



Harrisdale
primary



2018 Annual Report

*"Students and learning at the
centre of all that we do."*

Principal's Address

Dear School Community Members,

2018 was the school's third year of operation. We continued to grow rapidly with our student population soaring to over 1000 students. We are not only the most rapidly growing primary school but we were well on our way to becoming the biggest primary school in W.A too! Incrementally, as the student population grew, so too did our number of transportable buildings and staff.

The school community has been very patient and everyone has learnt to be adaptable in a constantly changing environment. Parking and traffic flow have continued to be areas of concern for our school community and in 2018 we were finally able to open a 'kiss'n'drive' to alleviate some of the parking pressures. This still requires members of the executive team acting as traffic wardens on a daily basis but we really do need the cooperation of our community members. We continue to ask drivers to be patient, respectful and abide by local and state road rules in order to keep our students safe and avoid accidents. There are no future plans by the Department of Education nor the City of Armadale to increase the number of parking spaces, so we must work with what we have.

We continue to focus on Student Success, Excellence and Innovation. Every day, we put students and learning at the centre of all that we do, and by placing students at the centre of our decision-making, we work to build a successful school where the unique potential in each individual is realized. Teachers continue to work hard to provide enriching and purposeful learning in classrooms and they give generously of their own time by providing extra-curricular activities.

In 2018, Harrisdale Primary was selected to become a Teacher Development School in Digital Technologies and we led learning in this area with students, teachers and educators from within our school, local network and State.

In 2018, we were subject to our first external review by the Department of Education Services (DES Review). We were thrilled to receive exemplary findings and the full report can be viewed on our website. I have included their closing statement (pages 19 & 20). The hard work that we put in, laying solid foundations for the future, has been recognized and should see Harrisdale Primary School continue to build a reputation for being a school of choice and for providing an excellent education for students.

In 2018, the school also underwent a National Quality Standards external review and verification process. We were proud to have achieved or met expectations in all 7

Our Mission

Every day, we place students and learning at the centre of all that we do.

Our Vision

We envisage a successful school where the unique potential in each individual is realised.

National Quality Standards: including all areas and elements of practice in early childhood.

We continue to be grateful for a supportive school community. We are thankful for your participation and engagement in all aspects of your child's education at Harrisdale Primary. We appreciate your feedback through our National School Opinion Survey so we can continue to improve the level of care and service we provide to our students and community.

I am very grateful to be working with an effective School Board, led by our Chairperson, Ben Foster. The DES review suggested some ways we could work to improve our governance and we have been examining how we can measure our effectiveness as a School Board.

The P&C continue to flourish with a very stable group of parents who actively promote community spirit through their tireless efforts throughout the school; both fundraising and raising community engagement and participation. Both groups assist me to understand our community's needs and to work together to achieve the best possible outcomes for our students.

I remain honoured to lead this school and I look forward to another year of growth and excellent education in 2019.

Karen Duncan

Principal



School Board Report

Our School continues to grow and develop, reflecting the growth we see in our surrounds as our community matures. As a member of this community, and Chairperson of the School Board, I am proud of how the school has grown and kept true to the directions agreed through community consultation process that was undertaken before the school opened. This is reflected in the thorough embedding of technology in the school environment and a strong commitment to school uniform standards that has helped build the sense of school identity so quickly and sustainably in the quickest growing primary school in Western Australia.

In April last year, the School underwent its first Independent Public School Review. Over two days, highly experienced external reviewers met with staff, students, parents and board members to assess the extent to which the school was meeting the commitments set out in its first Delivery and Performance Agreement (“DPA”). The report we received is best described as glowing, and it was gratifying to see that the review team were able to see what we experience whenever we are present in the school! We are lucky to have a team of teaching staff devoted to improving standards and bringing forth the latest teaching practices to our school and to our children.

As the School now looks forward to our next DPA, and a new Business Plan to run from 2019 to 2021, we are now moving away from our foundation years and working towards establishing the benchmarks that will ensure the school continues to thrive and be the community focal point that we can all continue to be proud of. Your school board will continue to represent the community and parents through this process and ensure that the objectives and targets reflect the high expectations we have for our school, high expectations that are shared by all the staff.

Finally, this year we saw our second election of board members. It is a significant commitment as a parent or staff member to be on the school board and I would like to welcome Mike Warren to the Board and thank Rebecca Boyd for her hard work as a founding board member, and personally thank the teachers who volunteer and attend meetings in their own time, after hard days caring for our kids. Staff representatives leaving the Board at the end of 2018 were Lynda Pateman, Kirsten Hildebrandt and Sinead Dempsey.

Ben Foster

School Board Chairperson

2018 was another successful year for the Harrisdale Primary P&C. We are very appreciative of the ongoing support provided to us by not only the parents, but our teaching and admin staff also.

This past year saw a new President take the helm, and some new faces join and others take a step back. This can always be challenging, especially when there are so many new people to the committee, and the processes that need to be adhered to. Nonetheless, the year proved successful with MANY events being successfully orchestrated.

Mother’s Day and Father’s Day were bigger and better than years gone by, with many local family business assisting with the supply of presents. We are keen to continue to draw in our school community by supporting them, through their support of our events. We thank them very much for that and look forward to being able to build on these ventures.

The kids were able to have a school disco during school hours, with great support from our teaching staff. Who was that unicorn DJ? This event raised a great amount for our school.

Our most anticipated event of the year, was the Colour Run. This year we decided to organise it completely in-house, with no external providers. I am sure all the families and children who attended would agree it was a great way to end the school year. It is certainly a much anticipated and asked for event.

Our monies raised in 2018 contributed to a few small items to assist with the operation of the school. The most noteworthy though, was the purchase of the GIANT fan in the undercover area. We are very pleased to be able to support the school with such purchases.

This coming year is all about growing our core parent base in the P & C, breaking down the barriers and building on the great Harrisdale community we have. We would love to see more parents at our meetings, and grow our support team for any or all of our events. As they say, many hands make light work.

Thank you again for all the support provided to our committee. We are here to help contribute financially to the school for our children and most importantly, to build and grow our school community.

Kirstie Cornwill

P&C President (2019)

Literacy

In 2018, we continued to collect data in reading using the Oxford Owl Assess program and the Probe assessment. The Magic 300 Words Assessment was used to monitor sight word acquisition in PP-Y1, and students' ability to decode was monitored using the Letters and Sounds assessment. Kindergarten students continued to be assessed on their understanding of concepts of print and were exposed to blank level questioning.

In Writing, staff continued to use the Brightpath ruler assessment. Data was collected in Term 1 and Term 4 and staff engaged in moderation meetings within their

year level teams. One classroom teacher from each team also attended a network moderation meeting at Canning Vale Primary School in Term 4. These steps are important in establishing fair and consistent judgments across teams and schools, and will continue in 2019.

In Spelling, data was collected by the assessment of students using the Magic 300 Sight Word Assessment (Y1-6) and Words Their Way (Y3-6). Additional in-house PL was provided, and staff collaboration was encouraged in these programs to further develop connected practice across the school. All of these assessments were in addition to NAPLAN and On-Entry Assessment.

Quality teaching and learning in English continued in the form of 4 x 120 minute Literacy Blocks in all classes with the expectation that 100% of teachers followed the Harrisdale Lesson Design. The English coach continued to develop connected practice and supported teachers in the delivery of these effective Literacy Blocks.

Talk 4 Writing was introduced at the beginning of 2018 as a whole school initiative to develop and improve the teaching of writing and support our large population of students who speak English as an Additional Language. The Talk 4 Writing team supported teachers across the school in shared planning and a memorable whole school 'hook' was used to inspire and engage all students in writing. A whole school 'Text type schedule,' 'Literacy Spine' and 'Feedback key' also supported this shift in teaching practice, along with additional in house PL. Positive results in speaking and listening and writing data, along with positive feedback from students, staff and the community will see this program continue in 2019. Additional staff will attend training and the Talk 4 Writing Team, along with collaborative planning, will continue to support new staff.

Following the analysis of our NAPLAN results, reading will become a primary focus for 2019. Time was allocated for staff to reflect on current reading practices at the end of 2018 and discussion was had around the need to create a 'reading culture' at Harrisdale Primary School. Test literacy will also become a focus with a need for further integration of Digital Technologies and the ICT general capabilities into our English programs to ensure students are feeling confident and capable of accessing NAPLAN online.

In 2019, progress in English will continue to be monitored and teachers will look to use this data and targets further to drive learning at Harrisdale. Additional targets for the year include Brightpath writing targets for PP-Y6 and a Brightpath oral

Other Successes in 2018...

- Promotion of parent volunteers in the classroom.
- Celebration of Book Week.
- Visiting author and Armadale City Library programs (pictured).
- National Simultaneous Story time.
- The Harrisdale Spelling Bee.
- Harrisdale 'Help a Reader.' A reading program run with the support of parent volunteers.
- Home Reading incentives including the home reading trophy, awarded in each assembly to the class with the most digital home reading logs.
- Home Reading information video for parents.
- Scholastic Book Fair.



narrative target for Kindergarten students at the end of Term 4. Common year level assessments in Speaking and Listening will be established and an in house 'Speaking Competition' and interschool competition is being developed.

A budget of \$20,000 was allocated to the English Learning area in 2018, which was used to buy a school wide selection of guided reading books, home reading books, big books, decodable readers, novel sets, Talk 4 Writing teacher resources and Letters and Sounds resources. Students were also provided with online access to Oxford Owl (PP-Y6) and Bug Club (PP-Y1).

Mrs Helen Hall

Literacy Coach and Leader



Numeracy

In 2018, progress at our school was determined by a range of indicators. External system indicators included student performance in NAPLAN for Years 3 & 5 and On Entry Data in Pre-Primary. Internal indicators included whole school agreed assessments. These were the PAT-Mathematics online test, First Steps Diagnostics, Westwood One Minute Assessments and formal reporting to parents. All of the data was recorded on a whole school data profile spreadsheet.

Quality teaching and learning in Mathematics was continued in the form of a revamped Mathematics block where it was expected that classroom teachers included time for mental strategies, a hook, learning intention, explicit teaching, guided practice and independent learning, which included group rotations. The Mathematics coach further supported teachers and developed connected practice in the delivery of the Mathematics block.

Advice from expert, Paul Swan, in leading effective numeracy instruction, suggested the need to focus on the vocabulary of Mathematics and ensure there was a whole school approach used within the school. In 2018, a parent representative from all classrooms attended a morning tea to cut and laminate Mathematics vocabulary cards for their classroom





One will be working with K-2 teachers and one will be working with 3-6 teachers. Below are some of the focus areas:

- Ensure all classroom teachers are implementing RUCSAC consistently
- Year level teams to create common assessment tasks to assist with moderation prior to reporting
- Continue analysing whole school data and student progress
- Our community involvement will also be promoted either through the participation in an interschool Numero competition and/or a whole school Mathematics challenge.

Miss Teelah Meuleners

Numeracy Coach and Leader

teacher. All teaching staff were then provided with the Harrisdale whole school Mathematics vocabulary cards.

The RUCSAC (Read, Understand, Choose, Solve, Answer, Check) process was introduced to staff at a Professional Learning meeting as it was identified that word problems needed to be a focus. The Mathematics coach created the posters for all classroom teachers to use and also assisted them with implementing RUCSAC into their lessons.

Through leading regular Mathematics team meetings, it became clear that there were inconsistencies across year levels in regards to curriculum planning. Therefore, at a staff meeting, staff were provided with time to work in their year level teams to create a year level overview. Year Level Leaders were then provided with a release day in Term Four to complete Term One of their year level planning document for 2019. This process will continue throughout 2019 with the aim to have each document completed by the end of the year.

A budget of \$20,000 was used to purchase extra Mathematics resource kits for new junior and senior classrooms. The storeroom was revamped and a manual borrowing system was put in place. Additional storeroom resources were also purchased to support effective Mathematics blocks.

Two 'Impact Coaches' have been employed for 2019.

Other ways that Mathematics was celebrated in Harrisdale in 2018 were through:

100 days of school during Numeracy week

Mangahigh Math Challenges in Term 1 and Term 3



Technologies

In 2018, Harrisdale Primary School's Operational Plan identified whole school goals relating to Technologies Curriculum, ICT and STEM (Science, Technologies, Engineering, Mathematics). There was a goal to build student skills involving critical thinking and creativity by integrating digital technologies within Literacy, Numeracy and other subject areas. 100% of classes produced at least 1 digital product per term and 100% of classrooms participated in using Seesaw, including specialist teachers. Digital products were multi-modal and utilised skills which can be found in the Harrisdale ICT Skills Continuum. Classes from Year 4 to 6 continued their participation in the BYOD program with 100% of these classes having a 94% uptake with students.

To build staff expertise and confidence, the school aimed to fully integrate digital technologies (ICT) through professional learning. Harrisdale Primary became a Teacher Development School (TDS) for Digital Technologies. Professional learning provided to staff and other members of the Department of Education, included presentations on the Technologies Curriculum, EA meetings and whole staff professional learning. Lead Teachers were accepted to attend the Teachers Can Code initiative created by the Department of Education and they presented modules to attendees throughout the year. Harrisdale Primary also took part in the Innovation Partnership program where the "Harrisdale Headlines" initiative was developed and implemented. This allowed classes to submit a learning showcase video and the Year 6 IT Leaders organised the video to share with the school.

During Term 1, we began planning and preparing for a Makerspace, which was then developed from Term 2 as a future focussed learning area with resources for students to design innovative solutions. After school programs such as the STEM Club and Code Club, as well as our annual STEM Day, used various technologies with a focus on project-based learning. Students from Years 2 to 6 have worked on projects including Scratch online program, using 3D printers, Spheros, LEGO Mindstorm kits and 'unplugged' activities. By Semester 2, the Makerspace was opened to all classes, with the support of a Technologies Coach, to work on STEM projects that involved 4C's for 21st Century Learners (Collaboration, Creativity, Communication, Critical Thinking). A Makerspace policy and procedures was developed to limit risk and ensure safe work practices occurred.

Miss Stephanie Billings
Technologies Coach and Leader



Harrisdale PS DigiTech School
 @HarrisdalePS
 @HarrisdalePS
 Harrisdale PS DigiTech School

Harrisdale.PS.TDS@education.wa.edu.au
www.harrisdaleps.wa.edu.au
7 Fairhaven Avenue, Harrisdale WA 6112
9234 9700

Early Childhood Education

In 2018, as in previous years, we experienced significant increases in our student enrolment, particularly within our Early Childhood classes. This has brought with it additional teaching staff, all of whom have been merit selected to ensure a close fit with our school's philosophy and practices.

Our Kindy classes continue to be staffed by both an early childhood teacher and an education assistant in keeping with the National Quality Standards. All Education Assistants at Harrisdale Primary are given

opportunities to upskill themselves in supporting teaching staff and this is reflected in their performance and development process.

The school's Kindy and Pre Primary area received an upgraded playground in 2018 which integrates with the existing nature play area. The completed area has provided an excellent opportunity for quality play experiences. Kindergarten and Pre-Primary students now have the opportunity to play in a large, open, nature play space that promotes curiosity and challenge.

The Early Childhood Committee used the allocated 2018 budget of \$5000 to further support the West Australian Curriculum and broaden students' experiences. Some of the projects included;

- Developing a community partnership with the Gosnell's Men's Shed to install tee pees in the Kindy and Pre Primary area.
- Purchasing mud kitchens for all Early Childhood areas. (K-2)
- Installing café style tables in alcove areas. (Yr1-2)
- Creating fine motor kits for all classes to access.
- Purchasing large, moveable outdoor easels.

Parent and community engagement was an identified priority in 2018 as determined by staff using the National Quality Standards. All teachers and education assistants actively encourage parents to participate in class activities and excursions. Classrooms are open to parents and carers at the start of each school day. Additionally, special occasions – Mother's/Father's Day are actively celebrated and supported by families and staff.

Regular communication is integral to the development of partnerships. To support this, parent information sessions are held at the start of the school year and teachers are available before and after school to meet. SeeSaw is used regularly to communicate class based information and formal parent-teacher meetings are held to discuss student progress.

OUR 2018 EARLY CHILDHOOD CLASSES CONSISTED OF –

6 X KINDY GROUPS

6 X PRE PRIMARY

8 X YEAR 1

7 X YEAR 2, INCLUDING A SPLIT YEAR 2/3.

On Entry Assessment

On Entry Assessment data provides teachers with access to reports to inform the planning and delivery of targeted programs. Teachers use the assessment data to identify, early in the school year, students who may require intervention or extension.

Please note, the 'All Literacy' progression point reports are no longer available for schools. Additionally, in 2018, results for writing were not made available to schools due to a new marking rubric being introduced for 2018.

On the right are the results for our 2018 Pre-Primary students in the areas of speaking and listening and reading.

In Numeracy, our student data demonstrates the vast majority of our students have solid numeracy skills and understandings across the areas of Number, Measurement and Geometry. 2018 data indicates that we have a high number of students at progression point 0.9 or above with a low percentage of students achieving between 0.0 - 0.8 (25.5%)

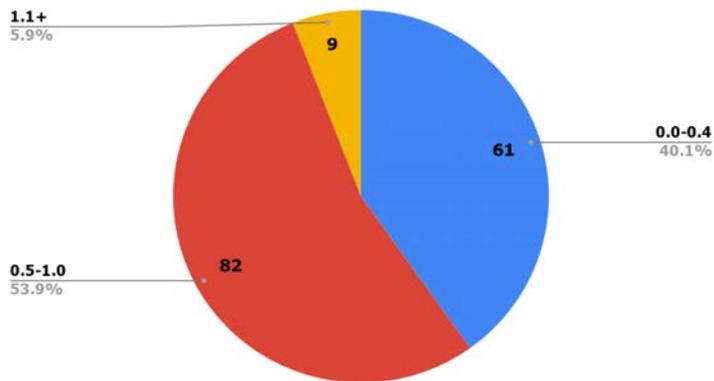
National Quality Standards

Over the past two years, teaching and non-teaching staff have participated in a self-review process against the seven Quality Areas of the National Quality Standard. (NQS) In 2018, Harrisdale PS requested a NQS Verification visit from the Department's Office of Early Childhood Learning and Development team. (OECLD).

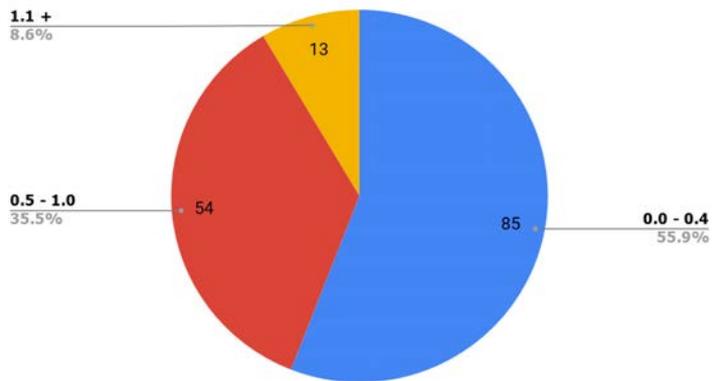
On 4th September 2018, two NQS verifiers from the Department of Education spent considerable time in K-2 classrooms. In addition, they also had the opportunity to meet with the Principal, Deputy Principal and members of the Early Childhood Team, who represented the K-2 cohort. A comprehensive Internal School Audit was presented for discussion, together with extensive evidence collated in the form of a website to support the school's determinations.

In October 2018, Harrisdale PS completed the Performance Monitoring System compliance audit and met all areas of the National Quality Standard. Furthermore, an excellent report

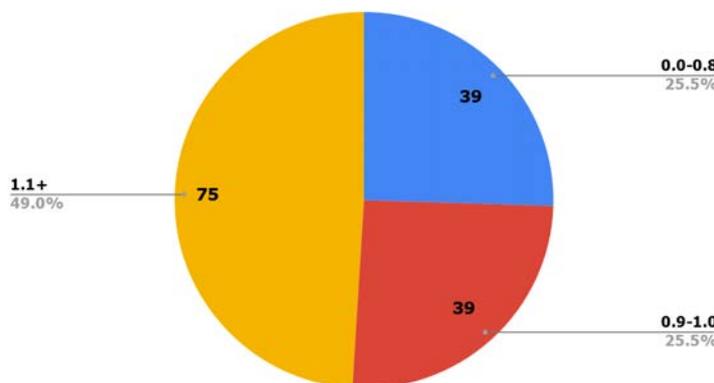
READING 2018



SPEAKING AND LISTENING 2018



NUMERACY 2018



was received by the school following our verification outlining that Harrisdale PS had met all 7 Quality Areas of the NQS. To achieve this result in less than 3 years is a testament to the commitment and hard work of all. The Early Childhood team is to be commended for their work in this area and the highly successful self-audit.



School self-assessment identifies 7 National Quality Standards as progressing from amber to green.

2016: Working towards in all areas.

2017: 4 Quality Areas out of 7

2018: 7 Quality Areas out of 7

Meeting	October 2018	October 2017	October 2018	October 2017	October 2017	October 2018	October 2017
Working Towards	October 2016	October 2016	October 2016	October 2016	October 2016	October 2016	October 2016
Significant Improvement Required							
	QA1 Program Practice &	QA2 Health Safety &	QA3 Physical Environment	QA4 Staffing Arrangement	QA5 Relationships with Children	QA6 Collaborative Partnerships	QA7 Leadership & Management

Recommendations for Improvement:

- Continue to engage with NQS requirements, to assist us in developing and continuing exemplary practice.
- Share our experience, expertise and documentation of our successful verification process with other schools where required.
- The Early Childhood Committee and K-PP Deputy will continue to lead NQS across K-2.



- Continue to provide shared time for staff to work closely in teams to encourage collaborative practices and the sharing of skills and expertise.

Mrs Alison Forzatti

Early Childhood Deputy

Science

In 2018, all students from Pre Primary to Year 6 were involved in at least one hour of science per week. Students participated, and were guided in, hands-on activities and experiments to investigate the world around them. As required, all four content areas of Science were taught and were skilfully integrated with 'Science Investigation Skills' and 'Science as a Human Endeavour' curriculum strands. A continued focus exists on utilising open ended scientific investigations to allow students, including EAL/D students, to understand scientific understandings and improving student outcomes. Student needs and achievement are

tracked through the continuous development of year level common assessment tasks, PAT Science testing (Years 3 -6) and all reported grades are included in the HPS whole school tracking database.

In the early years, students were heavily involved in shared experiences across Biological, Chemical, Physical and Earth Sciences. Early on, to assist with fostering a sense of "Belonging, Being and Becoming" (EYLF), a large emphasis was placed on the needs of living creatures and caring for the surrounding environment. In 2018, for the first time, we hatched chickens as an authentic life cycles experience. It was enjoyed by all students across the school and was also open to the community after school. During Science Week the Year 1 students also enjoyed the messy activity of making recycled paper and Pre-Primary students created their own boats.

In the upper years, the teaching of Science was conducted by the classroom teacher. To assist, each year level had a science leader who helped with the planning, teaching and assessment of science. This science year level leader also stayed in constant contact with the Science Committee. Innovation and critical design thinking skills were employed during Science Week to create a collaborative timeline to celebrate "Game changes and change makers". This allowed classroom teachers to focus on the "Science as a Human Endeavour" content strand. Upper school students researched inventions and scientists, and contributed to create a complete timeline in the library!

To foster citizenship in our older students we started a partnership with Trees4Change in which 97 Year 6 students planted over 8000 trees on the dunes at Myalup Beach. Our Waste Wise & Water Wise accreditations continued as we continued our Waste Free Wednesday Lunches which were promoted to children and their families and we upgraded our internal recycling and waste management initiatives through a \$2000 Waste Wise grant.

Mr Wes Cutajar

Science Leader



Humanities and Social Sciences



In 2018, Humanities and Social Sciences (HASS) continued to develop as a key learning area at Harrisdale Primary School. Using the WA curriculum for HASS, students at Harrisdale Primary School studied History, Geography, Civics and Citizenship (Years 3-6) and Business and Economics (Years 5-6). HASS continued to improve as a key learning area with teachers now familiar with the Judging Standards from the Western Australian Curriculum. Teachers have been using the Harrisdale lesson design to guide their teaching practice.

Teachers were up-skilled with a presentation by Monique Latch. This professional learning will assist staff to implement the Aboriginal Cultural Standards Framework and effectively make the framework visible in each learning areas' Operational Plans.

A focus was placed on developing our students into critical, ethical and informed thinkers across all HASS strands. Technology was regularly integrated into HASS to allow students to research, reflect on, and respond to the world around them.

Teachers delivered rich learning experiences to their students using a range of engaging resources. In 2018, we continued to grow our bank of HASS resources, creating "History and Geography boxes" for each year level. Throughout 2018, students participated in a range of HASS based excursions and incursions across the school, including the Fremantle Prison, Armadale History House, the Maritime Museum and Government House.

In March, students, teachers and parents celebrated Harmony Day with a Cultural Fair. Parents volunteered their time to set up and run stalls from many different countries and cultures. These stalls included: Henna painting, Origami, Japanese dance, Indian traditional games, art displays and art activities.

Year 5 and 6 students were also able to sample foods from many different cultures. Parents also entered a dish into the inaugural 'Harrisdale Curry Cup' event. Parents prepared dishes that were based on their family culture and history. The money raised was donated to the Fremantle Multicultural Centre, to assist new immigrants in our community.

Following our school Harmony Day, we collaborated with Satterley and the City of Armadale for the annual Heron Park Harmony Festival at Bakers House. The HASS team set up a stall on the day and sold a selection of teas, that were very popular with the wider Harrisdale community on the day.

In July, we celebrated NAIDOC day with a visit from respected indigenous musician Gina Williams. The presentation focused on the importance of keeping Noongar language and culture alive. The students learned about indigenous culture and sang a whole school version of the Wanjoo song.

In 2019, we look forward to continue to grow as a learning area and encourage our student's to have an interest and wonder in the world around them.

Darren St Quintin

HASS Team Leader



Health

2018 saw a mixture of consolidation and new ideas for Health at Harrisdale. To begin, our staff participated in some professional development centred around our chosen whole school social and emotional wellbeing program, Friendly Schools Plus. We were fortunate enough to have one of the resources primary authors, Erin Erceg, deliver a comprehensive and highly engaging presentation. Erin highlighted how the resource should be used within the classroom to support our students and as a whole school initiative. Feedback received from staff stated the session had helped to extend their understanding of the content and confidence implementing lessons.

Harrisdale students again participated in the annual 'Great Veggie Crunch'. The Pre-Primary and Year One children further broadened their knowledge of the importance of having a healthy diet with a visit to our

local Woolworths. Here they embarked on a 'Fresh Foods Kids Discovery Tour' in which they learnt all about eating a balanced diet.

Unfortunately in 2018 Harrisdale PS had an interrupted Chaplaincy Service with our regular Chaplain taking maternity leave. It is an important pastoral care service provided for our students so we will be looking for a suitable replacement for 2019.

The Health Team successfully planned its inaugural Wellness Week. Wellness Week focused on maintaining healthy minds and reminded both staff and students that mental wellbeing is just as important as physical health. The whole school dressed in yellow to highlight RUOK? Day with the gold coin donations from the students totally \$519.50! This money was donated to the Kookaburra Kids, an Australian children's foundation that supports children living in families affected by mental illness. The highlight however from the children's perspective, was the conversion of the Undercover Area to a lunchtime 'Zen Den'. The 'Zen Den' is back in 2019 and provides a calm and quiet space for students to relax and reset for the afternoon.

Mrs Emma Longden

Health Leader



Crunch!

PIC•COLLAGE



Physical Education

At Harrisdale Primary School we are committed to nurturing healthy, happy students, with a focus on fun and participation. Our aim is to provide all students with the necessary skills and knowledge to carry them forward as they become healthy, active young adults who understand the importance of lifelong participation in, and enjoyment of physical activity for mind, body and soul.

Every child participated in a minimum of two hours physical activity each week through a broad range of

programs designed to get students up and active, including Running Club, Specialist Physical Education lessons, lunch-time activities, led by dedicated sports leaders and our Whole School Faction Fridays comprising of Junior, Middle and Senior Sport sessions.

With the use of Sporting School Grants, students received specialist-delivered programs in Touch Rugby, Tennis, Cricket and Basketball throughout the year. These programs have maximised participation and developed a vital understanding of health and sport so that our students can make informed choices about their health and enjoy being physically active.

Students participate with confidence and build strong relationships with their peers. With the implementation of the Western Australian Curriculum we have been focusing on fundamental movement skills, game sense and the skills necessary to develop active participants in different sporting disciplines.

In 2018, our students were involved in many school and Inter-school sporting events. These events included Summer Carnival, Winter Carnival, Cross Country and Athletics. Harrisdale PS finished in second place at the both the interschool athletics and cross country carnival, our best results in our short history. Batavia (Yellow faction) again won the whole school faction carnival for 2018, making it a 3 peat. Congratulations.

We had over 350 students and family members throughout the year coming together to get active and ready for the school day at our weekly Runners Club. Cumulatively students, parents and family members covered over 3300 kms throughout the year! This is approximately the distance from Harrisdale to Melbourne which is (3472 kms). Well done to all.

2018 was a great year for our Sports fundraising events, in particular the Colour Run in term 4 where we combined with our P&C and raised in excess of \$6000. This event was spectacular and really encapsulated the the positive vibe of sport within the school and community. Thank you very much to the school P&C who contributed heavily to making this event such a success.

Mr Aaron Buckenara and Mr Tommy Joyce.

Physical Education Specialists



Visual Arts

Visual Arts enjoyed another rich, creative and successful year at Harrisdale Primary. The Visual Arts program provided all students from Pre-Primary to Year 6 with high-quality and challenging content that explicitly addressed the Arts Curriculum. The students studied a variety of different art mediums, which included: ceramics, sculpture, drawing, painting, collage, pastels and lino printing. Technologies were integrated into the lessons through the use of iPads to enhance and supplement learning, together with the crucial main focus of traditional hands on art skills. Each student was given the opportunity to develop a portfolio of work over the year, which provided a valuable tool for critical self-reflection and creative learning. Sustainability in the form of recycling, was a major focus of student art work in 2018.

The students regularly had the opportunity to showcase their artwork throughout the school, particularly in the Administration block where a permanent display is housed.

Inclusive education continued to play an important role in the Junior and Senior Art rooms, with all students participating in WA Therapy Focus's annual book illustration competition. Students were also provided with the opportunity to explore the work of national and international artists, which included local, notable Indigenous artists.



Lunch time art clubs were well attended in both the Junior and Senior Art rooms, with many students choosing to enthusiastically attend every week over the whole year.

Samantha Weldon

Visual Art Specialist Teacher

Music

In 2018, our Music program continued to flourish in many ways. Students in classroom music lessons continued to develop their music playing, note reading and appreciation, while extension classes in instrumental music and choir grew in popularity and skill level.

Our choir of eager singers from years 4 to 6 performed in many events including the ANZAC assembly, Heron Park Harmony Festival, Christmas Carols at Stockland

Harrisdale and the Twilight Concert, as well as presenting our first ever musical theatre production: Roald Dahl's, "Little Red Riding Hood and the Wolf".

In class music, our junior students developed and consolidated their understanding of musical elements, differentiating between high and low, loud and soft, fast and slow, while learning to use graphic and rhythmic notation to record and perform their musical ideas. Year 3 and 4 students enthusiastically brought their recorders to school each week to learn performance pieces while working towards their White, Yellow and Orange Belts in Recorder Karate. They also learned to improvise and recreate melody patterns using their voice and tuned percussion instruments. Senior students played improvised and learned pieces on tuned and untuned percussion instruments; learned about music from many different times and cultures; created short movie soundtracks on Garageband and iMovie, and learned to read and play staff notation through the Ukulele Karate program. Across the school, all students learned all about Jazz music, culminating in an interactive performance by the famous Perth jazz group, "Adam Hall and the Velvet Players".

Across the school, students learned and performed whole school songs for many special events and rounded out a fabulous year of music education with our End of Year Concerts for Kindy, Junior and the Year 3-6 Twilight Concert.

Ms Lynda Pateman & Mrs Lisa West



Music Specialists



Languages - French

The Languages program was implemented at Harrisdale Primary School from the beginning of 2018. This was in alignment with the new Languages WA Curriculum and it was taught from Years 3-6, once a week for one hour.

French at Harrisdale PS is taught through a combination of innovative approaches to language learning, following the foundations of the AIM Method (Accelerative Integrative Method) alongside a broad range of communicative and task-based projects.



Our French as a Second Language Program is also delivered through the use of the latest technologies for languages education. Families and classroom teachers are encouraged to support our students in the use of Seesaw in-between lessons as short video presentations are shared regularly to support the acquisition of French as a Second Language. This approach follows the Flipped Classroom methodology which allows us to fully utilise our lesson time to practise speaking and writing in French, while providing students with differentiation and extension opportunities.

In 2018, students had the opportunity to participate in a French incursion during which they were able to learn and develop their French skills further through a language immersion experience. This incursion was very successful. Student feedback was very positive so it will be repeated again for Years 3 and 4 in 2019.

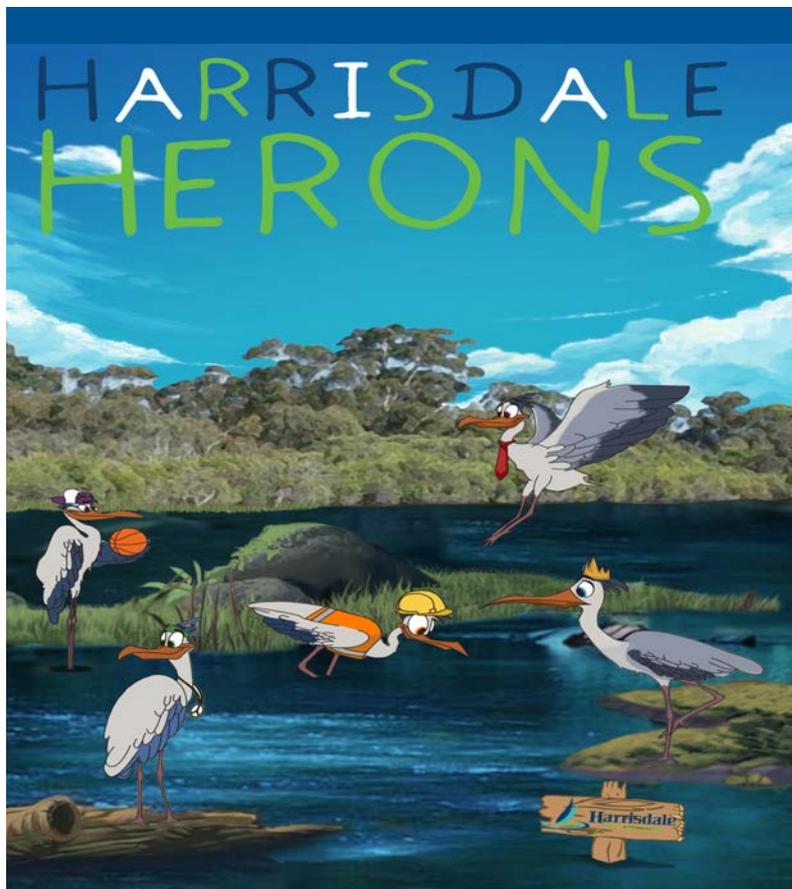
Our students also had the opportunity to explore the language through task-based methodologies as we explored projects that included the study and practise of Parkour for years 5-6. All years explored some French cuisine while making crepes in the classroom and linking this activity to STEM, while analysing the different ingredients we could use. With a heavy focus on cross-curricular activities and the use of digital technologies, students were able to make good progress in the development of French as a second language.

For the first time in 2018, we celebrated Languages Week at Harrisdale PS. This celebration took place in August and we explored a broad range of cultural and linguistic features of the French language. Classroom teachers extended this experience in their own classrooms to give students the opportunity to develop their French skills further. Languages Week will also continue to be celebrated yearly during the month of August at our school.

Mrs Marisa Schiavi

Languages Specialist





Positive Behaviour Support

In 2018, Harrisdale Primary School continued its implementation of Positive Behaviour Support (PBS), which 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.

In Term 2, 2018, HPS staff and students trialled and implemented our behaviour focus areas via a school wide matrix that is visible in every classroom. The 5 areas are:

Respect | Resilience | Responsibility Safety | Excellence

Throughout 2018, students were awarded a 'faction point' for displaying positive behaviours linked to our values and matrix. These points went towards their faction scores and also weekly individual draws. HPS implemented a system where students points were recorded digitally in classrooms and via blue tokens in the playground, which are then entered by the classroom teacher. This system allowed teachers to quickly log tokens, eliminated the need for paper (environmentally friendly!) and automatically track faction scores (No need for manual counting! Yay!) Each week 10 students, via a random draw, won a 'PBS wristband'. At the end of Term 3, we had our very first whole faction reward with Leeuwin faction winning by one point and scoring a free movie session at the end of term in the undercover area.

Moving forward to 2019 the PBS team will:

- Continue to use and refine the 'digital positive behaviour reward system'
- Continue to award weekly individual rewards for students and termly rewards for winning factions. We will also have a 'big' prize where any student who was awarded a token throughout the year goes into an end of year draw to win a big ticket item. Details to come.
- Design a 'PBS Mural' in the school based on Milly Bekkers original Heron design (with a Graphic artist spin as pictured). This wall will alert the school community to 'faction totals and weekly winners'
- Name the 5 Herons/Mascots via a whole school vote.
- Continue planning and implementation of the PBS system to foster a safe and supportive school environment.

Mr Aaron Buckenara

PBS Leader

2018 Review Findings - Conclusion

"The challenges of developing a new school with a rapidly increasing student enrolment with diverse student backgrounds have been met by the leadership and staff of Harrisdale Primary School in an exemplary manner. The student-centred vision, mission,

beliefs and values developed for the school are evident in all aspects of school, teacher, student and community relationships and actions."

"The focus on developing the whole child through the development of contemporary, consistent, well researched and collaborative practice by committed staff is highly evident. The comprehensive business plan provides the foundation for the goals and strategies to enhance and improve student learning and establish connections between students, community and school."

"The school has utilised its resources to ensure access for students to an education that meets their language backgrounds and learning needs. Contemporary practice is evidenced by the use and teaching of digital technologies as a feature of learning processes that respond to the context of the students and their expectations for the future."

"The leadership and staff of Harrisdale Primary School are commended for the development of a safe, calm and inclusive learning environment; for the strategies to involve and engage the community; and for the high level recognition and ownership by students and the community of it being 'their school'."



2018 Review Findings – Areas of Strength

	Areas of strength
Business Plan	<p>Leadership in establishing and implementing a business plan incorporating strategic, high level structures for student learning and to provide staff direction and support in the context of a rapidly expanding student enrolment.</p> <p>The engagement and commitment by leadership and staff in implementing the key areas in the business plan to support the development of a student-centred focus for the school and its community.</p>
Teaching and Learning	<p>The whole-school practices in literacy and numeracy, including blocks of time, operational planning, scope and sequence charts, and the Harrisdale Primary School Lesson Design that ensure consistency of approach in all year levels.</p> <p>The opportunities for collaboration within year levels.</p> <p>The guidance provided to teachers through an effective leadership structure and in-class support.</p>
Student Performance Monitoring	<p>The detailed Whole-School Assessment Schedule that provides clear guidelines for teachers to follow when gathering data on their students.</p> <p>The effective analysis of the data that is collected to measure the progress of individual students, classes, year levels and the whole school.</p>
Program Delivery	<p>Inclusive school practices that acknowledge each student’s cultural background.</p> <p>The safe learning environment that allows staff and students to focus on the core business of teaching and learning.</p> <p>The willingness of staff to give their time to run activities out of school time.</p>
Resourcing and Support	<p>The quality of self-review and planning that supports the distribution of resources to meet student needs.</p>
School Board	<p>Ensure access for all members to suitable board training.</p> <p>Ensure that the board evaluates its own performance as a regular part of its operations.</p>

Enrolments

Enrolments continue to grow rapidly at Harrisdale Primary with student numbers well over one thousand by the end of the 2018 school year. Such large student numbers continue to cause ‘accommodation’ issues as we struggle to find available spaces to run all of our classes and additional programs (extension, intervention, instrumental music, therapy etc.). Unfortunately, planning forward to 2019 we were unable to accommodate all our kindergarten enrolments and were only able to offer kindergarten places to those students who lived within our boundary and had older siblings enrolled at our school. This will continue to be an issue until Harrisdale North (planning name) Primary opens in 2021. Students with a language Background Other Than English (LBOTE) constitute a significant proportion of our students. Because of the significant LBOTE population, language rich programs strategies are prioritized, and benefit all students. The cultural diversity of our student population adds great value to our school community and mirrors the wider Harrisdale Community.

Whilst our Aboriginal students are a small percentage of our population, we value and embed the principles of the Aboriginal Cultural Standards Framework throughout all learning areas and seek to raise awareness of the original custodians.

Year Level	K	PP	1	2	3	4	5	6
Student Numbers	119	161	175	162	133	109	103	96
							TOTAL	1058



Attendance

Regular ATTENDANCE is considered 90%, or, missing no more than one day a fortnight. Developing the habit of going to school every day is vital so children do not miss out on important ideas and skills they need for future learning.

What we found:

Attendance rates at Harrisdale Primary School in 2018 were 1.7%, above the state average of 92.6%. Harrisdale Primary monitors student attendance

regularly. Attendance was strongest in Years 3, 4 and 6. Attendance was lowest in Years 5 and Kindy.

Whilst the school has a strong focus on reducing absences due to midterm vacations or extended absences overseas, similarly to last year, there was limited improvement in this area due to the fact that many families are from overseas and take extended leave

to spend time with family. We will continue to communicate the impact these absences have on student progress.

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	93.9%	94.2%	93.7%	95.3%	88.5%	80.7%	94%	94.1%	92.6%
2017	94.6%	94.9%	93.8%	93.9%	91.3%	81.2%	94.6%	94.8%	92.7%
2018	94.3%	94.2%	93.7%	93.9%	90.6%	80.8%	94.3%	94.2%	92.6%

ATTENDANCE TARGETS-

Collection Period	2016 Sem 2	2017 Sem 2	2018 Sem 2
To continue to align to, or better, like schools with overall attendance percentages.	94% Achieved	94.6% Achieved	94.3% Achieved
Students with attendance rates 'severely at risk' (Below 60% attendance) will be reduced.	1.2%	0.6% Achieved	0.7% Achieved

Recommendations for Improvement:

- Continue to encourage parents to maximise their child/s attendance to give them every chance of succeeding.
- Continue to follow up on unexplained absences.
- Continue to communicate the impact extended absences have on student progress.



Harrisdale PS Business Plan: Targets in 2018

A discussion with our School Board around our schools's Business Plan targets suggested that perhaps the target we had set for ourselves around 35% of students in Year 5 achieving proficiency bands 7 or above, may need to be reviewed during the development of our next Business Plan Cycle. It is a target we've struggled to achieve, however we have managed to achieve the similar Year 3 target (Band 5) on a consistent basis. Is this a result of needing to consolidate and embed our whole school literacy strategies even more so or a case of the target being too challenging? Remembering that we've had a great influx of students adding to our cohort tested each year as we have grown.

	Numeracy	Reading	Writing	Spelling	Grammar & Punc.
Align to, or better Year 3 NAPLAN performance against like schools.	-9	-21	+1	0	-3
Align to, or better Year 5 NAPLAN performance against like schools.	-25	-35	-2	-9	-30
Years 3 - 35% of students achieve proficiency bands 5 and above.	39%	50%	55%	47%	52%
Year 5 - 35% of students achieve proficiency bands 7 and above.	21%	28%	13%	32%	30%

Achieving	Not Achieving
-----------	---------------

BUSINESS PLAN TARGETS		GREEN	ORANGE	RED
1	The National School Opinion Survey reflects positive Community, Staff and Student perception (items ranking 3.5 or above)			
2	100% of teachers use the Harrisdale Lesson Design structure for lesson delivery.			
3	100% of teachers are engaged in peer observation and feedback and reflection against the AITSL standards.			
4	To continue to align to, or better, like school with overall attendance percentages.			
5	Students with attendance rates 'severely at risk' (below 60% attendance) will be reduced.			
6	Magic 1,2,3 will be used, and visible in classrooms, by 100% of staff for behavior management in classroom.			
7	Align to or better, Year 3 NAPLAN performance against like schools.			
8	Align to or better, Year 5 NAPLAN performance against like schools.			
9	Year 3 – 35% of students achieve proficiency bands 5 and above.			
10	Year 5 – 35% of students achieve proficiency bands 7 and above.			
11	100% of students are provided opportunities to learn with digital technologies.			
12	More than 80% uptake in the year of the Harrisdale Primary School BYOD Program (Year 4/5 student ONLY).			
13	100% of teaching and support staff are engaging in the use of Apple Technologies to support learning in the classroom.			
14	80% of PP students are achieving the on-Entry Assessment national standards (0.5) in Literacy and Numeracy			
15	School Self-Assessment identifies 7 National Quality Standards as progressing from amber to green.			



Parent Survey Recommendations

It was very encouraging to read the positive and respectful comments as written by the parents in the survey. On the whole, we can be proud of the way our community perceives the work of the school, and in particular, the dedicated and caring staff.

We will continue to recruit teachers, who not only provide great learning programs for our students but who also demonstrate a high level of care.

The local community also value the school buildings and grounds and how well these are maintained. We will continue to prioritise the upkeep of both.

We will continue to aim to achieve parent satisfaction in these surveys by continuing to address the highest positively rated items.

We will continue to work with our School Board and P&C to build and maintain relationships and engage our local community in the school.

Some of the lower rated items can be addressed through continuing to endeavour to build good relationships and work in partnership with our local community.

Parent Comments:

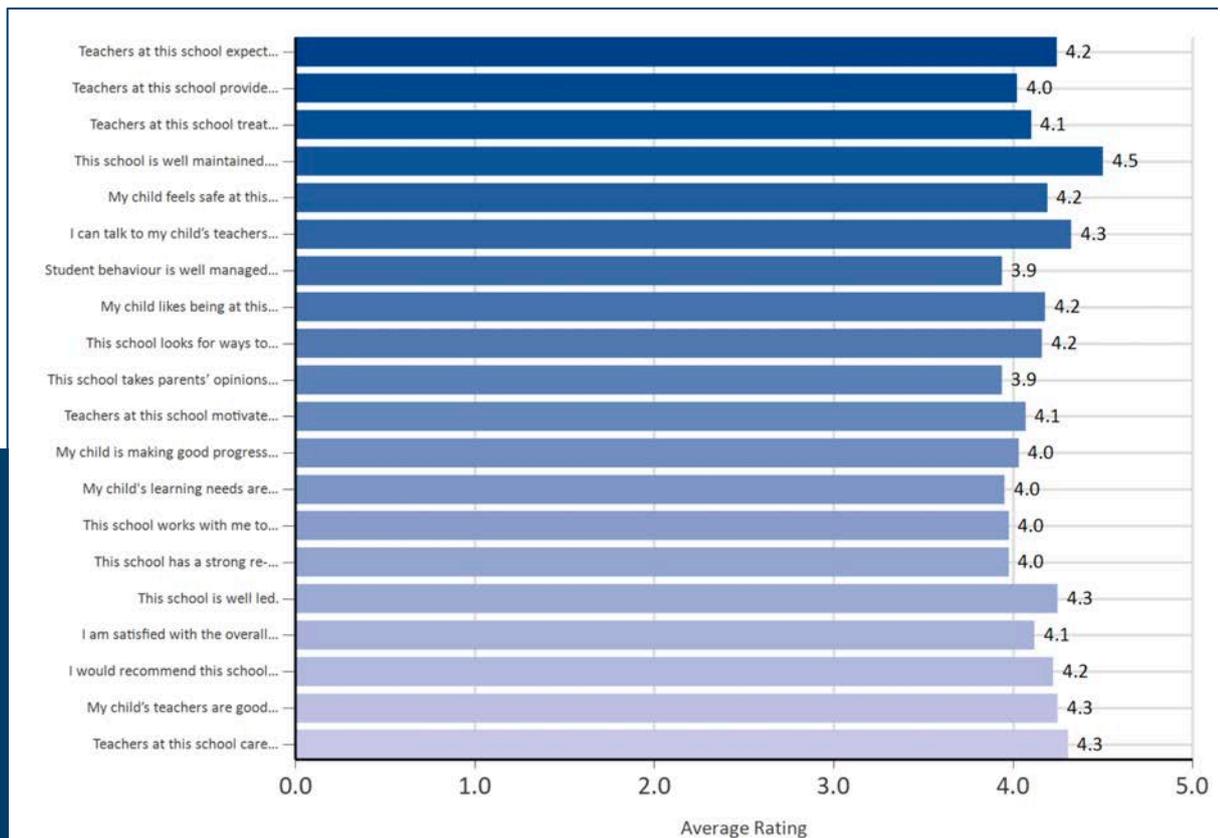
“For a school with such large student numbers, it is well organised and from our experience, the school is very inclusive and all the needs of the students are met.”

“Great teachers, fantastic facilities, great structure and very caring staff.”

“The school has a positive outlook. The staff are friendly and genuinely concerned about your child’s progress.”

Recommendations Include:

- Continuing to communicate with parents about their child’s learning through parent meetings, case conferences, the development of IEPs etc.
- Improving our methods of communicating with parents on an ongoing basis.
- The school will continue to encourage positive behaviour expectations through the PBS Framework.
- We will also continue to articulate high expectations regarding behaviour, timely follow-up and consequences for students not following classroom and school rules.



Average Ratings for Parent Responses:

The business plan target of responses/ ratings sitting above 3.5 was met.



Student Comments:

“Things that I enjoy most at Harrisdale Primary School is the love and happiness.”

“Everyone is kind, it’s easy to make friends, the teachers are considerate and you get to use iPads and Macbooks.”

“The teachers are encouraging when I do my work.”

Student Survey Recommendations

It was also very encouraging to read the positive and respectful comments by the students in the survey. We will continue to aim to achieve student satisfaction in these surveys by continuing to address the highest positively rated items.

Some of the lower rated items can be addressed through reading student comments for improvement. In addressing these comments from the survey, student voice will have been heard and their opinions taken seriously.

L3 teacher and Yr 6 teachers to set up regular meetings with student leadership group in 2019.

The school will continue to encourage positive behavior expectations through the PBS Framework.

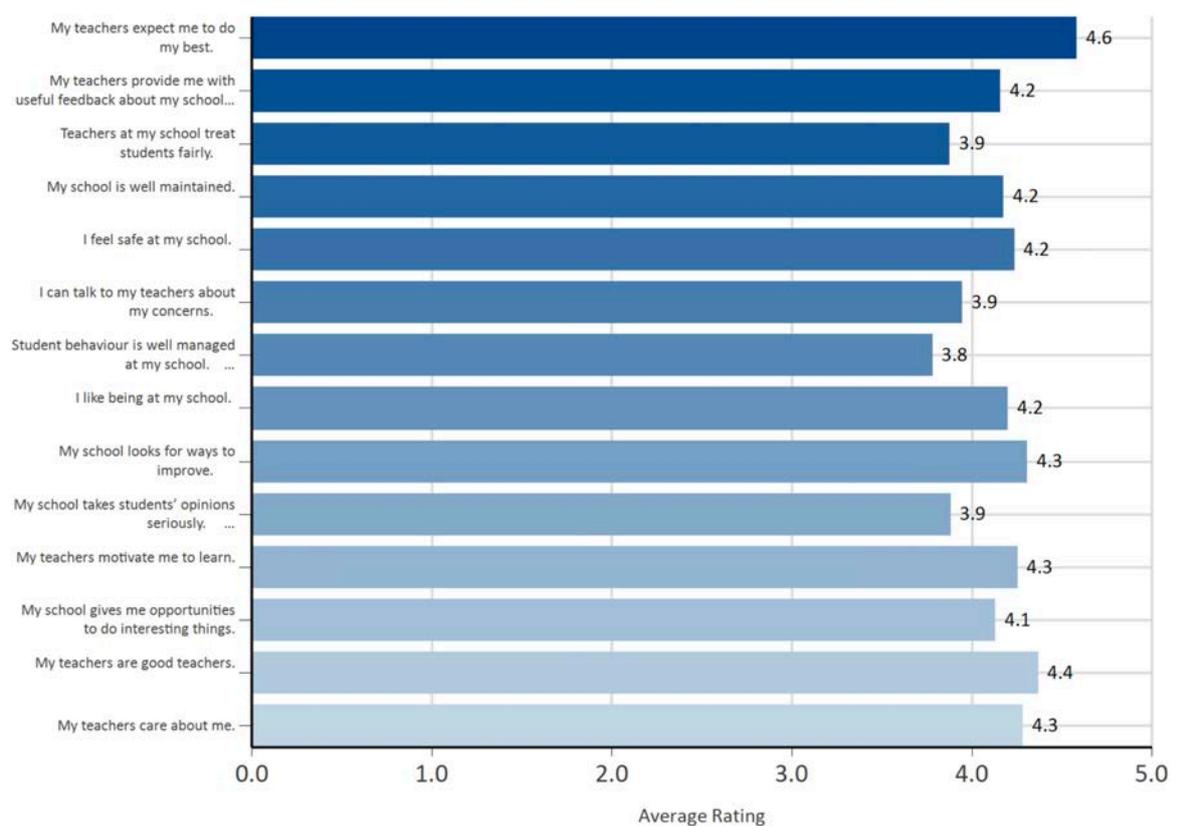
High expectations regarding behaviour, will be articulated and timely follow-up and consequences for students not following classroom and school rules will occur.

Continue to provide student services and school chaplaincy services for students with social/emotional needs.

Discuss with staff –how can students talk to teachers about their concerns?

Average Ratings for Student Responses:

The business plan target of responses/ratings sitting above 3.5 was met.





Severe behaviours are not common, with only three suspensions recorded in 2018



PBS will continue to be a major focus across the whole school into 2019, setting high behavior standards for all.

Behaviour

As depicted in the behaviour data collected in 2018, we are very fortunate to have a fantastic group of students at Harrisdale Primary School. For a school of over 1000 students, we have very few behaviour issues and these are dealt with directly as they occur to support students to make better choices regarding their behaviour.

Many of the negative behaviours that are recorded have occurred in the playground. This is partly due to a lack of outdoor space at Harrisdale Primary School and such large numbers of students trying to share this space.

Most behaviours that are dealt with at an administration level can be sufficiently addressed with detention or reprimand as a consequence to deter students from repeating negative behaviours.

As mentioned earlier, in 2018 we shifted toward a having a greater focus on Positive Behaviours through PBS at Harrisdale Primary School. This supports staff to teach students expected behaviours and also allows for opportunities to recognize and reward those students who are consistently demonstrating good behaviour.

Negative Behaviours									
N0	N1	N2	N3	N4	N5	N6	N7	N8	N9
0	0	4	25	14	2	53	0	0	41

Negative Behaviour Categories

Code	Suspension Category
N1	Physical aggression toward staff
N2	Abuse, threats, harassment or intimidation of staff
N3	Physical aggression toward students
N4	Abuse, threats, harassment or intimidation of students
N5	Damage to or theft of property
N6	Violation of Code of Conduct or school/classroom rules
N7	Possession, use or supply of substances with restricted sale
N8	Possession, use or supply of illegal substance(s) or objects
N9	Negative behaviour - other

Actions taken with behaviour issues

Code	Action Category
S	Suspended
W	Withdrawal
I	Intention to Suspend
D	Detention
R	Reprimand
L	Loss of Privilege
O	Other

Actions						
S	W	I	D	R	L	O
3	12	3	59	24	19	4

NAPLAN COMPARATIVE PERFORMANCE

NAPLAN is one assessment on one day and represents a snapshot in time of how our students perform in literacy and numeracy against 'like' schools and against schools within our state and nationally. It is the measurement by which schools can be compared by our system.

In 2018, Harrisdale's Comparative Performance sat within one standard deviation of the predicted school mean in all areas tested, except in Year 5 reading.

2016 to 2018	At, below or above like schools
Numeracy	Above Like Schools
Reading	Below Like Schools
Writing	Above Like Schools
Spelling	Above Like Schools
Grammar & Punctuation	Slightly Below Like Schools

*41 students out of a possible 99 tested in 2018 reflect our school's stable cohort.

STABLE COHORT

The stable cohort of our school are those students that were assessed in Year 3, remained at Harrisdale PS, and then were assessed again in Year 5. In 2018, of the 99 students, assessed in Year 5 NAPLAN, only 41 of these students attended school at Harrisdale PS in Year 3 (2016). They make up our stable cohort.

NAPLAN Comparative Performance Summary

	Year 3			Year 5		
	2016	2017	2018	2016	2017	2018
Numeracy	-0.9	-0.0	-0.4	1.4	-0.6	-0.2
Reading	-0.8	-0.4	-0.9	1.1	-1.2	-1.0
Writing	-0.7	1.0	0.3	0.5	-1.3	0.5
Spelling	-0.3	1.0	0.0	0.5	-0.5	0.1
Grammar & Punctuation	-0.7	0.7	-0.3	-0.3	-1.2	-0.7
Student Numbers	44	82	128	42	77	99

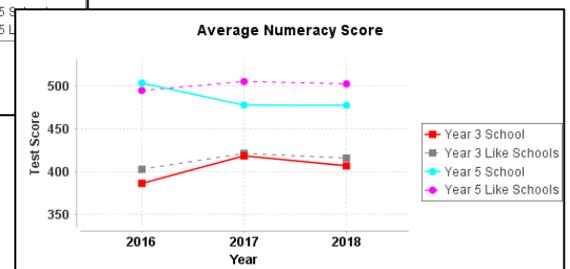
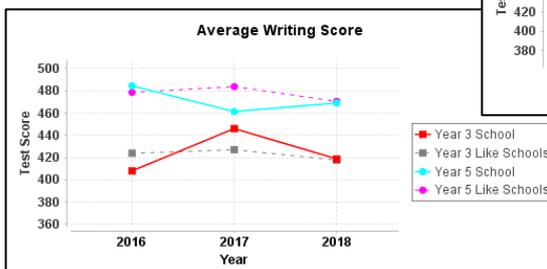
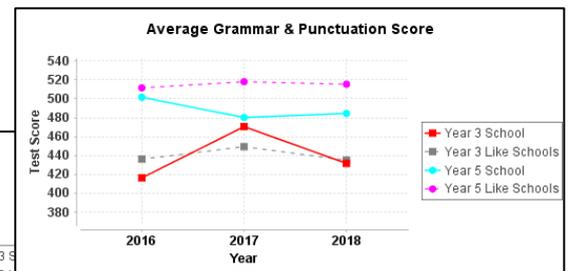
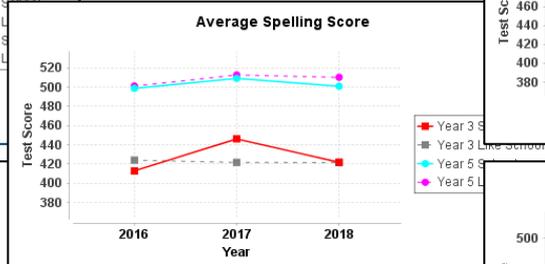
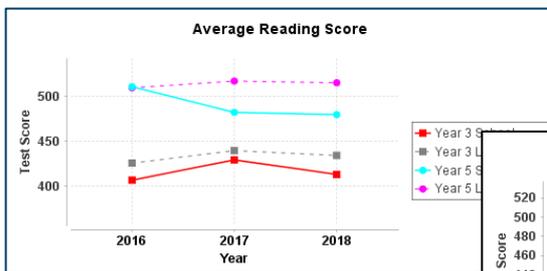
Year 3:

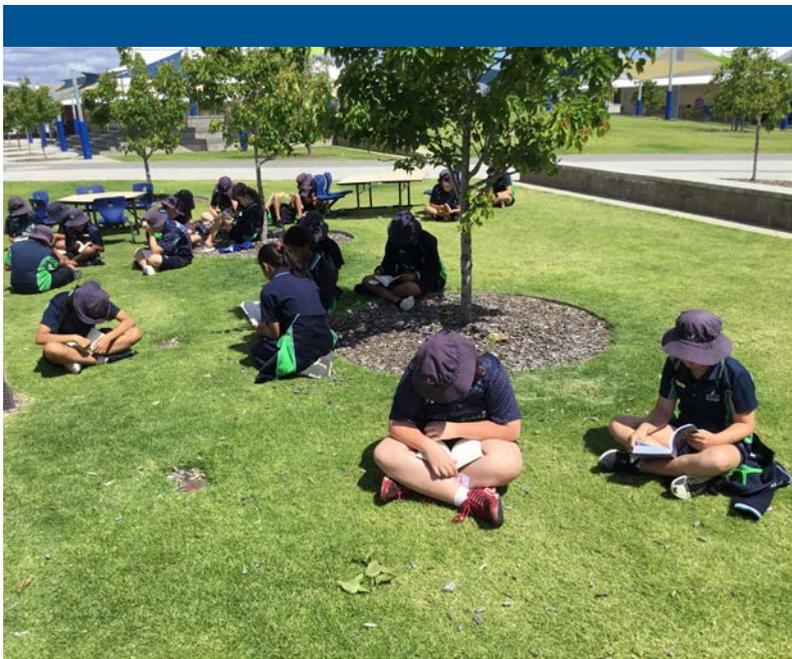
If you look at the 2018 column, the 'yellow' in all areas tested indicates our students' performance is within one standard deviation of the predicted school mean, however with reading sitting at 0.9, this is certainly an area we will be looking to improve in future years (please see **Recommendations for Improvement** section for more).

Year 5:

2018 saw our year 5 student performance sit within one standard deviation of the predicted mean in all areas tested, except for reading. Similarly to the Year 3's, this is certainly an area we will be looking to improve (please see **Recommendations for Improvement** for more).

We are of the belief however, that the online testing format may have contributed to this result (please see **Factors Contributing to Performance** for more).





NAPLAN – Factors that could contribute to performance

New members of Staff – At HPS, we have had more than 20 new teaching staff each year to induct into Harrisdale Lesson Design and the key strategies the school is implementing for teaching and learning. A stable cohort of staff should eventually see key programs and strategies implemented at the highest level.

Within the group of new staff the school inducts each year, is a substantial group of **graduate teachers** (13). Whilst their level of hard work and commitment cannot

be questioned, they are still developing their knowledge and understanding in the areas of teaching and learning (especially literacy and numeracy) and in time, will develop into proficient and highly competent teachers. This process takes a little time but we are confident we have a great group of graduates beginning their careers at HPS.

Rapid increase in student numbers – HPS continues to be the most rapidly growing primary school in WA. Student numbers show our stable cohort of students represent less than 50% of our NAPLAN students tested in Year 5.

However our stable cohort did not perform as we would have expected in Reading and Punctuation & Grammar, and this is something we will investigate further. We do believe that perhaps the online format may have presented a few problems for students in the first year of online testing.

NAPLAN Online – 2018 saw HPS students in the first cohort of NAPLAN Online. There was a shift from paper-based text to the online format and whilst our students are capable users of technology, we do feel the online format had some impact. Students may have been over-confident selecting a button and not used the time permitted to really answer the questions well. Teachers who were present during the assessment, reported some students finished well before the forty minute time allowed. We believe that those students may not have switched screens to reference the text and check for understanding.

Home Reading is really well supported by families in the early years of schooling. We need continuing and regular home reading to occur in the older age groups too.

Do they read enough at school? This is an area we will focus on in 2019; building a school with a positive reading culture and ensuring that students are given the opportunity to read at least twice a day, every school day.

Punctuation & Grammar results we felt should be higher and we questioned how we are teaching this to our students. Has this become incorporated into the writing program without being **explicitly taught** as a 'stand alone' subject? Again, this will be focused on in 2019.

Our team of teachers have worked solidly on their mathematics teaching over the last few years, and whilst we have not caught our like schools yet, the foundations are there. The introduction in 2018 of the RUCSAC problem solving strategy should see gains in the future. Comprehension remains a pivotal factor because you need to be able to understand a problem to solve a problem.

Recommendations for Improvement

General Strategies to improve student achievement:

- As 2018, was our first year of the NAPLAN online assessment, we feel there is still more work to be done in preparing students for the assessment. This is not to say as a school we focus on NAPLAN, but we do work towards giving the students the exposure and skillset to work within the online platform.

- Observation and feedback- It is important for teachers and their development, that they receive

feedback from members of the executive team and from their colleagues/peers. Being observed, receiving constructive feedback, reflecting on the lesson and being coached towards improvement goals will be further enhanced in 2019 to improve teaching practice at HPS.

- At HPS, we have developed an explicit lesson design (based on the research of John Hattie) that all teachers are required to use in their lessons. Ensuring greater understanding of why we need to teach explicitly and greater fidelity to our explicit lesson design should lead to connected practice between all teachers and year levels.
- Further developing our knowledge and understanding around the research by John Hattie on what has a positive impact on student learning will continue to be a focus in 2019.
- The external reviewers in Term 1, 2018 complimented the school on its strategies and processes in place. We do need time however, to really embed these strategies and consolidate with not only a stable cohort of students, but a stable staff, too.
- Continue Accountability Meetings. At HPS, classroom teachers are aware of literacy and numeracy targets for their year level to work towards with their students. At the end of the year, these targets are reviewed and discussed through individual accountability meetings.

NUMERACY

- Teachers in 2019 will incorporate questions from the online platform into lessons across all Mathematics strands.
- In second semester, 2018, the school introduced RUCSAC (Read, Understand, Choose, Solve, Answer, Check) as a strategy for solving word problems in Mathematics. Whilst this would have no impact on 2018 performance, it is anticipated that the consolidation of this strategy will assist students with mathematical problem solving in the future. This strategy does rely on comprehending or understanding the problem so you can see there is a strong link between reading and problem solving. We will continue this focus in 2019.
- In Term 4, lead teachers representing each year level began work on term overviews in Mathematics. These overviews will be developed for each term and give every classroom teacher further guidance and structure for the teaching of Mathematics.

LITERACY

- From what we know about reading to learn, the explicit teaching of reading strategies for comprehension is paramount. Students should be reading repeatedly (two to three times) every day to develop fluency and they should be learning strategies to help them understand what they read. We will be re-visiting 'First Steps' reading strategies in 2019.
- As in Mathematics (above), an overview for each year level in reading is planned to be developed.
- 2019 will see HPS develop a stronger reading culture in the school. All members of staff will play some role in promoting a love of reading and





Recommendations for Improvement...cont'd

exposing students to reading for enjoyment. For example, reading boxes around school, reading areas/libraries in classrooms, greater library exposure and storytelling times etc.

- Home reading is crucial in developing student fluency and understanding. No matter what age or year level the student, HPS will be promoting Home Reading.
- Continue daily repetition of key ring words (sight and high frequency words).
- Intervention program in junior primary. In 2018, a reading intervention program (Quick 60) was introduced in Year 1 to provide some intense intervention for students not likely to meet reading targets. This program was monitored and produced some pleasing progression for students. This will be expanded to include Years 2 and 3 in 2019.
- Focus on explicit teachings of Punctuation and Grammar. This should not just be a rotation activity during writing lessons.
- Writing/Spelling – Continue and sustain our Talk4 Write program and Letters and Sounds/Words Their Way.

Glossary of Terms

Probe Assessment

Reading Assessment used by the school to determine a student's comprehension level above a level 30 in Oxford Owl.

Oxford Owl

Reading Assessment used to track reading progress in PP-Y6. Reading levels range from 1-30.

BrightPath Assessment

Online Writing Assessment tool that supports teachers in making fair judgements on student writing samples.

Talk 4 Write

An approach to teaching writing in a scaffolded way, that focusses on the importance of 'talking the text' before writing. **NAPLAN**

On-Entry

An assessment to provide teachers with information about the literacy and numeracy skills that a child brings to school.

PAT Assessment

Progressive Achievement Tests (PAT) are series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas.

Frist Steps Diagnostics

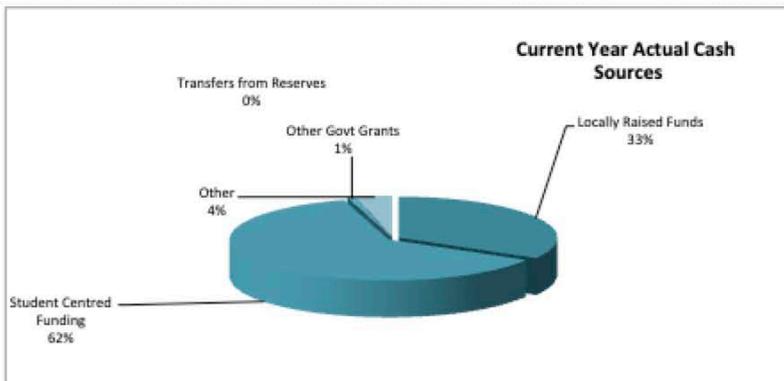
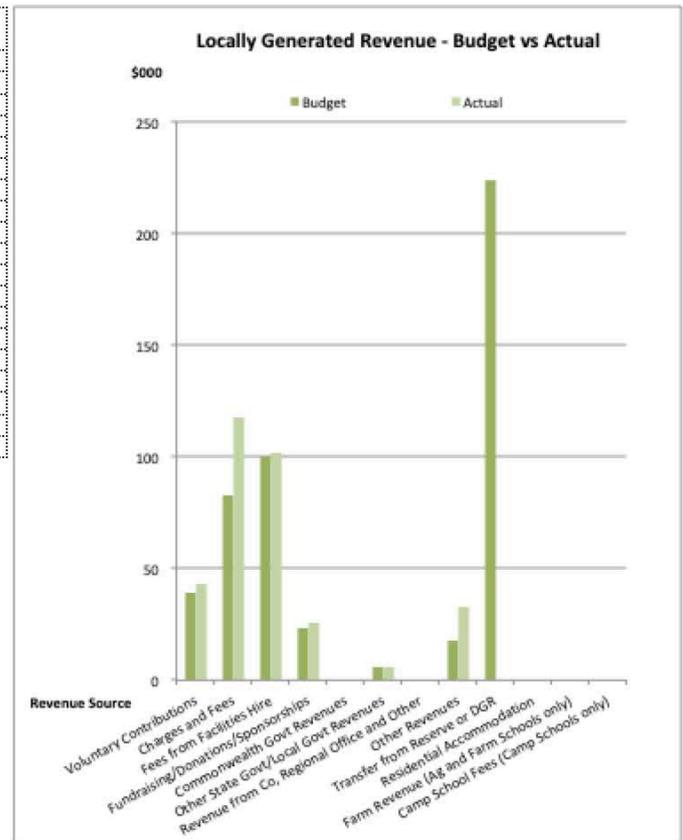
Individual tasks that explicitly focus on a students ability to understand and apply the core concepts of mathematics.

Pedagogy

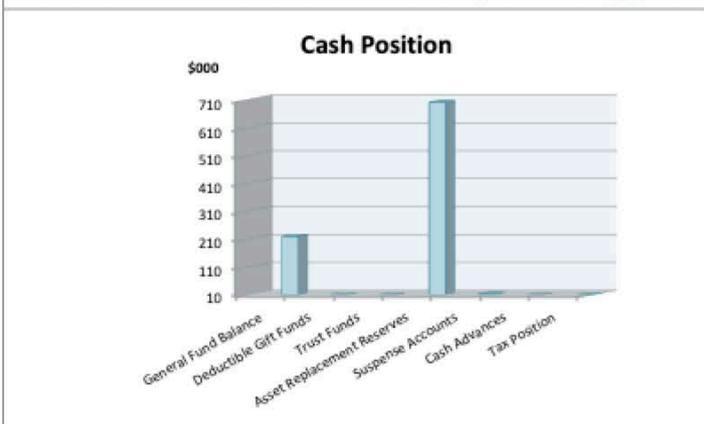
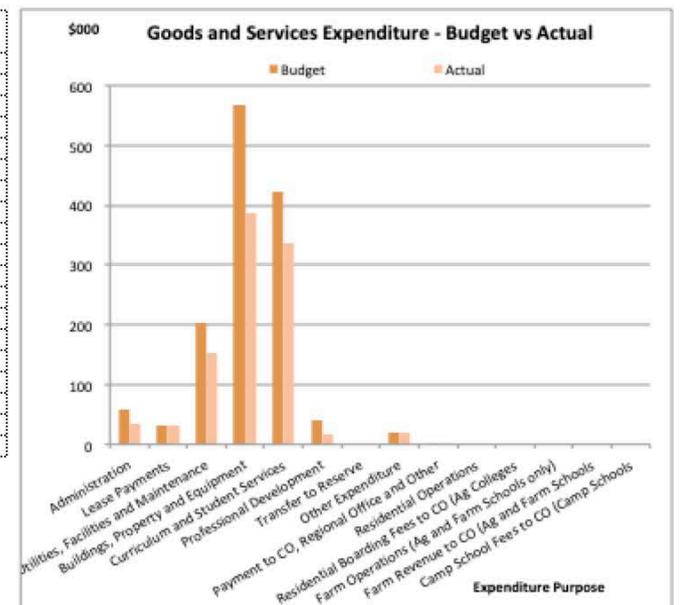
The function or work of a teacher; teaching. The art or science of teaching; education; instructional methods.

Financial Summary Report (as at March 2018)

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 39,140.00	\$ 42,840.86
2	Charges and Fees	\$ 83,015.95	\$ 117,331.56
3	Fees from Facilities Hire	\$ 100,000.00	\$ 101,914.91
4	Fundraising/Donations/Sponsorships	\$ 23,646.00	\$ 25,910.07
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 6,193.00	\$ 6,192.73
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 17,582.54	\$ 32,700.51
9	Transfer from Reserve or DGR	\$ 224,000.00	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 493,577.49	\$ 326,890.64
Opening Balance		\$ 335,919.00	\$ 335,919.02
Student Centred Funding		\$ 512,150.80	\$ 536,289.76
Total Cash Funds Available		\$ 1,341,647.29	\$ 1,199,099.42
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 1,341,647.29	\$ 1,199,099.42



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 58,080.67	\$ 34,070.40
2	Lease Payments	\$ 30,759.00	\$ 30,907.56
3	Utilities, Facilities and Maintenance	\$ 201,979.00	\$ 153,364.22
4	Buildings, Property and Equipment	\$ 568,254.80	\$ 386,557.02
5	Curriculum and Student Services	\$ 422,614.34	\$ 336,893.38
6	Professional Development	\$ 40,000.00	\$ 17,379.10
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 19,939.80	\$ 20,896.25
9	Payment to CO, Regional Office and Other Schools	\$ 20.00	\$ 18.18
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 1,341,647.61	\$ 980,086.11
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 1,341,647.61	\$ 980,086.11
Cash Budget Variance		\$ 0.32	



Cash Position as at:	
Bank Balance	\$ 925,838.88
Made up of:	
1 General Fund Balance	\$ 219,013.31
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 700,000.00
5 Suspense Accounts	\$ 12,343.57
6 Cash Advances	\$ -
7 Tax Position	\$ 5,518.00
Total Bank Balance	\$ 925,838.88



FINANCIAL SUMMARY

Voluntary Contributions

The School Board approved voluntary contributions for 2018 were set at \$60.00 per child, which is the maximum allowed by the School Education Act 1999. Budgeting is based on historical data.

2018 Budgeted Collection Rates based on 1019 Students

Cohort	100%	Budgeted	Budgeted	Actual	Actual
Kindergarten	\$7,200.00	75%	\$5,400.00	73%	\$5,220.00
Pre Primary	\$8,940.00	75%	\$6,705.00	76%	\$6,750.00
Primary	\$45,000.00	60%	\$27,000.00	69%	\$30,870.86

The percentage of revenue received from voluntary contributions in the 2018 was slightly lower than the year before and upon analysis, the slight decrease was reflected in our Early Childhood area.

2018 Actual Collection Rates based on 1076 Students

Year	Enrolment Numbers	100% Charges	Actual Revenue Received	Actual % Paid
2018	1076	\$ 64,560.00	\$ 42,840.86	66%
2017	866	\$ 51,960.00	\$ 34,710.20	67%
2016	580	\$ 34,800.00	\$ 22,227.80	64%

A significant contribution to the locally raised funds was the renegotiation of the Deed of License for Helping Hands Network Pty Ltd our out of school care provider. Additional funding from the Department Of Education for growth has enabled our Reserve funds to remain intact, with expenditure planned for significant student facilities, including a new playground and buildings.

As is reflected in the graphs (on the previous page), Curriculum and Student services, along with Buildings, Property and Equipment were our main areas of expenditure.