



2024 Annual Report



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OUR SCHOOL



VISION
**Every student
successful**



MISSION
**Every student known,
valued & cared for**



MISSION
**Students & learning
at the centre of all
that we do**



OUR VALUES & PBS EXPECTATIONS



OVERARCHING KEY BUSINESS PLAN PRIORITIES



Strong start, strong foundations



Future focussed learning



High quality teaching & leadership



Engagement & partnerships



We value the development of the whole child, believing every child can achieve success. By providing a strong start to every child's schooling and continuing to build strong foundations, Harrisdale Primary students have the best opportunity to reach their full potential.

Future focussed learning is a holistic approach in which learners strive together to find and solve real world problems, with the goal of gaining an interlinked real-world education, to cultivate capabilities to ensure success beyond school (Watanabe - Crockett 2018).

We believe, 'what teachers do, matters' (John Hattie, 2009). We seek to recruit passionate staff and we commit to their development; providing opportunities for professional growth, excellence and leadership.

We value engaging with our families and the broader community to build a shared commitment to our students. We seek to build strong community partnerships, resulting in a positive and caring school culture.

PRINCIPAL'S REPORT

by Cleo Jenkins

Dear Parents and Carers,

As we reflect on the 2024 academic year, it is with great pride that we present the Harrisdale Primary School Annual Report — a comprehensive account of the progress, achievements, and enduring commitment of our school community. This report not only celebrates the success and accomplishments of the year but also reaffirms our focus on the school's vision and mission, which continue to underpin the highly reputable and high-performing culture we are privileged to uphold.

The 2024 Annual Report captures the collective efforts of our dedicated staff, the achievements of our exceptional students, and the strength of our partnerships with families. It provides evidence of the progress made towards the strategic priorities and targets articulated in our 2022–2025 Business Plan and offers an opportunity to formally acknowledge the commitment and professionalism of all who contribute to the success of Harrisdale Primary School.

This year, we marked many milestones and achievements, including:

- Being named a finalist in the Australian School of the Year awards, with five staff attending the ceremony in Sydney.
- Regaining our Apple Distinguished School status for another three years.
- Opening the Karen Duncan Reading Academy (KDRA), a dedicated space for students to practise their fluency before school.
- Reviewing and implementing the Department of Education's Teaching for Impact framework.
- Showcasing our concert band at Harrisdale Senior High School's music performance night.
- Celebrating our first-ever win at the Interschool Athletics Carnival.
- Seeing our students create incredible Shark Tank innovations and present them to industry experts.
- Winning the state-wide Cluedunnit Competition for the second consecutive year through our Gifted and Talented program.

At the heart of these successes are our four strategic priority areas, which continue to guide and inform our decision-making:

- Strong Start, Strong Foundations
- Engagement and Partnerships
- Future Focused Learning
- High Quality Teaching and Leadership

Our Strong Start, Strong Foundations focus remains a key priority. With the completion of another state-of-the-art early childhood block and ongoing improvements to the early childhood play area, our physical environment continues to be contemporary, engaging, and aligned with the developmental needs of our students. Our staff provide structured and nurturing learning environments to support strong starts in literacy, numeracy, and language acquisition — particularly for our large cohort of students learning English as an additional language. This year, our emphasis on student-centred approaches, intentional play-based learning, and strengthened explicit instruction in phonemic awareness has led to further gains in both academic and social development.

Our Engagement and Partnerships priority has led to meaningful shifts in the way we connect with families and the wider community. We remain deeply committed to our Reconciliation Action Plan—meeting key milestones and supporting our Aboriginal students to thrive in their identity as Aboriginal people. In response to evolving family commitments and the ongoing contributions of a small, dedicated group of parents, the P&C was formally dissolved. This change aimed to create space for broader and more diverse family involvement—and it worked. A fresh wave of engagement, affectionately dubbed 'Parent Power', saw parents actively involved in events such as Harmony Week, the Walking School Bus, the Colour Run, and the Athletics Carnival.

As a recognised leader in Future Focused Learning, we hosted our annual Digitech Open Day, welcoming 80 educators from across the state. We were also proud to be one of only two public schools selected for a cross-sector collaboration between the Independent, Catholic, and Public sectors on an Artificial

PRINCIPAL'S REPORT

by Cleo Jenkins

Intelligence project — creating a Chatbot to support teacher workload and planning. We continued to empower students with the skills to think critically and creatively, collaborate, solve problems, and thrive in an ever-evolving world. These efforts were supported by a strong focus on wellbeing, resilience, inquiry learning and global citizenship, aligned with the UN Sustainable Development Goals.

None of this would be possible without our remarkable staff. We are privileged to work alongside a team of educators and allied professionals who are not only highly skilled, but deeply committed. We continued to prioritise High Quality Teaching and Leadership, offering staff meaningful opportunities for growth, coaching, and innovation. This year, we deepened our focus on improving outcomes in reading and mathematics through whole-school implementation of Talk for Reading and Bond Blocks. With targeted professional learning, consistent instructional practices, peer observation, and a strong emphasis on collective efficacy, we are seeing greater alignment in classroom practice and continuous improvement across the school.

Leadership capacity continues to grow at all levels, with our middle leadership team taking on expanded roles. We were also fortunate to host visits from former Director General Lisa Rodgers and WA Principal of the Year Frank Pansini, whose insights inspired and enriched our professional knowledge and development. We congratulate the following staff on their achievements:

- Mr Wilcox, for winning the School Board Scholarship and undertaking a week-long research trip into student wellbeing in Victoria.
- Mrs Tomich, for achieving Level Three Classroom Teacher status.
- Mr Quinn, for becoming a certified Apple Learning Coach.
- Mrs Primrose, for presenting at the WA Science Conference.
- Mr Thrupp and the year 6 podcast team, whose Step Up and Shine podcast was featured in Education Matters magazine.
- Mr Gaspar, Mr Tate, and Mr Thrupp, for continuing to lead the way in digital learning across the state as part of our Apple Distinguished School initiatives.

This report also marks a special and poignant moment as Ms Karen Duncan, our foundation principal, announced her nearing retirement. We extend our deepest gratitude for her vision, leadership, and tireless dedication. Ms Duncan has led the creation of a school built on excellence, innovation, care, and a belief that every child can succeed. On behalf of the entire community, we thank her for shaping Harrisdale Primary into the exceptional school it is today. Harrisdale Primary School continues to be a place where we go above and beyond. Success is celebrated, reflection and improvement are embraced, and every decision is made in the best interest of our students. Thank you for your continued support, trust, and belief in our vision. We hope you enjoy reading this report and celebrating with us the many achievements of 2024.

Warm regards,

*Ms Karen Duncan
and Ms Cleo Jenkins*

Principals

SCHOOL BOARD REPORT

by Lily Pu

2024 has been a year of renewal, transition, and strong community spirit at Harrisdale Primary School. The School Board has worked with focus and care to support school leadership, strengthen student wellbeing, and foster meaningful engagement across our school community. I was honoured to be elected Chairperson in March and am proud to work alongside a dedicated team of parent, staff, and community representatives who are committed to ensuring every student thrives in a nurturing and inclusive learning environment.

This year, we welcomed three new members to the Board:

- Rachel Batten – Staff Representative
- Cleo Jenkins – Staff Representative
- Ella Selfe – Returning Staff Representative

Each member has brought valuable insights and energy to our discussions. I would also like to acknowledge the continued commitment of our Principal, Mrs Karen Duncan, and thank all ongoing Board members for their dedication to the governance and wellbeing of our school.

The Board met regularly throughout 2024 and maintained high levels of engagement and constructive dialogue. Our discussions focused on key priorities such as school planning, student achievement, wellbeing, and community connection.

A significant milestone in our school's journey came with the announcement of Mrs Duncan's plan to retire in 2025. As Harrisdale Primary School's foundation Principal, Mrs Duncan has shaped the school's identity and culture with unwavering commitment. She is deeply respected and much loved by students, staff, and families alike. Her leadership has left a lasting legacy, and the Board extends our sincere gratitude for her exceptional contribution.

We also welcomed Mrs Cleo Jenkins into the role of Acting Principal. Her calm and capable leadership during this transition period has been greatly appreciated by the Board and broader school community, and we look forward to continuing to support her and the leadership team in the year ahead.

Another notable change in 2024 was the winding down of our P&C Association due to a shortage of available volunteers. While the School Board is distinct from the P&C, we acknowledge the Association's past contributions to enhancing school life and thank those who gave their time and energy. The school has continued to deliver meaningful events and activities with strong support from staff and parent volunteers, and the Board remains committed to helping foster a culture of family engagement.

A highlight of the year was receiving a presentation from Mr Callum Wilcox, the recipient of the School Board's inaugural staff scholarship. His professional learning journey focused on student mental health and wellbeing, with school visits in Victoria and participation in a wellbeing seminar. Callum's reflections on vulnerability, student connection, and classroom wellbeing practices resonated deeply with the Board and reinforced our collective focus on supporting the whole child. His insights are already being translated into practical strategies across classrooms, and we commend his leadership and passion.

In line with our governance responsibilities, the Board reviewed and discussed:

- The Department of Education Statement of Expectation
- Bushfire Plan 2024-2025
- The school's financial position
- NAPLAN results and related improvement strategies
- 2025 Student Requirement List, Charges and Contributions
- Proposed 2025 School Development Days

These discussions have supported the school's ongoing alignment with its strategic objectives as outlined in the Harrisdale Primary School Business Plan 2022–2025.

And as we approach the final year of the current Business Plan and begin preparations for leadership succession, the School Board remains committed to:

• SCHOOL BOARD REPORT

• by Lily Pu

- Supporting the implementation of key school initiatives
- Strengthening partnerships between staff, students, and families
- Advocating for sustainable wellbeing programs and whole-school support strategies

I encourage all parents and carers to consider joining the School Board. Becoming a Board member is a rewarding way to contribute to your child's educational environment, gain insight into school operations, and help shape the future of Harrisdale Primary School.

There will be vacancies in 2025, and we welcome interest from those looking to get involved. If you are curious about what the role involves or how you can contribute, please feel free to speak with me or any current Board member. Everyone brings a unique perspective—and the most important message we can send our children is that we care about their school and their learning journey.

On behalf of the Harrisdale Primary School Board, I thank our leadership team, staff, students, and families for your continued support throughout 2024. We look forward to another strong and connected year ahead.

Warm regards,

Lily Pu

School Board Chairperson



• **SCHOOL CONTEXT**

• by Cleo Jenkins

HPS was opened on February 1st, 2016. In 2024, the school celebrated its ninth year. Located in the rapidly growing suburb of Harrisdale in the south-eastern corridor 30km from Perth, the school reached its peak enrolment at 1410 students in 2020. With two new primary schools (North Harrisdale and Riva) built nearby to alleviate enrolment pressure, HPS's still remains a school under enrolment pressure. In 2024, enrolments reached just over 1000 students.

HPS offers great playgrounds, state-of-the art education facilities, including purpose-built Science, Art and Music Rooms and an impressive Library and Undercover Area. These facilities are well-maintained and combine to create welcoming and inclusive play and learning environments. In 2022, the State Government announced a \$22.9 million build for Harrisdale with completion of a two storey, 14 classroom block and three early childhood classrooms due for completion for the start of the 2026 school year. The work commenced on this build in late 2023.

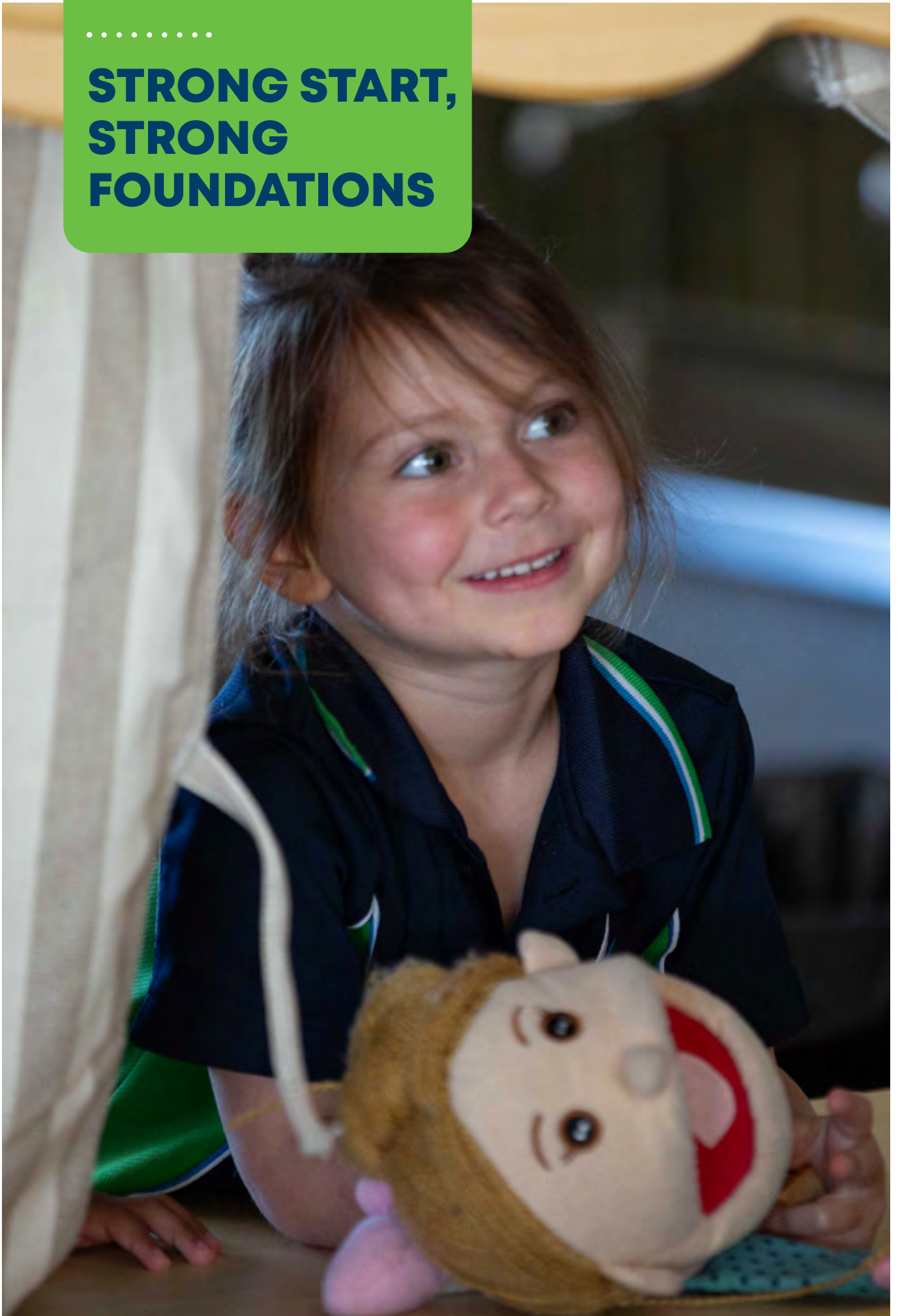
High quality teaching and learning programs optimise student learning and ensure every day at school counts. We aim for our students to learn in an environment that makes them feel happy, safe, supported and cared for. We encourage our students to make confident and smart choices, and to feel positive about themselves.

HPS is known for its high standards of academic achievement; with Literacy, Numeracy and Science being a high priority and focus. We achieve this through high expectations, robust school-based targets, and excellent teaching practices. We seek to develop 21st Century learners through 'Future-Focussed Learning' which encourages students to inquire, think, create, problem-solve and communicate. Students are given opportunities to learn, incorporating new digital technologies using an Apple platform. Students actively engage with technology and teaching staff have Apple Teacher accreditation. Years 3-6 students participate in a Bring Your Own iPad Program.



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STRONG START, STRONG FOUNDATIONS



: **STRONG START, STRONG FOUNDATIONS**

: Early Childhood by Paula Boyd & Ami MacLennan

| **TARGET 8**

8. Continue to maintain NQS verification of 'meeting the standard' in all 7 Quality Areas.



Target met

Harrisdale Primary School is committed to developing the essential skills for students to become successful 21st Century learners through providing high quality educational programs and care. We ensure we follow the Early Years Learning Framework, Kindergarten Guidelines and West Australian Curriculum through educators working collaboratively to provide a balanced curriculum that incorporates Harrisdale Explicit lesson designs in Literacy and Numeracy alongside intentional play-based learning. We focus on seeing the environment as the 'third teacher', ensuring an inclusive ethos that encourages physical, personal, social and emotional wellbeing, as well as cognitive growth and academic support and extension. Our Early Childhood staff are committed to empowering all students, families and cultures to feel valued through knowing and caring for each child as an individual.

Oral language plays a crucial role across K-2, forming the foundation for later reading and writing skills. The implementation of Heggerty and Colorful Semantics supported students in building their vocabulary and developing the ability to express their thoughts, feelings and emotions. This, alongside the commitment to learning through inquiry and making thinking visible, led to students making connections between words and concepts, fostering critical thinking and problem solving skills. Student voice and autonomy is valued and children are involved in the learning process and discovery.

We strongly believe that parent engagement plays a crucial role in student success, and host regular parent engagement sessions that encourage open communication between families and educators, fostering a collaborative approach to supporting students' academic and personal growth. These sessions offer parents the opportunity to stay informed about the curriculum, discuss strategies to support their child's learning at home, and voice any concerns or suggestions they may have. By actively involving parents in the educational process, we foster a strong partnership that ensures our students receive the best support both inside and outside the classroom, empowering them to thrive. We meet with every new student

and family coming into Kindergarten.

The use of Seesaw to share real-time updates on children's progress has created a stronger partnership between teachers and parents by providing a transparent and interactive platform that fosters real-time communication, feedback, and engagement, specific to each child's own personal learning journey. Parents enjoy seeing their child's learning visually, giving them a good understanding of their strengths and areas for development. Teachers in Kindergarten use this as an evidence based portfolio, relevant to reviewing progress in parent meetings or reporting.

The Speech Pathologist continued to support individual students across the early childhood around their speech and language difficulties. Examples of this include the implementation of comprehensive language assessments and relevant reporting to identify the student's communication strengths and areas of weakness in the classroom as reported by their teachers. This information provided crucial information for external referrals and reporting information to parents. The data provided by the Speech Pathologist suggests that the HPS Kindergarten students have made significant progress in their speech and language throughout the years. These students have been identified and are either currently seeing or have been referred to, relevant and appropriate service providers i.e. private therapists, Wanslea, NDIS, or Armadale Child Development Service.

Transition is an important part of the Early Childhood C=classes, and we spend time preparing students to ensure they adapt smoothly to the increased structure and expectations of a formal learning environment. These transitions help children adjust both emotionally and cognitively and they can gradually familiarize themselves with new routines, expectations, and social dynamics, reducing anxiety and building confidence. Our playground set up encourages all staff and students to build relationships to create a familiar environment where children feel safe, secure and valued.

: **STRONG START, STRONG FOUNDATIONS**

: Early Childhood by Paula Boyd & Ami MacLennan

| **KEY STRATEGIES**

- Intensive and high quality professional development sessions and training of knowledge and implementation of the Early Years Learning Framework in balance with the Kindergarten Curriculum Guidelines and Harrisdale Lesson Plan Design.
- Introduction of Heggerty, Colorful Semantics and Oral Language explicit teaching sessions.
- Outdoor Learning planned with intentionality related to curriculum outcomes and child development.
- Focus on reviewing and reflecting on teaching and learning alongside Teaching for Impact, National Quality Standards, Early Years Learning Framework and Australian National Curriculum through weekly reviews.
- Parent information sessions on Oral Language, Child Development, and Pre-primary transition.
- Numerous open parent events with continually positive feedback.
- Professional development session with staff on planning and implementing developmentally appropriate activities and assessments to ensure children are learning new skills at a pace that matches their development.
- Targeted intervention groups in Kindergarten and Pre-primary based on developmentally appropriate assessments and observations.
- Impact Coach completed professional development sessions, 1-1 coaching and team teaching to build on implementing learning experiences that encourage collaboration, communication, critical thinking and creativity.
- Provided an outstanding classroom environment through newly built classrooms and furniture focusing on the environment as a third teacher.
- Application of Fundamental Movement Skills program with ongoing assessments and interventions.

| **ACHIEVEMENTS**

- The K -2 Team has a strong knowledge and commitment to the implementation of evidence-based literacy practices through professional development and collaborative planning and evaluation.
- Explicit synthetic phonics instruction from Letters and Sounds coupled with the introduction of Heggerty (a phonological and phonemic awareness program) have allowed students to develop and achieve success in both their oral and written skills.
- The K-2 Team have continued to prioritise whole school programs and assessment practises, such as T4W and Dibels. Teachers have high expectations for students and our data reflects ongoing progress for all students.
- Pre-primary Dibels - 72% of students achieving benchmark or above.
- Pre-primary Brightpath - 87 students at or above target.
- Outdoor learning experiences for students are planned with intentionality, encouraging creativity through play-based learning.
- Planned hands-on learning experiences and strategies ensuring children are building on their existing skills and ready for future learning. Activities are adjusted to meet the individual needs of children.
- Parent engagement and partnership has increased through inviting parents to many events.
- Early Childhood Impact Coach met with all new families joining for 2025 in 1-1 induction meetings ensuring all students are known, valued and cared for from the beginning of their school journey.

: **STRONG START, STRONG FOUNDATIONS**

: Early Childhood by Paula Boyd & Ami MacLennan

| **FUTURE RECOMMENDATIONS**

| | |
|--|---|
| Quality Area 1 Educational Program & Practice | Continue to integrate the Early Years Learning Framework from K-2 through promoting a child-centred program to develop children's critical thinking and collaborative learning skills. Encourage inquiry through cross-curricular learning. |
| Quality Area 2 Children's Health & Safety | Promote students' confidence and self-esteem in taking responsibility for their own health and well-being through mindfulness and co-regulation practices on a daily basis. |
| Quality Area 3 Physical Environment | Provide a rich outdoor learning environment that promotes play-based learning with intentionality. Indoor environments to promote active learning, exploration and discovery. Encourage children to develop knowledge and awareness of sustainability. |
| Quality Area 4 Staffing Arrangements | Support teaching and learning in alignment with Making Learning Visible and EYLF/WA Curriculum. Focus on reflection of practice through collaborative discussions to implement strategies for improvement related to Teaching for Impact. |
| Quality Area 5 Relationships with Children | Enhance recognition of diversity and cultural awareness through everyday classroom exposure. Continue to develop well-being through collaboration, communication, critical thinking, and creativity. Implementation of a well-being program. |
| Quality Area 6 Collaborative Partnerships with Families | Strengthen parent engagement and partnership further through termly informational sessions and events where they can develop their knowledge on school practices and reflect and contribute to decision making. Awareness and celebration of cultures. Provide regular opportunities for parent feedback. |
| Quality Area 7 Leadership | Continue to strengthen collaborative leadership through implementation of NQS working group to develop and review EYLF and NQS practices K-2. Promote the implementation of the ECE Network across the Nicholson Network schools to encourage high quality collaboration and moderation. |



: **STRONG START ,STRONG FOUNDATIONS**

: Literacy by Chris Allen

| **TARGETS 4, 5 & 6**

4. NAPLAN - in all areas tested, the stable cohort achievement aligns to, or is better than like-schools.
5. NAPLAN - in all areas tested, the stable cohort progress aligns to, or is better than like-schools.
6. 80% of students exiting the Quick60 program will demonstrate success.

✓ Targets met (with exemption of year 3 and 5 Reading).

Harrisdale Primary School (HPS) is committed to providing strong Literacy skills, through high quality, evidence-based instruction that reflects best-practice. In 2024, the Literacy block continued to follow the whole school HPS lesson design informed by the research of John Hattie and the Teaching for Impact initiative, to include focused and guided instruction which is then consolidated through small teacher-led collaborative and independent application. Teachers continued to consolidate and refine implementation of explicit vocabulary instruction and paired reading fluency with support from the Impact Coaches.

To provide a strong foundation for learning to read and write, Colourful Semantics and Heggerty were introduced this year and implemented daily in K-2 classrooms. Furthermore, K-2 staff were provided with professional learning in Letters and Sounds, to ensure a consistent approach across year levels with fidelity to the program. The scope and sequence was altered to reflect the fast paced nature of the program with year 2 introducing Phase Six to extend students' knowledge of prefixes, suffixes and morphology.

In response to the continued focus on current evidence-based research into best-practice of reading instruction and assessment, Dibels continued to be used to assess and monitor progress of reading. In addition, PL in Talk for Reading was provided to a group of teachers across every year level who then trialled the approach and served as 'champions' for other staff. This approach to reading instruction focuses on developing the comprehension strand of Scarborough's Reading Rope. It aims to develop children's confidence as curious, appreciative, and deep readers who read, think and explore deeply what a text means to each of us through considering other people's views and experiences with a critical mind. Having a program that addressed how to teach comprehension responded to staff feedback that this area required whole school development.

An exciting initiative introduced this year was the Karen Duncan Reading Academy (KDRA). The KDRA aims to ensure all students leave HPS with fluent reading skills. It aims to foster a love of reading and confidence amongst the more reluctant readers and promote partnerships with parents and the wider community. Running four mornings a week in the library, 138 students who were identified as well below the expected reading level for their age, were invited to participate, with 86 students attending regularly.



STRONG START, STRONG FOUNDATIONS

Literacy by Chris Allen

KEY STRATEGIES

- Whole School Literacy Block includes focused and guided instruction and small group collaborative and independent practice, following the HPS lesson design.
- Each class timetable included at least 8 hours per week of literacy instruction with reading and writing included in every block.
- Letters and Sounds used for the explicit teaching of phonics, high frequency and tricky words in Kindergarten to year 2.
- Words Their Way used for explicit teaching of spelling and phonics in years 2 to 6.
- Introduction of Colourful Semantics and Heggerty Phonemic Awareness Curriculum in Kindergarten to year 2.
- Dibels used for assessment and progress monitoring of reading.
- Introduction of the KDRA to support reluctant readers develop fluency and foster a strong reading culture within the school.
- PL in Talk for Reading provided to promote teaching of reading comprehension.
- Talk for Writing used for the explicit teaching of writing in Kindergarten to year 6.
- PL in Short Burst Writing as part of Talk for Writing provided as an option during a PL Buffett.
- Implementation of a revised Text Type Schedule to ensure all writing genres are covered in depth each year with a balance across the year levels.
- Brightpath used for the formative and summative assessment of students' writing and to moderate writing across the school.
- The Harrisdale Intervention Literacy Support (HILS) assisted identified students to improve their reading ability through inclusion in the Language Link, Letters and Sounds and Quick 60 programs.
- Progress Maps were utilised to support and track the progress of EAL/D students.
- Continued employment of Impact Coaches to support, mentor and coach Literacy and Numeracy in the classroom.
- Year 3 to 6 students had the opportunity to participate in the Harrisdale Spelling Bee in semester one.
- Participation in National Simultaneous Storytime and Book Week to promote a positive reading culture.
- Use of Bug Club and E-Wheelers as an effective, online program that offers teachers and students a large variety of digital texts to be used in class and at home.

ACHIEVEMENTS

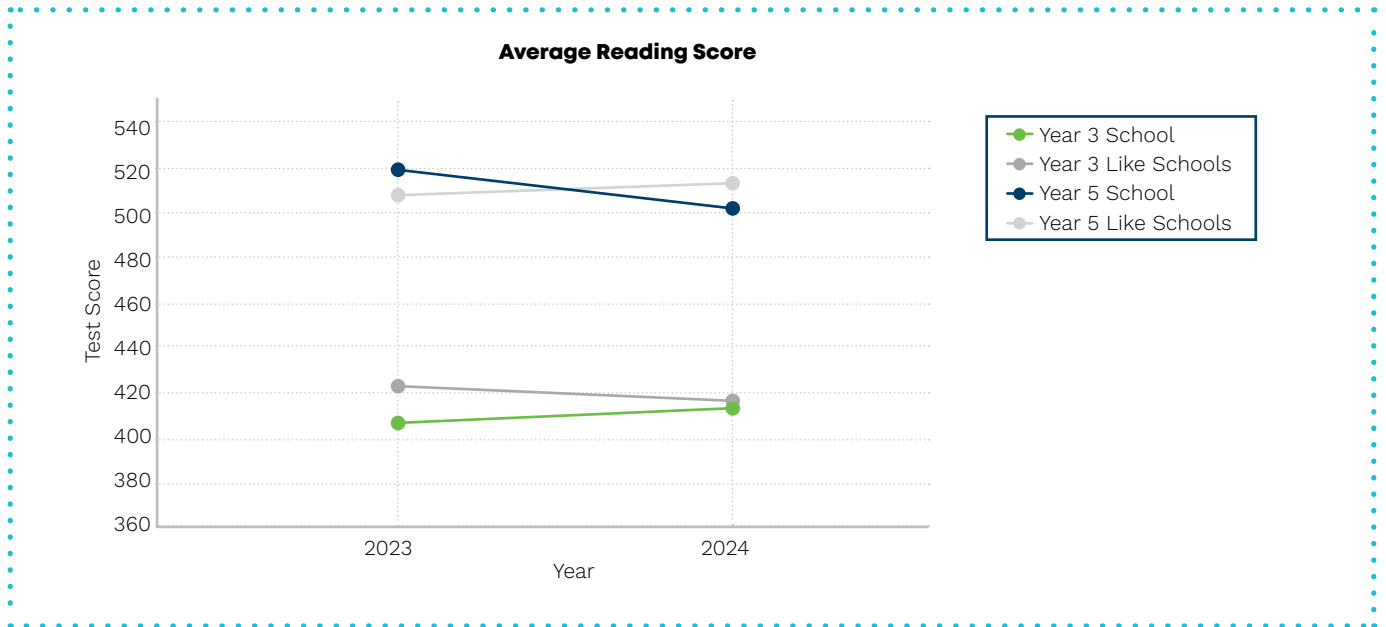
- NAPLAN achievements
- 226 students participated in the Spelling Bee.
- The KDRA provided regular reading support and practice four mornings a week to 86 students identified as well below the expected reading level for their age.
- Students continued to use the HPS digital book subscriptions to engage in regular reading practice at home.
- Allocated school budget was used to purchase most books recommended on Pie Corbett's Australian Reading Spine.
- PL provided to teachers in Letters and Sounds, short burst writing and Talk for Reading.
- Students participated in Book Day, dressing up as their favourite word as a way to promote vocabulary.

: **STRONG START, STRONG FOUNDATIONS**

: Literacy by Chris Allen

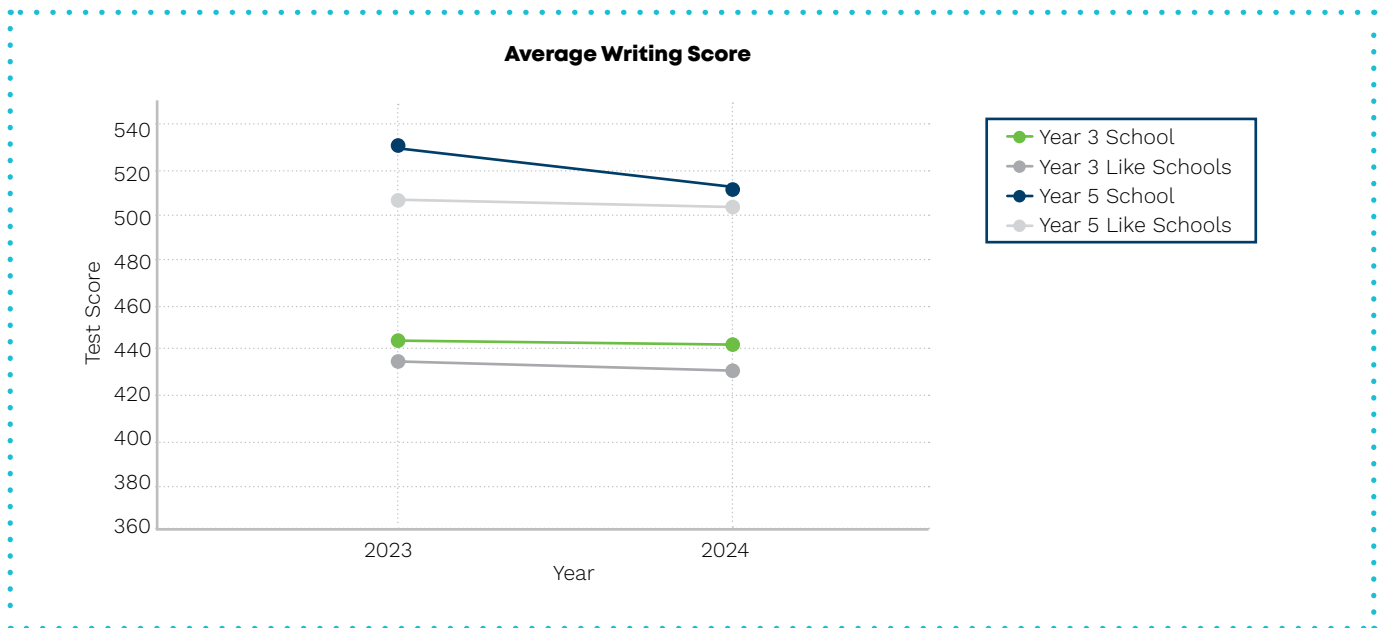
| **NAPLAN results: Average Reading Score**

- Year 3 students below like schools in Reading.
- Year 5 students below like schools in Reading.



| **NAPLAN results: Average Writing Score**

- Year 3 students above like schools in Writing.
- Year 5 students above like schools in Writing.

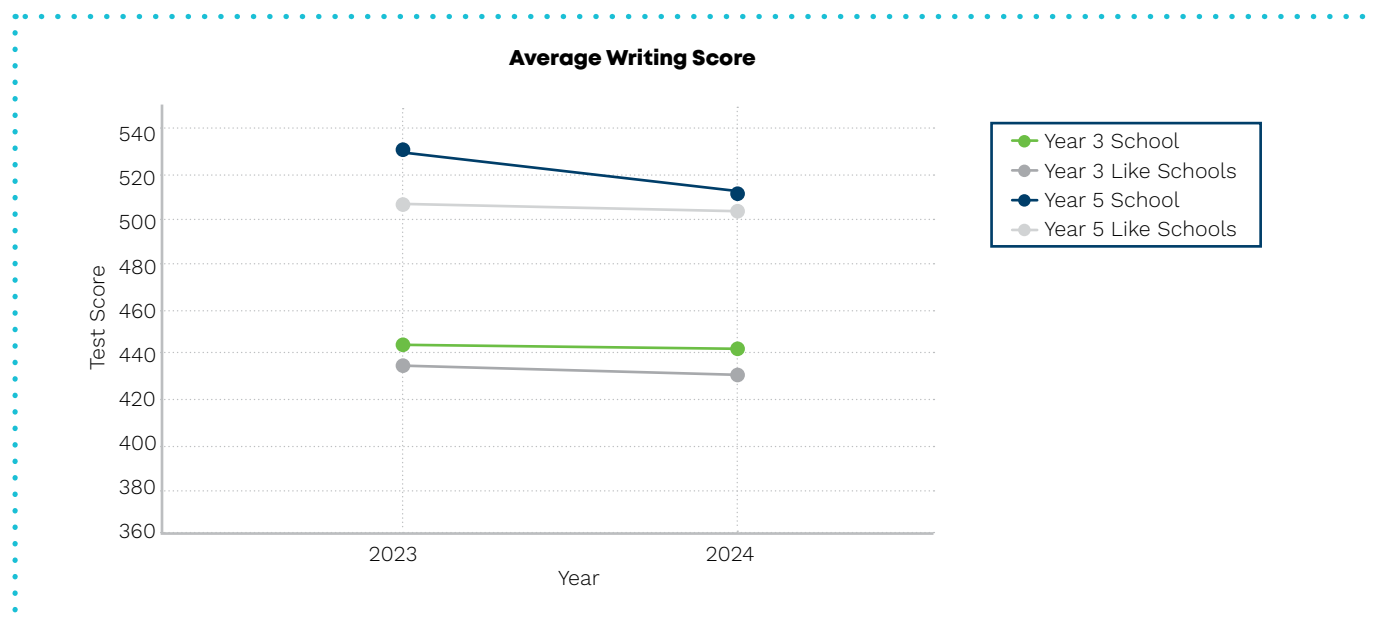


STRONG START, STRONG FOUNDATIONS

Literacy by Chris Allen

NAPLAN results: Spelling

- Year 3 students above like schools in Spelling.
- Year 5 students above like schools in Spelling.

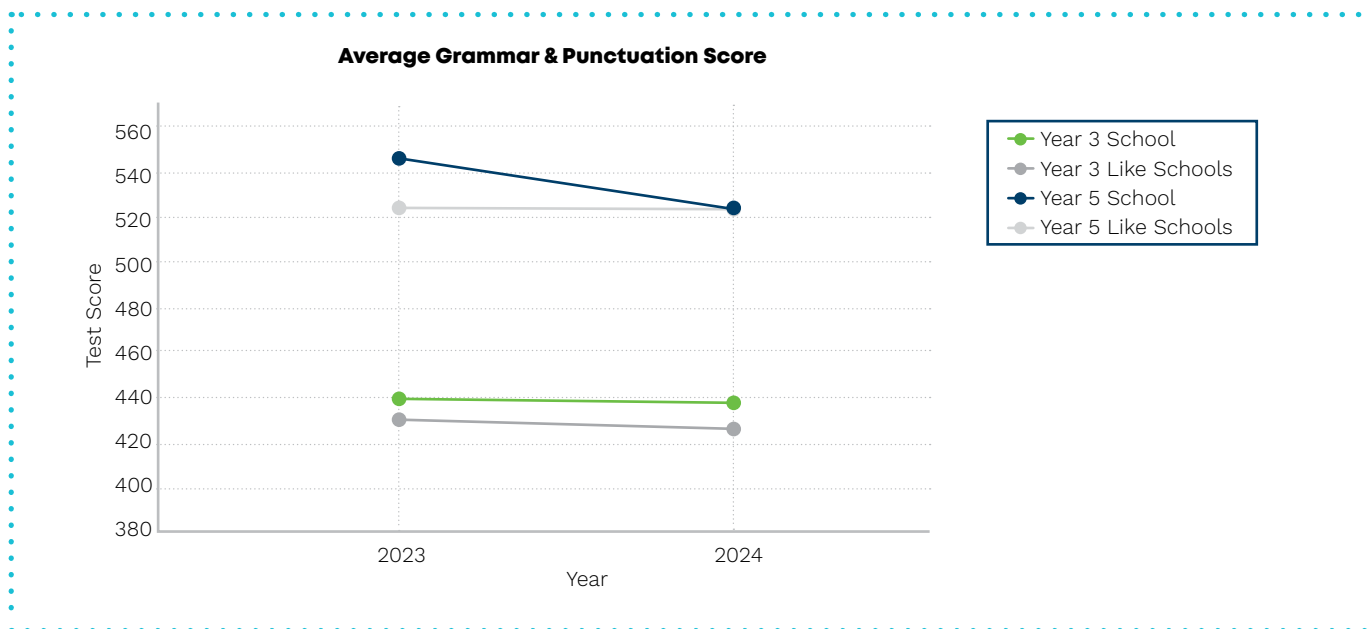


: **STRONG START, STRONG FOUNDATIONS**

: Literacy by Chris Allen

| **NAPLAN results: Grammar & Punctuation**

- Year 3 students above like schools in Grammar & Punctuation.
- Year 5 students above like schools in Grammar & Punctuation.



: **STRONG START, STRONG FOUNDATIONS**

: Literacy by Chris Allen

| **FUTURE RECOMMENDATIONS**

- Consolidate all components of the revised Literacy Block to ensure consistency across year levels and fidelity to whole school programs.
- Introduce the 'How To... Harrisdale' book which explains each component of the literacy block and how to implement it in classrooms, with links to the most up to date resources on the Shared Drive.
- Continue to mentor and coach teaching staff in best practice of Literacy through the Impact Coach.
- Whole School PL in Talk for Reading and Talk for Writing to promote high-quality teaching of reading comprehension and writing.
- Complete the implementation of the High Frequency and Tricky Word Program up to year 2.
- Continue the KDRA and promote the program to increase the number of students who accept their invitation.
- Utilise Elastik and Writemark assessment data to inform teacher planning and teaching to meet individual student needs.
- Continue to promote a strong reading culture through participation in National Simultaneous Storytime and Book Week with increased community involvement.



: **STRONG START, STRONG FOUNDATIONS**

: Numeracy by Emily Tomich & Hayley Fotiadis

| **TARGETS 4 & 5**

4. NAPLAN - in all areas tested, the stable cohort achievement aligns to, or is better than like-schools.
5. NAPLAN - in all areas tested, the stable cohort progress aligns to, or is better than like-schools.

 Targets met

| **OVERVIEW**

HPS aims to provide all students with opportunities to develop their Mathematical skills by delivering research-based programs through the Gradual Release of Responsibility Model. Our Numeracy blocks align with the whole school lesson design based on explicit instruction, which is consolidated through guided, collaborative and independent activities. Our teachers incorporate the Mathematics proficiency strands of; Fluency, Understanding, Problem Solving and Reasoning within their Numeracy lessons. Our staff continued to develop whole school practices to improve student outcomes in Mathematics. Teachers engaged in professional development to support the implementation of high quality programs and collaboratively reviewed whole school planning, and refined teaching practices to create a scope and sequence of concepts taught in each year level.

| **KEY STRATEGIES**

- Structured Numeracy Blocks that follow the Harrisdale Lesson Design including explicit teaching strategies.
- Introducing high impact strategies to teach Mathematics including implementing warm-ups that incorporate the proficiency strands of; Fluency, Understanding, Problem Solving and Reasoning.
- Mathematics vocabulary explicitly taught and displayed purposefully in every classroom.
- RUCSAC (read, understand, choose, solve, answer & check) used as a whole school approach to solve word problems in Mathematics.
- Mental Maths strategies explicitly taught. Junior and Senior strategies posters are displayed in every classroom.
- Year level Mathematics overview that allows for connected practice and collaboration in each year level team.
- Peter Westwood Basic Facts assessment used to assess fluency.
- PAT Maths data used for diagnostic assessment of student's learning.
- Brightpath Maths used as formative assessment of student's learning.
- Bond Blocks System implemented in K - 3 classes to teach early addition and subtraction skills.
- Trialled Bond Blocks as an intervention program for years 3 - 6 students who have identified as at risk.
- Impact Coaches utilised to mentor and coach staff in best practice.

| **ACHIEVEMENTS**

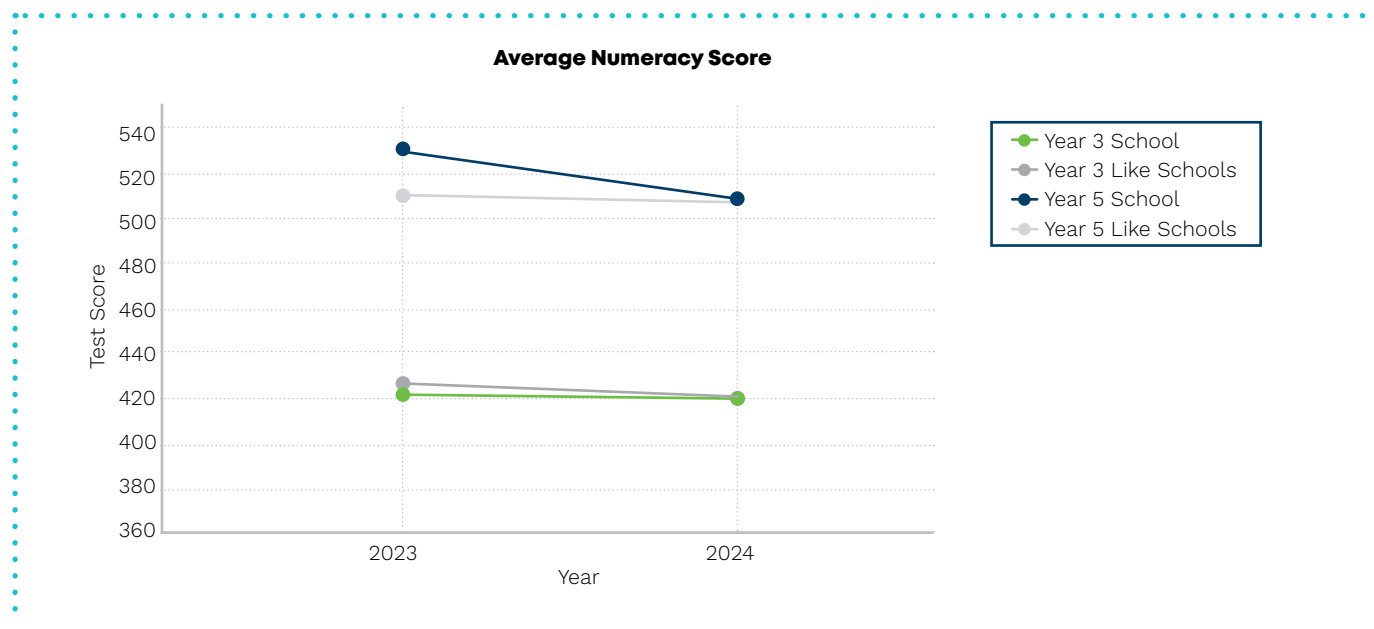
- NAPLAN results
- Continued to upskill staff in using high impact teaching strategies by providing professional learning opportunities on; implementing Bond Blocks and building teacher efficacy in teaching Mathematic concepts outlined in the WA Curriculum.
- Engaged parents in Maths Week celebrations by inviting parents/carers to participate in 'Maths on Mats.'
- Selected students participated in Numero Club weekly outside of school hours.
- Selected students competed in the 'AFG Numero Challenge' competition against schools within our Network.
- Throughout the year, teachers actively engaged in the coaching cycle, leading to significant improvements in their teaching practices in delivering the Mathematics Curriculum.
- Selected students from years 4-6 were invited to participate in the Australian Mathematics Competition (AMC) as an extension opportunity.

STRONG START, STRONG FOUNDATIONS

Numeracy by Emily Tomich & Hayley Fotiadis

FUTURE RECOMMENDATIONS

- Continue to utilise Impact Coaches to mentor and coach staff in using high impact teaching strategies to teach Mathematics.
- Continue to implement Mathletics as a whole school initiative to support student outcomes in Mathematics.
- Continue to engage students in Numero and provide year 3 to 6 students with the opportunity to join Numero Club outside of school hours. Selected students will attend the AFG Numero Challenge competition.
- Continue to offer the Australian Mathematics Competition (AMC) as an extension opportunity for students in years 4 to 6.
- Implement the Bond Blocks System to teach early addition and subtraction to build a strong mathematical foundation for K-3 students.
- Explore and engage in professional development opportunities throughout the year to enhance teaching practices to improve whole school outcomes in Mathematics.
- Trial implementing Bond Blocks as an intervention program for our at risk students in our current year 3 cohort.
- Administer the PAT Adaptive and Brightpath Maths online assessments according to the assessment schedule to guide and inform teaching practices, ensuring data-driven instruction and personalised learning.
- Continue to engage parents and the wider community in Mathematics by communicating through the school's online platforms and hosting events/information sessions on site.



STRONG START, STRONG FOUNDATIONS

Attendance by Jason Tate

TARGET 3

3. Attendance - continue to align to, or better, like-school attendance.

Target met

OVERVIEW

In 2024, Harrisdale Primary School maintained a strong focus on regular attendance as a foundation for student achievement and engagement. Targeted strategies continueto be reinforced and complimented with our students and families. This year, the school has transitioned to Compass which has begun to streamline our existing attendance processes. We continue to build a culture where being at school each day is valued and celebrated.

KEY STRATEGIES

During 2024, the following strategies supported strong attendance outcomes:

- Transitioned to Compass for all attendance management. Rolls are now marked by teachers directly within Compass.
- Parents are notified of absences through Compass and prompted to submit absence notes through the system.
- Teachers engage early with families when attendance begins to decline, enabling timely support and intervention.
- The school continues to send home letters twice per term to follow up on unexplained absences. Follow-up from the Deputy Principal ensures a proactive and supportive approach.
- For extended absence requests, parents receive correspondence outlining the potential impact on student learning.
- Home visits are conducted, where appropriate, for students in moderate or severe attendance risk categories by our badged attendance officers.
- Attendance data is closely tracked through Compass and the school database and reviewed regularly by the Deputy Principals to identify emerging patterns.
- Use of Department of Education suite of attendance resources to support families who may be struggling with maintaining regular attendance patterns.
- Maintain a positive school culture with high expectations for student attendance.
- Communicate and promote the message about the positive links between regular attendance and student achievement.

| | Attendance Rate | | | | | | |
|------------------------|-----------------|-----|-----|-----|-----|-----|-----|
| | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 |
| 2022 | 90% | 92% | 92% | 91% | 92% | 92% | 90% |
| 2023 | 88% | 92% | 92% | 91% | 92% | 93% | 92% |
| 2024 | 92% | 91% | 93% | 93% | 93% | 93% | 93% |
| WA Public Schools 2024 | 89% | 89% | 90% | 90% | 90% | 89% | 89% |

: **STRONG START, STRONG FOUNDATIONS**

: Attendance by Jason Tate

| **ACHIEVEMENTS**

- Our attendance continues to align to, or is better than like school attendance rate.
- The Compass platform has streamlined attendance processes.

| **FUTURE RECOMMENDATIONS**

- Professional learning will be provided to support teachers in using Compass to monitor attendance trends and identify when consecutive or increasing absences occur.
- Classroom support will be offered to help teachers implement simple attendance plans that include clear goals and meaningful rewards for students.
- Investigate new and innovative ways to incentivise regular attendance, both at the individual, class and school level, to maintain high engagement.
- Continue using the Department of Education's Attendance Toolkit as a guide for communication, planning, and support strategies.
- Maintain high expectations and a shared commitment to regular attendance across all levels of the school.



: **STRONG START, STRONG FOUNDATIONS**

: Positive Behaviour Support by Callum Wilcox

| **TARGETS 1 & 7**

1. When surveyed, 80% (or above) of students indicate that they agree or strongly agree that teachers care about them.
7. When surveyed, 80% (or above) of students indicate that they agree or strongly agree that they like being at this school.



| **OVERVIEW**

Positive Behaviour Support (PBS), aims to improve student academic and behaviour outcomes through a facilitative process where all students have access to the most effective instructional and behavioural practices. The PBS framework encompasses a whole school community approach, with a commitment to the explicit teaching and modelling of behaviour and social skills using a common language. This contributes to the development of a positive attitude towards learning, the achievement of high educational outcomes and a school community which values and respects its members.

| **KEY STRATEGIES**

- Weekly presentation of PBS wristbands for students displaying exemplary behaviour during the week.
- Photograph of winning students uploaded to the school Facebook page each week.
- Visual PBS mascots displayed in 100% of classrooms identifying that week's behaviour focus.
- Year 6 PBS leaders assist with weekly running of the PBS reward program.

| **ACHIEVEMENTS**

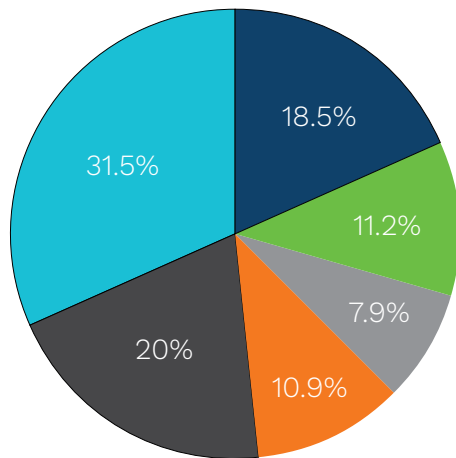
- Promoting PBS throughout the school via posters and signage in classrooms and common areas.
- PBS whole school faction rewards each term for the winning faction.
- Every student that has won a PBS faction token (17,709) enters into the draw to win 'big prize rewards'.
- New PBS Matrix was launched in 2024.
- New PBS lessons based on the new matrix, ready to be rolled out for the beginning of 2025.

| **FUTURE RECOMMENDATIONS**

- Introduce new tokens for use on the playground.
- Team training due to new members on the PBS committee.
- Re-introduction of PBS merit awards to be presented at assemblies.
- New team leader to complete leader training modules.

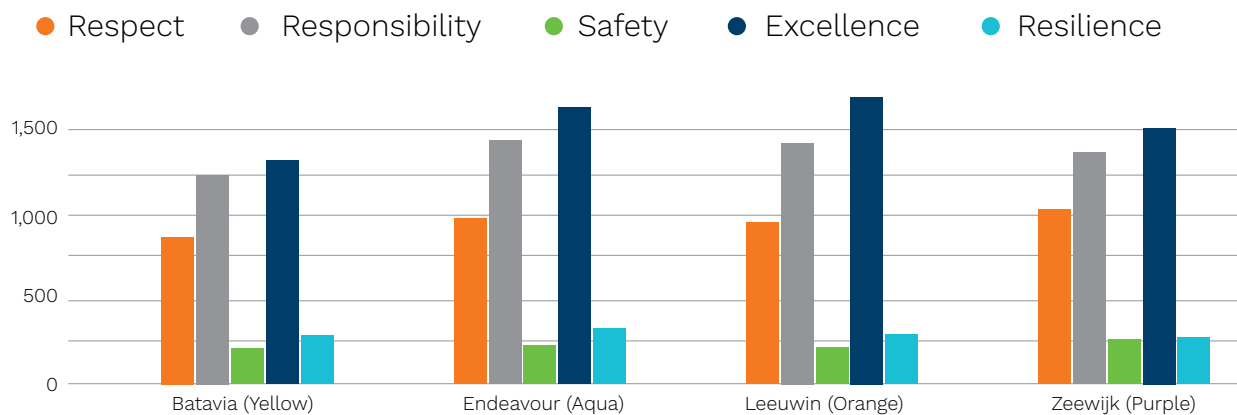
STRONG START, STRONG FOUNDATIONS

Positive Behaviour Support by Callum Wilcox



17,713 responses

- K
- PP
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6



: STRONG START, STRONG FOUNDATIONS

: Behaviour by Julian Thrupp

| TARGET 2

2. When surveyed, 80% (or above) of students indicate that they agree or strongly agree that they feel safe at this school.

✓ Target met

| OVERVIEW

At Harrisdale Primary School, we implement behavior management systems that uphold high expectations for conduct, fostering a creative, safe, orderly, inclusive, supportive, and culturally responsive learning environment. Our approach ensures that students can reach their full potential by promoting a whole-school approach of active engagement in the curriculum. This is achieved through the use of modern, evidence-based teaching practices and effective classroom management strategies.

Below is a table that outlines the instances of recorded behaviour.

| Instance of recorded behaviours *See legend below | | | | | | | | | | | |
|--|---|---|---|----|---|---|---|---|---|----|-------|
| Code | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Total |
| Pre-Primary | | 1 | | 1 | | | | | | | 2 |
| Year 1 | | 1 | | 10 | | | 4 | | | 6 | 21 |
| Year 2 | | 1 | | 19 | | | | | | 16 | 36 |
| Year 3 | | 1 | | 18 | | | 1 | | | 13 | 33 |
| Year 4 | 2 | | | 12 | | 1 | 7 | | | 9 | 31 |
| Year 5 | 2 | | | 13 | 7 | | | | | 20 | 42 |
| Year 6 | 7 | | | 19 | 1 | 2 | 3 | | | 28 | 60 |

| Number of Suspensions | | | | | | | | | | | | |
|-----------------------|---|---|---|---|---|---|---|---|---|---|-------------------|------------|
| Code | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Total Suspensions | Total days |
| Year 2 | | | 2 | | | | | | | | 2 | 1.5 |
| Year 3 | | | 1 | | | | | | | | 1 | 2.0 |
| Year 5 | | | 1 | | | | | | | | 1 | 1.0 |
| Year 6 | | | | | | 1 | | | | | 1 | 1.0 |
| TOTAL | | | 4 | | | | | | | | 5 | |

| Code | Description |
|------|--|
| 0 | E-Breaches |
| 1 | Physical Aggression towards staff |
| 2 | Abuse, threats, harassment or intimidation of staff |
| 3 | Physical aggression towards students |
| 4 | Abuse, threats, harassment or intimidation of students |

| Code | Description |
|------|--|
| 5 | Damage to or theft of property |
| 6 | Violation of Code of Conduct of school/classroom rules |
| 7 | Possession, use or supply of substances with restricted sale |
| 8 | Possession, use or supply of illegal substance(s) or objects |
| 9 | Negative behaviour - other |

: **STRONG START, STRONG FOUNDATIONS**

: Behaviour by Julian Thrupp

| **KEY STRATEGIES**

- Continuing our PBS program, which reinforces five key school behaviour expectations through signage, daily messages, classroom lessons, faction points, the PBS reward band system, PBS merit certificates, and the Aussie of the Month Award.
- Upholding and clearly communicating high behaviour expectations across the school.
- Managing and documenting behaviour incidents promptly and thoughtfully, ensuring timely and professional communication with students, along with their parents and carers.
- Implementing the Magic 1-2-3 program consistently across all classrooms to reinforce behaviours that should stop and encourage positive behaviours that should start.
- Enforcing the school's Good Standing Policy in alignment with Department of Education guidelines.
- Year level zoned play and recreations area at recess and lunch.
- Students shadowed in the playground to support good behaviour choices.

| **ACHIEVEMENTS**

- Expanding the Play Pod areas to offer more opportunities for play and encourage respectful student interactions during recess and lunch.
- Introducing recess and lunchtime student mentors to actively reinforce PBS values among peers.
- Facilitating the accreditation of a Classroom Management Strategies (CMS) coach with a portfolio focused on coaching and staff development.

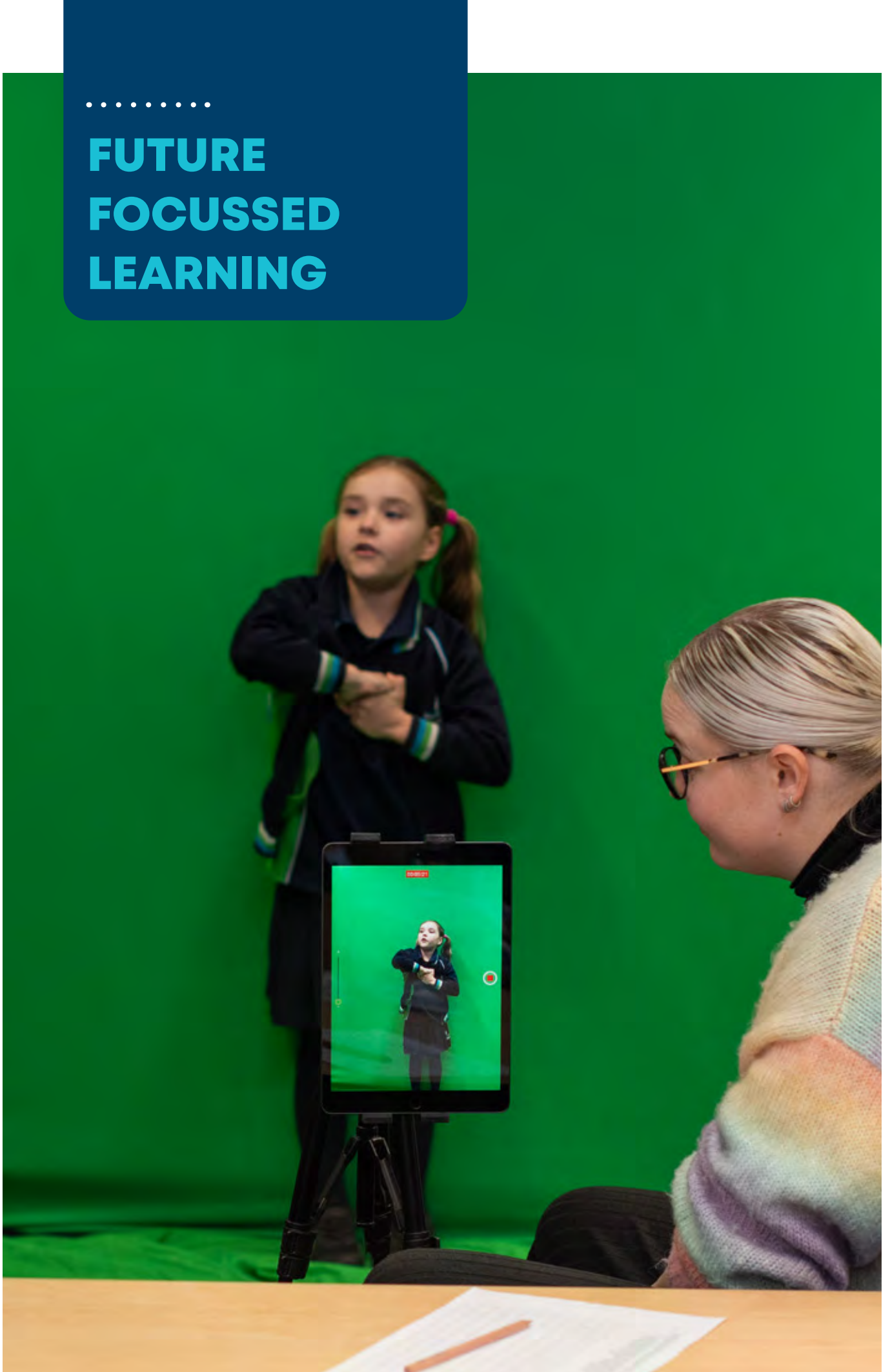
| **FUTURE RECOMMENDATIONS**

- Continue promoting PBS values and behaviour expectations through signage, a 15 minute, daily values session and PBS merit certificates.
- Continue to establish and fund an in-house CMS coach with dedicated release time, ensuring staff have allocated opportunities to engage in coaching and professional development.
- Ensure staff continue to have access to professional development opportunities in Behaviour Management.
- Continue the support of the Learning Support Coordinator for planning.



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FUTURE FOCUSSED LEARNING



FUTURE FOCUSED LEARNING

Technology by Jason Tate

TARGET 14

14. 90% or higher uptake by students in the years 3-6 BYO iPad Program.

 Target met

OVERVIEW

In 2024, the Harrisdale Primary Technologies Team upheld its leadership in Digital Technologies and Digital Literacy, continuing to embed and share exemplary practices across Department of Education schools. As part of the Partnership Schools Initiative, we collaborated with Hannans and Paraburdoo Primary Schools to support their DigiTech programs and hosted another successful DigiTech School Open Day, showcasing our achievements and resources. In our final year as a DigiTech Lead School, we remained committed to our vision of excellence and innovation in this space.

Pedagogically, we maintained our use of the SAMR and TPaCK models, ensuring meaningful and effective integration of technology across the curriculum through inquiry-based learning.

KEY STRATEGIES

- Strengthened cyber safety initiatives through partnerships with the eSafety Commission.
- Delivered impactful coaching and professional learning opportunities for staff across WA.
- Supported schools as a DigiTech Lead School and through the QTS Partnership Initiative.
- Updated guiding documentation for Future-Focused Learning (FFL) and Technologies.
- Expanded and maintained high-quality Digital Technology resources.

ACHIEVEMENTS

- 95% uptake in the BYO iPad program.
- 2 additional teachers achieved Apple Learning Coach accreditation.
- Re-recognised as an Apple Distinguished School.
- Competing at the state RoboCup competition.
- Staff participation in the Apple Education Summit in Sydney.

FUTURE RECOMMENDATIONS

- Implementing a ICT Skills Continuum to support consistent student development of digital literacy, Technologies Skills and iPad integration.
- Distribute updated FFL and Technologies documentation to enhance lesson delivery and alignment across year levels.
- Apply for grants and explore funding opportunities to support ongoing Digital Technologies initiatives.
- Showcase Future-Focused Learning projects to celebrate and share student and teacher achievements.
- Continue coaching and moderation to build teacher confidence and ensure consistent assessment practices.

FUTURE FOCUSED LEARNING

Science & Sustainability by Daniel Bryce

| OVERVIEW

2024 was a dynamic year for the Science and Sustainability Curriculum Team at Harrisdale Primary School. Despite a reduction in the number of classrooms, Science remained a vital Specialist subject, engaging all students from Pre-primary to year 6 with weekly 55-minute lessons. Science education at Harrisdale fosters curiosity, inquiry, and critical thinking, encouraging students to explore, question, and deepen their understanding of the world around them.

This year also marked the second year of the merged Science and Sustainability team, a small but passionate group of five educators dedicated to integrating hands-on science education with meaningful sustainability practices. Together, we advanced school-wide sustainability initiatives and continued to align our programs with the Department of Education's Caring for Country Sustainability Road Map.

| KEY STRATEGIES - SCIENCE

- Maintained two full-time Science Specialist teachers delivering structured, engaging lessons built on Harrisdale's Lesson Design and SCSA curriculum standards.
- Developed resources and assessments collaboratively to ensure consistency across year levels.
- Embedded explicit teaching and revision of technical vocabulary to support EALD students, ensuring all learners could access science concepts.
- Used a differentiated digital Science Investigation Planner via Seesaw, providing multimodal opportunities (writing, recording, drawing and dictation) for all students to demonstrate inquiry skills.
- Engaged parents through regular Seesaw updates and showcased science learning on the school's Facebook page to foster stronger communication with parents and families.
- Strengthened collaboration between Science Specialists and classroom teachers by sharing termly learning goals and integrating topics for deeper, more connected learning.

| KEY STRATEGIES - SUSTAINABILITY

- Prioritised sustainability agenda items and topics within team meetings, working towards grants and whole-school initiatives aligned with the Caring for Country framework.
- We sought out and applied for multiple grants, to fund sustainable projects relevant to our school context.
- Increased practical sustainability activities within science lessons, such as waste audits and sustainable gardening projects.
- Retained Waste Sorted accreditation, emphasising our commitment to sustainability.
- Implemented the Containers for Change Challenge, encouraging recycling and rewarding students for their contribution with science themed prizes.
- Promoted Waste Wise Wednesday, encouraging classes to bring waste free lunch boxes to school every Wednesday. Each week, the most sustainable classes were rewarded with popcorn to share.

| ACHIEVEMENTS

- PAT Science Results: All year cohorts exceeded national median scores, reflecting strong student performance and effective teaching practices.
- Professional Leadership: Harrisdale hosted the Nicholson Network Science PL Day, where our Science Specialists presented the successful implementation of the Science Investigation Planner, earning praise and adoption by several neighbouring schools.

FUTURE FOCUSED LEARNING

Science & Sustainability by Daniel Bryce

- Community Engagement: National Science Week featured activities on the theme “Species Survival: More Than Just Sustainability,” engaging students in issues like light pollution’s impact on native fauna. Science Week competitions awarded prizes including microscopes and science kits. The school submitted entries for the nation “Shorebirds Completion” with three students receiving honourable mentions for their outstanding contributions.
- Eduganza Showcase: The Science rooms on Eduganza Night included interactive activities and displays impressing students and families alike, generating positive feedback and school pride.
- Wicking Garden Beds: We successfully received a Woolworths Junior Landcare grant, to fund the construction of water-wise wicking garden beds, planted with drought-tolerant natives.
- Recycling Collection Point: took delivery of a grant-funded, purpose-built Recycling Centre, consisting of 4 compartments to collect recyclable materials.
- Conference Contributions: Emily Primrose presented the wicking beds project at the STAWA conference, sharing Harrisdale’s innovations with educators across the state.
- Waste Wise Wednesday: Recorded over 3,500 waste-free lunches on Wednesdays, resulting in a more waste-conscious and environmentally friendly school.

FUTURE RECOMMENDATIONS

- Prepare for the implementation of the new WA Science Curriculum 9.0 by reviewing and updating lesson materials and resources for 2026.
- Continue collaboration with Nicholson Network Science teachers to upskill and moderate, maintaining consistency and excellence in teaching across schools.
- Develop topic-specific literacy materials for generalist classroom use to meet the curriculum’s recommended science instruction time, allowing Science Specialists to focus on inquiry and hands-on learning.
- Strengthen cross-curricular links, particularly with Mathematics, to enhance skill development across subjects.
- Expand Indigenous Science integration, dedicating lesson time to exploring Aboriginal knowledge systems and their contributions to science.
- Launch the new Recycling Collection Point and communicate its use effectively to the school community.



FUTURE FOCUSED LEARNING

Science & Sustainability by Daniel Bryce

PAT SCIENCE RESULTS

| Year 6 - PAT Science Review 2022-2024 | |
|---------------------------------------|---|
| Year | 2024 |
| HPS Median | Note: We are missing the current Year 7 cohort data (Yr 6 2024) |
| Target | |
| Result | N/A |

| Year 5 - PAT Science Review 2022-2024 | | | |
|---------------------------------------|-----------|-----------|-----------|
| Year | 2022 (Y3) | 2023 (Y4) | 2024 (Y5) |
| HPS Median | 119.3 | 121.2 | 123.3 |
| National Median | 115.7 | 118.6 | 120.9 |
| Result | Above | Above | Above |

| Year 4 - PAT Science Review 2022-2024 | | |
|---------------------------------------|-----------|-----------|
| Year | 2023 (Y3) | 2024 (Y4) |
| HPS Median | 116 | 121.2 |
| National Median | 115.7 | 118.6 |
| Result | Above | Above |

| Year 3 - PAT Science Review 2022-2024 | |
|---------------------------------------|-----------|
| Year | 2024 (Y3) |
| HPS Median | 116 |
| National Median | 115.7 |
| Result | Exceeded |



FUTURE FOCUSED LEARNING

Physical Education by Rebecca Goodacre

OVERVIEW

Harrisdale Primary's Health and Physical Education program aims to improve student Physical Literacy, Health understanding and Mental Wellness. We are committed to nurturing healthy, happy students, with a focus on fun, participation and growth.

Each week, for 55 minutes, students are exposed to inclusive, cooperative and stimulating lessons that encourage them to move their body, understand movement and learn through movement with a Physical Education teacher. Each Friday, for 55 minutes, students also participate in a variety of sports during Friday Sport to consolidate their learning of different Fundamental Movement Skills.

KEY STRATEGIES

- Teachers of Physical Education plan for all teaching and assessment in accordance with SCSA.
- Create and maintain links with outside agencies, including community sports organisations, to provide a pathway for students to be physically active outside of school.
- Increased opportunities for students to be physically active during play times by providing equipment for them.
- Support staff across the school by providing them with organised equipment trolleys and lesson ideas so they can plan and run engaging and high quality Friday Sport lessons.
- Apply for Sporting School grants to purchase new sporting equipment for varying sports, or to provide free specialised coaching from outside agencies.
- Organise lunchtime competitions for a variety of year groups to increase motivation, engagement and skill level in physical activity. For example: a netball shooting competition, an AFL long bomb kicking competition and a year 5 and 6 lunchtime soccer tournament. We will work alongside our Faction Captains and Sports Leaders to facilitate these.
- Put our year 6 Faction Captains through a six session leadership program to enhance leadership and communication skills. Our year 6 Captains will then facilitate 1 or 2 leadership sessions with the Sports Leaders to consolidate learning.
- Attend professional learning with other teachers in the school network to enhance our knowledge of quality teaching and programs.
- Create an enriching curriculum that will increase the enjoyment and engagement of girls in years 5 and 6. Continue to implement a two year rotation of sports to foster interest. Also investigate other ways to increase participation through research.
- Continue Friday morning running club to provide an opportunity for students and the community to be part of a physically active group and achieve a personal goal.
- Build growth mindset strategies into our forward planning documents.



FUTURE FOCUSED LEARNING

Physical Education by Rebecca Goodacre

| ACHIEVEMENTS

- The school put in another strong performance during the Summer Carnival. Our A division volleyball team placed first, both the boy and girl basketball teams placed third, the A division softcrosse team placed second, and our A and B division cricket teams placed second and third respectively.
- In our interschool Winter Carnival, Harrisdale again proved a strength in all of the sports with both soccer teams placing first in their division, all three netball teams placing second in their divisions, and the AFL team placing third in their competition.
- We once again placed 3rd at the Interschool Cross Country Carnival.
- Our greatest success of the year was at the Interschool Athletics Carnival which we won overall. This was the first time the school has won the carnival outright after tying for first with Piara Waters back in 2022.
- The continuation of the new Faction Carnival Format, which now includes team games for years 1-6 and new games for Pre Primary Students, is being welcomed by the school community and has given our students more practice ahead of the interschool athletics team events.
- The pre-primary athletics carnival events were held on the community oval alongside the other year groups for the first time.
- Running training before school and during break times with interschool carnival competitors to prepare them for their events.
- The outstanding sportsmanship that is shown on and off the field, or court, by Harrisdale students, which includes resilience and dignity in defeat, along with gracious winning and always giving their best.
- Connected with outside agencies to provide students with 4 weeks of specialised athletics and tennis coaching.
- The successful facilitation of lunchtime competitions which students thoroughly enjoyed.
- An increase in run club participants from previous years.
- Included ultimate frisbee within our teaching program for the first time.

| FUTURE RECOMMENDATIONS

- Evaluate and improve the leadership program for our Faction captains.
- Continue to utilise Sporting Schools funds to purchase more equipment that can be used around the school and during lessons.
- Explore how to get more out of the Kiddo program.
- Increase the level of parent involvement and participation during carnivals or school events, such as run club.
- Installation of a notice board which can display relevant information pertaining to local clubs, upcoming carnivals and events.
- Apply changes that have been made to the WA curriculum during lessons.



FUTURE FOCUSED LEARNING

Health by Cherie Mudra

OVERVIEW

The 2024 Health program at Harrisdale Primary School is designed to support the holistic development and well-being of every student. Spanning from Pre-Primary to year 6, the program aims to build a strong foundation for lifelong health and academic success. Aligned with our Future Focussed Learning philosophy, the Health program was integrated into other learning areas wherever possible. Each week, for 55 minutes, teachers deliver engaging Health lessons through a variety of hands-on activities, group discussions, and project-based learning, catering to the diverse needs and learning styles of our students.

KEY STRATEGIES

- Implemented a whole school Health teaching schedule.
- Staff and students followed our Sun Safety Procedures.
- Students had access to Chaplaincy service from Monday - Friday.
- Students were explicitly taught Protective Behaviours in the early years and it was embedded into the Health curriculum in the upper years.
- All students and staff participated in Wellness week.



FUTURE FOCUSED LEARNING

Health by Cherie Mudra

| ACHIEVEMENTS

- When surveyed, 80% (or above) of students indicate that they agree or strongly agree that teachers care about them.
- When surveyed, 80% (or above) of students indicate that they agree or strongly agree that they feel safe at this school.
- Life skills go trial started, set to be implemented in classrooms from years 3-6 for 2025-2027.
- A large number of students participated in Ride to School in Term one.
- An increase in numbers (staff and students) was seen for our “Walking School Bus” on Walk to School day in Term 4.
- All staff and students participated in Wellness Week which included events such as Great Veggie Crunch, R U Ok Day, after lunch meditation and reflection days.
- Year 6 participated in a Constable Care show that targeted Cyber Safety.
- Year 4 participated in a RAC incursion that focussed on seat belts and passenger safety.
- Zen Den continued to be used as a quiet and calm area for students in years 1-6 at recess and lunch time.
- 7 staff volunteered to face the Ice bucket challenge as part of the MND Big Freeze.
- Over 800 students and 35 staff participated in our 24 hour Movember challenge and lap-a-thon. Together, the “Harrisdale Handlebars” raised over \$10, 000. This event also saw over 17 local community businesses get involved and support the cause.
- Sensory bags were restocked and continued to be used in classrooms throughout the school.
- Health and Wellbeing team led the staff in beginning to redevelop the Health Scope and Sequence incorporating the changes in curriculum.
- Healthy Food and Drink and Sun Safe policies reviewed and updated.

| FUTURE RECOMMENDATIONS

- Staff to have ongoing training in Life Skills Go involving how to interpret the data and using it to inform learning.
- Health Scope and sequence to be finalised for implementation.
- Year level Health lesson and overview review to coincide with new curriculum.
- Explore Emotional literacy language programs to be used across the school.
- Look into a consistent junior primary emotional wellbeing program (K-2).
- A female chaplain to help young female students manage body image concerns and friendship issues.



FUTURE FOCUSED LEARNING

Visual Art, Music & Drama by Cassandra Vadala & Hannah Beltrama

OVERVIEW

Harrisdale Primary School provides a dynamic range of specialised Arts programs for students from pre-primary to year 6, including Visual Arts and Music for all year levels, and Drama and Movement for students in pre-primary to year 2. Through these programs, students develop creativity, strengthen communication skills, and gain a deeper appreciation for Music, Art, and Drama as powerful forms of expression. Each specialist class runs for 55 minutes, providing students with ample time for hands-on exploration and meaningful learning experiences. Additionally, students in years 4, 5, and 6 can enhance their musical journey through instrumental lessons with the Instrumental Music School Services (IMSS) and participate in enriching extracurricular programs such as the Senior Choir and Concert Band.

KEY STRATEGIES

- Utilised the SCASA Curriculum Documents to guide teaching and assessment across the Arts.
- Integrated the Arts into Future-Focused Learning (FFL) programs to enhance student engagement and learning outcomes.
- Communicated students' achievements in arts-based subjects to families and the school community through platforms such as Seesaw, Facebook, and live performances.
- Structured lessons to allow students to refine and develop their skills before applying them in creative project-based tasks.
- Highlighted a variety of students' work and performances across all areas of the Arts through the Eduganza Open Night.
- Provided opportunities for the Senior Choir and Concert Band to participate in community-based performances.
- Engaged IMSS students in school community events and performances.
- Delivered performance opportunities for students from pre-primary to year 6 through the Twilight Concert.
- Upskilled Specialist Arts Teaching staff through ongoing professional development to enhance curriculum delivery and teaching practices.

ACHIEVEMENTS

- Provided students with opportunities to engage in a variety of arts-based activities beyond the classroom. Every student contributed to a collaborative mural created alongside professional artist Xhai Middleton, while students in years 5 and 6 participated in a dynamic music incursion.
- Artwork was updated around the school to feature the achievements of current HPS students.
- A select group of students had the exciting opportunity to participate in the Shorebirds Competition, with one student earning a special commendation for their outstanding entry.
- Developed and implemented a digital art program for students in years 5 and 6, aligning with the school's DigiTech focus.
- The Concert Band performed at the Harrisdale Senior High School showcase evening.
- The Senior Choir performed at the One Big Voice Festival held at RAC arena and one student was selected as a soloist during the concert.

FUTURE FOCUSED LEARNING

Visual Art, Music & Drama by Cassandra Vadala & Hannah Beltrama

- Every class proudly showcased student performance work in music and drama during Eduganza, with QR code displays in their classrooms. This year saw a notable increase in parent engagement, highlighted by higher viewing numbers and interest from audiences in multiple countries worldwide.
- An IMSS recital night was held to showcase the progress and achievements of students during the year.
- The IMSS Program grew to include a pilot strings program which has been very successful. The IMSS program will continue to grow next year, with the introduction of percussion into the program in 2025 which will greatly benefit our Concert Band program.
- Implemented the National Anthem with both English/Noongar words into community based events such as Assemblies, Anzac Day, Graduation and the Twilight Concert.
- Music Specialists studied and completed a Level 1 certification in Kodaly' Music Education which will guide their future teaching and learning and review of the music scope and sequence at Harrisdale Primary School.
- Refined the Drama curriculum with a focus on developing students' body language and expression, building on previous progress in this area.

FUTURE RECOMMENDATIONS

- Identify, share, and implement effective teaching and assessment strategies across all areas of the Arts curriculum.
- Create and implement an Arts scope and sequence for Responding across all Arts curriculum areas.
- Continue developing the Harrisdale digital art program, extending its implementation to year 4 students.
- Review and implement the revised Music Scope and Sequence, beginning with pre-primary to year 2.
- Resume participation in the Arts network within the local school network.
- Continue community-based performances for both the Senior Concert Band and Senior Choir, including collaborations with other schools in the local network.
- Continue recital night for all IMSS students to showcase their learning throughout the school year.
- Explore opportunities for a Junior Choir/Glee Club for students in years 1 to 4, offered before or after school.
- Integrate music with other curriculum areas, incorporating elements such as digital storytelling, narratives, and soundscapes.
- Continue the implementation of the National Anthem with both English and Noongar lyrics in community-based events, including Anzac Day, Assemblies, Graduation, and the Twilight Concert.
- Re-establish an after-school Art Club, focusing on developing students' digital art skills in alignment with the introduction of a new digital art program.
- Reintroduce Drama Club as an opportunity for students of all year levels to engage in Drama after school and create performances for community events.
- Continue refining the Drama program, aligning it with the Harrisdale Lesson Design by incorporating structured Daily Reviews to reinforce key concepts and vocabulary.

FUTURE FOCUSED LEARNING

French by Iri Mukwekwezeke

OVERVIEW

The Languages program at Harrisdale Primary School provides students from years 3-6 with exciting opportunities to sing, speak, write, and read in French through a variety of engaging activities in a stimulating and language-rich classroom.

Digital technologies are incorporated into most lessons, assisting students to develop their oral and written French language skills via engaging, hands-on tasks. An appreciation of the French culture is developed through creative projects, cooking, and participation in competitions such as those run by the Modern Language Teachers' Association of WA (MLTWA).

Learning French not only allows students to communicate in another language, it also strengthens their understanding of language conventions and the process of communication. It shines a cultural spotlight upon France and other Francophone countries and, in doing so, assists in developing their understanding of their own culture, values, and identity.

Harrisdale Primary students are able to continue their French studies at Harrisdale Senior High School.



FUTURE FOCUSED LEARNING

French by Iri Mukwekwezeke

KEY STRATEGIES

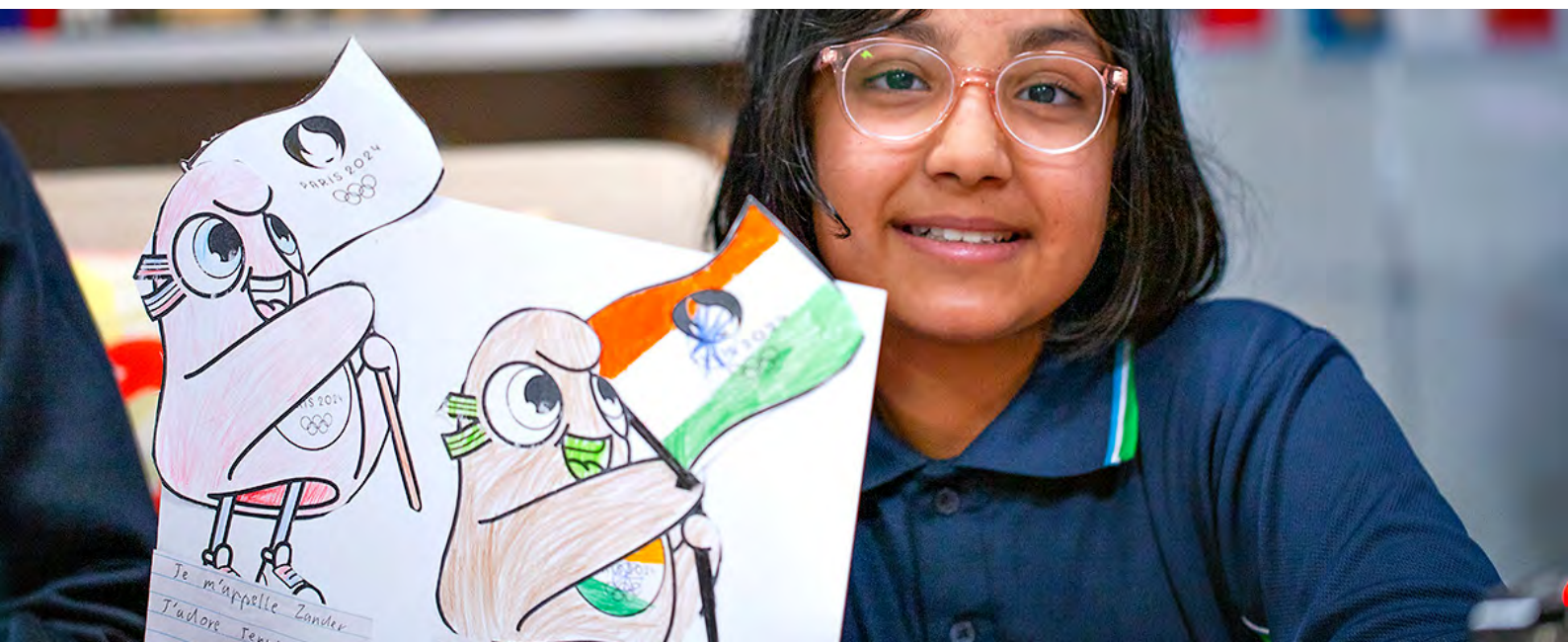
- All students at Harrisdale Primary from years 3-6 learn French.
- Teachers of French plan for all teaching and assess students in accordance with SCSA.
- Students participate in language development activities in and out of the French classroom; these include Languages Week, Francophonie Day, bilingual library reading sessions, French club and language competitions.
- A French Language Assistant works with students three days a week to support and extend their knowledge accordingly. Our French Language Assistant provided an opportunity for authentic language use as well as the further development of intercultural understandings.
- Flipped learning opportunities for students to have contact with the French language are provided via Seesaw and Languages Nut.

ACHIEVEMENTS

- Student engagement with the French activities posted on Seesaw and Language Nut has increased significantly.
- Year 4 students had an opportunity to write letters to students in Bellegarde, France. This has greatly motivated students as they have enjoyed sharing information about Australia in the target language. This correspondence will continue into 2025.
- Student leaders who read out the announcements have taken on-board the challenge of saying some of the announcements in French. They have gained their confidence and have taken the language out of the classroom and use it in the wider school community. This has helped the younger students in the junior years to be exposed to the language as well.
- Edunganza evening was also a highlight for students as they took part in French cultural competitions.

FUTURE RECOMMENDATIONS

- Continue to increase whole school participation in the languages program.
- Continue to generate opportunities for students to have exposure to the French language and authentic interactions in and out of school.
- Establish stronger network connections with the other Primary schools teaching French.
- Increase French Assistant to 3-5 days a week so that all students can benefit from this program.
- Establish consistent annual incursions.



FUTURE FOCUSED LEARNING

STEM & Inquiry Learning by Luke Walton & Jason Tate

TARGET 13

13. When surveyed, 80% (or above) of students either agree or strongly agree that Future Focussed Learning has given them the opportunity to learn about and explore real-world problems.

✓ Target met

OVERVIEW

In 2024, the Harrisdale Primary Technologies Team pursued its vision of excellence in digital and design technologies, maintaining its leadership as a DigiTech Lead School in embedding best practices within the Technology strands of the West Australian Curriculum. Our goal was to enhance student outcomes in STEM and Technology through high-quality teaching and learning experiences.

Pedagogically, we continued to employ the SAMR model as a foundation for our inquiry-based learning initiatives, while also integrating the TPaCK model into our framework. This combination was instrumental in advancing our educational objectives, ensuring that technology integration was both meaningful and effective across the curriculum.

KEY STRATEGIES

- Staff have continued to deliver professional learning on Future Skills in school development sessions.
- Implementation of a whole school model for STEM through inquiry-based/Future Focussed Learning (FFL) - Define, Discover, Dream, Design & Develop, Deliver, Debrief, Decide.

ACHIEVEMENTS

- Focal piece at Eduganza
- Year 4, year 5, year 6 Shark Tank showcases. Our year 6 Shark Tank showcase included multiple industry guests.
- Selected students in year 4 represented HPS at the 'It Takes a Spark Conference' where they connected with inspiring industry role models and solved challenging problems.
- Participated in the RAC Imagine Program Futures Challenge with the year 6 Team coming 1st.
- Created a scope and sequence to support on boarding and the planning for FFL projects.
- Delivery and review of Online Privacy and Security.
- Resources purchased to meet needs of FFL and integrated projects.

FUTURE RECOMMENDATIONS

- Build staff confidence and knowledge with V9 of the Technologies Curriculum: planning, teaching and assessing.
- Continue staff development in response to areas identified in staff survey.
- Deliver to staff key guiding documentation to support delivery.
- Engaging with quality external providers.
- Continue to share and upload scaffolds to support staff with their teaching.

FUTURE FOCUSED LEARNING

Extension by Jac Elborough

OVERVIEW

Academically talented students at HPS are privileged to be invited into our year 5/6 Extension Program. This invitation is extended to students who perform well above children of the same age and exhibit a curious and self-motivated attitude, persistence and the ability to reflect on their learning. These students are receptive to feedback and have the ability to link their learning whilst making connections to prior knowledge. Students test into this program through an ACER General Ability Test (AGAT), consideration of academic assessments and teacher recommendations, who demonstrate gifted and talented characteristics.

The program follows the same pedagogical framework and WA curriculum as all classes, however the focus is on advancing analytical, critical and creative thinking skills.

KEY STRATEGIES

- Social interaction with gifted and talented peers.
- Intellectual rigour and challenge.
- Pursuit of excellence.
- Opportunities to participate in extra-curricular activities and exposure to expert, in-depth investigation of real problems.

ACHIEVEMENTS

Students in our year 5/6 Extension class participated in a range of competitions throughout the year:

- Cluedunnit Competition: winning the state-wide competition for the second consecutive year.
- Da Vinci Decathlon: our year 5's placed 1st in Science and 2nd in Engineering and our year 6's Placed 2nd in Creative Producers.
- RAC Imagine Future Transport Competition: ten students were nominated from year 6 to take part. Our year 6 team "Drivers of the Future" was awarded first place at the RAC Imagine Program Futures Challenge awards breakfast ceremony.
- It takes a Spark Conference: FFL selected students from year 4 represented Harrisdale PS at the 'It Takes a Spark 2024'.



• **FUTURE FOCUSED LEARNING**

• Extension by Jac Elborough

- Students in the Extension class also participated in the the Inter-Electorate Primary School Public Speaking competition and the Bebras Digital Computational Thinking Competition.
- The Extension class entered into the Murdoch University '50 Ideas for a Brighter Future' innovation poster competition! And an Individual Prize Winner from the class won a \$500 voucher.
- 12 out of 16 Extension students achieved a G&T High School placement of their choice. Ten of the sixteen students scored over 143 in their GATE exam

| **FUTURE RECOMMENDATIONS**

- Continued opportunities to participate in events and experiences that challenge their creative and critical thinking.
- Continued opportunities to showcase their learning and gain exposure to experts in Science & Sustainability, Technologies and creative and critical thinking.
- Connections with Industry and experts.



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HIGH QUALITY TEACHING & LEADERSHIP



: HIGH QUALITY TEACHING & LEADERSHIP

: Middle Level Leaders by Cleo Jenkins

| TARGET 9 & 10

9. When surveyed, 80% (or above) of staff indicate they they agree or strongly agree there are opportunities for growth and development at this school.

10. When surveyed, 80% (or above) of staff indicate that they agree or strongly agree there are strategies in place at this school to support wellbeing.

✓ Targets met

| OVERVIEW

As stated in our Business Plan 2022-2025, at Harrisdale we aim to:

- recruit, induct and retain diverse, passionate and committed high quality teaching staff,
- Provide all staff with opportunities for growth and development,
- Promote wellbeing practices for staff,
- Identify, develop and provide distributed leadership opportunities for aspirant leaders (all staff).

In meeting these outcomes, HPS identifies and develops high potential leaders through the Future Leaders' Framework. This is a dynamic, three-staged approach to identify, develop and support individuals with high potential for leadership.

Identification is based on three criteria:

- Aptitude, Performance and Readiness.

Staff apply for leadership positions in the school and are rated on these criteria for suitability to the differing leadership roles in the school.

Development of leaders occurs in a variety of contexts, including on-the-job, through observation and formal opportunities. Ongoing support is provided to potential leaders. Support comes from a range of sources, in and outside the school, formal and informal.

- Deputy Principals had the opportunity to participate in the Nicholson Network's Deputy Principal & Principal Network.
- Potential leaders were supported through a suite of professional learning and Q & A sessions with system leaders.
- High potential leaders were given opportunities to spend short periods in acting Deputy positions.
- High potential leaders were given opportunities for secondment to system initiatives.
- An increase of high potential leaders sought development to become Level 3 Classroom Teachers & Senior Teachers.



● HIGH QUALITY TEACHING & LEADERSHIP

● Middle Level Leaders by Cleo Jenkins

| KEY STRATEGIES

- Aspirant leaders (teaching and non-teaching) were given the opportunity to participate in a suite of Professional Learning aimed at Leadership.
- The Future Leaders Framework series was facilitated by one of our Deputy Principals and included a range of professional learning on aspects of roles within the Department of Education.
- One of our Deputy Principals was seconded into the PEAC Coordinator role in the South Metro, supporting our Gifted and Talented students in the region.

| FUTURE RECOMMENDATIONS

- Impact coaches to lead the Quality Teaching Strategy and embed Teaching for Impact across the school and in classrooms.
- Encourage and support Harrisdale Teachers to apply for Level 3 Classroom Teacher and Senior Teacher Level 1 & 2 status.
- Continue to identify potential leaders and provide middle leadership training.
- Continue the HPS School Board Scholarship for aspirant leaders with an area of educational interest they'd like to research and pursue.
- Reflect on the Culturally Responsive Framework and ensure we are proficient across the Leadership strands.
- Introduce new leadership positions and varied FTE to support system and school initiatives.



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ENGAGEMENT & PARTNERSHIPS



ENGAGEMENT & PARTNERSHIPS

Aboriginal Education by Jenae Claessen

TARGET 11

11. NSOS parent response of 80% (or above) in the category of agree or strongly agree ('Cultural diversity is valued at this school').

 Targets met

OVERVIEW

The Languages and Culture team continue to focus on cultural inclusivity through creating culturally responsive and nurturing classrooms. In 2024, HPS had 12 students identifying as Aboriginal and/or Torres Strait Islander.

KEY STRATEGIES

- Welcome to country and dance performance provided by Binar Futures at Eduganza.
- NAIDOC activities for whole school in classrooms.
- Acknowledgement of country recorded and played over the whole school PA system on Monday morning along with the National Anthem including a Noongar verse.
- Weekly meetings for our Aboriginal and Torres Strait Islander students during Monday lunchtimes focusing on building relationships.
- Stakeholders attended regular meetings to continue our journey towards completing our RAP.
- Stakeholders approved the RAP content and design.
- Purchasing Culturally sensitive resources to support Aboriginal education in the classroom. (including books and hands on materials)
- Embedding of cross-curricular priorities. Aboriginal and Torres Strait Islander histories and culture across all curriculum areas.
- Received a PALS grant funding to create a welcome bench and garden at the front of school.

ACHIEVEMENTS

- Acknowledgment of Country included at every assembly and presented by our First Nations students, and daily in classrooms by all students.
- Finalised RAP to be launched in 2025.
- Community Art Murial completed with artist, Xhai Middleton including Australian animals and their Noongar names, as approved by Noongar Elder, Neville Collard.
- Singing the Noongar verse in the National Anthem at assemblies.
- Noongar word of the day shared with the whole school during NAIDOC week.

FUTURE RECOMMENDATIONS

- To engage local Aboriginal people to provide Welcome to Countries for whole school events.
- Organise an event for our First Nations people, along with the community, to celebrate the completion and publication of the HPS RAP.
- Include more signage and artwork depicting Noongar language and culture.
- To provide staff, students and the community with authentic cultural learning opportunities.
- To provide staff the opportunity to further engage with the Aboriginal Cultural Standards Framework and how this looks in classrooms.
- To promote First Nations cultures through inviting local Aboriginal people and agencies to engage in school events and classroom activities.

ENGAGEMENT & PARTNERSHIPS

Communication by Abbi Kerimofski

TARGET 12

12. NSOS parent responses with a rating of 3.7 or above.

✓ Targets met

OVERVIEW

The Public Relations Officer continued their employment at HPS three days a week throughout 2024. The school continued to utilise social media platforms such as Facebook and Twitter to communicate in a digital manner to the school community. Between January 31st 2024 and December 15th 2024, the Facebook saw a large number of interactions. These are listed below:

Views: 397,4000

Reach: 119,900 (up by 87.6% on last year)

Content interactions: 18,200 (up by 35% on last year)

Visits: 103,000 (up 35.4% on last year)

Follows: 308 (up 13.2% on last year)

By December 15th 2024, the Facebook page had over 3,078 page likes. New parents of the school were encouraged to access the Facebook page to stay up-to-date.

Throughout 2024, students posted 1,174,550 student responses to classroom Seesaw activities. Along with this, class Seesaw accounts indicate 772,627 visits by families to student portfolios.

KEY STRATEGIES

- Encouraged parents to follow or like the Facebook page to keep up to date with school news.
- Encouraged parents to subscribe to the school website calendar to keep up to date with events.
- Continued to update our clear whole school communication/branding guidelines with the inclusion of dedicated platforms such as Seesaw for Schools, Facebook, MGM Outreach and Website for parents and the community.
- Dedicated Public Relations Officer employed to lead the strategic directions of communication/branding.
- Supported new staff with communication/branding guidelines through induction processes.



ENGAGEMENT & PARTNERSHIPS

Communication by Abbi Kerimofski

ACHIEVEMENTS

- Eduganza School Open night, which welcomed over 4000 community members into our school and hosted a range of community services.
- Invited food trucks to the school for the Twilight evening and had a great turn out.
- Kindy Expo delivered in Term 3 to parents of incoming kindy students, acting as a platform to connect parents with community services.
- Continuation of the staff intranet and update of documents and pages. Using the intranet as a hub for staff information and documents.

FUTURE RECOMMENDATIONS

- Renew the Seesaw for Schools subscription and keep using this as the school's main form of communication.
- Continue to promote whole school communication/branding guidelines amongst staff including Seesaw for Schools for regular communication with parents.



ENGAGEMENT & PARTNERSHIPS

Community Engagement by Abbi Kerimofski

OVERVIEW

Throughout 2024, Engagement and Partnerships were promoted by the Executive Team members and Middle Level Leaders who organised many events. Executive Team members organised an in-person ANZAC Service, with many families, students and staff attending. The school coordinated its fourth instalment of the Eduganza. On the night, we saw over 4000 community members come through the school gates to share in a wonderful community event, with food trucks, student showcases, and various student and staff led fundraisers for local charities.

In 2024, the P&C dissolved and Parent Power was born. Parent Power is a group of parents who were unable to commit to assisting with every event and preferred to assist when they were able. The first Parent Power event was the 2024 Colour Run, which saw students and staff enjoy large water based games and blow up activities.

To end the year, the Twilight Christmas concert saw us again welcome food trucks to the carpark. Many families enjoyed their dinner picnic whilst watching the concert, on the lawn at the pavillion.

KEY STRATEGIES

- The incorporation of events, engagement and partnerships into other curriculum teams.
- Ensured the school maintains links with parents, the community and School Board.
- Promoted Parent Power and the School Board as an avenue for involvement in the school community.
- Created opportunities for parents to be involved in our school community, events and activities.
- Provided regular communication to engage and inform parents and community via a range of face-to-face and digital platforms.

ACHIEVEMENTS

- Eduganza School Open night, which welcomed over 4000 community members into our school and hosted a range of community services.
- Twilight Christmas Concert community markets which welcomed multiple food trucks on site and provided parents with dinner for a picnic whilst watching the concert.
- Kindy Expo delivered in Term 3 to parents of incoming kindy students, acting as a platform to connect parents with community services.
- Update of the staff intranet to ensure staff can easily access important documents.



ENGAGEMENT & PARTNERSHIPS

Community Engagement by Abbi Kerimofski

FUTURE RECOMMENDATIONS

- Provide various opportunities for parents and the community to come into the school, including delivering Eduganza, Harmony Day events and the Twilight Christmas Markets.
- Continue to add linguistically diverse signage across the school.
- Continue to recognise and draw upon the diverse community in a variety of ways to foster relationships with multi-cultural families and community groups.
- Maintain and expand on partnerships with local businesses and government agencies to support families and students.
- Provide information sessions for parents and community members to be upskilled on how to best support their child at home using our whole school initiatives.
- Continue to develop a list of parent and community volunteers to partner with teachers to deliver a range of learning opportunities to students.



FINANCIAL SUMMARY

by Megan Klompmaker

Financial Summary as at December 31st 2024

| ONE LINE BUDGET - DEC 2024 (VERIFIED DEC CASH) | | |
|---|---------------------|-----------------|
| | Current Budget (\$) | Actual YTD (\$) |
| Carry Forward (cash) | 361,587 | 361,587 |
| Carry Forward (salary) | 418,715 | 418,715 |
| INCOME | | |
| Student-Centred Funding (including Transfers & Adjustments) | 10,464,304 | 10,464,304 |
| Locally Raised Funds | 406,766 | 536,406 |
| Total Funds | 11,651,372 | 11,781,013 |
| EXPENDITURE | | |
| Salaries | 10,474,084 | 10,474,084 |
| Goods and Services (cash) | 796,641 | 898,674 |
| Total Expenditure | 11,270,725 | 11,372,758 |
| Variance | 380,647 | 408,254 |

| INCOME - DEC 2024 (VERIFIED DEC CASH) | | |
|---------------------------------------|---------------------|-----------------|
| SALARIES | Current Budget (\$) | Actual YTD (\$) |
| Carry Forward (cash) | 361,586.84 | 361,587.00 |
| Carry Forward (Salary) | 418,715.34 | 418,715.34 |
| STUDENT-CENTRED FUNDING | Current Budget (\$) | Actual YTD (\$) |
| Per student | 8,621,982.00 | 8,621,982.00 |
| School & Student Characteristics | 1,325,641.71 | 1,325,641.71 |
| Disability Adjustments | 148,269.94 | 148,269.94 |
| Targeted Initiatives | 361,951.83 | 361,951.83 |
| Operational Response Allocation | 17,804.77 | 17,804.77 |
| Regional Allocation | 57,075.25 | 57,075.25 |
| School Transfers - Salary | -68,421.53 | -68,421.53 |
| Total Funds | 10,464,303.9 | 10,464,303.97 |
| LOCALLY RAISED FUNDS (REVENUE) | | |
| Voluntary Contributions | 38,772.00 | 37,161.06 |
| Charges & Fees | 16,434.80 | 93,446.65 |
| Fess from Facilities Hire | 200,000.00 | 200,072.73 |
| Fundraising/Donations/Sponsorship | 43,629.83 | 81,265.42 |
| Other State Govt/Local Govt Revenues | 4,975.50 | 8,275.50 |
| Other Revenues | 37,953.45 | 51,184.91 |
| Transfer from Reserve or DGR | 65,000.00 | 65,000.00 |
| Total Funds | 406,765.58 | 536,406.27 |
| Total | 11,651,371.73 | 11,781,012.58 |

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-
-
-
-



GLOSSARY

| | |
|--|---|
| Brightpath | Online Writing Assessment tool that supports teachers in making fair judgements on student writing samples. |
| EAL/D | Students whose home language is a language or dialect other than English and need support to develop proficiency in English. |
| EYLF | Early Years Learning Framework |
| GEP | Group Education Plan |
| Humanities and Social Sciences (HASS) | The study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. |
| ICT | Information and Communication Technologies |
| IEP | Individual Education Plan |
| IMSS | A Specialist Teacher selected music program where students learn an instrument. |
| Independent Public School (IPS) | A public school that has increased flexibilities and responsibilities. they are able to make local decisions across a range of school operations to maximise positive educational outcomes for students. |
| LOTE | Languages other than English |
| National Quality Standards (NQS) | The Delivery of higher standards for young children in the areas of education, care and health across Australia. |
| NAPLAN (National Assessment Program) | The (National Assessment Program) - Literacy and Numeracy (NAPLAN) is a National Assessment that occurs annually for students in years 3, 5, 7 and 9. The assessments are based on reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. |
| On-Entry | An assessment to provide teachers with information about the literacy and numeracy skills that a child brings to school. |
| (PAT) Assessment | A series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas. |
| PBS | Positive Behaviour Support |
| P&C | Parents and Citizens |
| PL | Professional Learning |
| Quick 60 Intervention | A fast and easy-to-administer intervention program designed to have students reading at grade level in 60 quick lessons or less. |
| RUCSAC (Read, Understand, Choose, Solve, Answer & Check) | A set of steps teaching children to solve Numerical word problems. |
| SCSA | Responsible for Kindergarten to year 12 curriculum, assessment, standards and reporting for all Western Australian schools. |
| Seesaw | A platform for student engagement led by Teachers. Students can use the platform to create, reflect, share, and collaborate. |
| STEM | An approach to learning and development that integrates the areas of science, technology, engineering and mathematics. |
| Talk 4 Write (T4W) | An approach to teaching writing in a scaffolded way, that focusses on the importance of 'talking the text'. |
| 30:40:30 | Provides differentiation to support, work at level and extend student skills. |





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