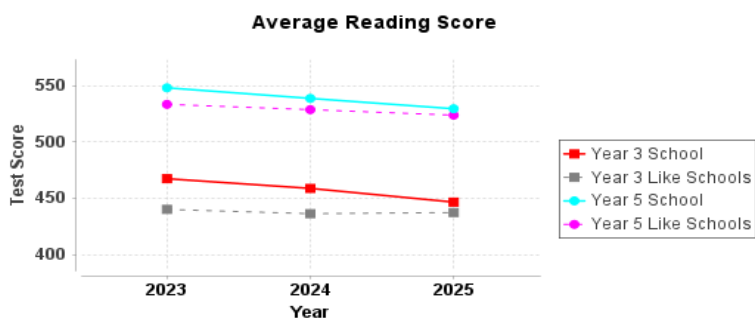
### Average Numeracy Score

Year	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2023	473	440	566	537
2024	470	435	555	529
2025	441	439	556	534



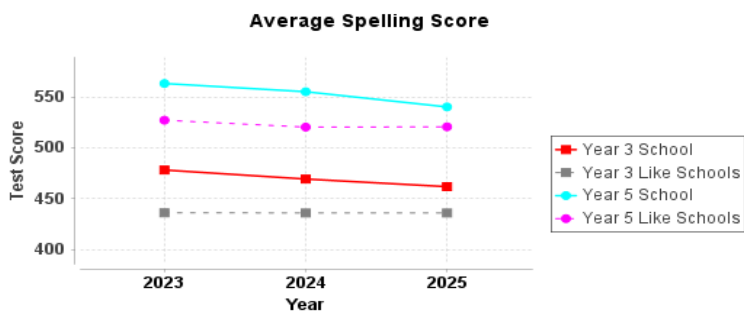
### Average Reading Score

Year	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2023	467	440	548	534
2024	459	436	539	529
2025	447	437	530	524



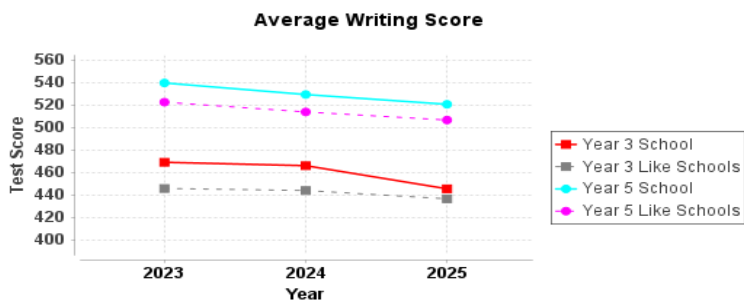
### Average Spelling Score

Year	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2023	478	436	564	527
2024	469	436	555	521
2025	462	436	540	521



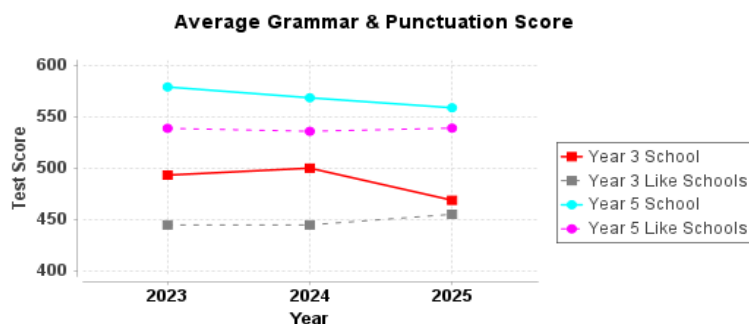
### Average Writing Score

Year	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2023	478	436	564	527
2024	469	436	555	521
2025	446	437	521	507



## Average Grammar & Punctuation Score

Year	Year 3		Year 5	
	School	Like Schools	School	Like Schools
2023	493	445	579	538
2024	500	445	568	536
2025	469	455	558	539



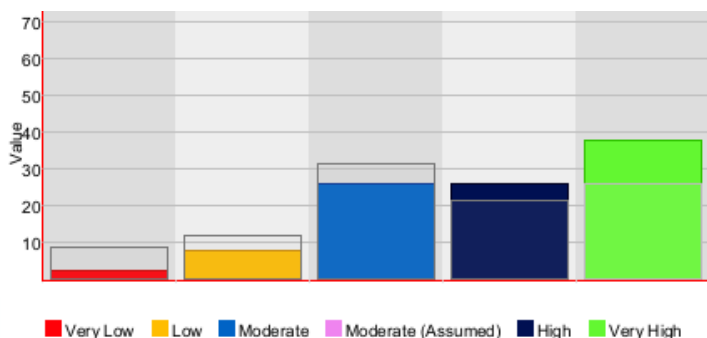
In the 2025 NAPLAN tests, both Year 3 and Year 5 students scored above the average of like schools in all areas.

### Stable Cohort Progress:

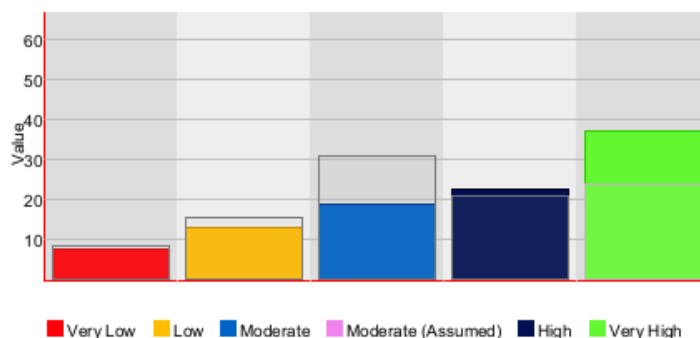
Year 3 progress from On-Entry Testing to Year 3 NAPLAN.

Year 5 progress from Year 3 NAPLAN to Year 5 NAPLAN.

### Numeracy - Year 3



### Numeracy - Year 5

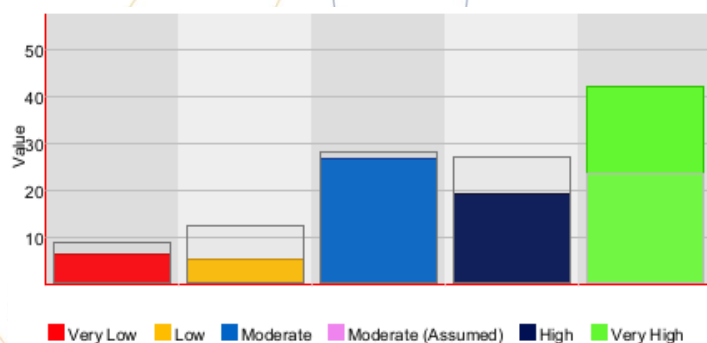


The number of students achieving very high and high progress exceeded like schools:

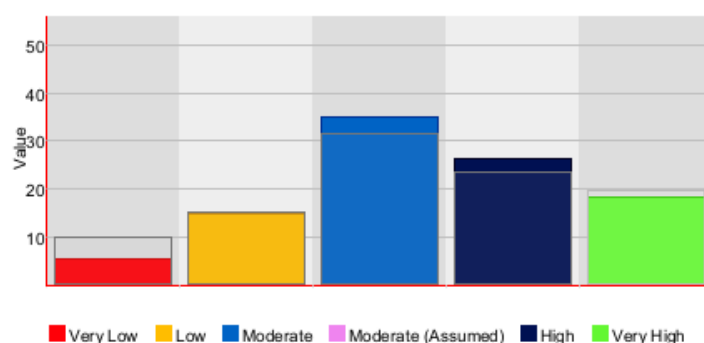
Year 3 - 64% vs 47%

Year 5 - 60% vs 44.9%

### Reading - Year 3



### Reading - Year 5

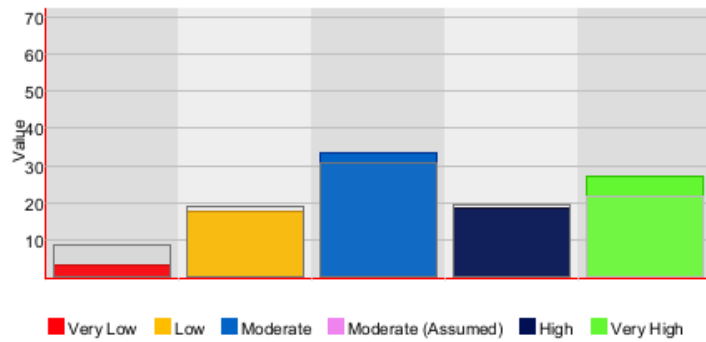


The number of students achieving very high and high progress exceeded like schools:

Year 3 - 61.5% vs 50.5%

Year 5 - 44.7% vs 43.4%

## Writing - Year 5



The number of students achieving very high and high progress exceeded like schools:  
Year 5 - 45.6% vs 41.1%

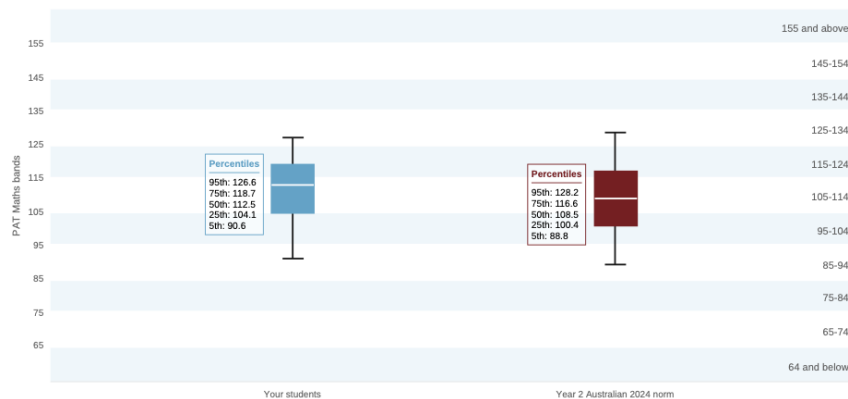
All NAPLAN results indicate that Rostrata Primary's stable cohort of students continue to outperform like schools.

## ACER TESTING

This report shows the distribution of the students' scale scores in a box-and-whiskers when compared, as a cohort, to other students in Australia.

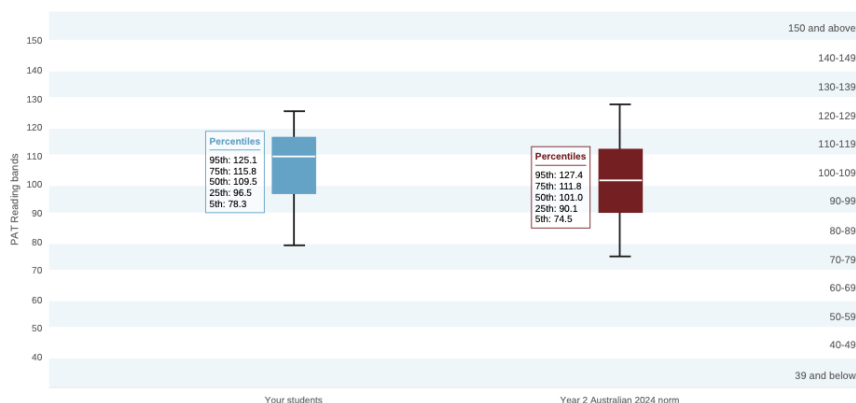
The length of the box represents the difference between the 25<sup>th</sup> and 75<sup>th</sup> percentiles with the middle line indicating the middle (median) score. The point where the whisker line extends below the box indicates the 5<sup>th</sup> percentile and where the whisker extends above the box indicates the 95<sup>th</sup> percentile.

### ACER Numeracy Year 2:



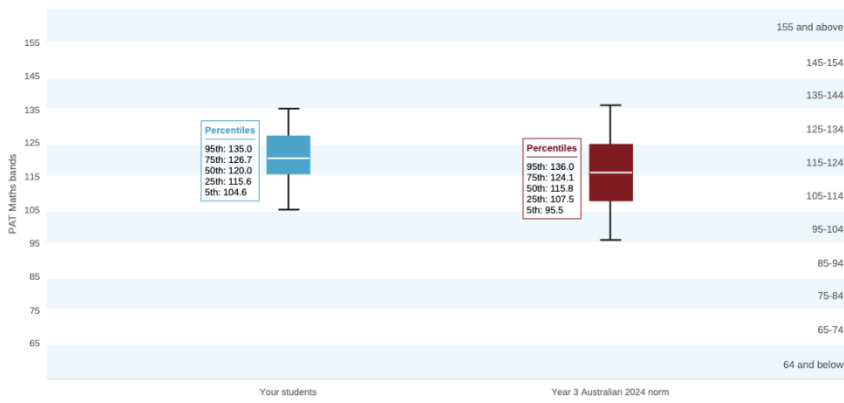
The Year 2 ACER Numeracy results indicate that our students' scores ranged from 126.6 to 90.6 with a mean of 112.5. Our students achieved above the Australian norm which averaged 108.5.

### ACER Reading Year 2:



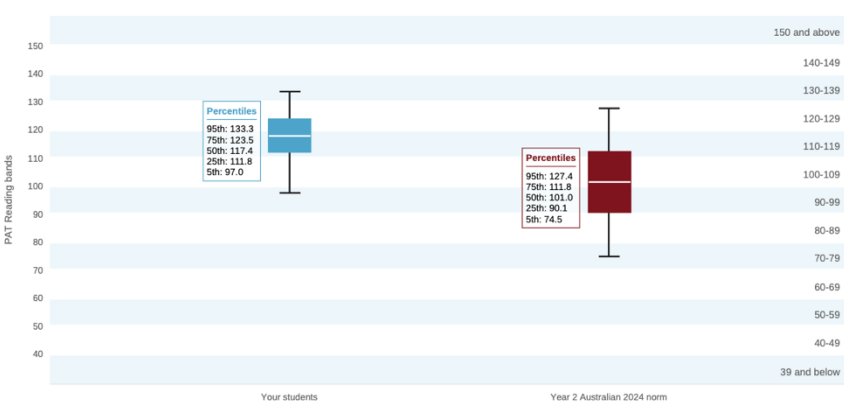
The year 2 cohort performed well in ACER Reading Adaptive tests, outperforming the Australian norm. The Australian mean was 101 and the Rostrata mean was an impressive 109.5.

### ACER Numeracy Year 3:



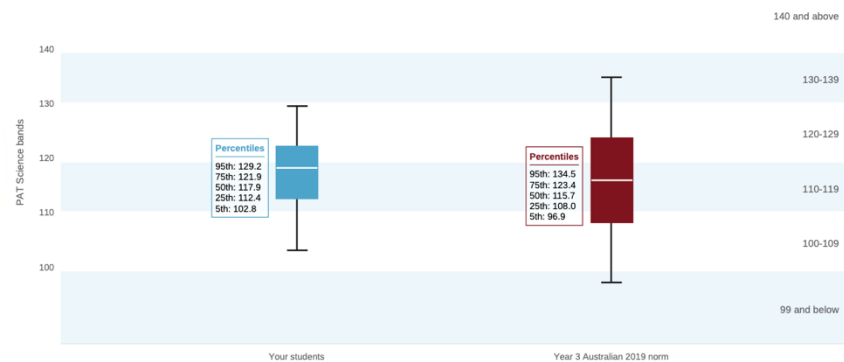
The Year 3 ACER Numeracy results indicate that our students' scores ranged from 135 to 104.6 with a mean of 120. Our students achieved above the Australian norm which had a mean of 115.8.

### ACER Reading Year 3:



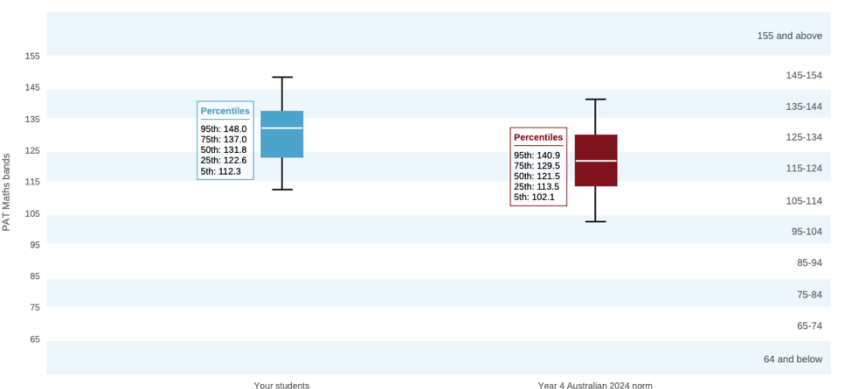
The year 3 cohort performed well in ACER Reading Adaptive tests. Rostrata's mean score of 117.4 was higher than the Australian norm of 101. Results indicate that our students' scores ranged from 133.3 to 97, while the Australian norm ranged from 127.4 to 74.5.

### ACER Science Year 3:



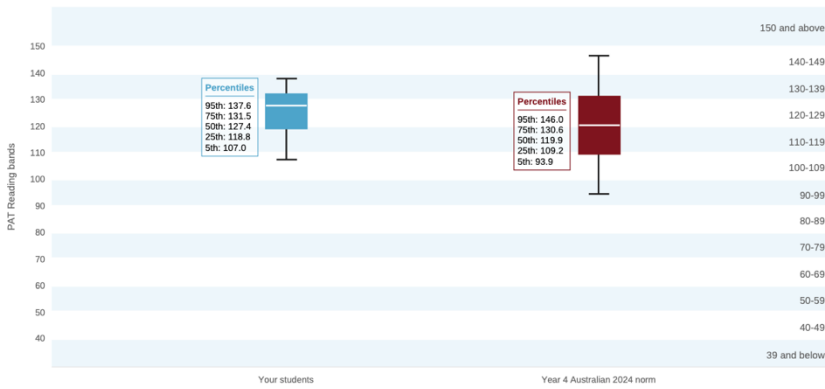
The year 3 cohort achieved a higher median percentile of 117.9 compared to the Australian norm of 115.7.

### ACER Numeracy Year 4:



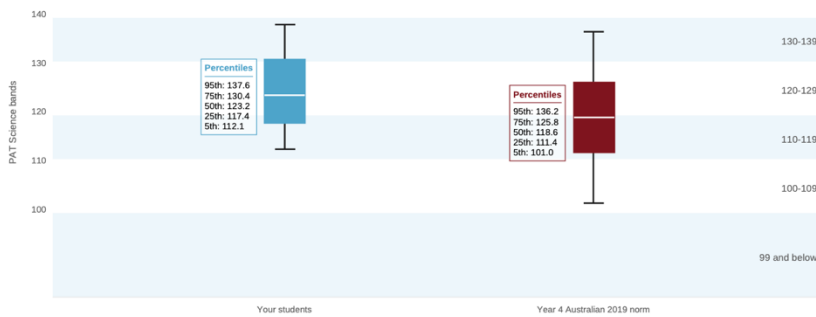
The Year 4 ACER Numeracy scores ranged from 148 to 112.3, with a mean of 131.8. The range for the Australian norm was 140.9 to 102.1, with a mean of 121.5. These scores reflect our students outperforming the Australian norm.

## ACER Reading Year 4:



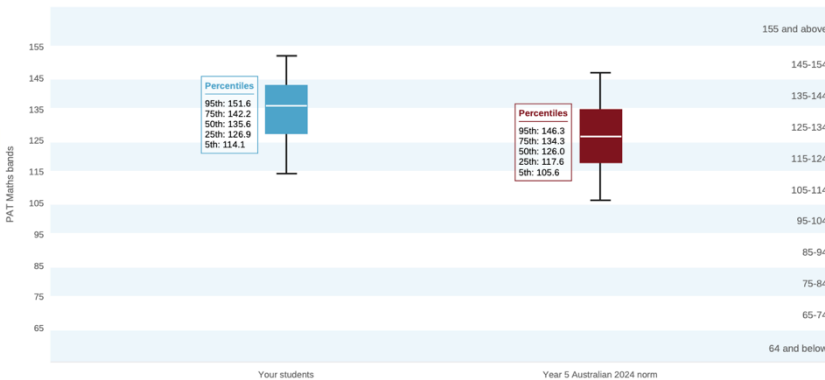
The Rostrata year 4 cohort had a higher mean of 127.4 when compared to the Australian mean of 119.9. The shorter box plot indicates that the students are closer in ability with a spread of scores from only 137.6 to 107.

## ACER Science Year 4:



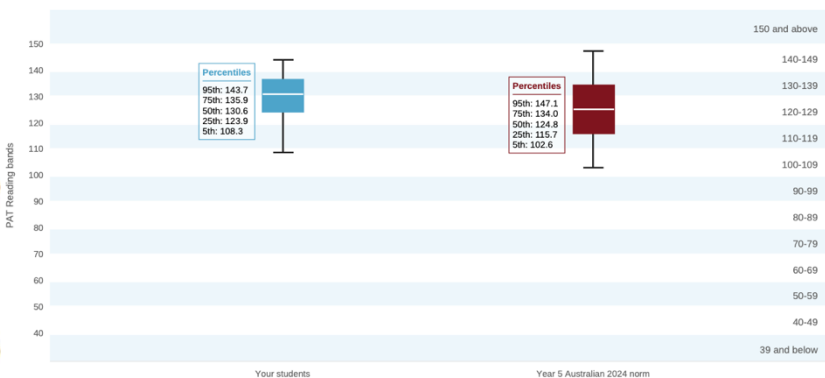
The Science achievement graph shows the year 4 students having a mean score of 123.2, above the Australian norm of 118.6.

## ACER Numeracy Year 5:



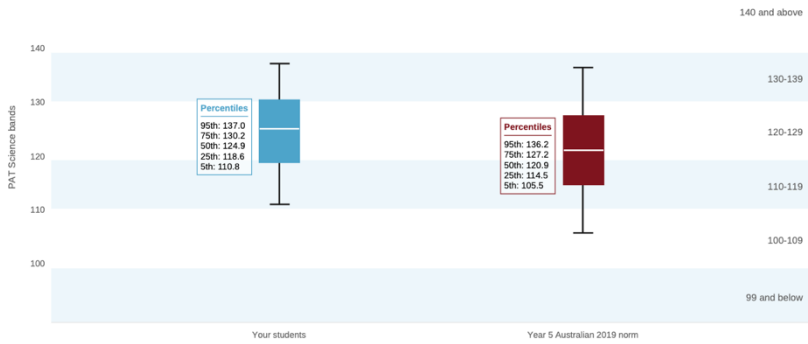
Rostrata's year 5 cohort outperformed the Australian norm in numeracy in all percentiles with a range of 151.6 to 114.1 and a mean of 135.6.

## ACER Reading Year 5:



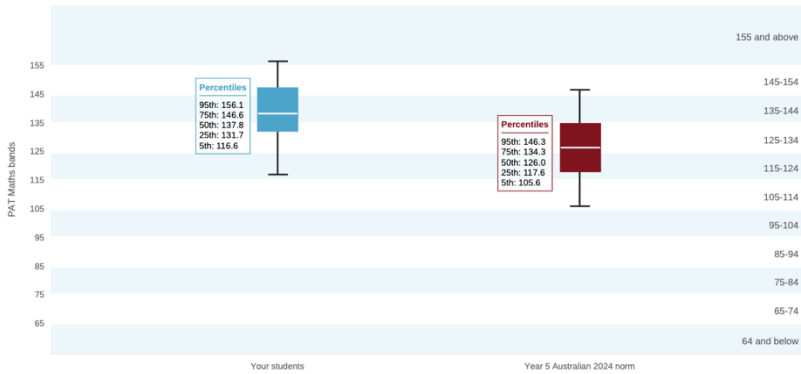
The year 5 cohort achieved a higher median percentile of 130.6 compared to the Australian norm of 124.8. The whisker line below the 25<sup>th</sup> percentile shows the bottom 25% of students is quite significant.

## ACER Science Year 5:



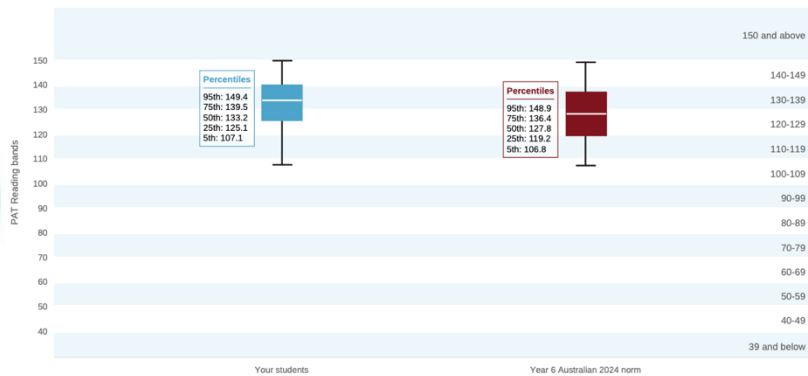
The Rostrata year 5 cohort outperformed the Australian norm in science. The range of 137 to 110.8 exceeded the norm of 136.2 to a 5<sup>th</sup> percentile of 105.5.

## ACER Numeracy Year 6:



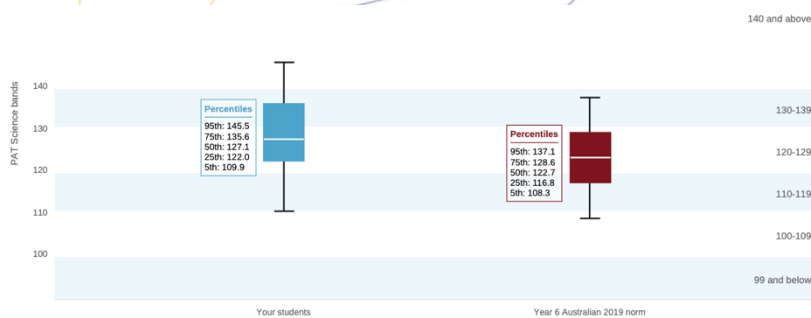
The year 6 students outperformed the Australian norm with a mean average of 137.8 vs 126. The top percentile for Rostrata was 156.1 which is much higher than the Australian 95<sup>th</sup> percentile of 146.3.

## ACER Reading Year 6:



The Year 6 cohort's performance was very close the Australian norm. Results ranged from 149.4 to 107.1. The Australian norm ranged from 148.9 to 106.8. The mean for Rostrata year 6 was 133.2, while the Australian norm had a mean of 127.8.

## ACER Science Year 6:



Our year 6's continued their excellent performance in ACER testing to achieve very good results in science. Their average of 127.1 was far above that of the Australian norm, 122.7.

# SPECIALIST SUBJECT AREAS

## MUSIC

### CLASSROOM MUSIC PROGRAM

In 2025 the Pre-Primary and Year 1 students accessed Music instruction from Miss Fairs and Year 2 students from Mr Freind. Year 3-6 students were taught by Miss Darby. Concepts and skills were presented to students via the Orff-Schulwerk and Kodaly approaches whereby they learn to “sing, say, move and play”.

### VOCAL PERFORMANCES

#### Assembly / Community Singing

Community/school singing continued at the assemblies under the direction of Miss Darby for Seniors with the focus of First Nations music (in the Noongar language, where possible) and Miss Fairs for Junior students. The Juniors performed a variety of songs, one of which was sung in Noongar. Most of the Noongar songs were found on the Koorlong website which Rostrata has a subscription to.

Senior students introduced the singing of the National Anthem in Noongar halfway through Term 3. The Junior students commenced learning the song in Term 4 in preparation for 2026.

#### Junior Performance

The Pre-Primary and Year 1 students performed several songs from “The Sound of Music” at a Junior Assembly in Term 3 under the direction of Miss Fairs.

#### Choirs

MIDDLE CHOIR (Years 3 & 4) – 44 students – 14 boys, 30 girls: Year 3 – 22; Year 4 – 22 then reduced to 21 (1 student left at the end of Semester 2 due to commitments with the Year 4 Band = 43)

SENIOR CHOIR (Years 5 & 6) – 53 students – 14 boys (decrease of 4), 39 girls (increase of 3): Year 5 – 30; Year 6 – 23

Total: 28 boys, 68 girls = 96 students

At the beginning of each year upon the new intake of choir students, the trend is that a minimum of approximately 5-8 positions are available for new students entering the Senior Choir as the majority of previous choristers continue to be members. To solve this issue, the decision was made to reduce the number of students (10) participating in the Middle Choir to allow for more opportunities to become available within the Senior Choir.

Both Choirs performed at the ANZAC Day school ceremony singing the National Anthem of New Zealand and “Light A Candle” in a 2-part harmony.

The Senior Choir, along with some Year 4 Middle Choir students, performed the Australian and New Zealand National Anthems at the Riverton RSL ANZAC Dawn service. This aimed to develop a sense of giving back to the community.

Several Senior Choir students auditioned for the opportunity to sing the National Anthem at Crown Theatre to open the WAGSMS annual event in June, Term 2. Four students were selected and accompanied by the Year 6 Band on the night.

The two Choirs performed at assemblies whereby some songs were sung in two-part harmonies, at times within each Choir and at other times, against each Choir. The focus theme for songs was Australia, singing songs by Australian composers and, in particular, singing songs in the Noongar language. Most songs were obtained from the Koorlong website.

Senior Choir students were also involved in auditioning for solo / small ensemble parts for one of their songs, "Southern Sky" (written by an Australian composer), that was performed at an assembly. Several students auditioned with eight being successful. This aimed to broaden students' vocal performance skills.

The Choirs performed a flash mob on the C block basketball courts in Term 4, Week 3, aiming to spread joy around the school. Onlookers were encouraged to participate.

Spring Sing was held in Term 4, Week 5, which served two purposes, one to provide the opportunity for parents and the Rostrata community to enjoy the talents of the Choirs; and two to act as a recruitment performance for the upcoming Year 3 students. These students were given the opportunity to experience what a typical choir rehearsal looks and sounds like. They participated in warm-up activities, games, harmony singing and choreography. Teachers of the Year 2 students provided positive feedback stating that their students and that they themselves enjoyed the experience. The featured songs were sung in the Noongar language.

The Choirs performed their usual end of year Christmas concert whereby they sang two Christmas songs: one in which both Choirs combined to sing together and the other song was accompanied by the Year 6 Band.



## INSTRUMENTAL MUSIC SCHOOL SERVICES (IMSS)

Forty-three students participated in the Instrumental Music School Services program learning either the violin, viola or cello. This was an increase of six students from the previous year. Ms Mikajlo instructed the violin and viola students along with the String Orchestra and Mrs Bell taught the cellists.

The three violin students and one cellist who learn their instrument privately, continued to participate in the String Orchestra which brought the total of Orchestra students to thirty-six. Ms Mikajlo continued to introduce the Year 3 students and the Year 4 cellists to the Orchestra at the end of Term 3 which provided the students with a meaningful purpose for learning their instrument. It also encouraged older string students to peer tutor the beginners. This brought the number of participating students up to forty-seven, a particularly large group. The Orchestra performed at a Junior and Senior assembly, receiving positive feedback from staff. They performed some challenging pieces in the Western Australian Schools' Junior Orchestra Festival in September, that was held at Churchlands Senior High School, receiving an assessment of Excellent.



## BAND PROGRAM

The Rostrata Concert Band Program was once again well supported by the school community.

132 students participated in the program:

- Senior Band (Year 6) – 40 students
- Junior Band (Year 5) – 43 students
- Training Band (Year 4) – 49 students

Each band had the opportunity to perform throughout the year, with at least one performance each term, usually during school assemblies. In addition, every band participated in a “Band Bash” with Winthrop and Banksia Park Primary Schools, which proved to be a great success. During these events, the three schools performed their own pieces before coming together as one large concert band to perform for the many parents in the audience.



Our Senior Band also took part in several additional performances across the year. They performed both the Australian and New Zealand National Anthems at the Rostrata ANZAC Ceremony and again at the ANZAC Dawn Service at the Riverton RSL. Members of the RSL and the wider community greatly appreciated the students’ performance, as well as their commitment in getting up so early to represent Rostrata Primary School.

The WAGSMS Concert at Crown Theatre in August was a highlight for our Senior Band. They were afforded the privilege of performing the National Anthem to open the concert along with 4 members of the Senior Choir. The band then followed up with performing three pieces – Blinding Lights, Don’t Stop Believin’ and Happy.

The band showcased the outstanding work of our tutors and highlighted the strength of our band program under the direction of Mrs Annette De Hoog.



## ITALIAN

Students in Year 3 were the first cohort to have had the opportunity to learn Italian in Year 2 and continued to flourish in learning grammar concepts as well as the cultural aspects of the Second Languages: Italian Curriculum. The grammar and metalanguage of language consolidates their language acquisition while in Junior Primary.

Rostrata's Year 2-4 students are now proficient in engaging with fast-paced PowerPoint reviews which helps students embed the previous weeks' work/learning into their long-term memories. The explicit instruction and use of non-volunteers ensures that all students are given agency in their learning and are accountable to participate. The expectations that everyone during the Italian lesson time is responsible to create a safe place to learn is explicitly established and sustained throughout the year. This ensured a positive "risk-taking" approach to learning.

Taking the major skills, knowledge and understandings from the K to Year 2 curriculum, Year 2s learnt how to introduce themselves, greet and inquiry about how someone is feeling in Italian and used finger puppets to create a conversation. Through songs, whiteboards, iPad apps (Wordwall, Book Creator) and reviews Year 2 students learnt colours, numbers 1-20 and days of the week.

The Italian junior assembly was hosted by two Year 2 classes in 2025. This allowed students to strengthen their cooperation skills and sing a new song which had a call and response aspect. Students in Year 3 explore the artistic side of Carnevale through mask decorating in Art lessons with Kate Ainscoe at the same time as learning about the cultural aspects of Carnevale in Italian lessons. At the end of Term 1, the parent/carer community is invited to watch the Carnevale Parata (parade) in which students parade their masks at an especially organised event.



Year 3s explored naming family members and extended their understanding of numbers, both in aural, oral and written form. They were able to translate numbers into the hundreds. Year 4 students developed their number knowledge with learning how to use numbers for telling time, writing dates and describing quantities.

In Term 4, the Year 4 students participated in an Italian “Festa” – a day long day of fun activities about or inspired by Italy, it’s culture and language. Students were able use their language skills to order an ice-cream from a gelato vendor.

In 2025, Signora Green’s Year 5 cohort studied content relating to Italy’s geography and the community. Language focused the city and places within it (shops and directions) and encompassed culturally relevant events. Posters on different Italian regions were made to highlight the differences between the 20 Italian regions. As an extension of this topic and as preparation for Yr 6, the Yr 5 cohort enjoyed a day visit to the Tuscany Club in Term 4. The club volunteers and classroom teacher ensured that students participated in the activities organised by Signora Green. On the day groups worked in rotations and took part in playing bocce, lead by National bocce champions, as well numerous language activities, before coming together to sample a typical Italian pasta lunch. This excursion gave students the opportunity to learn the correct technique to play bocce, use their Italian language skills and knowledge when playing Scopa (Italian card game) and language tasks and quizzes. It was a huge success and it is hoped that it can be replicated every second year, alternating it with the Pasta and More incursion, held on school grounds.



Year 6 cohort studied content related to Free Time and related activities, encompassing culturally relevant events. Students in both year groups used a variety of online resources to learn about and revise language structures taught during lessons: Wordwall, Blooket, and Italian channels on You tube such as Coffee Break Italian. All classes competed in La Sfida Italiana (The Italian Challenge). Points were allocated to each class based on whole class performance in Blooket in Semester One and again in Semester Two. The winning class is treated to gelato!

Finally, regular contributions to the Rostrata Newsletter showcased student classwork, incursions and excursions which took place throughout the year and important Italian cultural celebrations and events.

## ROSTRATA KITCHEN GARDEN PROGRAM

What a wonderful year we have had with amazing garden produce, delicious nourishing cooking and engaging hands-on learning in the Rostrata Kitchen-Garden program. The Year 4-6 students participated in alternating kitchen, garden lessons each fortnight and continued to develop their understanding of where food comes from; the importance of nutrition; the benefits of eating fresh, local produce; the seasonal changes and cycles of gardening; and actions we can take to live more sustainably. In addition, they developed valuable real-world skills in cooking and gardening and gained from working collaboratively through authentic experiences.

Mrs Soraine and Mrs Wilby were the Garden Teacher Specialists this year, sharing the role and collaborating with Mrs Richards in the kitchen.

In Term 3, the annual STEAM Festival was held again and all students participated in STEAM activities during their Kitchen and Garden lessons. In the Kitchen, the students participated in watching fungus grow in the form of yeast and made delicious New York bread pretzels. Students developed their fine motor skills by manipulating the dough into different shapes.

In addition to repeating our wonderful favourites, the silver beet fritters and delicious frittatas, we introduced many new dishes. Gorgeous honey carrot cakes and pumpkin muffins, lemon tea cakes and Chinese stir fry to mention just a few. Our mini silver beet puff pastry quiches were delicious, light and fluffy. Our salads were always a hit with the students as they prepared and presented them using their own creative ideas and initiative. New dishes such as the Italian bean salad and puff pastry cheese straws allowed students to develop fine motor skills twisting pastry to create interesting shapes. Creamy broccoli pasta with fresh herbs was also on the menu with Thai vegetable curry, providing a fun and informative lesson of nutritional facts.

We also had a more concentrated objective this year in the kitchen – ‘Food to Share’. This concept provided food in the community to share and embrace wellbeing. We made Christmas and Easter cupcakes which were offered to staff all around the school by students. Attached was a card offering joy and peace.

The Kitchen – Garden program continues to be a wonderful initiative that truly brings together the whole school community. Our ‘Chicken Whisperer’ families come in on weekends and during the school holidays to check on the chickens and help keep everything running smoothly. Parent volunteers also regularly come into the Kitchen and Garden lessons to assist, and their presence is very much appreciated. The Willetton



Community Garden, next to the Rostrata Garden, is a proactive organisation which often helps us out with fruit and vegetable scraps for the compost.

The Rostrata Staff are all very supportive of the Kitchen – Garden program and believe in the benefits it has to our students' health, wellbeing and lifelong learning success.



## PHYSICAL EDUCATION

Students from Pre-Primary to Year Six took part in weekly Physical Education lessons where the emphasis was on fun, participation, coordination, fitness, resilience, strategic thinking, team and game skills. The Physical Education staff provided an inclusive and comprehensive program, which aimed to develop our students' fundamental movement skills and abilities to perform across a range of physical activities.

### Pre-Primary – Year 1

The focus of the lessons was to introduce and develop their Fundamental Movement Skills. The lessons were choreographed to music to motivate the students, keeping them fully engaged and active. Students also participated in Cardio Fitness and Mindfulness sessions on Wednesday and Friday mornings.

### Year 2– 4

The lessons were focused on further developing and consolidating the Fundamental Movement Skills through the practise of modified games. Students in Year 3 and 4 participated in Middle School Sports, where the cohort played a variety of modified fitness activities and games which focused on strengthening Fundamental Movement and Games Skills, as well as preparing them for the sports program presented in Years 5 and 6.



## Year 5 – 6

Students applied their learnt skills in a variety of modified sports and games in an inclusive environment, further strengthening their strategic thinking and gameplay as well as their teamwork, leadership skills and sportsmanship. Students also participated in Senior School Sports, where students had the option of participating in a range of competitive and non-competitive sports.

Extra-curricular sports and fitness activities were made available to students, such as Running Club, Cross-Country Club and Athletics Team training. In 2025, we saw a larger percentage of parents participating in Running Club. Parents used this as an opportunity to earn extra points for their child's House, but also gave younger children (kindy and Pre-Primary students and younger siblings) the ability to join in.

Community involvement was strong in 2025. Parent participation in Running Club encouraged families to exercise together, and family members were given the opportunity to showcase their athletic skills at the Senior and Junior Athletics Carnivals. Parents demonstrated their support of PE by offering to volunteer their assistance at the Swimming Carnival. The PE Department strengthened ties with local high schools by offering workplace training to students from Applecross Senior High School and SEDA, either on-site or at interschool sports events. The Year 3-4 cohort continued to support the Heart Foundation through the Jump Rope for Heart fundraising initiative, where they raised over \$2000 for the Heart Foundation.



The PE Department maintained strong communication with Rostrata families through the use of Consent 2 Go, Connect and the newsletter. Our Sports Captains contributed by writing and delivering PE updates at junior and senior assemblies. The PE Department gave a presentation of Rostrata's PE programs at the Parent Open Night. They used mixed media and a practical demonstration to present PE programs to families. Rostrata's dads showcased their dance skills at the special Father's Day aerobics session, and Rostrata staff demonstrated their sporting prowess in the Staff versus Students netball competition.



Funding through Sporting Schools continued in 2025. Students experienced NFL (American football) and tee-ball, which corresponded appropriately with our throwing, catching and striking programs. Sporting Schools plays an important role in the PE program as it provides students with the opportunity to experience unique sports in their community, as well as provide funding for the school to buy new sports equipment.

Leadership opportunities were through the appointing of House Captains and Vices. The House Captains attended the Youth Leadership Academy Australia conference, where they were given the opportunity to listen to youth leaders from across Australia. It was an honour to watch them utilise these skills and grow emotionally, strengthen their resilience and develop critical thinking and social skills throughout the year.

Dance fitness program continued in 2025, with students in Years 2, 3 and 4 participating in the Infinite Limits inclusive dance-exercise program, and Year 5s participating in the Dance Til You Drop cultural immersion program. Both programs were a huge success and very popular amongst students and staff.

### Areas of consideration in PE

The following areas have been highlighted as areas of improvement within the PE team:

- **Pressure on classroom teachers**

There was a concern that too many programs within the school was putting pressure on classroom teachers to complete their core curriculum, therefore it will be considered for 2025 to condense the dance program so that students participated every second year.

- **Use of undercover area / finding shade and/or shelter around the school**

The undercover area was frequently in use with extracurricular activities and incursions, that meant that the PE Department had to find alternative venues to hold their PE programs (including aerobics and external dance fitness programs). During days of high temperatures or wet weather meant that PE programs had to be altered or abandoned due to lack of adequate space within the school.

### Future planning for 2026

The below recommendations for 2026 have been discussed and agreed upon by the PE staff:

- Condensing the dance fitness program to cater only for Years 2, 4 and 6 to help ease the pressure placed on classroom teachers who have increasing curriculum demands.
- Continued application for external sports programs through Sporting Schools (in turn supporting local sporting clubs by provoking student interest and encouraging them to continue sports outside of school time).
- Incorporate more play-based and exploratory education practises alongside more structured educational practises into the teaching of Fundamental Movement Skills to Year 2 students.
- A focus on explicitly taught Fundamental Movement Skills, in particular throwing and catching skills to students across all years, to aid in the improvement of hand-eye coordination, gross and fine motor skills, and the ability to react and concentrate.
- The continued implementation of teaching strategies as learnt through the Impact Teaching Practise.



## SCIENCE

Science at Rostrata Primary School gives students meaningful opportunities to explore the natural world through hands-on investigations and real-world contexts. From kindergarten to Year 6, students question, predict, observe and communicate their ideas while building strong scientific knowledge and inquiry skills.

### STEAM Festival – Decoding the Universe

Our fortnight long 5th STEAM Festival once again brought the Rostrata community together and highlighted the importance of Science, Technology, Engineering, Arts and Mathematics (STEAM) learning across the school.

Junior Primary students learned about the fascinating uniqueness of fingerprints while pre-primary students explored spirals in nature.

The festival provided authentic opportunities for students to see STEAM fields in action from our parent experts, while strengthening connections between the school and wider community.

Parent experts included Engineer Lianto Hardy who 3D printed the towers and hubs for eight wind turbine models, then challenged Year 6 student teams to design, test and refine rotor blades to maximise energy output.

Engineer Kiru Arumugam introduced Year 5 students to the world of mining for natural gas and then demonstrated the properties of gases by manipulating carbon dioxide produced by dry ice.



Science communication extraordinaire Matt Fry facilitated students conducting a series of engaging surface tension experiments.

Students from Kindergarten to Year 6 participated in a range of activities including using a Scanning Electron Microscope in the Senior Science Lab, incursions with The Kids Institute, Curtin University Outreach and Messines Bee Farm.



## Science Enrichment

### Science Extension Lunchtime Club

The Science Extension Club provided opportunities for Year 3 and Year 4 students to undertake deeper inquiry through independent investigations. In Term 3, 37 students initially participated in the CSIRO CREST Awards Program (Year 3 – 19; Year 4 – 18), with 26 students continuing after the first sessions (Year 3 – 12; Year 4 – 14). These students also participated for the first time in the Science Investigations category of the Science Talent Search organised by the Science Teachers Association of Western Australia.

Following the conclusion of the CREST program in November 2025, the club began trialling the Australian Science Teachers Association SPECTRA program as an alternative enrichment pathway. Through their investigations, students examined the UV protection of the current tartan summer uniform dress and identified its low UV rating. After students wrote to the school leadership team, an alternative dress with a higher UPF 50+ rating is now being explored.

### 3D Printing Course collaboration between Curtin University and Rostrata PS

Curtin University engineering student Lisa Nyugen created a 3D printing course for our Year 5 and 6 students. Over a 4-week period 22 year 5 and 6 students completed Lisa's course and designed and produced a personalised bookmark, name tag or miniature car using 3D modelling software. Professor Roger Dong facilitated this collaboration between Rostrata Primary and Curtin University Engineering.



### National Tree Day

Mrs Soraine and Ms Dawson teamed up with Year 5s to plant some Black Cockatoo food plants on Bill's Hill for National Tree Day. Students loved planting the shrubs with knowledge they were providing valuable forage for these threatened West Australian Birds.



### Student Achievement in STEM

Rostrata students achieved national recognition through the Future You Australia 'Find Your Path' competition, with Year 4 and 5 students from C8 announced as winners. The competition encourages students to explore future-focused STEM careers by engaging with profiles of real people working in STEM fields and responding to quiz challenges based on job descriptions. Students' consistent participation and curiosity were recognised nationally, with each student receiving a prize pack and certificates. As part of the award, the class also participated in a 20-minute online session with Professor Lisa Harvey-Smith, where students asked questions about space and astronomy. The school also received a Nudel Pod STEM resource valued at \$899, which will support hands-on learning in the Junior Science Lab.



## VISUAL ART

In 2025, Visual Art was taught to Years 1–3 by specialist teacher Mrs Kate Ainscoe, while students in the remaining year levels were taught by their classroom teachers. All Rostrata students from Pre-Primary to Year 6 received a grade and effort rating for Visual Art in both semester reports.

Students developed their knowledge and skills through the exploration of art elements, techniques, processes, artist studies, and technologies. Visual Art also continued to support learning across other curriculum areas through integrated classroom projects.

### Highlights from the 2025 program included:

#### Parata di Carnevale

Year 3 students connected their learning in Italian by exploring the Carnevale festival and designing decorative masks in Visual Art. Their creations were showcased in a festive masked parade for parents.

#### NAIDOC/Reconciliation Week

Students studied contemporary Aboriginal artists and created artworks inspired by their styles and cultural storytelling traditions.

#### S.T.E.A.M. Festival

(National Science Week theme: “Species Survival – More than just Sustainability”)

- Year 1: Students explored the microscopic world of germs and bacteria through colourful “petri dish” artworks created with water-reactive textas.
- Year 2: Students investigated the Emu in the Sky constellation and created night sky artworks inspired by Aboriginal astronomical storytelling.
- Year 3: Students explored the work of artist–scientist Tal Danino and created experimental “bacteria art” using liquid watercolour techniques.



### Rostrata Learning Journey – Art Room Display (Term 3)

Students in Years 1–3 created vibrant ocean-themed artworks designed to glow under ultraviolet lighting. Using fluorescent paints, oil pastels, and mixed media materials, the art room was transformed into an illuminated underwater display.

- Year 1: Multimedia underwater collages featuring original fish designs and textured backgrounds.
- Year 2: Detailed sea creature drawings using neon oil pastels with textured painted backgrounds.
- Year 3: Three-dimensional sea creatures sculpted from Model Magic clay and displayed on mixed-media reef bases.

Throughout the year, Visual Art lessons encouraged creativity, experimentation, and personal expression, helping students develop confidence in their artistic abilities while strengthening observation, problem-solving, and creative



# STUDENT PHYSICAL, SOCIAL and EMOTIONAL DEVELOPMENT

## POSITIVE BEHAVIOUR SUPPORT

The implementation of the Positive Behaviour System framework has continued to be strengthened due to the whole school adherence to its processes. The three levels of acknowledgement of positive behaviours ensures the expectations are met and reinforced on a daily basis. Students are cognisant of how we behave at Rostrata Primary and respond appropriately.

PBS offers an avenue that if expectations are not met, support is given through “teachable moments” allowing staff to support the student/s to explicitly learn the expectation at point of need.

Each fortnight, PBS lessons focus on different behaviour expectations to explicitly teach the behaviours expected at school. This ensures a coherence across the school and new students to Rostrata are sooner able to understand what is expected from them at this school.

PBS actions in 2025:

- Rostrata’s PBS Committee met in Weeks 2 and 8 of each term.
- New parent/carer representative, Bianca Gent, joined as the second parent representative. The committee wished to strengthen ties with the parent body and particularly the P&C committee. Bianca and Lauren Hancock (Estrade) both attend both committee meetings when possible to ensure a wider perspective and parent voice is heard in PBS meetings.
- New school cluster reps took positions: For D block, the committee welcomed Colleen Johnson and C cluster representative is Charles Wickham.
- New student inductions were held each term with team leader, Natalie Rechichi. And chaplain, Mrs Jay. These were conducted in junior and senior timeslots, which coincided with the PBS lesson times on Thursday mornings.
- Some of the Power Point PBS lessons were customised to incorporate particular events in the school calendar. The use of PowerPoints, whiteboards and various other engagement norms gave teachers a resource ready to deliver to their class during the allocated PBS lesson time.

## 2025 PBS DATA SUMMARY

### Level One

#### Class Dojo Points

	Co-operation	Achievement	Respect	Endeavour	TOTAL
Pre-Primary	4 289	10 247	5 422	3 624	23 582
Year 1	4 020	4 422	8 145	2 967	19 554
Year 2	2 981	4 391	3 643	3 163	14 178
Year 3	2 930	3 194	3 089	2 552	11 765
Year 4	2 254	3 560	1 757	2 720	10 291
Year 5	4 966	5 211	4 301	3 245	17 723
Year 6	2 123	1 571	1 718	1 582	6 994
Specialist Teachers	1 412	1 119	79	1 637	4 247
<b>TOTAL</b>	<b>24 975</b>	<b>33 715</b>	<b>28 154</b>	<b>21 490</b>	<b>108 334</b>

## Class Dojo Points by Term

TERM	CO-OPERATION	ACHIEVEMENT	RESPECT	ENDEAVOUR	TOTAL
One	6 589	9 566	8 741	5 518	<b>30 414</b>
Two	6 754	7 563	8 014	5 518	<b>28 660</b>
Three	5 830	8 210	5 954	5 185	<b>25 179</b>
Four	5 802	8 376	5 445	4 458	<b>24 081</b>
TOTAL	24 975	33 715	28 154	21 490	<b>108 334</b>

## Level Two

### C.A.R.E. Tokens

5 158 C.A.R.E Tokens were given by the staff.

Specialist teachers continue to be the main deliverers of C.A.R.E tokens to students. Classroom teachers often give out more Class Dojo Points due to their access to computers and as a part of their classroom reward system.

TERM	CO-OPERATION	ACHIEVEMENT	RESPECT	ENDEAVOUR	TOTAL
One	287	537	316	266	<b>1 406</b>
Two	367	519	295	416	<b>1 597</b>
Three	244	427	360	360	<b>1 391</b>
Four	173	182	211	198	<b>764</b>
TOTAL	1 071	1 665	1 182	1 240	<b>5 158</b>

### Behaviour Reflection Sheets

TERM	NUMBER OF BRS	CO-OPERATION	ACHIEVEMENT	RESPECT	ENDEAVOUR	TOTAL
One	<b>34</b>	42	3	26	4	<b>75</b>
Two	<b>73</b>	88	7	87	5	<b>187</b>
Three	<b>54</b>	76	9	71	30	<b>186</b>
Four	<b>58</b>	65	4	71	2	<b>142</b>
TOTAL	<b>237</b>	271	23	255	41	<b>590</b>

A total of 237 Behaviour Reflection Sheets were completed throughout the year, showing 590 expected behaviours not achieved. This is an increase compared to 2024, especially with Respect and Co-operation. However, the expectation of *'I keep my hands, feet and objects to myself'* remains an area of concern along with *'I speak respectfully to and about everyone'*. Both behaviours will be addressed in PBS Foci Lessons early 2026.

# FINANCE REPORT

## SCHOOL FINANCIAL SUMMARY - December 2025

### One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 11,757	11,757	0
Carry Forward (Salary):	\$ 21,888	21,888	0
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 9,900,184	9,900,184	0
Locally Raised Funds:	\$ 485,753	504,418	-18,665
<b>Total Funds:</b>	<b>\$ 10,419,583</b>	<b>10,438,247</b>	<b>-18,665</b>
<b>EXPENDITURE</b>			
Salaries:	\$ 9,524,820	9,524,820	0
Goods and Services (Cash):	\$ 884,383	925,053	-40,670
<b>Total Expenditure:</b>	<b>\$ 10,409,202</b>	<b>10,449,873</b>	<b>-40,670</b>
<b>Variance:</b>	<b>\$ 10,380</b>	<b>-11,625</b>	<b>22,006</b>

Student-Centred Funding		
Per Student	\$	8,009,674.00
School and Student Characteristics	\$	1,670,332.10
Disability Adjustments	\$	49,077.77
Targeted Initiatives	\$	146,606.00
Operational Response Allocation	\$	5,569.01
Regional Allocation	\$	0.00
<b>Total</b>	<b>\$</b>	<b>9,881,258.88</b>

Minimum Expenditure Requirement Summary	
Current Budget - SCFM and Locally Raised Funds	\$ 10,401,102
<b>Minimum Expenditure Requirement</b>	
96% of current budget	\$ 9,985,058
10% of carry forward	\$
<b>Total Minimum Expenditure</b>	<b>\$ 9,985,058</b>
<b>Current Forecast Expenditure</b>	
Salaries	\$ 9,524,820
Goods and Services (Cash Expenditure)	\$ 925,053
<b>Total Forecast Expenditure (cash and salaries)</b>	<b>\$ 10,449,873</b>

Bank Account Balances (Cash)		
Bank Account	\$	75,918.43
Investment Account(s)	\$	869.46
Building and Other Funds Account	\$	0.00
<b>Total for all Bank Accounts*</b>	<b>\$</b>	<b>76,787.89</b>

Reserve Account Balances	
BLI Bldg & Grounds Reserve	\$ 67,274.00
Cleaning/Gardening Equip Reser	\$ 4,000.00
Furniture Reserve	\$ 10,000.00
<b>Total for all Reserve Accounts</b>	<b>\$ 81,274.00</b>