



2019 ANNUAL REPORT



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 @Harrisdaleps

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 Harrisdale Primary School



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OUR VISION

Every student successful

OUR MISSION

- Students and learning at the centre of all that we do
- Every student known, valued and cared for



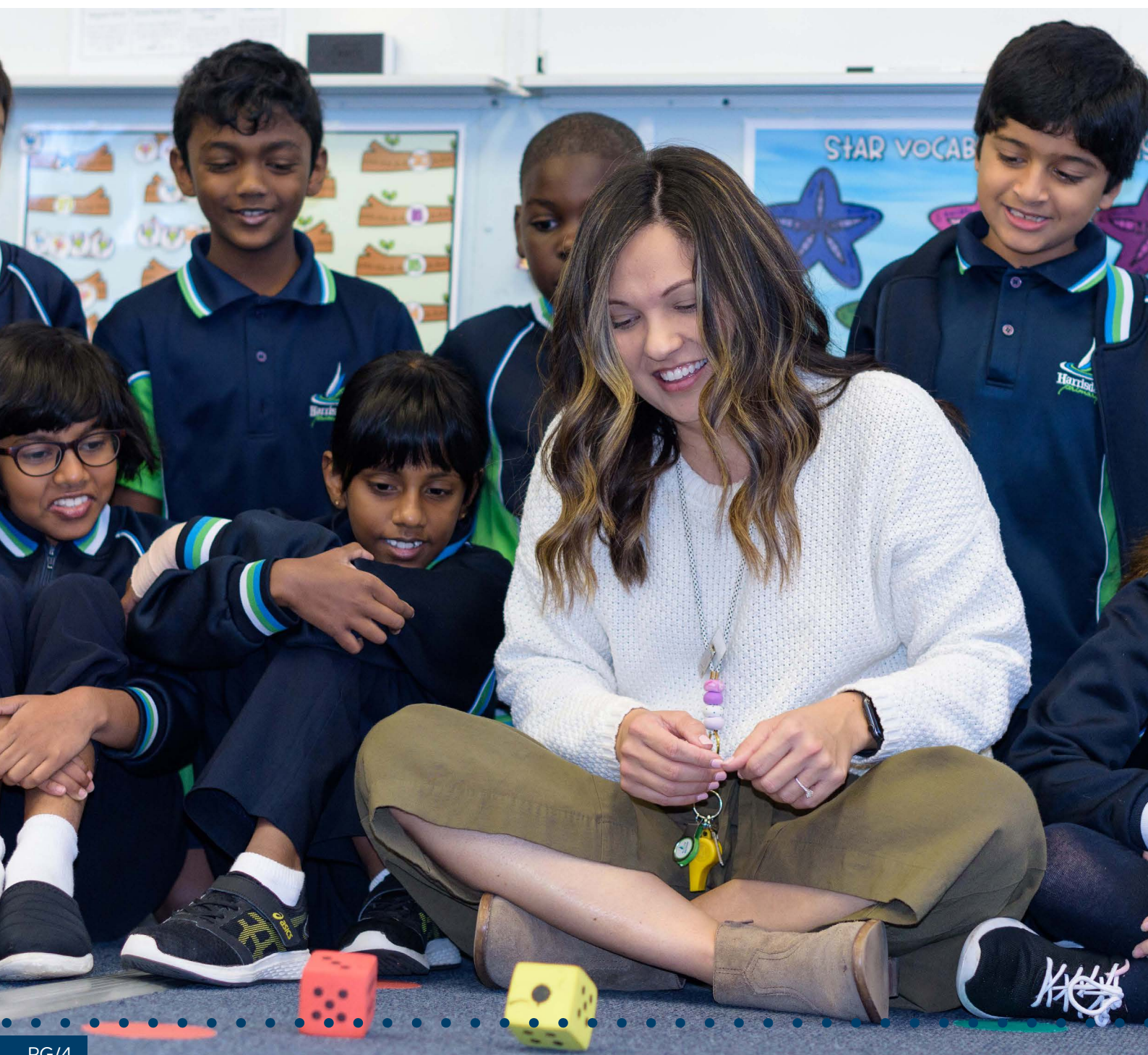
RESPECT

RESILIENCE

RESPONSIBILITY

EXCELLENCE

SAFETY



OVERARCHING KEY BUSINESS PLAN PRIORITIES

STRONG START, STRONG FOUNDATIONS

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 students have the best opportunity to reach their full potential.

FUTURE FOCUSSED LEARNING

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).

HIGH QUALITY TEACHING & LEADERSHIP

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.

ENGAGEMENT & PARTNERSHIPS

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.



Dear School Community Members,

I am privileged to present to our school community, Harrisdale Primary's 2019 Annual Report. The Annual Report provides our community with information about our school and the learning programs we provide. It also provides evidence of the progress we are making towards our planned priorities and targets as set out in our 2019-2021 Business Plan. It is important that as a community we celebrate our successes and acknowledge the journey we have taken. However, it is equally important that we examine the evidence and plan for action and improvement in 2020, so that we may become a great school where 'every student is successful'.

In 2019, a new Business Plan was developed by the staff, and in consultation with the School Board. This maps out our priorities and direction for the next three years. Having come to end of our 2017-2019 plan, we thought very deeply about condensing the plan and making it a more concise representation of the direction and priorities of the school. The four priorities include:

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

The plan maps out the key strategies for each priority area and can be viewed on our website at: harrisdaleps.wa.edu.au or a hard copy is available from our front office.

This annual report is written as a reflection against this plan and its targets.

We continue to focus on Student Success, Excellence and Innovation at Harrisdale Primary. We place students and learning at the centre of our decision-making and we commit to making every student feel known, valued and cared for. Our teachers continue to work hard to provide, enriching, authentic and purposeful learning in their classrooms. Our specialist and pastoral care programs also provide opportunities for students to explore their creativity and curiosity, and pursue their interests. I am grateful for their dedication, commitment and care for our students

When reviewing the year that has been, it's very important for me to acknowledge the great support our school receives from our school community. Having reached student enrolment numbers in excess of 1100 students, it is still so vitally important that we continue to build a great sense of community. The students at Harrisdale continue to impress me with their positive attitude, their pursuit of excellence and their respect for adults and each other. These values and behaviours are a direct result of your parenting, the value you place on education and the support you provide to our school. Thank you.

I'd also like to take this opportunity to thank those members of our community that give their time to help progress our school. Our School Board has achieved a great deal over the past year and this is a credit to all of its members. I'd like to thank Mr Ben Foster for his passionate and positive leadership of the School Board since its inception. He and the Board have worked to provide governance and decision-making that aligns to our school's values and vision for the education of our students. I am grateful for their ongoing support and commitment to our school and Harrisdale students.

The P&C Association have also been very active throughout the school and I thank P&C President, Kirstie Cornwill for her leadership. It fills me with great pride that this small band of parents work tirelessly to build a sense of community and belonging for Harrisdale families. Whilst they have fundraised large amounts of money to fund big projects throughout our school, their ability to bring together our community for events and to create an inclusive and welcoming culture in our school is to be commended.

The achievement of our students in 2019, both in the academic and non-academic arena have been impressive with high quality teaching, learning and pastoral care programs providing the cornerstone to these successes. We have achieved many of our planned targets and have progressed steadily towards achieving others.

I remain honoured to lead Harrisdale Primary School. I look forward to another successful year in 2020.

Karen Duncan
Principal



P&C Report

2019 has been another busy year for the P&C of Harrisdale Primary School. We have had another successful year building and developing our strong sense of community and, importantly, raising funds for the benefit of the school.

I am very proud, and thankful, for the committee we have. For such a large school, THE largest in WA, we have operated on a very small core group of parents who have worked tirelessly to create events for our children to enjoy. Many of our foundation members are transitioning out of our committee due to work commitments, exiting students and sadly volunteer fatigue. I thank them for all their time, energy and passion they have shown to our school.

Financials

This financial year (1 Jan 2019 - 21 Dec 2019) we collected \$5 2701.20. We spent \$53597.43. The summary breakdown is below. This figure highlights that 2019 was more about us raising/spending money to contribute to our community, rather than raising funds for our well managed school.

Income was generated from (not complete income):

Second hand uniforms	\$200.00
Boost (carnival)	\$2 302.72
Colour Run	\$540.10
Crazy Hair Day	\$628.90
Disco	\$7 839.67
Election BBQ	\$532.20
Entertainment Books	\$532.00
Father's Day	\$7 258.55
Mother's Day	\$7 889.40
School Banking	\$88.00
School Contributions	\$7 826.00

Fundraising

2019 events were our staple events, as far as fundraising was concerned. Our even popular Mother's Day and Father's Day stalls were run within school hours, much to the delight of keen little shoppers. The products sold at these events are a combination of commercial products, and local handmade Harrisdale Family businesses. These events require many hours behind the scenes ordering, scheduling and setting up; and during the event sourcing more stock as keen shoppers buy up big for their loved one.

The much-loved crazy hair day and student disco added to our fundraising calendar. DJ Joyce was brilliant and brought more energy than we could muster to the sessions. Thank you to all the teaching staff who get in and dance up a storm with your students. The fun and smiles we see at the disco are worth the sweat that goes into arranging the day.

Inline with our community focus, we provided a gunfire breakfast for our heart-warming ANZAC service and ended the year with the infamous colour run. This year we wanted to celebrate our school community and provided the event fundraising free. However, we did seek donations on behalf of the school for our local RFS, Roleystone. Given the time of year we ran this event, we were just on the tip of a horrendous summer of fires; so, supporting them was a great cause.

Second-hand uniforms

The selling of second-hand uniform has operated on an ad hoc basis this year. This is a new concept that has fallen into the hands of our committee. Uncollected lost property uniforms are provided to us from the school when they have remained uncollected for several months. When there is enough stock available for sale, we have been advertising on our Facebook page. The committee agreed they would not offer the items for less than what our school community is selling for, as we do not want to take away sales from them. This is also a tedious activity but supports recycling and allows all our parents to access cheaper uniforms (and saves you a trip to the Jandakot uniform store).

The P & C really encourages all our parents to ensure they label all their children's school uniform items. We know how costly these items are, so please remember to label to any lost item can be returned to you.

Traffic

The paperwork for a traffic warden has been completed and submitted to the Police traffic branch. There have been several hiccups along the way, but rest assured we are anticipating a response soon. Thank you to the parents who assisted with our car and pedestrian counting. I can honestly say were very surprised by the numbers, but also saddened at the obvious lack of road rules and care many drivers and students displayed.

The school has worked tirelessly since the exponential growth of our community to assist with this issue; they have put in measures to try to streamline much of the congestion and have encourage us as parents to walk, ride or scoot to school. As a committee we continue to support this message.

Looking ahead.

The AGM was held in early February 2020. It was agreed at our last general meeting to hold it in the afternoon, as the feedback we constantly received during the year was that evening meetings are too hard to attend due to family commitments. Unfortunately, we were unable to fill all the executive positions. A new AGM has now been planned for late July.

We encourage anyone to come along. Our priority is to build community within our school. Fundraising events are important to be able to raise funds to contribute to the school when needed but ensuring our entire school family feel welcome and included is important. The committee is not about always being involved, but it helps you hear what is going on around the school, the efforts our administrative team and teachers go to for our children. Please do not be afraid, come along and see for yourself. If you are interested in a position, and looking at building new skills for work prospects, this can be quite beneficial. We would love to see you.

Kirsty Cornwill
P&C President

School Board Report

Writing this report, as part of the Harrisdale Primary School annual report and addressing the school community is always one of the most interesting and rewarding parts of my role as the Chairperson of the School Board. This report is always for me a time of reflection as we review what has taken place in and around our School over the preceding year.

We have all seen how our school has grown, and like our children we have seen a maturing and refining of its sense of self. The year just passed was our 4th year, and our school has become more assured of its place in the world. It was a reflection of this process that during 2019 the leadership team refined both the Vision and Mission statements to reflect what Harrisdale Primary stands for and values as an organisation. The leadership team also developed four priorities around which it has built its 2019-2021 Business Plan. As a School Board, to see our School leaders thinking so clearly and strategically about how best to pursue and deliver on the Vision of “Every Student Successful” gives us great confidence in the direction of Harrisdale Primary under the leadership team.

One of the most satisfying aspects of the way the school has delivered on its first business plan has been the investment in the teaching staff and their professional development. This has taken place alongside a strong commitment to the “The Harrisdale Way” teaching model. The success of the strategies employed by the School are evidenced by so many of the School leaders being “home grown” and the School being selected in 2018 as a Digital Technologies Teacher Development School, and then in 2019 as a Science Technology Engineering Mathematics (STEM) mentor school, notable achievements that we as a community can be very proud of.

The involvement of the community in the school is perhaps most easily seen when the school holds events, the number who turned out for, amongst others, the Twilight Christmas Concert, The performances of Little Red Riding Hood and our Q&A regarding the B-Hive was great to see.

As I finish my report for this year I would like to acknowledge and thank my fellow Board members for their work this year both the parents, staff members, and community members who attend meetings and read papers after long days at work, thank you for your continuing work and dedication to Harrisdale Primary School.

Ben Foster
Chairperson



SCHOOL CONTEXT

BY KAREN DUNCAN

EVERY STUDENT SUCCESSFUL

Our vision at Harrisdale Primary is 'Every student successful'. We believe that success can be measured in many ways and success is not just about a student's academic grades but also their physical, social, emotional, creative and intellectual capabilities. We are committed to providing learning environments where the student feels valued, respected and included. We value the alignment between a student's happiness at school and their ability to learn at an optimum level. We seek to develop in our students, a passion for learning and a desire to excel.

Harrisdale Primary School continued to grow in 2019. The school had 1121 students at the time of our August census, and finished the school year with 1171 student enrolments- Harrisdale was well on it's way to becoming the largest primary school in WA, prompting the planning of a second site for the 2020 school year.

Student Numbers (as at 2019 Semester 2)

Primary	Kindy	PPR	Y01	Y02	Y03	Y04	Y05	Y06	TOTAL
Full Time	(38)	168	165	185	177	160	120	108	1121
Part Time	75								

Note: The Kindy Full time student figure represents the Full Time Equivalent of the Part Time students

	Kindy	PPR	Pri	Sec	TOTAL
Male	38	69	484		591
Female	37	99	431		567
TOTAL	75	168	915		1158

	Kindy	PPR	Pri	Sec	TOTAL
Aboriginal		2	18		20
Non-Aboriginal	75	166	897		1138
TOTAL	75	168	915		1158

Harrisdale Primary is an Independent Public School and therefore, all staff are merit selected to their positions and chosen for their alignment to the values and practices at HPS.

Year	Number of Staff	FTE (work fraction)
2017	59	50.5
2018	88	75.2
2019	108	93.3

Staff Numbers

Achievement against business plan targets 2019 - 2021

Target Achievement Summary			
1. Maintain all 7 NQS Standards as green		9. 100% of students are given the opportunities to participate in STEM.	
2. NAPLAN - in all areas tested, student progress is aligned to, or better than like schools		10. 100% of HPS teachers engage in peer observation cycle.	
3. NAPLAN - in all areas tested, the schools' stable cohort is aligned to or better than like schools.		11. 100% of middle-level leaders participate in leadership development.	
4. Maintain attendance rates of 94% in each year level in the compulsory years of schooling (PP - 6)		12. 90% of teachers have gained the Apple Teacher certification.	
5. NSOS rating above 3.5 as highlighted in student and parent biennial survey- 'student behaviour is well managed at my school'.	N/A	13. 90% of families utilise technologies to communicate with teachers and connect students' to work.	
6. NSOS rating above 3.5 as highlighted in student and parent biennial survey- 'teachers at this school care about me/teachers at this school care about my child'.	N/A	14. NSOS reflects positive student, parent and staff perception. Survey items rated 3.5 or above.	N/A
7. At or Above 90% uptake in the BYO iPad Program (Year 3-6)		15. Communication via social media indicates growing engagement (over 1000 people reached).	
8. 100% of educators innovate with Apple technologies to enhance learning of all students (K-6).			

STRONG START/STRONG FOUNDATIONS

BY ALISON FORZATTI

Target 1. Maintain all 7 National Quality Standard areas as green (meeting standards).

All staff in Kindergarten through to Year 2 participated in an ongoing review on the seven 'Quality Areas' and elements of the National Quality Standard. This is an annual review process that allows identification of areas for improvement and action. The NQS plan is monitored by the Early Childhood Committee and strategies are implemented and reviewed annually.

Quality Area 2, Children's Health and Safety, was an identified priority in 2019. More specifically, a key focus was the element of physical activity being promoted and appropriate for each child. This was further supported on review of the school's Australian Early Development Census physical domain data. A partnership was formed with UWA and we were successful in receiving a grant to become a KIDDO Exemplary School. Staff were provided with professional learning, completing their Certificate of Physical Literacy. All staff commented favourably on this training and reported an increase in their understanding and confidence in teaching Fundamental Movement Skills (FMS) in the Early Years. Due to the success of the program, it will be continued in 2020.

In October, we completed the School's compliance audit and met all areas of the National Quality Standard. Staff are to be commended for their work in this area and the successful self-audit.

Quality Area	Maintain all 7 National Quality Standard Areas as green (meeting standards)	2017	2018	2019
			Externally verified by DoE as meeting all areas	
1	Educational Program and Practice			
2	Children's Health and Safety			
3	Physical Environment			
4	Staffing Arrangements			
5	Relationships with Children			
6	Partnerships with Families and Communities			
7	Leadership and Service Management			



STRONG START/STRONG FOUNDATIONS

EARLY CHILDHOOD

BY ALISON FORZATTI

The Early Childhood phase of learning remains an area of our school experiencing significant growth. In 2019, we continued to work collaboratively in order to provide an engaging and high-quality program to 593 students across K - 2. This can be broken down across the early years as follows -

Kindy	Pre-Primary	Year One	Year Two
75 students	168 students	165 students	185 students

The Early Childhood Committee allocated the 2019 budget of \$6000 to further support the West Australian Curriculum and broaden students' experiences. Some of the projects included;

- Creating indigenous kits to integrate understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures across the curriculum.
- Purchasing resources to support and implement the KIDDO program - Fundamental Movement Skills across early childhood in both Junior Sport and FMS lessons.
- Purchasing resources to improve fine motor coordination and implement the Peggy Lego handwriting program across K-2. (The Peggy Lego program is used to teach students pre-writing concepts and skills including hand-eye coordination, control, strength, pencil grip, directionality and crossing the midline.)
- Creating oral language kits for all classes to access. This includes books, puppets and props to encourage imaginative role play.

Key Strategies

- Utilise the West Australian Curriculum and Kindergarten Guidelines in all Harrisdale Early Childhood programs to plan, assess and report.
- Engage and reflect using the standards and elements of the National Quality Standard (NQS) to measure the actions of the school.
- Communicate the Harrisdale K-2 vision and expectation of Early Childhood pedagogy regularly in Early Childhood meetings.
- Develop a partnership with UWA - Exemplary Sporting School KIDDO project.
- Utilise and continue to upskill Early Childhood staff in whole school connected practice including Talk4Write, Letters and Sounds, Peggy Lego, Literacy and Numeracy blocks.
- Analyse On Entry Data to identify students for early intervention.
- Provide opportunities for families to attend both educational sessions and family celebrations.

Achievements

- Maintained meeting standard in all 7 areas of National Quality Standards.
- Liaised with the PnC and successfully applied for a Lotterywest Heart Grant to provide a defibrillator and join the Community First Responder System.
- Continued to foster a positive learning environment through collaboratively organising events such as Messy Mud Day, Talk Like a Pirate, Mother's/Father's Day, Easter HAt Parade, Reading Cafes, Teddy Bear's Picnic.
- Hosted a successful kindy sports day that was well attended by parents and grandparents.
- Upskilled a cohort of staff in First Aid.

Future Recommendations

Quality Area 1 Educational Program and Practice	Continue to review On Entry data for Pre Primary students and back map skills to identify focus areas for Kindergarten. Review and upskill staff in using the new scoring system and classroom reports.
Quality Area 2 Children’s Health and Safety	Continue the implementation of KIDDO for new staff throughout K-2. This will ensure physical activity is well supported across Early Childhood. A member of the Physical Education Team will oversee the program.
Quality Area 3 Physical Environment	Continue to use the Early Childhood budget to enhance the outdoor environment. Ensure resources and equipment allow for multiple uses and enable every child to engage in play-based learning.
Quality Area 4 Staffing Arrangements	Provide further opportunities for staff to upskill in working collaboratively and planning in teams. (Whole school professional learning with Gavin Grift)
Quality Area 5 Relationships with Children	Continue to support healthy relationships with students by ensuring a clear understanding and use of our whole school 1, 2, 3 Magic classroom management system.
Quality Area 6 Collaborative Partnerships with Families	Further encourage and support parent input and support. Continue to encourage our EAL/D parents to attend school and read to students in the Bilingual Library.
Quality Area 7 Leadership	Continue to use NQS to measure the actions of the school and annually report on our reflections.



STRONG START/STRONG FOUNDATIONS

BY KAREN DUNCAN

Target 2. NAPLAN-in all areas tested, students' progress is aligned to, or better than like schools.

2019 saw our first cohort of pre-primary students reach Year 3. We looked forward to the results, anticipating that our whole school strategies in literacy and numeracy would show some positive results. Whilst we did meet expected outcomes, we determined there was still more work to be done. One of the issues in a rapid growing school, is the steady stream of new students, and also the influx of new teachers each year so it will take some time for us to consolidate our practices.

**It's important to remember that the NAPLAN assessment regime in 2019 was entirely online (except for Year 3 writing). There were some setbacks during the assessment period but the impact of these interruptions cannot be measured, nor can the effect of students' technology skills in completing the online assessment.

What was particularly pleasing, is achieving above expected in Yr 5 writing performance. Year 3 Writing was also in the positive domain, providing evidence that our 'Talk 4 Writing' program was producing positive results.

	Year 3			Year 5		
	2017	2018	2019	2017	2018	2019
Numeracy	0.0	-0.4	-0.3	-0.6	-0.2	1.0
Reading	-0.4	-0.9	-0.5	-1.2	-1.0	0.9
Writing	1.0	0.3	0.5	-1.3	0.5	1.6
Spelling	1.0	0.0	0.5	-0.5	0.1	0.8
Grammar and Punctuation	0.7	-0.3	-0.3	-1.2	-0.7	0.2

- Above Expected** - more than one standard deviation above the predicted school mean
- Expected** - within one standard deviation of the predicted school mean
- Below Expected** - more than one standard deviation below the predicted school mean
- If blank, then no data available or number of students is less than 6



STRONG START/STRONG FOUNDATIONS

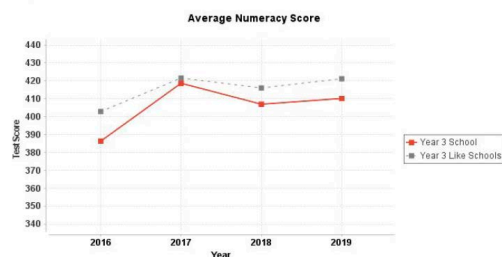
NUMERACY

BY MONIQUE BAIRSTOW

Targets:

Align to, or better, Year 3 NAPLAN performance against like schools.

Average Numeracy Score



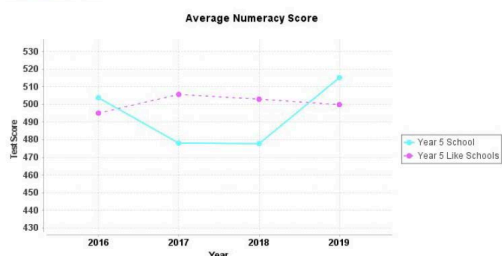
Results:

In 2019, Year 3s performed below like schools in NAPLAN Mathematics. Our students scored an average of 410, while the like schools' average was 421.

Targets:

Align to, or better, Year 5 NAPLAN performance against like schools.

Average Numeracy Score



Results:

In 2019, Year 5s performed above like schools in NAPLAN Mathematics. Our students scored an average of 515, while the like schools' average was 500.

Key Strategies

- Two full time Impact Coaches to support, mentor and coach Literacy and Numeracy teaching in the classroom.
- Whole School Mathematics Blocks following the Harrisdale Lesson Design.
- Explicit teaching of Mathematics following the concrete, pictorial, abstract approach.
- Mathematics vocabulary explicitly taught and displayed in every classroom.
- RUCSAC used as a whole school approach to problem solving.
- Mathematics Mental Strategies explicitly taught.
- Year level Mathematics overviews that allow for connected practice and collaboration within year level teams.
- PAT Maths data used for formative and summative assessment of student's learning in Mathematics.
- Peter Westwood 2 minute basic facts used to assess fluency in Mathematics
- Creation of a Mathematics Literature Library to support EAL/D learners in Mathematics vocabulary attainment.



Achievements

- Maths Week in Term 3 was a celebration of Mathematics, with students participating in a “Beat the Teacher” numero competition, lunch time maths activities and the “World of Maths” incursion.
- Students in Kindergarten to Year 2 celebrated 100 days of school by dressing as their 100 year old self and participating in activities and games involving numbers to 100.
- Students at Harrisdale P.S participated in the Mangahigh Maths Challenge, with many students receiving awards for outstanding participation.
- Mathematics School Leaders participated in the Paul Swan Impact Project in order to improve Mathematics practice.
- All staff participated in a “higher order thinking” professional learning following on from the Paul Swan Impact Project.

Future Recommendations

- Continue to utilise Impact Coaches to mentor and coach staff in best practice in Mathematics.
- Ongoing Professional Learning in order to upskill staff in teaching problem solving and reasoning to extend our students Mathematical thinking.
- Continuing to build our Mathematics Literature Library to support students with Mathematics vocabulary attainment.
- Continue to engage our parent community in Mathematics through the Harrisdale Headlines and other digital platforms.



STRONG START/STRONG FOUNDATIONS

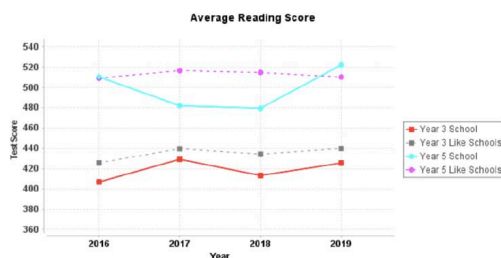
LITERACY

BY SIMONNE HEAL

Targets:

Align to, or better, Year 3 performance against like schools in Reading.

Align to, or better, Year 5 performance against like schools in Reading.



Results:

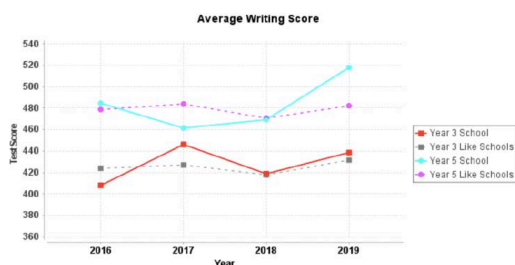
In 2019, Year 3s performed below like schools in NAPLAN Reading. Our students scored an average of 426, while the like schools' average was 440.

In 2019, Year 5s performed above like schools in NAPLAN Reading. Our students scored an average of 522, while the like schools' average was 510.

Targets:

Align to, or better, Year 3 performance against like schools in Writing.

Align to, or better, Year 5 performance against like schools in Writing.



Results:

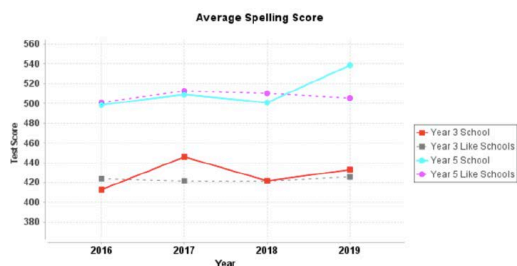
In 2019, Year 3s performed above like schools in NAPLAN Writing. Our students scored an average of 439, while the like schools' average was 432.

In 2019, Year 5s performed above like schools in NAPLAN Writing. Our students scored an average of 518, while the like schools' average was 482.

Targets:

Align to, or better, Year 3 performance against like schools in Spelling.

Align to, or better, Year 5 performance against like schools in Spelling.



Results:

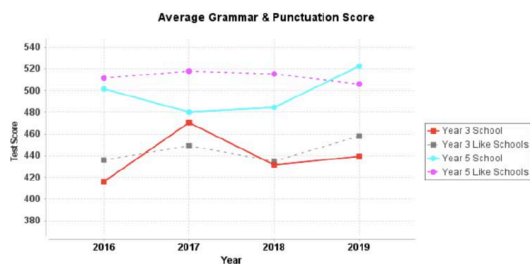
In 2019, Year 3s performed above like schools in NAPLAN Spelling. Our students scored an average of 433, while the like schools' average was 426.

In 2019, Year 5s performed above like schools in NAPLAN Spelling. Our students scored an average of 539, while the like schools' average was 506.

Targets:

Align to, or better, Year 3 performance against like schools in Grammar and Punctuation.

Align to, or better, Year 5 performance against like schools in Grammar and Punctuation.



Results:

In 2019, Year 3s performed below like schools in NAPLAN Grammar and Punctuation. Our students scored an average of 439, while the like schools' average was 458.

In 2019, Year 5s performed above like schools in NAPLAN Grammar and Punctuation. Our students scored an average of 523, while the like schools' average was 506.

STRONG START/STRONG FOUNDATIONS

LITERACY

BY SIMONNE HEAL

Key Strategies

- Explicit teaching of spelling and phonics using Words their Way and Letters and Sounds.
- BrightPath is used for formative and summative assessment of student learning and to moderate writing for reliability across the school.
- Quick 60 Intervention Program.
- Utilising progress maps to support EAL/D students.
- Targeted PL to upskill teachers in Talk 4 Write as a whole school program
- Whole school literacy block including guided reading and writing following the Harrisdale Lesson Design.
- Building and developing a Reading culture across the whole school.
- Two full-time Impact Coaches to support, mentor and coach Literacy and Numeracy in the classroom.
- Oxford OWL data used for formative and summative assessment of students learning in reading.

Achievements

- \$25,000 budget was allocated to the English learning area in 2019, which was used to add to the school's guided reading books, novel sets and decodable guided and home readers.
- The schools' reading culture was a focus in 2019 and was encouraged through the introduction of the before school Book Nook.
- Book Week was celebrated during week 8 of term 3 with a dress up day, a door display competition, a visit from Armadale Library (K-PP), a visit from world renowned author Morris Gleitzman (Year 3-6) and local author Aaron White (Year 1-2).

Future Recommendations

- Continue to focus on the explicit teaching of Grammar and Punctuation, through guided practice.
- Continue to focus on reading and comprehension strategies through explicit teaching and guided practice.
- Targeted PL to upskill staff scoring narratives using the BrightPath platform.
- Further upskill staff in the continued use of Talk 4 Write across the whole school.



Target 3. NAPLAN - in all areas tested, the school's stable cohort is aligned to, or better than like schools.

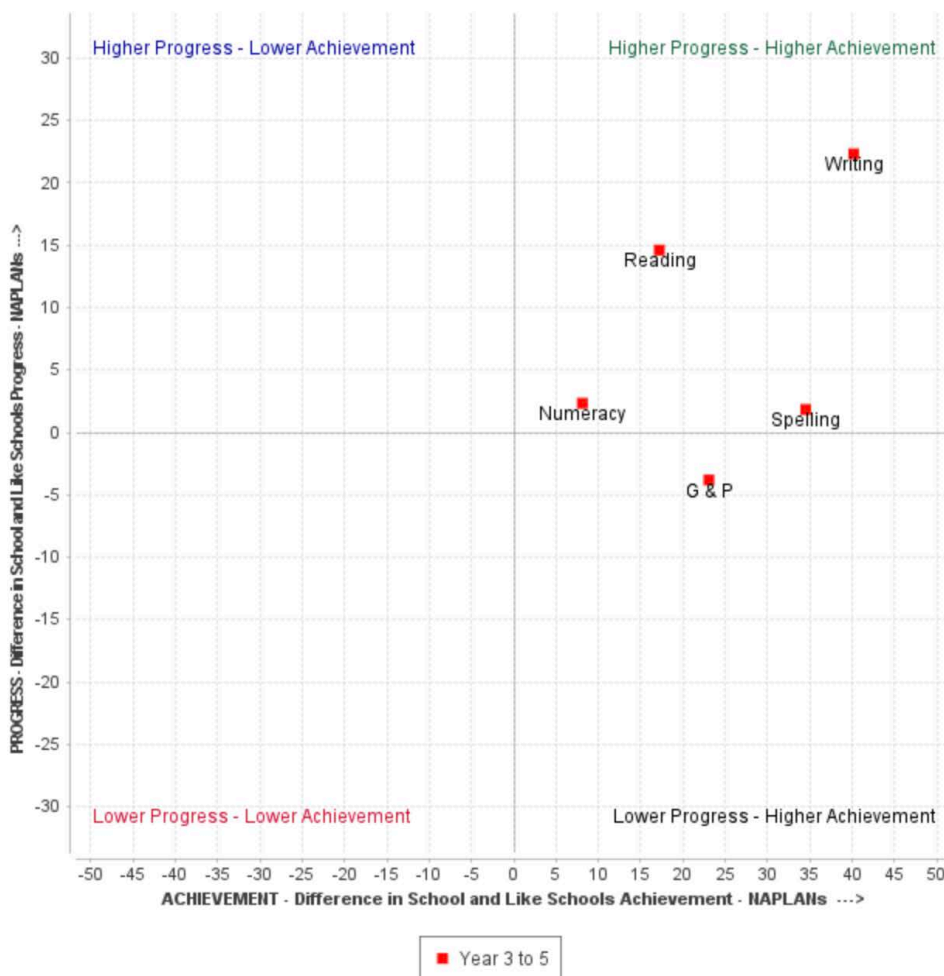
Another outstanding result that should be celebrated by our school is when you look at the student progress and achievement compared with like schools. From year 3 to 5 (2017 to 2019), Harrisdale students achieved high progress and high achievement in Writing, Reading, Spelling and Numeracy, with Punctuation and Grammar situated in the quadrant of high achievement, lower progress. This is a great result for our students and teachers to be particularly proud of. This is the result of common and connected whole school strategies that focus on explicit teaching in literacy and numeracy.

When you look at the graphs provided, there are two different types of data to be examined.

- There is the progress within our school for all students assessed from on-Entry assessment in Pre-primary to Year 3, and from year 3 to year 5.
- There is also the progress of our stable cohort (the students who were at HPS in Year 3 and in Year 5 and sat both assessment years) against all students tested in like schools.

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2017 to Year 5 2019



STRONG START/STRONG FOUNDATIONS

BY KAREN DUNCAN

When you look at the graphs provided, there are two different types of data to be examined.

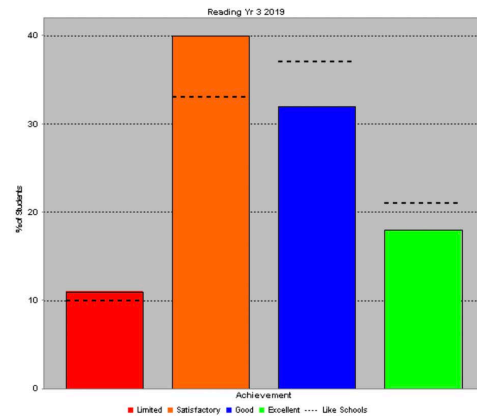
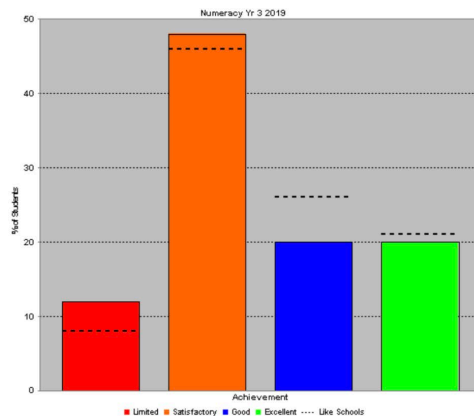
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PROGRESS

1

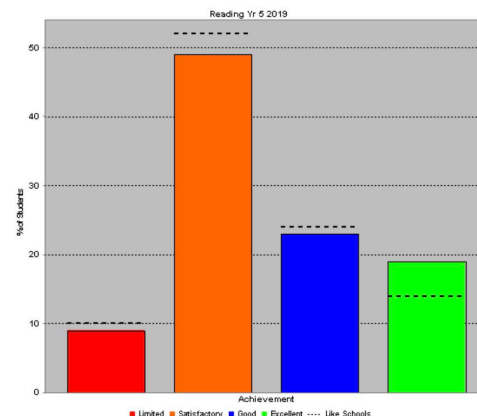
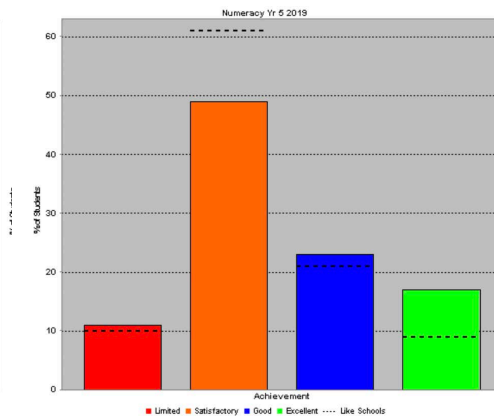
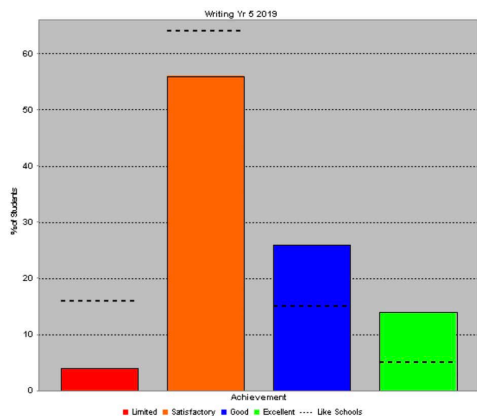
Year 3

1. On-Entry to Year 3
2. Year 3 to Year 5
3. Stable Cohort from Year 3 to Year 5



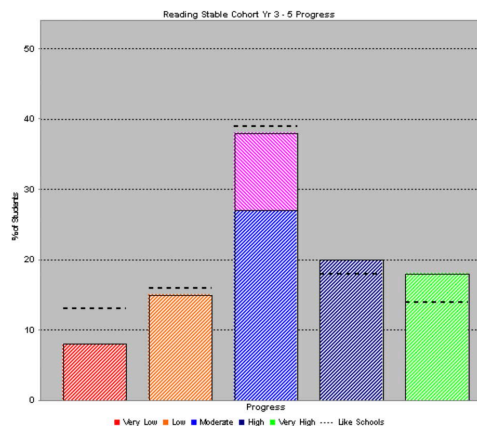
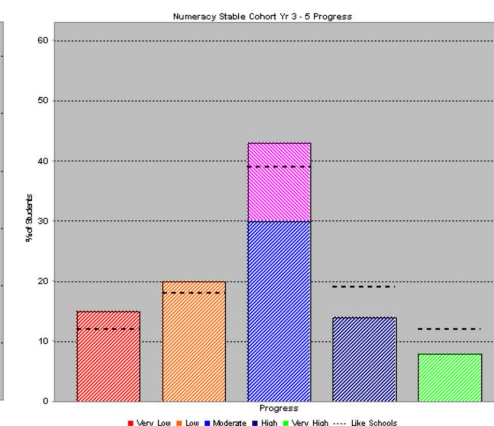
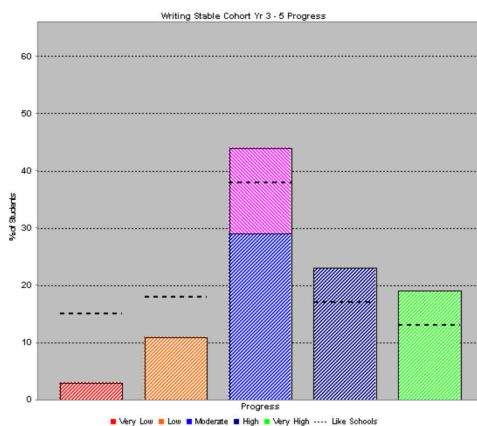
2

Year 5



3

Year 3 - 5 Progress



Our target aims for the performance of our stable student cohort to compare with, or better the performance of like schools. The dotted line in this set of graphs represents like schools. What we'd like to see on these graphs is our bar sitting above the dotted line when it comes to moderate, high or very high achievement (the 3 bars to the right) and we'd like to see the bars sitting above the dotted line when it comes to very low or low achievement.

Please note: You can see comments regarding these graphs on the next page.

BY KAREN DUNCAN

Reading:
Year 3 - Our stable cohort is making high and very high progress from on-entry assessment in pre-primary to years 3, and we have less students making low or very low progress against like schools in reading.

This target was met

Year 5 - our stable cohort is making high and very high progress from on-entry year 3 to year 5, and we have less students making low or very low progress against like schools in reading.
Our stable cohort progress is comparable to like schools.

This target was met

Writing:
Year 3 - no graphs available from on-entry to Year 3.

Year 5 - our stable cohort is doing really well, making very high, high and moderate progress against like schools and less students making low or very low progress against like schools in writing. Our stable cohort progress sits above like schools.

This target was met

Numeracy:
Year 3 - Our stable cohort is making high and very high progress from on-entry assessment in pre-primary to years 3, and we have less students making low progress against like schools in numeracy. However, we sit above like schools in the very low progress category.

This target was met

Year 5 - Our stable cohort is below like schools in the high and very high progress bars from Year 3 to year 5 in numeracy, but we do have more students making moderate progress against like schools. We have more students making low or very low progress against like schools in numeracy, which is not what we're aiming for. We would hope to reduce these bars to the left of the graph sitting above the dotted line (like schools).

This target was met in one area (moderate progress) but not met overall

Table of Progress Targets

	Reading	Writing	Numeracy
Year 3		N/A	
Year 5			



BEHAVIOUR

BY RYAN PETTIT

Target 5. NSOS rating above 3.5 as highlighted in student and parent biennial survey-‘student behaviour is well managed at my school’.

Target 6. NSOS rating above 3.5 as highlighted in student and parent biennial survey-‘teachers at this school care about me/teachers at this school care about my child’.

As this survey occurs every two years, with 2019 not being a survey year, this target will be reported against in the 2020 Annual Report.

In 2019, Harrisdale Primary School experienced a slight rise in the total number of suspensions and detentions received by students for negative behaviour. However, we recognise that for a student population well over 1100, the number of negative behaviours recorded is at an exceptionally low level.

Some of the contributing factors to these slight increases could include the continued growth in the student population, more strict guidelines around a zero tolerance for aggressive behaviour from students (as directed by the Department of Education WA) and the ongoing issues with available play spaces for such a large student population. See PBS report for key strategies, achievements and future recommendations.

Number of Suspensions

Year level	0	1	2	3	4	5	6	7	8	9	Total Suspensions	Total days
Year 4				3							3	4.0
Year 6				2	3	1					6	9.5
TOTAL				5	3	1					9	13.5

Number of detentions

Year level	0	1	2	3	4	5	6	7	8	9	Total Detentions
Kindy											
Pre-Primary											
Year 1											
Year 2				11		1					12
Year 3				4							4
Year 4				9	2		3				14
Year 5			1	22	2					4	29
Year 6				8	9					2	19
TOTAL			1	54	13	1	3			6	78

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
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

ATTENDANCE

BY ALISON FORZATTI

Target 4. Maintain attendance rates of 94% in each year level in the compulsory years of schooling (PP-Yr6).

Overall, Harrisdale student attendance sits above that of the WA Public Schools' Mean. However, unauthorised holidays still continue to impact poorly on the regular attendance of individual students. We ask that our community consider aligning their vacation periods to school holidays.

Whilst we met our target in Years 1-6, Pre-primary student attendance rates fell just below our target of 94%, sitting at 93%. It is important to realise that pre-primary is considered a compulsory attendance year and therefore students need to be at school every day and not kept home for resting. Weekends and early to bed on school nights should provide the much needed rest for young students.

We have continued to promote the importance of attending school regularly to students, parents, staff and other members of the school community at various opportunities. In particular, we communicated the message during parent information sessions. The importance of regular attendance was outlined to our new Kindy parents at an orientation meeting, to highlight the importance of establishing strong attendance patterns from the beginning of school.

Maintain attendance rates of 94% in each year level in the compulsory years of schooling - Pre-Primary - Year 6	PP	YR1	YR2	YR3	YR4	YR5	YR6
2017	94%	94%	95%	97%	94%	95%	96%
2018	94%	95%	93%	95%	95%	94%	95%
2019	93%	94%	94%	94%	95%	95%	94%
WA Public Schools 2019	91%	91%	92%	92%	92%	92%	92%

Key Strategies

- Establish and maintain a positive school culture, with high expectations for student attendance.
- Monitor and regularly follow up on student attendance.
- Communicate and reinforce our Harrisdale Attendance Policy at the beginning of the school year to all staff.
- Promote community messages via school communication platforms to reinforce key messages.
- Reinforce thorough monitoring of attendance by the classroom teacher and a Deputy to oversee absences.
- Coordinate thorough case management of students with severe attendance issues.
- Conduct parent interviews for students whose attendance drops below 80% as communicated on semester reports.

Achievements

- Reduction in the number of unexplained absences.
- Reduction in the number of students classified as 'At Risk Severe' (<60%)
- Strong proactive case management of students with attendance issues.

Future Recommendations

- Continue to follow up unexplained absences by sending out regular reminders for parents to explain and give reasons when their child is away.
- Continue to comment on student attendance in semester reports to ensure parents are aware of the concern.
- Continue to communicate the impact extended absences and vacations have on social and academic development.
- Continue to utilise case management and develop attendance plans where attendance is deemed serious at risk

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2017	94%	94%	95%	97%	94%	95%	96%
2018	94%	95%	93%	95%	95%	94%	95%
2019	93%	94%	94%	94%	95%	95%	94%
WA Public Schools 2019	91%	91%	92%	92%	92%	92%	92%

Attendance Category Primary as at Semester 1, 2019

	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch
Regular	81%	67%	83%	72%	80%	74%	86%	75%	85%	75%	88%	74%	84%	74%
At Risk - Indicated	12%	22%	14%	20%	17%	18%	11%	17%	12%	18%	8%	18%	10%	18%
At Risk - Moderate	7%	8%	3%	6%	3%	6%	3%	6%	3%	6%	3%	6%	4%	6%
At Risk - Severe	0%	2%	1%	2%	0%	2%	1%	2%	0%	2%	2%	2%	2%	2%



FUTURE FOCUSSED LEARNING

TECHNOLOGIES

BY STEPHANIE KOCSIS

Target 7. At or above 90% uptake in the BYO iPad Program (Year 3-6).

Target 8. 100% of educators innovate with Apple technologies to enhance learning of all students (K-6).

Target 9. 100% of students are given the opportunities to participate in STEM.

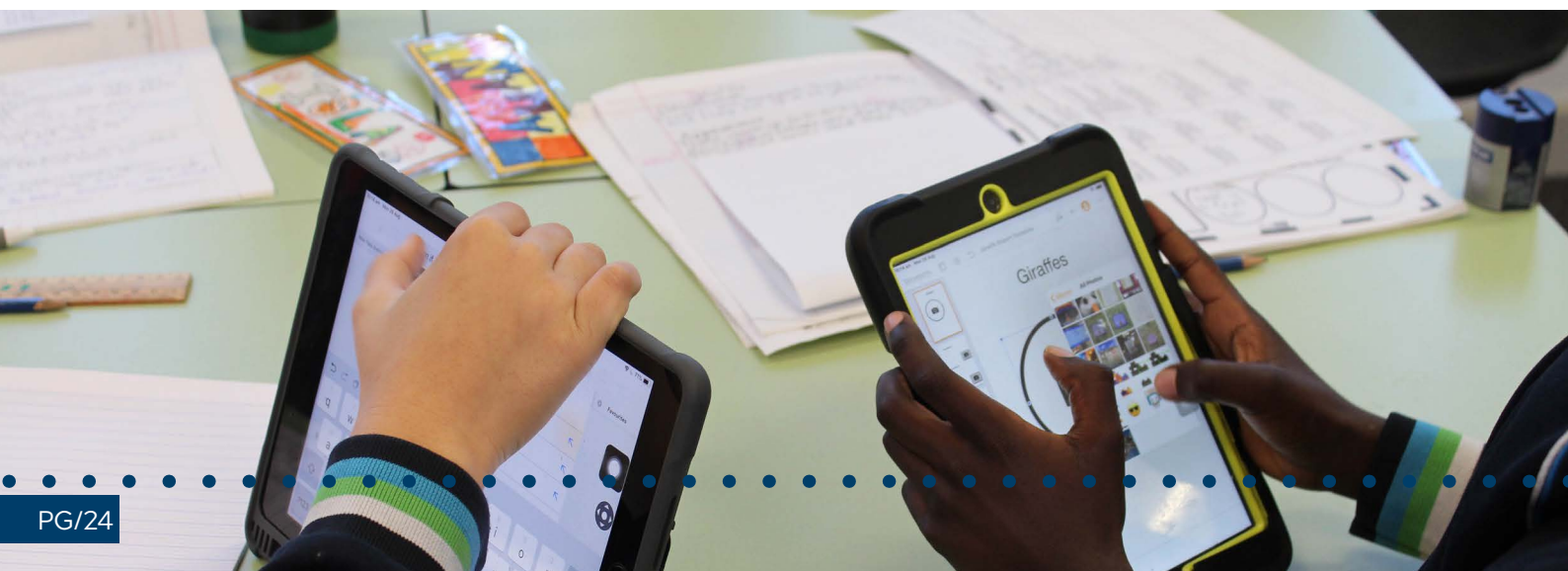
2017	2018	2019
92% BYO 1:1 iPad uptake	94% BYO 1:1 iPad uptake	94% BYO 1:1 iPad uptake (years 3-6)
97% of students felt that the BYO 1:1 iPad Programs enhanced their learning	98.7% of students felt that the BYO 1:1 iPad Programs enhanced their learning	98% of students felt that the BYO 1:1 iPad Programs enhanced their learning
60% of teachers engaged in Technology Coaching	27% of teachers engaged in Technology Coaching	39% of teachers engaged in Technology Coaching
Apple Teacher modules were not available until the later half of the year.	Early emphasis on Apple Teacher Modules began, through Professional Learning	53% Completed Apple Teacher Modules for iPad & Macbook (55/61 completed survey)
96% of students meets or exceeds the expectations of the Technologies Curriculum	99% of students meets or exceeds the expectations of the Technologies Curriculum	98.4% of students meets or exceeds the expectations of the Technologies Curriculum
100% of students had opportunities to participate in STEM projects.	100% of students had opportunities to participate in STEM projects.	100% of students had opportunities to participate in STEM projects.

Key Targets

- At or above 90% uptake in the BYO iPad Program (Year 3-6).
- 100% of educators innovate with Apple Technologies to enhance learning of all students (K-6).
- 100% of students are given the opportunities to participate in STEM.

Key Strategies

- Harrisdale PS maintained partnerships with the Apple Education Team to enhance Professional Learning for Leaders, Teachers and Allied Professionals. This resulted in a coaching program with Lou Cimetta (BluePrint Learning), with 5 individual teachers, leaders, teachers and Allied Professionals engaged in Professional Learning.
- We continued to prioritise funding to release identified leaders to coach staff in the areas of Technologies Curriculum/STEM. These leaders developed resources and delivered professional learning to continue to support staff confidence in their teaching practice.
- All staff were provided with access to a Macbook & iPad to support teaching and learning. Classrooms were equipped with a screen and Apple TV. All staff had opportunities for coaching and Professional Learning with our on-site Technologies Leader and Deputy Principal.



FUTURE FOCUSSED LEARNING TECHNOLOGIES

BY STEPHANIE KOCSIS & HANNAH DODDS

Achievements

- Harrisdale PS developed a new BYO iPad Program book for the community.
- Year levels developed STEM projects to enrich student learning. Teams were coached by the Technologies Coach and Deputy Principal to include cross-curricular links into their Technologies program. In addition, all classes participated in a dedicated STEM project for Science Week.
- Harrisdale PS continued to share professional practice in the areas of ICT/Technologies/STEM as a DigiTech Teacher Development School.
- Harrisdale PS was part of the Department of Education 'STEM Mentor Schools' program. At Harrisdale PS, we began a Professional Learning Community to support this initiative. These staff have started working toward developing a whole school approach to STEM at Harrisdale PS.

Future Recommendations

- Continue to release Teachers and Allied Professionals for Technologies Coaching opportunities (Deputy Principal and Blueprint Learning) with Apple devices in 2020.
- Continue a distributed leadership model and send the Technologies Committee members and TDS Committee to various Professional Learning opportunities to present back to staff.
- Develop a whole school approach to STEM.
- Continue communication regarding the BYO iPad Program with the community, to ensure high uptake across Years 3-6. Implement early communication strategies in the form of whole cohort parent meetings and sharing teaching and learning in Term 1 2020, to ensure uptake is high.
- Continue support and Professional Learning for staff in Year 3-6 cohorts, to ensure a high quality BYO iPad teaching and learning program continues through coaching and support by the Deputy Principal (particularly for new staff and graduate teachers).



harrisdale.PS.TDS@education.wa.edu.au



Harrisdale PS DigiTech School



HarrisdalePS

FUTURE FOCUSED LEARNING

SCIENCE

BY TANYA STEVENS

Key Strategies

- Adopting Waste Wise initiatives and promoting throughout the school.
- Appointment of Specialist Junior Science teacher to develop early skills and understandings in Science.
- Communication with parents throughout Seesaw to promote Science learning.
- Year 3-6 designated Science lead teachers to support the planning and teaching of Science in those years.
- Professional Learning for staff on teaching Science Inquiry Skills.
- Use of 'Primary Connections' resource for students in years 3-6.
- Financing, building and resourcing Junior Science room for use in 2020.

Achievements

- Waste Wise policy and waste management plan developed.
- Whole school participation in National Science week - 'Destination Moon'.
- Completion of annual waste audit. Identified weaknesses to be improved in 2020.
- Reporting on Science understanding to incorporate more information/data for accurate reading.

Future Recommendations

- Increase Visible Learning of Science to incorporate an investigation table in each classroom PP-Year 6 that contains vocabulary, informational books, science equipment and materials based on Science strand being taught.
- Promote further parent/community by inviting parents to speak to classes about their occupations in STEM fields.
- Reduce waste by 20% in 2020 from the Annual Waste Audit completed in 2019.
- Reinvigorate WasteWise lunches by completing weekly audits and awarding class prizes at assemblies to include a reward picnic.
- Improve understanding of the Science curriculum by forward planning with the Science Team in Term One. Teachers to provide a copy of programs to Education Assistants to enable transparency of learning and assessment, especially for students with special needs.
- Development of a HPS Science assessment portfolio of common assessment tasks for moderation of grading.
- Build Science assets to accommodate increase in the amount of classes per cohort.
- In-class coaching to be offered to upper primary teachers in the teaching of Science and Science Inquiry.
- Embed Indigenous Science perspectives into term programs using Scitech links document.
- Science specialist to work with Kindergarten Science teachers to develop common Science vocabulary to be taught.
- Increase in Science resources available to teachers through the Science budget
- Purchasing of hands-on materials for Kindergarten students at the B Hive for 2020.
- Start to create a Science Inquiry Skills Scope and Sequence for Pre-Primary to Year 6.
- Continued Recycling Station to increase knowledge and understanding of sustainability.



FUTURE FOCUSED LEARNING

HUMANITIES & SOCIAL SCIENCES

BY DARREN ST QUINTIN

Key Strategies

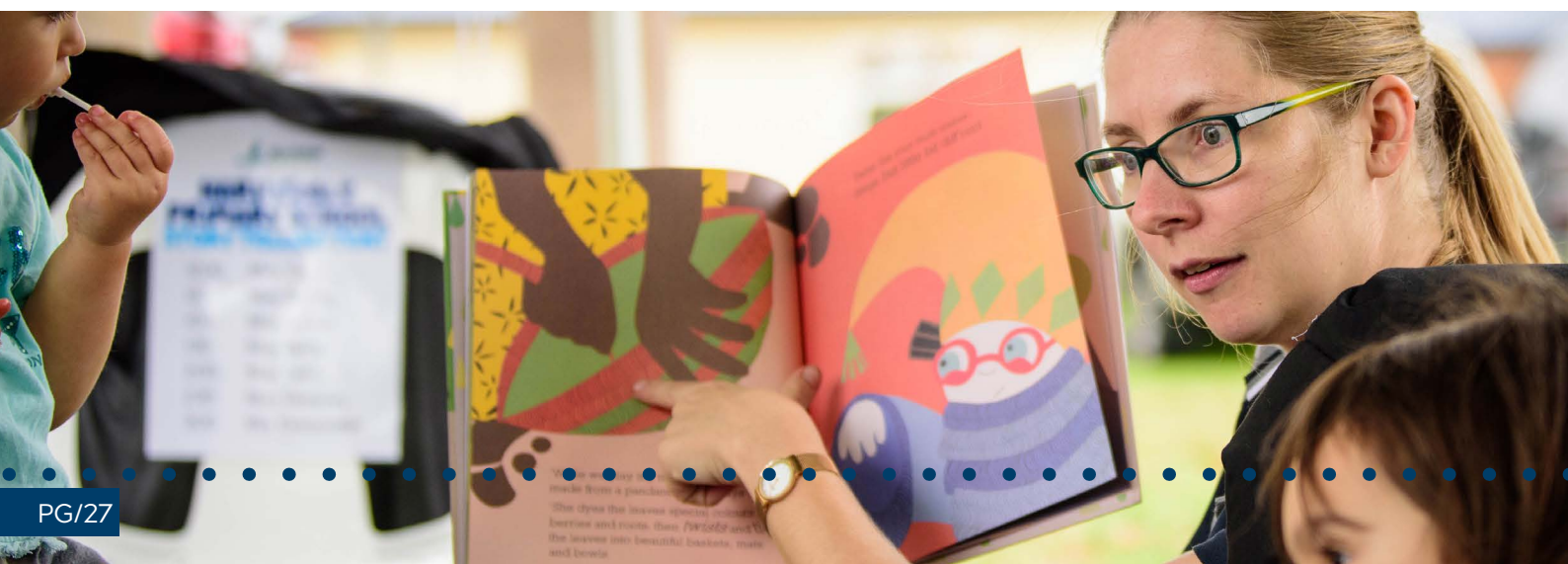
- Development of a HASS Scope and Sequence to guide teacher planning and develop whole school connected practice.
- Ensuring Aboriginal perspectives and elements of the Aboriginal Cultural Standards Framework are embedded in planning and teaching.
- Developing active citizenship through:
 - Year 6 leadership roles.
 - Each year level contributing to a charity of social cause.
- Involvement where possible, of our multi-cultural community in HASS events to foster understanding and diversity.
- The integration of HASS to encourage authentic and real-world problem-solving and future-focussed learning.

Achievements

- Harmony Day/ Francophonie Day 2019. The day was a great success, celebrating Harmony Day as well as Francophonie Day. Students were given the opportunity to order crepes on the day and the students ordered their food in French and enjoyed trying a new food from another culture. The 2019 Cultural Fair was located in the undercover area and stalls were operated by fantastic parent volunteers and featured stalls from India, France, Japan, Scotland and Korea. On the day students participated in activities involving Origami, Japanese dance, indian cultural dance, art displays and art activities. Parents also participated in the annual Harrisdale Primary School Curry Cup. Parents entered their meals and the teachers trialled and voted on the best entry an award a winner.
- NAIDOC Day 2019. NAIDOC Day 2019 involved a special unveiling of the new indigenous animal plaques that were fixed on the outside of different teaching blocks within the school. Each animal plaque featured its indigenous name. At various timetables times, students and teachers toured the school to see the new plaques. The HASS team created QR codes for informational videos and pictures of each of the indigenous animals. Part of this was a tour of the native plants in the garden club. There were QR codes provided with information on the native plants in the garden club.
- Heron Park Harmony Festival 2019. The school used the festival as a platform to sell soft drinks to raise money for the 2019 camp. Parent volunteers were involved in running the tent for the day. The HPS choir sang on the day as well.

Future Recommendations

- Continue participation in the Heron Park Harmony Day 2020.
- Continue to actively support giving back to community via support for charities.
- Mandated HASS moderation tasks to be completed in term two and term 4.
- HASS, LOTE and Music will combine to celebrate Harmony Day with the annual Cultural Fair, Curry Cup and a musical performance in the undercover area.
- NAIDOC Day will combine with junior and senior Art classes to use appropriate indigenous symbols, indigenous artists, different styles of indigenous art. Music will combine indigenous music and artists, language groups specific.
- Future use of technology (Augmented Reality) for the HASS curriculum for use in classes.
- Use HASS year level scope and sequence to encourage uniformity of curriculum in year levels



FUTURE FOCUSED LEARNING

HEALTH

BY EMMA LONGDEN

Key Strategies

- Continue to embed the Positive Behaviour Support Framework to promote good behaviour choices and HPS values.
- Implement a whole school Health teaching schedule.
- Adopt Sun Safe processes.
- Provide access to Chaplaincy service 2 days a week.
- Explicitly teach Protective Behaviours.
- Continue to promote healthy practices and physical activity.

Achievements

- Whole School participation in National Walk to School Day on the 17th of May.
- Harrisdale Staff participated in a half day professional development focused on Protective Behaviours.
- All Pre Primary to Year Six children engaged in Constable Care Incursion.
- Establishment of The Harrisdale 'Zen Den' as a constant quiet and calm area for children in Year One to Six at lunch time.
- Whole School crunched for the Great Vegie Crunch.
- Raised \$687.75 for the Kookaburra Kids through wearing yellow for RUOK? Day.

Future Recommendations

- 2020 Review of Sun Safety Policy.
- Review of Health Curriculum Termly Teaching Schedule.
- Whole School Participation in National Walk to School Day in 2020.
- Include Road Safety as a priority health area.
- Continue Chaplaincy service, 2 days a week for support social/emotional needs of students.



FUTURE FOCUSED LEARNING

PHYSICAL EDUCATION

BY TOMMY JOYCE

Key Strategies

- Continued appointment of two Physical Education specialist teachers.
- Weekly running program.
- Two hours of mandated Physical Education per week.
- Focus on Fundamental Movement Strategies in the Early Childhood years.

Achievements

- Maximised participation in Physical Education lessons and extra-curricular through the use of Sporting Schools Funding so that our students can make informed choices about their health and enjoy being physically active.
- In 2019 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.
- In 2019, girls from Harrisdale Primary School that were in Years 4, 5 and 6 competed in two AFL carnivals run by the Fremantle Dockers amongst both the East Fremantle and South Fremantle District. In both carnivals our students demonstrated an excellent level of skill, sportsmanship and determination to do their best. Thirty three (33) girls were involved across the two carnivals which was a fantastic effort. The girls came 1st place and 3rd Place, which were fantastic results.
- Harrisdale PS Basketball program was open to male and female students in Years Four, Five and Six in 2019. With over 120 students attending, a continuous training squad of 34 students (20 male and 14 female) were selected. These Students participated in the Basketball Western Australia (BWA) School Slam Series across Terms Two, Three and Four in the Allstar division (A grade). One of our male teams were runners-up in the Mandurah School Slam, as well as at the Basketball WA School Slam. From these strong results, one of our teams were invited to participate in the Champions' Cup (State finals).
- This year we had a change in our faction winners for both our Cross Country and Athletics Faction carnivals. With Leeuwin (Orange) winning the Cross Country and Endeavour (Aqua) winning the Athletics Carnival taking the shield away from Batavia for the first time in 3 years. Congratulations.

Future Recommendations

- Continue to improve attendance from Students and Family member at our Running Club.
- Continue to apply for funding from Sporting Schools Grants to enhance the schools physical Education curriculum and facilities



FUTURE FOCUSED LEARNING

VISUAL ART

BY SAMANTHA WELDON

Key Strategies

- Continued appointment of two Visual Arts specialist teachers.
- 1 hour of Visual Arts per week from PP - Year 6.
- Combining Visual Arts and Community Engagement through planned arts experiences.

Achievements

- Arts open Afternoon. A combined Visual Art and Music initiative which celebrated both Visual Art and Music.
- Visual Art specialists Sam and Ariel mounted a huge Art exhibition that showcased all year levels.
- An interactive art installation was created in the Art courtyard and proved to be a huge success with many students participating and creating an ever evolving artwork.
- Collaboration between Senior Art, Year 6 students and renowned mural artist Melski Mcvee to create a new mural at Harrisdale Shopping centre. The artist used designs created by the Year 6 students to inspire the final mural.
- Community Street Libraries, (installed by beginning of 2020 school year). A combined initiative between Visual Art, the Literacy team and the Men's Shed. Six Street Libraries were built at nominal cost by the Men's Shed. The structures were designed and painted by Art Specialists and the Year 6 students (as their legacy). The Libraries to be installed around the main Harrisdale primary School campus and at the Hive. Books are donated by the community and students. Students may take a book and or/leave a book free of charge.
- Junior and Senior Art Clubs were held throughout the year in the two Art Rooms and were enthusiastically attended.
- An afternoon Knitting Club established by the Junior Art Specialist attracted large participation.

Future Recommendations

- For future Arts Open Afternoons, as a means of collecting data, QR codes to be installed at key points for parents/ community to scan. It is estimated that several hundred people attended the 2019 event, but this will give us a definitive number and track growth to inform future events and determine community needs and engagement.



FUTURE FOCUSED LEARNING

MUSIC

BY LYNDA PATEMAN

Key Strategies

- Continued appointment of two Music specialist leaders.
- 1 hour of Music per week from PP - Year 6.
- Commitment to specialist Music Program (IMSS) for instrumental tuition for identified students.
- Participation by Choir in key community events.
- Ongoing commitment for development of Concert Band.

Achievements

- Kaboom Percussion incursion was a highlight for all students.
- Collaborative curriculum planning meant students were learning similar concepts at the same time as their year level peers in other classes.
- Arts Open Afternoon showcased performance ensembles for the school and community.
- Choir Numbers increased to 75. Performed in multiple community events including Heron Park Harmony Day, Singfest with several local schools, WA Massed Choir Festival at Perth Concert Hall, Christmas Carols at Stockland Harrisdale.
- Commencement of HPS Concert Band for extension IMSS students.
- Lunchtime concert performance opportunities for IMSS students were a successful strategy for IMSS students and increased exposure to instrumental music in younger year levels.
- Twilight Concert was a highlight for the community and families.
- Choir membership grew to 75 students in 2019 and in our first year with a Concert Band, there were 31 members.

Future Recommendations

- Classroom or learning space for all Music teachers.
- Prepare for the possibility of increasing IMSS opportunities to 2 streams in 2021.
- Continue Choir and Concert Band as extension programs.
- Develop and increase involvement across Nicholson Network for students and staff.



FUTURE FOCUSED LEARNING

FRENCH

BY MARISA SHIAVI

Key Strategies

- Continued appointment of specialist Languages teacher.
- 1 hour Languages program for years 3-6.
- Development of our Network Languages professional learning community.
- Participation in French Languages competitions and events.

Achievements

- All students at Harrisdale PS from Years 3-6 were introduced to the French language in 2018.
- The implementation of the New WA Languages Curriculum is rolled out in accordance with SCSA requirements.
- 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, Language competitions, incursions and excursions.
- Three students were selected to participate in the Alliance Française Poem Recitation competition. One Year 5 student came second in his category.
- We currently have a French Language Assistant working with our students in supporting and extending their knowledge accordingly. Our French Language Assistant provides opportunity for authentic language use as well as for the further development of intercultural understandings. We have secured a French Assistant three days a week for 2020.
- Flipped learning opportunities for students to have contact with the French language are provided via Seesaw and The Languages Nut.

Future Recommendations

- To continue to increase whole school participation in the languages program.
- To continue to generate opportunities for students to have exposure to the French language and authentic interactions.
- To further develop our intercultural understandings as a whole school.
- Developing a network of French teachers.



FUTURE FOCUSED LEARNING

POSITIVE BEHAVIOUR SUPPORT

BY AARON BUCKENARA

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

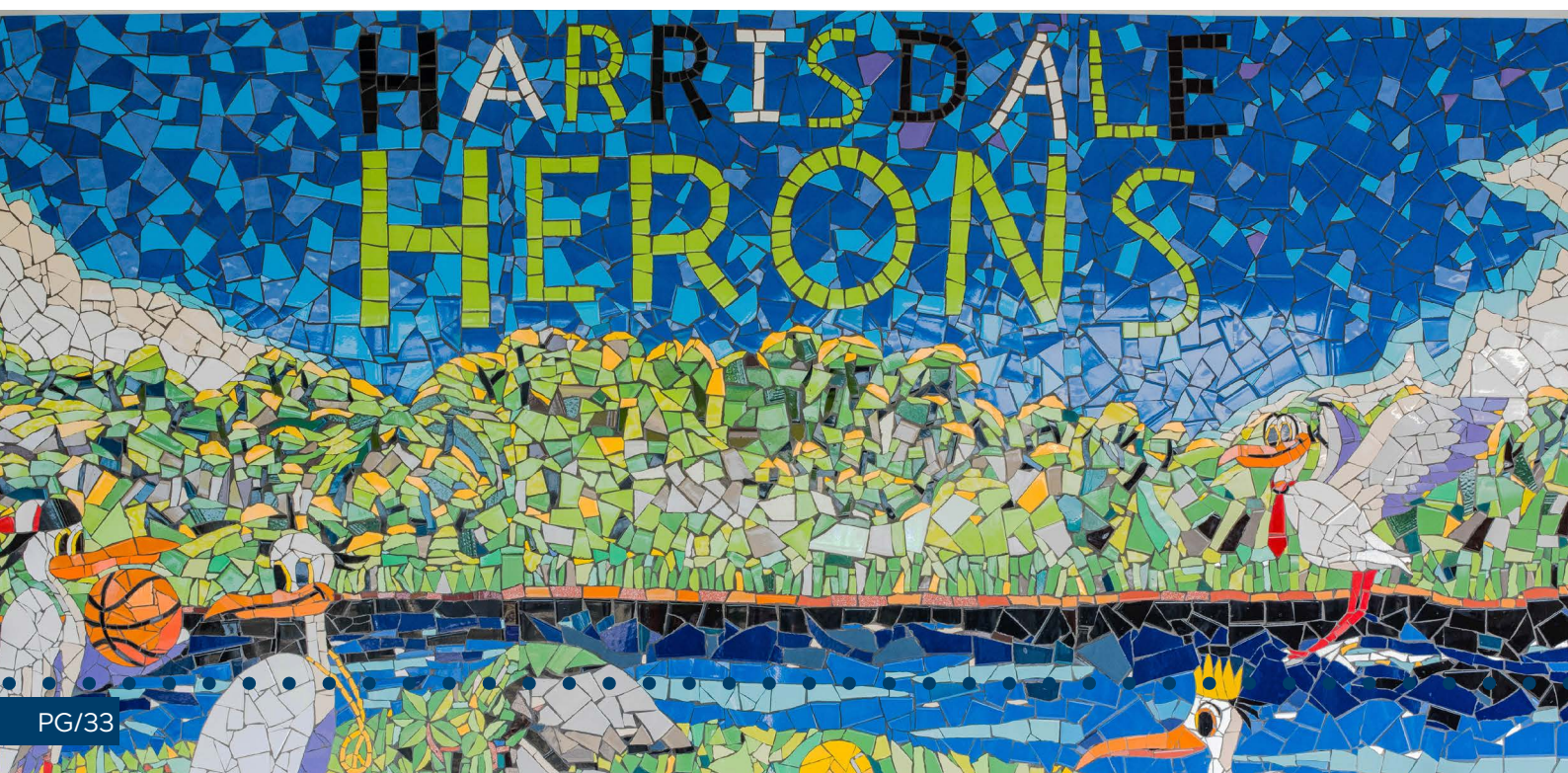
- PBS Whole School Faction Reward system.
- Signage and Promotion of PBS Behaviour expectations and values.
- PBS training for PBS teach and professional learning for staff.

Achievements

- The establishment of a 'PBS Mosaic' that each student in the school contributed to and has been placed outside the undercover area. This mural was based on a design that a previous Harrisdale student created, and further refined by a graphic designer,
- PBS whole school faction rewards each term for the winning faction, rewards included: Movie session, faction bingo, extra play and free headbands for our annual colour run.
- Continuation of weekly individual PBS wristbands rewards for students demonstrating PBS values.
- End of year 'big prize' rewards presented at the Twilight concert. Every student that has earned 1 faction token goes into the draw (Over 14,000 tokens).

Future Recommendations

- Continue to use and refine the 'digital positive behaviour reward system'
- Continue to award weekly individual rewards for students and termly rewards winning factions. We will also have 'big' prizes where any student who was awarded a token throughout the year goes into an end of year draw to win big ticket items.
- Continue to promote Harrisdale as a PBS school by designing and placing signage around the school, signifying our PBS values.
- Continue planning and implementation of the PBS system to foster a safe and supportive school environment.
- PBS team Training for Stage 2 of PBS implementation.




HIGH QUALITY TEACHING & LEADERSHIP

BY SIMONNE HEAL

Target 10. 100% of HPS teachers engage in peer observation cycle.

98% attended the Peer Observation Feedback meeting and participated in the recording/feedback.

 This target was almost met (green/orange).

Key Strategies

- Staff meetings dedicated to Peer Observation twice per term - one for goal setting and one for feedback
- Triads were deliberately created to ensure an even spread of experienced and new teachers
- Forming Professional Learning Community (PLC) for an action research approach to improving participation
- Feedback survey to continue action research to make further recommendations
- Establishment of Whole School Teacher Observation and Feedback Triads.

Achievements

- Triads met twice a term to set goals and to give and receive feedback.
- All teachers present at these meetings participated in sharing lessons and receiving feedback.
- Teachers applied feedback received to further improve individual and whole school practice.
- Teachers incorporated their growing knowledge and skills in Digital Technologies to use Apple Technologies as the vehicle for recording themselves teaching.

Future Recommendations

- Professional learning to improve teachers' ability to provide constructive feedback
- Link to performance management for goal setting.
- Continue to survey teachers for feedback for continuous improvement of the process.
- Look for ways to include teachers not physically present at the meetings.



HIGH QUALITY TEACHING & LEADERSHIP

BY KAREN DUNCAN

Target 11. 100% of middle-level leaders participate in leadership development.

100% of middle-level leaders participate in leadership development. Of the 12 identified middle level leaders (Impact Coaches, Year Level and Specialist leaders), only 7 accessed opportunities for leadership development throughout 2019. This represents 58% of middle leaders.

 This target sitting at 58% was not met.

Key Strategies

- Year Level and Specialist Leader Meetings.
- Nicholson Network Aspirant Leader program.
- Applied for, and one of the Impact Coaches was selected for Literacy Internship Program for 2020.
- Identified Professional Learning to develop leadership skills and understandings amongst middle level leaders.
- Performance Management discussions and coaching around leadership goals.

Achievements

- Year level and specialist leaders met fortnightly with Executive team to discuss leadership of teams and for information to be communicated two ways -
 - from executive team to leaders and from leaders to executive team
 - from leaders to teams and from teams to leadersThis was to ensure decision-making at a team level was focussed on students and learning.
- Middle level leaders applied for the Nicholson Network Aspirant Leaders program and four middle level leaders were selected. Two were funded by network and two by the school.
- Impact Coaches accessed, and were given opportunity to participate in at least five Professional Learning (PL) opportunities directly related to the leadership of literacy, numeracy and leadership development.
- Digital Technologies leader accessed, and was given opportunity to participate in at least five PL opportunities directly related to technologies coaching, skills and understandings, and leadership development.

Future Recommendations

- Targeted PL directly related to the leadership development of middle level leaders eg Gavin Grift-Professional Learning Communities, Simon Breakspear -Teaching Sprints.
- Continue participation in Nicholson Network Aspirant Leaders program. 4 new aspirants for 2020.
- Professional Learning Community (PLC) for middle level leaders run by Executive.
- Progress performance management discussions and coaching around leadership goals.



HIGH QUALITY TEACHING & LEADERSHIP

BY HANNAH DODDS

Target 12. 90% of teachers have gained the Apple Teacher Certification

Did not meet this target: 53% of teachers achieved this certification.

Key Strategies

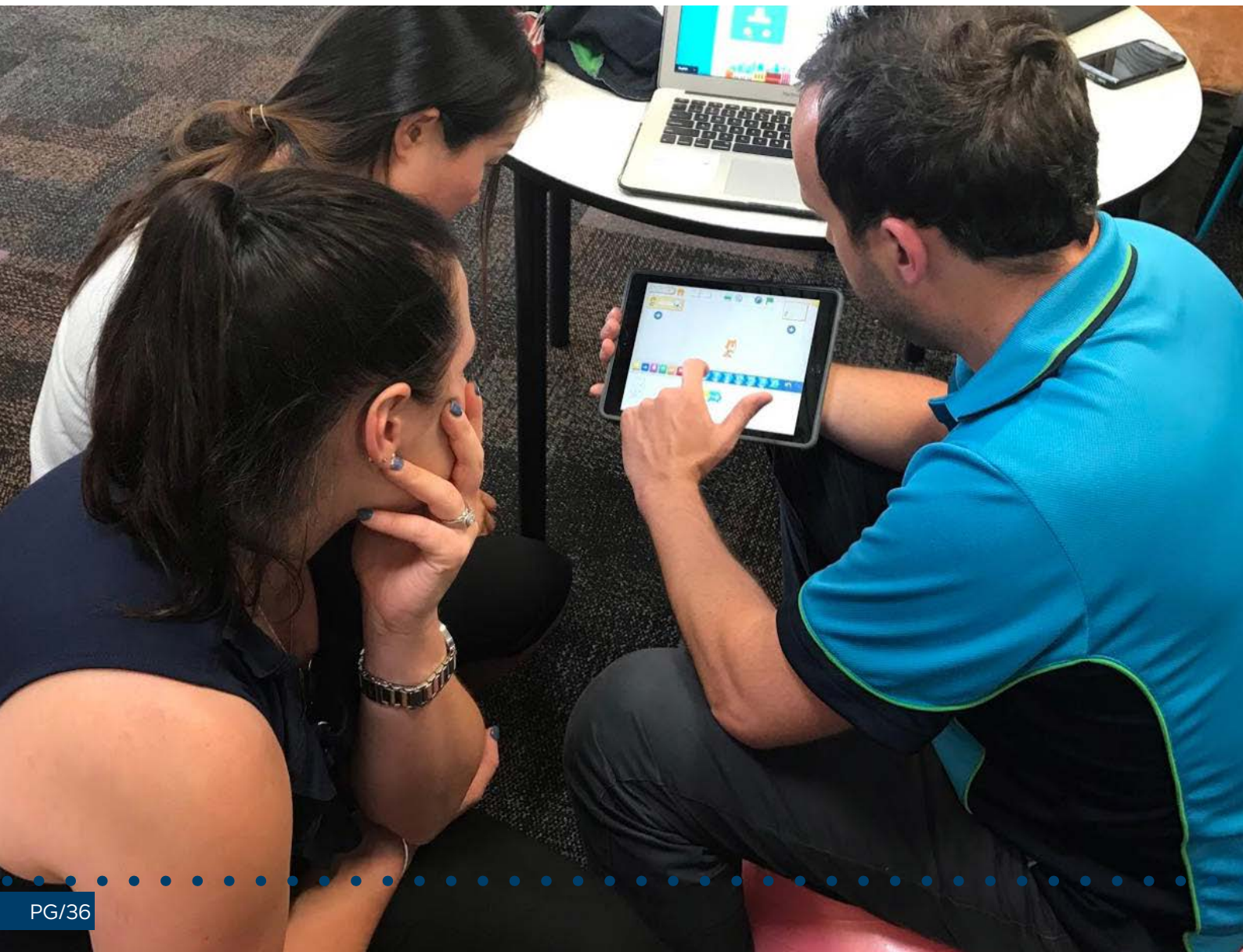
- Involvement in Apple Coaching Program.
- Partnership with Apple Education team to promote authentic inclusion and integration.
- Targeted Apple professional learning for all staff.
- Ensuring devices in the hands of educators - Teachers and EA's.

Achievements

- Apple Teacher modules were shared at staff meetings and Professional Learning opportunities.
- An Apple Teacher Leaderboard and incentive program was established.
- Teachers involved in formal coaching were required to gain Apple Teacher certification.

Future Recommendations

- Create a greater emphasis on 90% of teachers acquiring Apple Teacher status through allocating time during Professional Learning Buffets or staff meetings, Apple Teacher Leaderboards, and incentives for teams who have all completed their modules.



ENGAGEMENT & PARTNERSHIPS

BY HANNAH DODDS & ABBI KERIMOVSKI

13. 90% of families utilise technologies to communicate with teachers and connect to student work.

This target was met

184,456
pieces of work
added by students

Including 716 hours of
video and voice recordings
that document learning
and student progress at
your school!



6,077 Student Portfolios in 268 Classes

90
teachers are
using Seesaw to:

- Differentiate instruction
- Perform assessments
- Build 21st Century skills
- Keep families engaged

2,020 families
in the loop about their
child's learning

314,203
visits
by families to
student
portfolios

52,805
comments
on student work

14. NSOS reflects positive student, parent and staff perception. Survey items rated 3.5 or above.

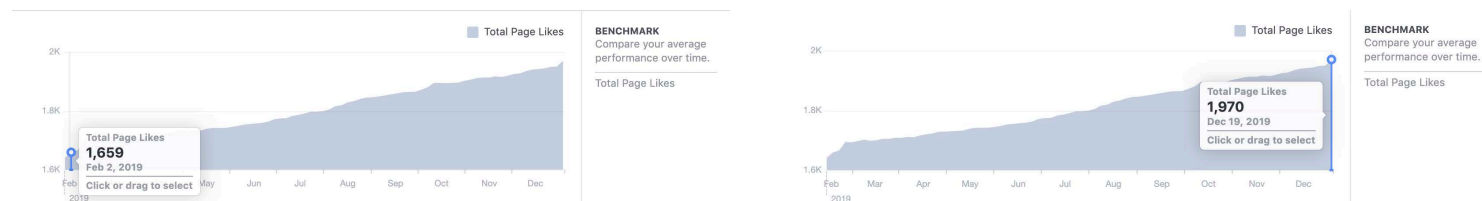
As this survey occurs every two years, with 2019 not being a survey year, this target will be reported against in the 2020 Annual Report.

15. Communication via social media indicates growing engagement (over 1000 people reached).

In April of 2019 a Public Relations Officer was appointed two days a week to heighten the schools' presence on social media platforms such as Facebook. The school currently utilises Facebook and Twitter as its main forms of social media-based communication with the broader community. As of February 2nd, 2019, the Harrisdale Primary School Facebook page had 1 659 total page likes, by December 19th, 2019, the Facebook page had 1 970 total page likes.

In August of 2019, a Facebook group was created for the Harrisdale Primary School B Hive. On August 19th, 2019, when the group was first established it had 23 members. As of December 19th, 2019, the group had 286 members.

Facebook Total Page Likes



B Hive Facebook Group Total Members

This target was met

Total Members

Aug 19, 2019 - Dec 19, 2019

286 Members



286

Total Members
+1.1K%

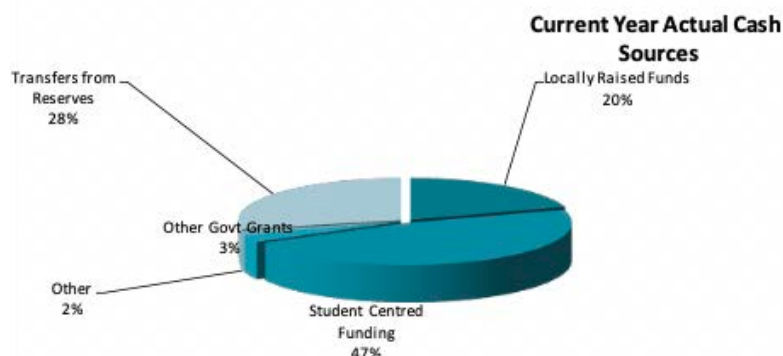


FINANCIAL SUMMARY REVIEW

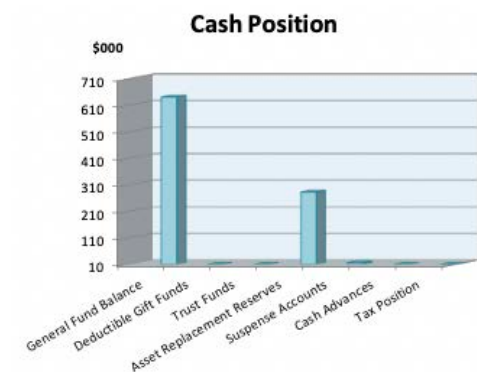
BY MEGAN KLOMPMAKER

Financial Summary as at February 3rd 2020

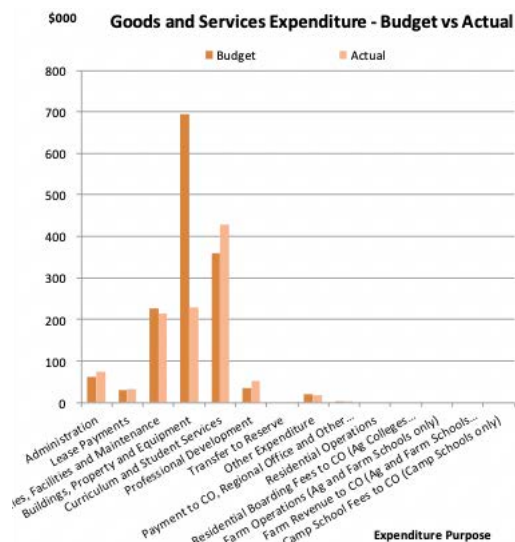
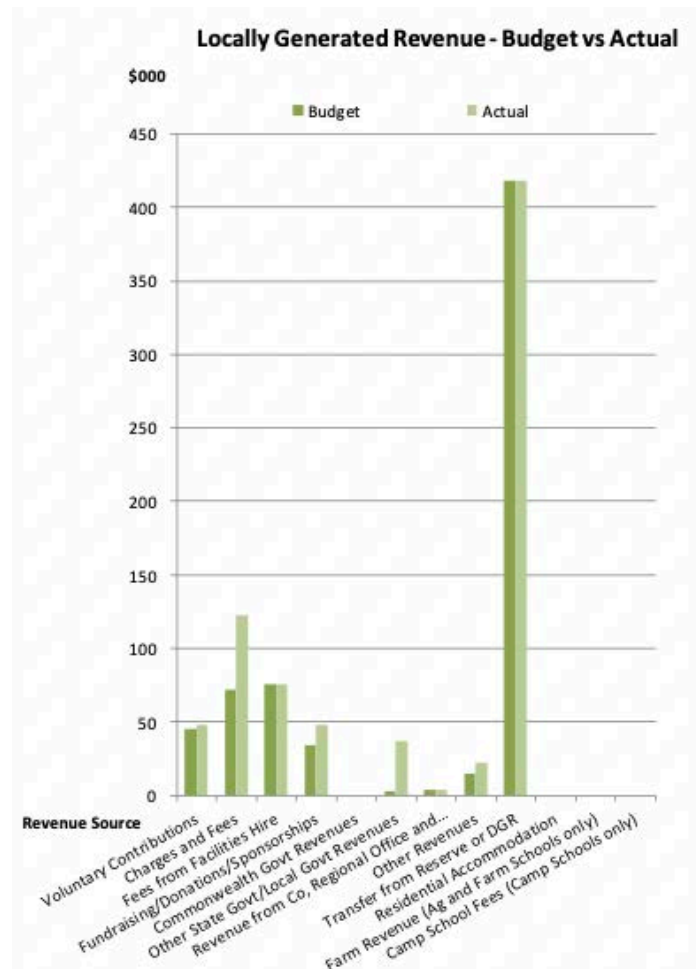
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 44,935.00	\$ 48,080.10
2	Charges and Fees	\$ 72,142.84	\$ 122,212.97
3	Fees from Facilities Hire	\$ 75,227.27	\$ 75,227.27
4	Fundraising/Donations/Sponsorships	\$ 34,567.00	\$ 47,650.40
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,006.57	\$ 37,227.75
7	Revenue from Co, Regional Office and other Schools	\$ 3,704.00	\$ 3,704.00
8	Other Revenues	\$ 15,313.02	\$ 22,630.78
9	Transfer from Reserve or DGR	\$ 418,075.00	\$ 418,075.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 666,970.00	\$ 774,808.27
	Opening Balance	\$ 219,013.00	\$ 219,013.31
	Student Centred Funding	\$ 674,872.00	\$ 690,971.92
	Total Cash Funds Available	\$ 1,560,855.70	\$ 1,684,793.50
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,560,855.70	\$ 1,684,793.50



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 61,716.30	\$ 74,934.44
2	Lease Payments	\$ 30,759.00	\$ 30,907.56
3	Utilities, Facilities and Maintenance	\$ 227,208.57	\$ 213,249.41
4	Buildings, Property and Equipment	\$ 695,208.35	\$ 229,027.26
5	Curriculum and Student Services	\$ 359,625.05	\$ 428,350.53
6	Professional Development	\$ 33,335.00	\$ 51,728.19
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 19,469.51	\$ 16,111.55
9	Payment to CO, Regional Office and other Schools	\$ 440.00	\$ 505.00
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	\$ 1,427,761.78	\$ 1,044,813.94
	Total Forecase Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,427,761.78	\$ 1,044,813.94
	Cash Budget Variance	\$ 133,093.92	



Cash Position as at:	
Bank Balance	\$ 924,538.06
Made up of:	\$ -
1 General Fund Balance	\$ 639,979.56
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 281,925.00
5 Suspense Accounts	\$ 15,896.50
6 Cash Advances	\$ -
7 Tax Position	\$ (13,263.00)
Total Bank Balance	\$ 924,538.06



GLOSSARY OF TERMS

P&C

Parents and Citizens Association

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.

National Quality Standards (NQS)

The Delivery of higher standards for young children in the areas of education, care and health across Australia.

NAPLAN

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.

Talk 4 Write (T4W)

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

Quick 60 Intervention

A fast and easy-to-administer intervention program designed to have students reading on grade level in 60 quick lessons or less.

BrightPath

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

RUCSAC

A set of steps teaching children to solve Numerical word problems.

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.

EAL/D

Students whose home language is a language or dialect other than English and need support to develop proficiency in English.

ICT

Information and Communication Technologies

STEM

An approach to learning and development that integrates the areas of science, technology, engineering and mathematics.

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

Humanities and Social Sciences (HASS)

The study of human behaviour and interaction in social, cultural, environmental, economic and political contexts.

LOTE

Languages other than English.

IMSS

A Specialist Teacher selected music program where students learn an instrument.

PBS

Positive Behaviour Support.

